Imbedding Instruction in Inclusion in Existing Content Course

**Tiffany Drape &
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Agricultural, Leadership, & Community Education

We would like to work to meet your needs!

In the Chat Box, please identify any courses in which you are thinking about trying to add inclusive content in the coming year.

We will try to address your specific interest areas.

History of the land awarded to Land Grant Universities – The Reality

High Country News

KNOW THE WEST

Land-grab universities
Expropriated Indigenous land is the foundation of the land-grant university system.

Robert Lee and Tristan Ahtone | March 30, 2020 | From the print edition

In 1862, President Abraham Lincoln signed the Morrill Act, which distributed public domain lands to raise funds for fledgling colleges across the nation. Now thriving, the institutions seldom ask who paid for their good fortune. Their students sit in halls named after the act's sponsor, Vermont Rep. Justin Morrill, and stroll past panoramic murals that embody creation stories that start with gifts of free land.
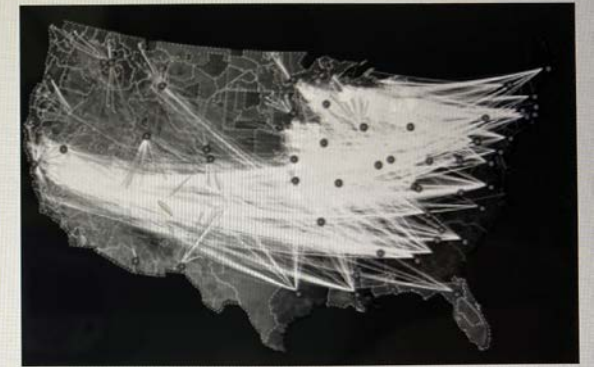
Explore the land-grab universities data, maps and interactive features

Teaching future teachers, extension educators, and ag communications professionals, and ag leaders

We reconstructed approximately 10.7 million acres taken from nearly 250 tribes, bands and communities through over 160 violence-backed land cessions, a legal term for the giving up of territory.

Slavery in the US

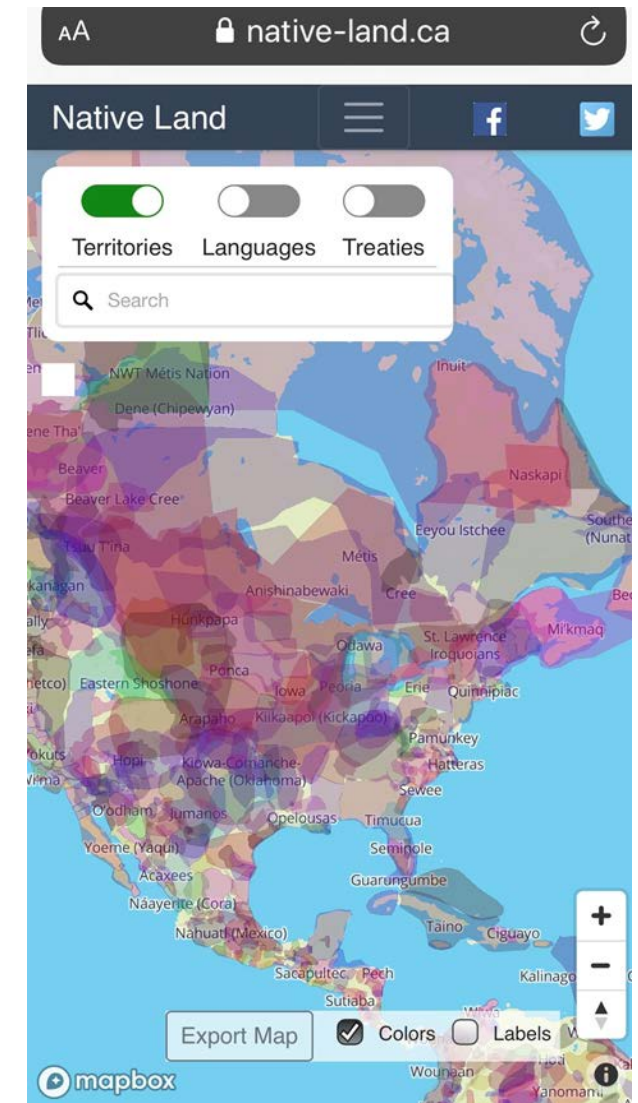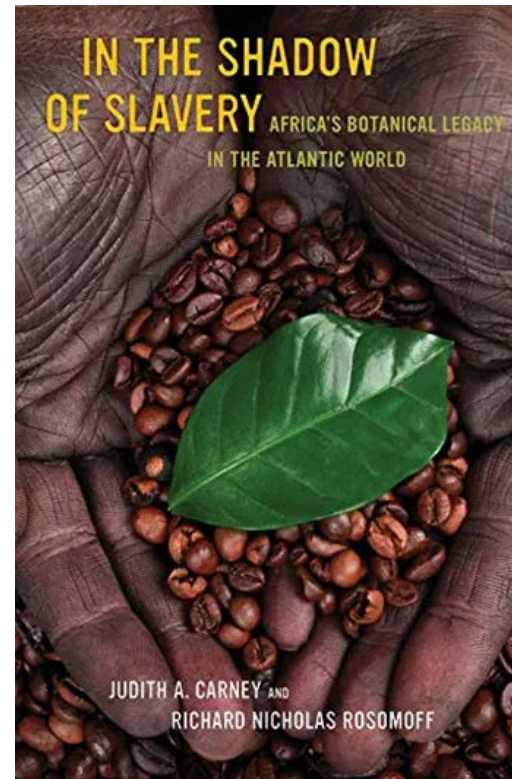**Teaching future teachers, extension educators, and ag communications professionals, and ag leaders**

