

Diversity:

The Source of Our Strength



Name: _____

Age (as of January 1 of current year): _____

County: _____

Club Name: _____

Advisor: _____



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Note to the Project Helper

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of diversity and leadership.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity for value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning

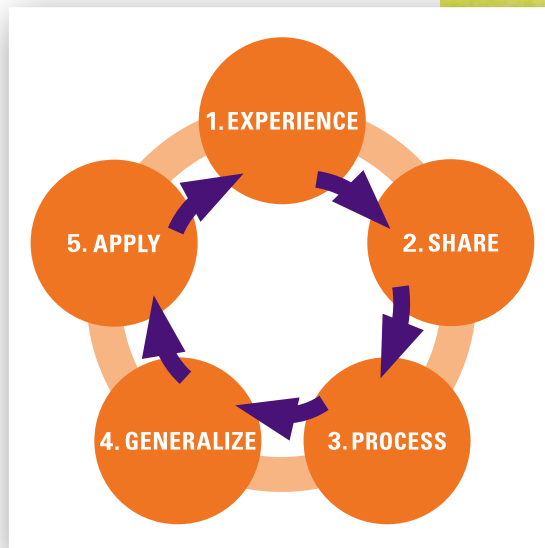
For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at www.ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about diversity and leadership.



What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



What You Can Do

- Review the learning outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See page 41 for a summary of the learning outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing the Member Project Guide.
- After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.



Member Project Guide

Welcome to *Diversity: The Source of Our Strength*! This advanced-level project explores the value of diversity in situations we encounter every day.

You are about to learn the many forms diversity takes in daily life and the benefits of being open to new situations and people who are different from yourself. This book ends with a final project, in any format you choose, that demonstrates how you intend to further your journey of diversity and leadership.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

Step 1: Complete **all eight** activities.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all eight** activities. The More Challenges activities are optional. When you finish an activity, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
1: Defining Diversity		
2: Looking Inward		
3: Connecting with Others		
4: Appreciating Different Abilities		
5: Exploring Diversity in Our Food		
6: Understanding Religious Diversity		
7: Knowing Everyone's Rights		
8: Capstone Project		

Activity 1:

Defining Diversity

Diversity is a word you hear often—“we need more diversity in the workforce,” or “we live in a diverse community.” But what does this all really mean?

What to Do

Think about the word diversity. What does it mean to you? Write your own definition of diversity in the space below. You may want to do some searching online or in a dictionary to help you form your thought, but the definition should be your own—not someone else’s.



My definition of diversity:

Learning Outcomes

Project skill: Researching meaning of diversity

Life skill: Valuing diversity

Educational standard: National Alliance for Secondary Education and Transition Standard 3.3.3: Youth demonstrate awareness, understanding, and knowledge of other cultures and societies, and show respect for all people.

Success indicator: Creates a definition of diversity

Talking It Over



SHARE How did you form your definition of diversity?

REFLECT Your friends would probably not write the same definition as yours. Why do you think different people have different definitions of diversity?

GENERALIZE Why is it important to take time to describe a concept like diversity in your own words?

APPLY How will having your own definition of diversity help you in the future?

**“Share our similarities,
celebrate our differences.”**

—M. Scott Peck (1936–2005), author of *The Road Less Traveled*



Glossary

Words in **bold** throughout this book are defined in the glossary.



Background

Diversity can be described in many different ways. The Oxford Dictionaries Online states that some key words of diversity include *difference*, *variety*, and *variable*. For our purposes, diversity refers to those human differences that make us unique and set us apart from others. Diversity can include differences in skin color, personality, language, and much more.

Throughout history, these differences have been used to both unite and divide people. **Segregation** is an example of how diversity can be used to divide people into separate groups in public settings such as using a drinking fountain, attending school, or going to the movies or a restaurant. Segregation in its most extreme and atrocious form led to the Holocaust, the **genocide** of approximately six million European Jews during World War II.

Diversity is often seen as an asset. The U.S. Department of the Interior says America's diversity has given this country its unique strength, resilience, and richness. Bringing together diverse groups of people can create greater innovation through the sharing of ideas, enhance problem solving through differing viewpoints, and provide a more **inclusive** and fair environment.

Resource

Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences.
www.tolerance.org

Human Rights 101 provides background on human rights issues. Visit www.thirteen.org/edonline/hr101/index.html to explore human rights issues and teen projects.

Did you know?

According to www.smartplanet.com, the top most diverse cities in 2011 were found in California followed by Washington, D.C., and New York City.

Summary of Learning Outcomes

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
1. Defining Diversity	Researching meaning of diversity	Valuing diversity	Standard 3.3.3: Youth demonstrate awareness, understanding, and knowledge of other cultures and societies, and show respect for all people.	Creates a definition of diversity
2. Looking Inward	Evaluating internal and external traits of others	Critical thinking	Standard 3.1: Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.	Understands making snap judgments about others and how to avoid making them
3. Connecting with Others	Discovering similarities and differences in others by interviewing three individuals	Interacting with others	Standard 3.1.4: Youth develop interpersonal skills, including communication, decision making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.	Appreciates others' similarities and differences using interpersonal skills
4. Appreciating Different Abilities	Participating in a stroke simulation	Being empathetic	Standard 3.3.3: Youth demonstrate awareness, understanding, and knowledge of other cultures and societies, and show respect for all people.	Appreciates differing abilities in others
5. Exploring Diversity in Our Food	Evaluating three food stores	Critical thinking	Standard 3.3.3: Youth demonstrate awareness, understanding, and knowledge of other cultures and societies, and show respect for all people.	Identifies reasons for food disparity
6. Understanding Religious Diversity	Learning about an unfamiliar religion	Processing information	Standard 3.3.3: Youth demonstrate awareness, understanding, and knowledge of other cultures and societies, and show respect for all people.	Identifies differences and similarities in a religion different from your own beliefs
7. Knowing Everyone's Rights	Developing historical context for diversity	Making decisions	Standard 3.1.1: Youth are able to explore various roles and identities, promoting self-determination.	Understands meaning of U.S. landmark decisions
8. Capstone Project	Selecting a project about diversity to continue this learning experience	Being a responsible citizen	Standard 3.3.4: Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.	Completes a project about diversity that benefits the community
*The educational standards cited here are from the National Standards and Quality Indicators: Transition Toolkit for Systems Improvement (2005) from the National Alliance for Secondary Education and Transition. These are available in their entirety by clicking on "Standards and Indicators" at www.nasetalliance.org .				