

NAE4-HA Diversity Committee
Southern Region NAE4-HA
March 8, 2011

☼ **Diversity and Multicultural Program Development and Support Materials**

Type: **4-H Spanish Language Resource Websites** (compiled by Mignonne Pollard)

Audience: Youth Development Professionals

Extension En Español

<http://extensionespanol.net>

A national clearinghouse for Spanish-language educational resources. It has a wide variety of downloadable 4-H Resources with Spanish and English versions.

Covering basic topics like “What is 4-H?” as well as practical operations like “Organizing A 4-H Project Club”, these resources are attractive, uniformed looking and do not have state specific information so they can be printed and distributed without any modifications.

Oregon Outreach: Volunteer Development -

<http://oregon.4h.oregonstate.edu/oregonoutreach/>

This site has great info on best practices for developing programs for Latino Audiences.

New Jersey 4-H Leader Training Series - <http://nj4h.rutgers.edu/volunteering/lts/>

The New Jersey 4-H Leader Training Series has a great list of resources with downloadable versions in English and Spanish. They have a great four page document on “What is 4-H” as well as great resources for training volunteers.

National 4-H Headquarters: Materials in Spanish

http://www.national4-hheadquarters.gov/library/4h_spanish.htm

This website has a list of resources developed by state 4-H programs. It is a good, comprehensive list of publications on 4-H Operations, Agriculture & Natural Resources, Clothing & Textiles, Health & Nutrition, Personal & Family Economics and Science & Technology. Some of the resources can be downloaded and some can be purchased.

Texas 4-H - <http://texas4-h.tamu.edu/publications/index.php>. Great list of publications with Spanish & English versions. See “Publications” menu on the right column of this page.

Type: **Global Learning Websites** (courtesy of Jeff Buckley, GA)

In order for youth of today to be effective leaders they must have a broader understanding of global issues and the cultural competence to collaborate with people from diverse cultures.

Audience: For Youth

UNICEF Voices of Youth Program

<http://www.unicef.org/voy/>

This website, sponsored by the United Nations Children Fund is designed to offer children and teens a safe and supportive cyberspace within which they can explore, discuss and take action on issues that affect them. Young people from 180 countries participate in the site's discussion boards and live chats.

ePals Global Network

<http://www.epals.com/projects/info.aspx?DivID=index>

ePals enables 4-H'ers & their leaders to safely connect with counterparts from over 190 countries for peer to peer projects and activities. For a very small fee, members can develop a profile for themselves and their 4-H club, post and view pictures, audio and video files.

Audience: Youth Development Professionals

Peace Corps, Paul D Coverdell Worldwide Schools

<http://www.peacecorps.gov/wws/>

Educators can receive excellent, free curriculum, correspond with volunteers in the field, arrange for returned volunteers to come and speak and even download lesson plans for specific subjects, countries and age groups.

International Education & Resource Network: iEARN

<http://www.iearn.org/>

Started in 1988, iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world.

Members receive regular updates on ongoing collaborative projects and tools and networking services to start your own.

Under Curricula:

- ✿ “Strengthening Programs to Reach Diversity Audiences: Diversity Curriculum”
 - Composed of six units, this curriculum is intended for Extension professionals interested in training their staff to work with diverse audiences, specifically African-American, Asian-American, Hispanic and Latino American and Native American cultural groups. These groups were identified by a CYFERNet Needs Assessment Survey conducted in 1999-2000.
 - The units are available on the University of Florida IFAS Family, Youth and Community Sciences website at <http://fyics-diversity.ifas.ufl.edu/diversity%20website/home.htm>. Each is downloadable and in PDF format. There is also a video that accompanies each unit, as well as attachments to enhance learning and reinforce the knowledge gained in the unit. The website also has a link for references and other useful resources.

Under Training Tools:

- ✿ “A Walk in My Shoes” Age Awareness Program
 - “A Walk in My Shoes” was recognized in 2000 as a National 4-H Program of Excellence. It is now web-based and available at <http://www.urbanext.uiuc.edu/wims/wimsproject.html>. Targeted as program for youth, members start with the Introduction link and follow along through the five sections of the program, including the titles “All Old Folks Are Not the Same,” and “How Old is Old?”
 - A list of supplies is included on the site, and these help youth in the program experience “immediate aging” through impairment of the senses, such as touch and sight. Youth who participate can evaluate the impact of their participation by taking a pre- and post-attitude assessment.

More Items:

- ✿ SERA 37: The New Hispanic South. SERA is the Southern Extension Research Activity. SERA-37 brings land-grant faculty together to work collaboratively in understanding the challenges and opportunities associated with Latinos in the South; to strengthen the research, Extension outreach, and public policy work being done with Latino’s in our region’s land-grant university system; and advance educational programs and technical assistance to meet the diverse needs of our growing Latino population.
 - www.sera37.wordpress.com/resources
- ✿ Southern Rural Development Center. Center seeks to strengthen the capacity of the region’s 29 land-grant institutions to address critical contemporary rural development issues impacting the well-being of people and communities in the rural South.
 - <http://srdc.msstate.edu/sera37/>

Items on Bullying and Internet Safety. These are at <http://edis.ifas.ufl.edu>, the UF Extension clearinghouse for publications.

[FCS2243/FY778: How Parents and Agents Can Address **Bullying** with ...](#)

... How Parents and Agents Can Address **Bullying** with Youth 1. Rosemary V. Barnett
2. Recently the American ... What is **bullying**? While **bullying** is ...
author: Rosemary V. Barnett
department: Family Youth and Community Sciences
edis.ifas.ufl.edu/fy778 - 14k - 2008-12-16

[FAR1712/FM371: Outcomes of **Bullying**](#)

... Outcomes of **Bullying** 1. Suzanna Smith 2. ... Parents need to be aware of signs of **bullying**
and if it occurs, make contact with their child's school right away. ...
author: Suzanna Smith
department: Family Youth and Community Sciences
edis.ifas.ufl.edu/fm371 - 10k - 2009-04-09

[FCS2248/FY848: Teens & Internet Safety](#)

... However, parents and youth workers may be less aware of "cyber-**bullying**"
in which peers viciously attack one another. ... Cyber-**bullying**. ...
author: Kate Fogarty
department: Family Youth and Community Sciences
edis.ifas.ufl.edu/fy848 - 17k - 1998-10-30

[FCS2280/FY1004: Trauma and Adolescents](#)

... In addition to the traumatic stressors encountered by adults, adolescents are also
at risk of trauma related to **bullying** and embarrassment in school, violence ...
author: Ashley Eckes and Heidi Liss Radunovich
department: Family Youth and Community Sciences
edis.ifas.ufl.edu/fy1004 - 25k - 2007-10-10

[FCS2297/FY1086: Helping Teens Answer the Question "Who Am I?" ...](#)

... By creating a more accepting environment, we may improve problems with **bullying**,
absenteeism, school safety, and victimization. Conclusion. ...
author: Rosemary V. Barnett and Stephanie Bates Galligan
department: Family Youth and Community Sciences
edis.ifas.ufl.edu/fy1086 - 15k - 1998-10-30