In August of 1619, a ship appeared on this horizon, near Point Comfort, a coastal port in the English colony of Virginia. It carried more than 20 enslaved Africans, who were sold to the colonists. No aspect of the

The Pigford Cases: USDA Settlement of Discrimination Suits by Black Farmers

Teaching future teachers, extension educators, and ag communications professionals, and ag leaders

Teaching future teachers
content for teaching
'History of Agriculture' in Secondary
Introduction to Agriculture Courses

IN THE SHADOW OF SLAVERY AFRICA'S BOTANICAL LEGACY IN THE ATLANTIC WORLD

JUDITH A. CARNEY AND RICHARD NICHOLAS ROSOMOFF

native-land.ca

Native Land

Territories   Languages   Treaties

Search

Export Map   ☑ Colors   ☐ Labels

Teaching future Teachers & 4H Educators Support and Inclusion of all Genders for Participation in Classes, Programs, 4H, FFA

USDA 4-H

United States Department of Agriculture

National Institute of Food and Agriculture

4-H National Headquarters

This national guidance document has been adopted from a document created by a Western Region Program Leaders Workgroup (Katherine E. Soule, James Lindstrom, Sarah Chvilicek, and Jean Glowacki). It has been approved by the National 4-H Program Leaders Working Group and 4-H National Headquarters.

4-H Guidance for Inclusion of Individuals of All Gender Identities, Gender Expressions, Sexual Orientations, and Sexes

As the nation's largest youth development program, 4-H engages millions of people from all areas of the country to provide opportunities for youth to learn life skills, confidence, and compassion. The 4-H Program is committed to being inclusive and welcoming of all forms of diversity. This 4-H Program guidance was developed to guide 4-H Programs around the country on how to be inclusive for individuals of all gender identities, gender expressions, sexual orientations, and sexes. These guidelines shall serve as guidance for all members of 4-H communities, including staff, faculty, youth members, adult volunteers, families, and other community members.

