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INTERNATIONALIZING YOUR EXTENSION PROGRAMMING

Mary P. Andrews*

ABSTRACT:

In today's world, Extension Educators need to help their clientele know about and appreciate our increasing global interdependence. Every aspect of our lives is affected by global events and forces and our own behaviors dramatically affect others in the world. Bringing an international or global perspective to our Extension educational programming is a must for all agents, regardless of their areas of expertise or international experience. To feel comfortable in programming in this arena, Extension professionals require special exposure, training and perhaps assistance. But many strategies are available to educators and their own communities and universities are rich in resources to help. This poster will highlight methods of engaging clientele and communities in international programming and learning. Examples from the National Initiative to Internationalize Extension will be shared.

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LOTERIA BINGO: A BILINGUAL, LOW LITERACY LEARNING TOOL

Debra Minar Driscoll*

ABSTRACT:

Are you looking for a new way to engage your program participants, so they can have fun together while learning something important? Come to this session ready to try out a game that teaches a serious message in a non-threatening way. The Loter a de Diabetes/Diabetes Bingo game was developed when a county educator was looking for an interactive, low literacy-level tool to create awareness of diabetes, a chronic illness that is widespread in the Latino population. The game is based upon a Mexican game, Loter a, which is popular among the families who have immigrated to Oregon. In Mexico, it is played at festivals and community events. Each player uses a card with 16 pictures on it. Flash cards with one picture per card are used, and players mark their cards in a similar fashion to bingo. The game has been used in many settings, including outdoor health and community fairs and as presentations to groups of childcare providers and health promoters. 12 sessions using the game reached 1668 participants in 2002. The evaluation instrument is a single page containing the artwork used in the game to represent key concepts about diabetes. Responses are indicated with symbols. The instrument was used with four groups, and was distributed to 39 participants. Results showed that the game participants significantly increased their knowledge about diabetes, and were motivated to make lifestyle changes to prevent or manage diabetes. The concept is adaptable to any subject matter.

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INCORPORATING AMERICAN INDIAN IMAGES AND CULTURE INTO 4-H YOUTH DEVELOPMENT PROGRAMMING: TOWARDS AN UNDERSTANDING OF THE ISSUES, RESPONSES, AND RESPONSIBILITIES OF MULTICULTURAL EDUCATION

Barry A. Garst*, Patty Mulkeen and Virginia Bourdeau

ABSTRACT:

The use of American Indian or Native American images, symbols, and rituals in American culture has become an increasingly polarizing issue. This issue is no longer confined to debates about the use of mascots by professional sports teams. Rather, it has become a national issue for any community organization that strives to promote diversity and multiculturalism, including Extension. Over the past few years, several state Extension programs have been faced with stakeholders groups who have questioned how 4-H incorporates American Indian images, symbols, and rituals into youth programming. This seminar will explore the underlying issues that Extension organizations have faced, from the perspectives of Extension educators, volunteers, parents, members, tribal organizations, and tribal members. Presenters from the NAE4-HA Camping and Environmental Education Taskforce will share strategies for identifying and addressing concerns about the use of American Indian images and culture. Effective strategies have included stakeholder identification, taskforce construction, creation of web-based communication systems, engaging tribal members as equals, and establishing partnerships with state tribes. Through a large group discussion, participants will share their perspectives and explore the implications of American Indian representation to the larger issues regarding Extension's role in multicultural education and involving stakeholders in local programming.

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INTERNATIONALIZING EXTENSION

Nancy L. Granovsky* and Mike McGirr

ABSTRACT:

This session, sponsored by Epsilon Sigma Phi, will be of interest to all Extension professionals interested in the global dimensions of Extension work. It will explore several dimensions of what it means to "internationalize Extension," with an emphasis on the new national initiative from CSREES to strengthen the international dimension of state extension services nationwide. Current opportunities available through USDA/CSREES International Programs, which serves as a point of contact and clearinghouse for information about international programs, upcoming assignments and projects, training opportunities, scientific and technical exchanges, and development education and technical assistance, will also be discussed. The close connection between "internationalizing" and better serving the needs of very diverse local audiences in the U.S. will be examined and members of ESP's Global Relations Committee will share current initiatives and Web-based resources of interest to Extension professionals and retirees. The session will foster networking opportunities for those with an international interest to partner with colleagues and to learn about current international activities and opportunities, both domestic and foreign.

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PROJECT S.T.R.I.D.E. (SUCCESSFUL TRAINING RESOURCE INDIVIDUAL DEVELOPMENT)

Ruth Jackson *

ABSTRACT:

The Extension Connection program enhances life skills and promotes workforce development of low-income families by providing a series of educational experiences that promote self-sufficiency. This program helps with nutrition education, money management, and helps with other life skills that provide structure within the family and community. The Extension Connection components add a special touch to a new program called Successful Training Resource Individual Development or Project S.T.R.I.D.E. at Keys Community Center. This program promotes workforce development in a South Phoenix high-crime, at-risk area. Project S.T.R.I.D.E., a job-linkage demonstration project in the Phoenix Enterprise Community (EC) for unemployed and disadvantaged residents, was the first project to use Extension Connection to provide training and job placement. Project S.T.R.I.D.E. increases stability within the family unit and help families be more productive in their community as well as helping to overcome barriers to entering the workforce, achieving job stability, and overall advancement in life for themselves and their families. Families learn job development skills, nutrition, and money management. The program helps enhance other life management skills needed to survive when reentering the workforce. The participants are taught six, one-hour nutrition classes: Food Guide Pyramid, Key Nutrients, Meal Planning, Fruits and Vegetables, Reducing Fats and Calories and Food Safety. Classes in life-skills management include: Self-Realization, Team Building, Goal Setting, Communication and Problem Solving. Challenge, interactive games used for learning and processing change, is combined with each life-skill management class to provide critical thinking and experiential learning.

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4-H GLOBAL VILLAGE 2003 TRIP--PARTNERSHIP BETWEEN MISSOURI STATE 4-H AND HEIFER INTERNATIONAL PROGRAM

Donna Taake*, Ben Gallup and Doralee Ely

ABSTRACT:

In honor of the 4-H Centennial and in an effort to "move 4-H into the future", several state and regional 4-H Specialists spearheaded the effort to identify new directions for the 4-H educational trip component of the state 4-H program. The partnership with the Heifer International project was identified as a possibility because both programs have similar goals and both programs emphasize service learning. A fact-finding trip was organized in June 2002. Both organizations were interested in forming a partnership and began the planning of the Global Village Experience 2003 Trip. The next step in the planning stage occurred in August 2002 when two 4-H teen representatives were chosen to attend a Leadership Conference sponsored by Heifer International. The responsibility of the teen participants was to return to Missouri and recruit trip participants for 2003. It was agreed that teen representatives would be more effective in the promotion of the new travel opportunity. In the spring of 2003, thirteen 4-H members ages 14-18 were recruited to attend the first ever 4-H Global Village 2003 Trip to the Heifer Ranch International near Little Rock, Arkansas on June 18-21. The experience will include the following educational components: (1) offer youth a "taste" of how people in less-developed areas of the world live by experiencing a simulation of a global village; (2) increase participants understanding of the issues of world hunger; (3) offer youth personal and group development skills activities (low and high ropes challenge); (4) participate in "hands-on" workshops (cottage industries).

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