

Lesson 6

Diversity Resources

Learning Objectives

As a result of this lesson, the learner will . . .

1. Identify Agricultural Education and FFA resources that will assist in promoting diversity.
2. Identify web and print resources that will assist in promoting diversity.
3. Develop a rubric for evaluating curriculum materials and other media for biases, stereotypes, and discriminatory content.

Tools and Equipment

Computer, Projector, Students laptops, Paper, Microsoft Word, and PowerPoint.

References

National FFA Organization. (2004). *BLAST-OFF training: Building relationships*. Indianapolis, IN: Author.

Talbert, B. A., Croom, B., LaRose, S. E., Vaughn, R., & Lee, J. S. (2022). *Foundations of agricultural education* (4th edition). Purdue University Press.

Interest Approach

This is not a traditional lesson plan that a teacher would use with students. The purpose of this lesson plan is to provide the teacher with resources that can be used throughout the school year and with various lesson plans.

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Methods/Content

Objective 1

Identify Agricultural Education and FFA resources that will assist in promoting diversity.

The following print, video, and electronic resources focus on promoting diversity in any setting. Inclusion in this list does not endorse the product, nor does its exclusion from the list discredit a product. This list is provided to give a sample of resources available to teachers wishing to promote diversity. **WARNING:** It is strongly suggested that the teacher visits a website each time before having students use it. Web addresses can be purchased by new owners, and the current content may not be appropriate for students.

Materials and resources available from the National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, Indiana 46268-0960. Phone: 317-802-6060. Internet: <http://www.ffa.org/>

- The National FFA Organization has a Belonging and Engagement focus. The Marketing and Communications Services team ensures that all print, video, and electronic materials produced by the National FFA Organization use inclusive language and show pictures of people from diverse groups. Materials from the National FFA Organization with a copyright date of 1999 or later should reflect this emphasis on belonging and engagement. Materials before this date should be reviewed using the rubric at the end of this lesson.
- The National FFA Archives are located on the campus of Indiana University-Purdue University Indianapolis in the Ruth Lilly Special Collections and Archives. The archives database can be searched at <https://library.indianapolis.iu.edu/special/ffa>
- H. O. Sargent Award in Diversity. This program recognizes diverse efforts by FFA members and non-members. More information is provided in Lesson 7 of this Diversity Resource Kit.
- “You Make Diversity Work” student and teacher workshops are presented at the National FFA Convention. See the National FFA website for more details. <http://www.ffa.org/>
- LifeKnowledge Instructional Materials. These lessons are especially appropriate for teaching an understanding of and respect for diversity. These lessons are available on the LifeKnowledge Curriculum CD-ROM from The National FFA Organization.
 - Lesson MS.10 “Showing Respect”
 - Lesson MS.32 “The Need for Positive Relationships
 - Lesson MS.36 “Understanding Ways People are Different”
 - Lesson HS.56 “Appreciating Differences in People”
 - Lesson HS.58 “Demonstrating Compassion for Others
 - Lesson HS.60 “Seeking Positive Relationships”
 - Lesson HS.70 “The Value of Diversity on Teams”
 - Lesson HS.72 “Appreciating Cultural Diversity”
 - Lesson HS.108 “A Lifetime of Service to Others”

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Materials and resources available from Agricultural Education professional associations, curriculum centers, and others.

- Journal of Agricultural Education. The American Association for Agricultural Education publishes the journal. It publishes peer-reviewed manuscripts in the areas of: “. . . current trends and issues, descriptions or analyses of innovations, research, philosophical concerns, and learner/program evaluation.” The Journal of Agricultural Education is available in most university libraries with an agriculture college. The full text of the articles is also available online at <https://aaaeonline.org/>
- National Agricultural Education Research Conference Proceedings. NAERC is the premier research conference in agricultural education. Proceedings from 1999 to the present are available online at <http://aaaeonline.org/>, and selected proceedings and papers are available from the ERIC database of educational resources at <https://eric.ed.gov/>
- Population Diversity Workgroup of the AAAE. (December, 1993). Enhancing Diversity in Agricultural Education (B. Bowen, Editor). University Park, PA: The Pennsylvania State University. This monograph explores how the agricultural education professional could promote diversity and describes four model programs. Available from the ERIC database of educational resources (Accession number ED366718) at <https://eric.ed.gov/>
- Talbert, B. A., Vaughn, R., & Croom, B. (2005). Foundations of Agricultural Education. Caitlin, IL: PEP Publishers, Inc. This textbook includes a chapter titled “Meeting the Needs of Diverse Students.” The textbook is available at <http://www.professionaleducatorspub.net>
- The Agricultural Education Magazine. This is a professional journal of agricultural education. It is available in most libraries at universities that have an agriculture college. Subscription information is available at <https://www.naae.org/resources/ag-ed-resources/ag-ed-magazine/>
- Woods, M. D., & Moore, E. A. (2003). Diversity in Agriculture: A review of research. Journal of Agricultural Education, 44 (3), 12-22. This journal article synthesizes the research in Agricultural Education related to diversity topics for the years 1992 to 2001.