The Gender Unicorn — Graphic by: TSER (Trans Student Educational Resources)

- Gender Identity: Female/Woman/Girl, Male/Man/Boy, Other Gender(s)
- Gender Expression: Feminine, Masculine, Other
- Sex Assigned at Birth: Female, Male, Other/Intersex
- Physically Attracted to: Women, Men, Other Gender(s)
- Emotionally Attracted to: Women

To learn more, go to: www.transstudent.org/gender
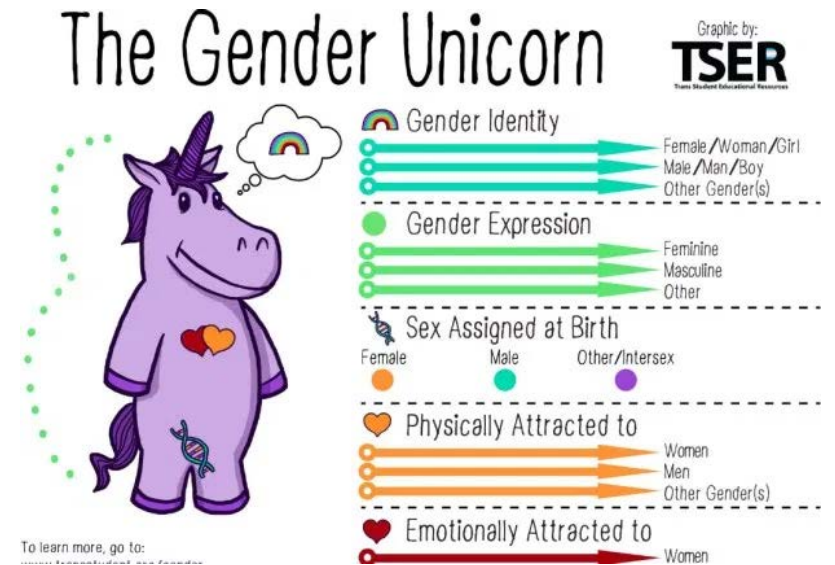
Conflict Management

- What I heard you say was……
- Tell me more about what you meant by….
- What angered you?
- What about that sparked that emotional response?
- What' familiar bout what happened? How did/does it affect you?
- What do you need/want from this interaction?

Picture:
PhillipsKaiser.com
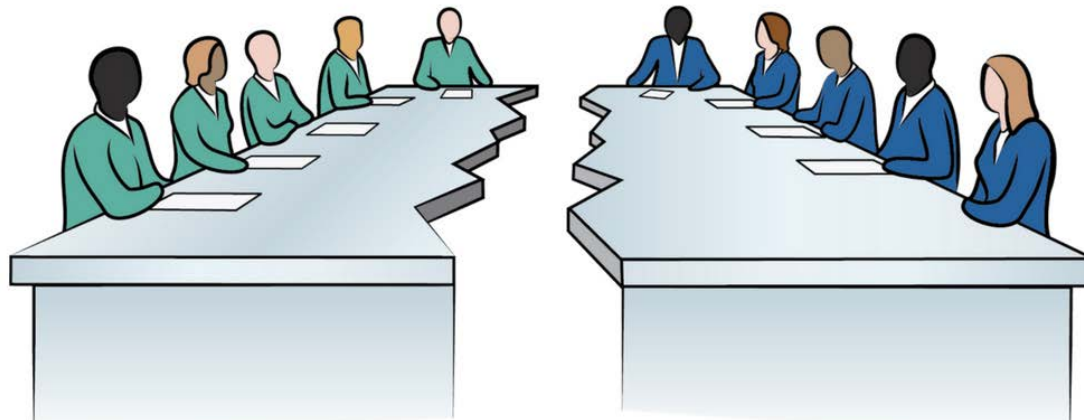
We all want to BELONG

The status quo is comfortable

Are you trying to change their mind or give them a path to investigate?


Picture: livingingrace blog

Communicating in Discomfort

1. Reflect back what is being said. **_Use their words_**, not yours.
2. **_Begin where they are_**, not where you want them to be.
3. Be curious & open to what they are trying to say.
4. Notice what they **_are saying_** & what they **_are not_**.
5. Emotionally **_relate_** to how they are feeling. Nurture the relationship.
6. Notice how **_you are feeling_**. Be honest & authentic.
7. Take **_responsibility for your part_** in the conflict or misunderstanding.
8. Try to understand how their past affects who they are & how those experiences affect their relationship with you.
9. Stay with the **_process_** & the **_relationship_**, not just the solution.

