

Module title	MODULE II ASSESSING STRENGTHS OF YOUR COMMUNITY
Unit title	UNIT 2 – INTRODUCING EXTENSION & UNDERSTANDING CULTURES
Time needed to complete unit	<u>Introducing Extension (10-15 minutes)</u> <u>Cultural Understanding (20-30 minutes)</u> <u>Background of Immigrant Homelands (15-20 minutes)</u>
Why is this important to know?	Once we identify liaison individuals with whom we have a working relationship, we need to define the nature of our intentions and understand the culture of the community in which we intend to serve. Many cultural communities have no previous knowledge of anything like extension that has an informal, life-long educational focus rather than a government or regulatory function. Not only do we need to make our intentions clear, we need to understand their culture in regard to their background, home communities, and reasons they might choose to be in this community. This will help us understand and appreciate different perspectives, social motivations, education & literacy levels in any language, and experiences.
Objectives/Purpose	To assist you with the knowledge and a method to explain the history, structure, and role of Extension and provide tools to better understand the cultural norms and backgrounds of the cultural group (s) targeted in your community.
How to use this information	Initially for the educator to review and learn more about Extension and the cultural differences between people. This can shared with co-workers, staff, and then volunteers, and then collaborators in the community.
Supporting materials <i>(handouts, Power Points, activities, etc.)</i>	The lessons in this unit include primarily resources for the educator to learn and study at the introductory level. In addition there are references, handouts, PowerPoint presentations, and activities for those educators choosing to use this material with client audiences.
Additional resources, web links	See individual lessons

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Lesson I title	<u>Introducing Extension</u>
Time needed to complete lesson	<u>Introducing Extension (15 minutes)</u>
Why is this important to know?	The Land Grant University System is a very unique and spectacular way of conducting Extension education however it is very rare and difficult for people of many nationalities to comprehend. Many cultural communities have no previous knowledge of anything like extension with an informal, life-long educational focus rather than a government or regulatory function. Our ability to explain how we function and how education can improve the quality of life for people will be the basis our Extension's success and support in the future. It is important that all individuals, both professional and Lay Leaders, working with Extension programming have a general understanding of the purpose, mission, vision and philosophy of the Land Grant System and the Cooperative Extension Service (CES). As representatives of CES, we are often called upon to explain and inform others about these critical elements of our organization.
Objectives/Purpose	To assist the educator with the knowledge and a method to explain the history, structure, and role of Extension in the United States to anyone.
How to use this information	Read the reference material and become familiar with the Land Grant philosophy, and Smith Lever Acts and Extension history in your state and community. For example read: http://www.ces.purdue.edu/anr/field/gob/board.html#philosophy You should have access to more information on your own state program. Find the Extension motto, logo, mission, and vision of CES in your state. Write a current structure and responsibilities chart for your state and county Extension system. When you share the purpose of Extension with immigrant families be sure to stress that we are in the education business and associated with the university – don't start with the word "government". Explain the Extension is a proactive educational service that is proactive to helping communities and not waiting to react to the changes.

Supporting materials	<p>From Getting On Board website: http://www.ces.purdue.edu/anr/field/gob/board.html#philosophy</p> <p>Smith-Lever Act of 1914 Establishing Cooperative Extension Work and Land Grant Mission taken from: http://www.dafvm.msstate.edu/laws/smithlvr.htm</p> <p>For the entire Smith Lever Cooperative Extension Act go to: http://www.recusda.gov/1700/legis/s-l.htm</p> <p>Land Grant University PowerPoint</p>
Additional resources	<p>Each state should have their own logo, motto, mission, vision, etc – for example only: From Getting On Board website: http://www.ces.purdue.edu/anr/field/gob/board.html#philosophy</p> <p>Land Grant University Directory: http://www.nrcs.usda.gov/technical/land/meta/m2783.html</p> <p>Acronyms and Common Terms: http://www.csrees.usda.gov/business/training/acronyms.html</p> <p>Land Grant University Contacts: http://www.csrees.usda.gov/qlinks/partners/state_partners.html</p> <p>Seevers, Brenda; Graham, Donna; Gamon, Julia; Conklin, Nikki (1997) Education Through Cooperative Extension. Delmar Publishers (http://www.delmar.com) or (e-mail: info@delmar.com).</p> <p>Brunner, Edmund, and E. Hsin Pao Yang (1949) Rural America and the Extension Service. New York: Bureau of Publications, Columbia University Teachers College.</p> <p>Working With Our Publics, Module 1: Understanding Cooperative Extension, Sourcebook.</p>
References:	<p>The People Came First: A History of Wisconsin Cooperative Extension, Jerry Apps, 2002. Wisconsin Epsilon Sigma Phi, Alpha Sigma Chapter. Highlights 150 years of history, including an early history of the University of Wisconsin and agricultural education, the beginning of extension, the many years of development and continued growth, expansion and change.</p>