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Objective 2

Identify web and print resources that will assist in promoting diversity.

The following print, video, and electronic resources focus on promoting diversity in any setting. Inclusion in this list does not endorse the product nor does the exclusion from the list discredit a product. This list is provided to give a sample of resources available to teachers wishing to promote diversity. WARNING: It is strongly suggested that the teacher visit a website each time before having students use the website. Web addresses can be purchased by new owners and the current content may not be appropriate for students.

Websites

- Agricultural History. This journal is available in both print and online versions. Many of its articles are about diversity and how diverse groups have been a part of agriculture.
<https://www.aghistorysociety.org/the-journal>
- Breaking New Ground. This is a “source for information and resources on rehabilitation technology for persons working in agriculture.”
<https://www.purdue.edu/engineering/abe/inagrability/>
- National Association for Multicultural Education (NAME). One of the objectives of NAME is to serve as a “. . . clearinghouse for multicultural education resource materials and educational strategies.” The NAME website has a Resource Center with both free and for-purchase materials.
<https://www.nameorg.org/>
- Southern Poverty Law Center. Two efforts of the Center, Teaching Tolerance and Tolerance.org, are especially useful for teachers.
<https://www.splcenter.org/>
- USDA National Agricultural Statistics Service. Data and statistics about U.S. agriculture.
<https://www.nass.usda.gov/>

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Objective 3

Develop a rubric for evaluation curriculum materials and other media for biases, stereotypes, and discriminatory content.

The rubric at the end of this lesson can be helpful in evaluating curriculum materials and other media you may use in your classroom. It is suggested that you preview all materials before using them with students. The rubric can also be used to guide the development of materials you create yourself.

Conclusion of Lesson 6

Agricultural Education and students in Agricultural Education should promote diversity and work for equality and justice.

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Curriculum Material Evaluation Rubric:

Assessing Materials for Biases, Stereotypes, and Discriminatory Content

This rubric is to be used as a guide for making decisions. There is no overall score at which a particular material becomes unacceptable for use; however, material with majority ratings of “Unacceptable” and “Use with Caution” should not be used.

Criterion	Unacceptable	Use with Caution	Acceptable	Promotes Diversity
Pictures (race or ethnicity)	Depicts people of color in stereotyped roles or derogatory manners.	No people of color are shown.	Staged pictures with people of color are shown.	People of color are shown in prominent roles.
Pictures (gender)	Sexist or suggestive poses.	No gender diversity is shown.	Some gender diversity.	Gender diversity is evident.
Pictures (other)	Disrespect of people, property, etc. is shown. Unethical or unsafe practices shown.	Ethics or safety of practices shown is questionable.	Pictures show respect and ethical/safe practices.	Respect of all people, property, etc. is shown.
Text (race or ethnicity)	Racist or derogatory words, jokes, or comments are used.	Words, content, or comments could be interpreted as negative toward certain groups of people.	Words, content, and comments are neutral.	Pseudonyms used represent a diversity of ethnicities. Content includes references to contributions by people from minority groups. Content, examples, applications demonstrate a support of diversity.
Text (gender)	Sexist or sexually - suggestive words, jokes, or comments are used. Content is presented in a manner that is derogatory to females or males.	Words, content, or comments could be interpreted as negative toward either males or females.	Words, content, and comments are neutral.	Both female and male pseudonyms are used. Content includes references to contributions by both. Content, examples, applications demonstrate a support of diversity.
Text (other)	Words are misspelled. Content is inaccurate and/or out-of-date.	Reading level is too high or too low for targeted grade. Inappropriate content coverage.	Reading level is appropriate. Content is accurate and up-to-date. Adequate content coverage.	Content and text support respect for others and service to others.

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