Picture: Investigo.co.uk

- Seeing White Podcast
- This Land Podcast
- Dark Tank Podcast
- 1619 Project & Podcast

- Freire, "Pedagogy of the oppressed"

- Sara Ahmed, "On being included"

- Linda Tuhiwai-Smith, "Decolonizing methodologies"

- hooks, "Teaching community"

- Sylvia Hurtado "Diverse learning environments"

- Ibram Kendi "How to be an antiracist"

- Janet Helms "Identity development theory"

- Sara Ahmed "On being included

- Layla Saad "Me & white supremacy"

- Block, "Community"

- Eduardo Bonilla-Silva "Racism without racists: Color blind racism and the persistence of racial inequality in America"
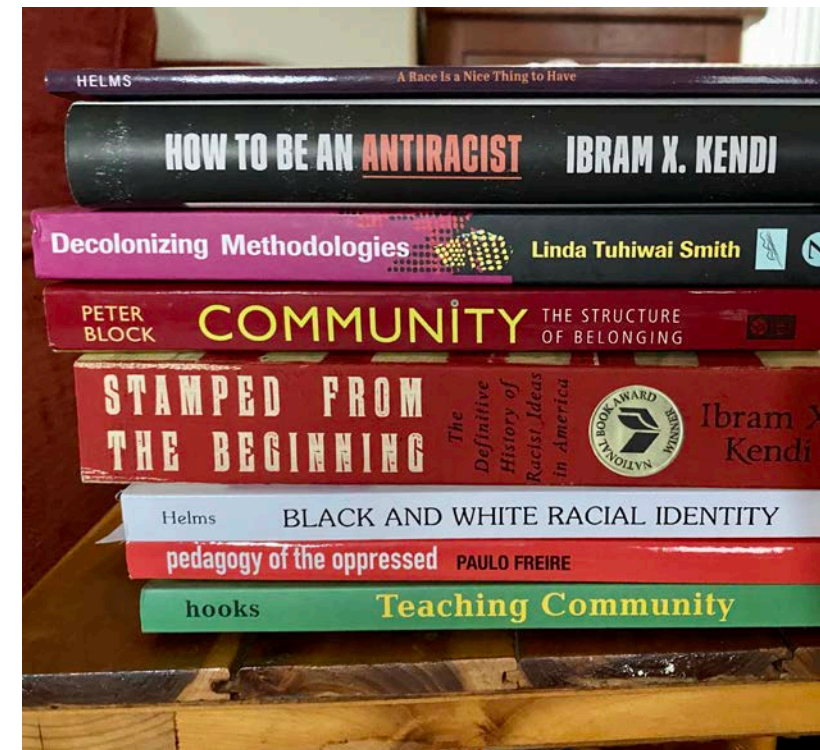
Inclusive Teaching Online

People don't do what you expect, they do what you inspect

Preparing for Class

- LMS: **_essential_** for students in a connected classroom. Be sure to share **_ALL_** content **_before_** class session because this is the shared environment

- Avoid **_last minute changes_** or additions so that students can be better prepared with the most current version of your information

- Pre-record: 5-7 min

Communication modes: multiple

Boundaries

Tech support: tutorials, screencasts, org site links

Limitations of synchronous: active learning focus, using breakout rooms-connection issues both tech & personal

Content needs to be **_simplified_** & **_slowed down_**

Grades mean less, **_FEEDBACK_** becomes key

Summative assessment focus on **_creation_**, not memorization

this process. Your experience in this course will be more valuable and positive with an advisor to work with.**

See the task bar on the left side of your screen. You will find several options open. Please review the syllabus under the "Syllabus" tab first.

Learner support can be found under "Modules" in the menu on the left.

Your Proposal 1 -Research ...   ✕
50 points |
Sep 13 at 11:59pm |

Oral Reflection 3   ✕
50 points |
Sep 20 at 11:59pm |

6ᖫ **You are currently logged into Student View**   *Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.*   Reset Student   Leave Student View

Multimedia: Share links to online videos beforehand, even if you plan to show video in class.

Test the videos you intend to share prior to starting class.