Unit title	MODULE II UNIT 2 – INTRODUCING EXTENSION & UNDERSTANDING CULTURES
Lesson II title	<u>Cultural Understanding</u> *Refer to Module 1, Building Cultural Competencies, for information on this important topic.
Time needed to complete lesson	<u>Cultural Understanding (20-30 minutes)</u>
Why is this important to know?	Not only do we need to make our intentions clear, we need to understand differences in cultural perspectives and orientation to such things as relationships, family, time, environment, employment, etc. This will help us understand and appreciate our own culture and become more aware of different perspectives and attitudes without being judgmental. It will also be important for you to understand that you and the Cooperative Extension System has a culture that influences our relationships and effectiveness as educators in our communities.
Objectives/Purpose	To make the educator aware of their own culture and become familiar with an instrument that is being used by industry to assess individual's cultural perspectives.
How to use this information	There is the following information about the Cultural Orientations Model™ (COM™) and the Cultural Orientations Indicator® (COI®). Visit the website below and review the material describing how the cultural background of an individual is able to be predicted. It is very important that we attempt to know as much about the people's culture, beliefs, habits, and values as possible. As you will see if you click here: http://www.tmcop.com/channel.aspx?channel_id=news&page_id=NE101 , there are 16 different orientations in which we can evaluate a person's cultural perspective.
Supporting materials	Engaging Minority and Culturally Diverse Audiences, in the Journal of Extension at http://www.joe.org/joe/2002december/tt2.shtml PDF file on cultural orientation http://www.tmcop.com/PDF/COI_Flyer.pdf Resources on Cross-Cultural Success from: http://www.amideast.org/publications/aq/Sample_Issue-Cross_Cultural_Orientation-bibliography.htm

International Extension Curriculum: Strengthening Extension's Capacity for International Engagement
<http://www2.ces.purdue.edu/iec/default.htm>

Additional resources, web links	<p>A CSREES Internationalizing Extension project in North Carolina has more information on Cultural Orientations Model™ (COM™) and the Cultural Orientations Indicator® (COI®). Contact Dr. Mitch Owen at NCSU, Email: mitch_owen@ncsu.edu or more information at: http://www.innerpowerintl.com/tools/culturalorientationsindicator.htm</p> <p>http://www.tmcorp.com/PDF/COI_Flyer.pdfhttp://www.tmcorp.com/PDF/COI_Flyer.pdf</p> <p>http://www.int-coaching.com/Eng-CrossCulturalCOI.htm</p>
References:	<p>Culture, Communication and Conflict, textbook by Dr. Gary Weaver, American University, Email: gweaver@american.edu; Phone: (202) 885-1637, for information and to order textbook contact Intercultural Press, Inc., 800-370-2665 or e-mail at books@interculturalpress.com or www.interculturalpress.com</p>

Unit title	MODULE II UNIT 2 – INTRODUCING EXTENSION & UNDERSTANDING CULTURES
Lesson III title	<u>Background of Immigrant Homelands</u>
Time needed to complete lesson	<u>Background of Immigrant Homelands</u> (20 minutes)
Why is this important to know?	Many members of your community will wonder and some will ask why people of other cultures move to their community. We need to understand not only the culture in regard to attitudes, but just as importantly in regard to their families in the native country. This includes economic, employment, health, housing, and considerations as to why folks would be seeking a better way of living for themselves in your community. This will help us understand and appreciate different perspectives, social motivations, education & literacy levels in any language, and experiences. You cannot professionally serve those who you do not make a serious study to understand.
Objectives/Purpose	To assist you with the knowledge and data to help the community understand more about the motivation for new cultural groups to be immigrating to your community. By knowing more about the homelands, history and customs of people in our community we can more effectively relate and plan future program together.
How to use this information	Review the data from the home communities and countries of the cultural groups in your community. http://www.state.gov/r/pa/ei/bgn/ Pay particular attention to the levels of income, education, health and life expectancy, political stability, and safety issues. Then compare that with the demographic data for your own community. Go to http://factfinder.census.gov and to the Background Notes. Access link on Foreign-Born Population (http://www.census.gov/prod/2003pubs/p20-539.pdf) and share this information with co-workers and especially staff and volunteers within your organization.

Supporting materials	<p>With the following you will learn more about the customs and cultures of people you serve:</p> <p>U.S. Census Bureau, United States Foreign-Born Population http://www.census.gov/prod/2003pubs/p20-539.pdf</p> <p>Browsing Holidays by Country. You can view holidays by year for different countries using the following form, or navigate the Earth Calendar http://www.earthcalendar.net/_php/countrysearch.php</p> <p>CultureGrams, http://onlineedition.culturegrams.com/world/index.php</p>
Additional resources, web links	<p>U.S. Department of State, Background Notes on Foreign Countries, http://factfinder.census.gov</p> <p>FirstGov en Espanol (at www.espanol.gov) is a centralized collection of major agencies' Web pages translated into Spanish, including the U.S. Postal Service, the Bureau of Citizenship and Immigration Services and the Department of Education. It is designed to encourage those who speak Spanish to seek information about living and working in the United States.</p>