Order **closed captioning**

Use & recommend tools for students

Ask THEM what they use

During a Class

- Start by confirming that students at all locations can see & hear you

- Let students know if your class session will be recorded

- Helps with understanding, keeping up, fast talking, lags in internet

- **Cameras:** Be aware of your camera presence & stay in frame - confirm proper placement

- Make "eye contact" with camera when possible, it connects you to your students

Writing or Drawing
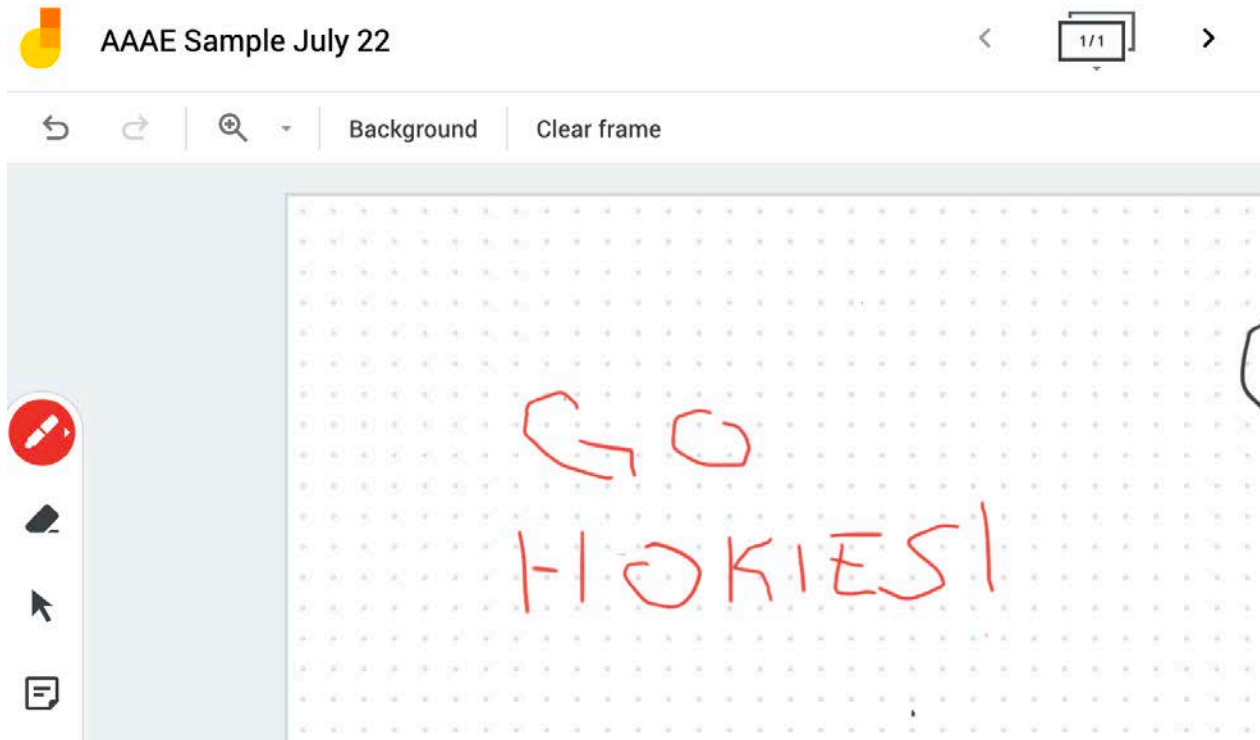
AWW Whiteboard

Google Jamboard

Microsoft Whiteboard

ClearTouch Canvas

Screen capture/record

Biteable

Lessons We Have Learned

- Book clubs – they are worthy activities but does anyone in the book group have the expertise to facilitate?
- Class development- do you feel ready to do this, it's a very heavy PD experience
  - *Dr. Stacy Vincent is developing a PD program to support this work – please provide feedback in today's webinar survey*
- ADA mistakes happen

Continuing the Conversations

Based on a couple of ideas mentioned in the survey feedback last week, we think there are topics people would like to have offered as focused discussion groups.

If interested, there is list of initial topics and a space to add other topics within today's webinar survey.