


Welcome to Module 2, Lesson 2: Diverse Audiences. The United States' population has experienced remarkable growth and change since the 1950s, especially as demographics have become more racially and ethnically diverse. Changing demographic momentum will have important implications that will shape future societal well-being for our communities. These changes will challenge Extension to create and extend programming and services that meet the needs of our clientele. We must question, however, who exactly are our clientele? Who will we need to reach? As a Family & Consumer Sciences volunteer, it is important to understand, appreciate, and celebrate diverse audiences, so you can reach a wide range of people and address critical societal issues. This lesson will present an inclusive approach to working with diverse audiences.

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Lesson Objectives

After participation in this lesson, you will be able to:

- Define the characteristics of a diverse audience
- Identify a series of approaches entitled “All Reasonable Efforts”
- Pinpoint strategies for making all learners feel welcome and encouraged to participate
- Identify the demographics of your geographic area




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There are four objectives for this lesson. First, you will be able to define diversity and characteristics of a diverse audience. Second, you will identify a series of approaches to reach diverse audiences entitled “All Reasonable Efforts”. Third, you will be able to pinpoint strategies for making all learners feel welcomed and encouraged to participate in Extension programming and services. Last, you will complete an exercise to help you identify the demographics of your geographic area.

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Diversity



Diversity @the University of Michigan, Department of Psychology

What does diversity mean to you?

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Diversity Discussion: *What comes to your mind when you hear the word diversity? What does diversity mean to you?*



Depending on where you live in the United States, thinking about what a diverse audience may look like will be different from area-to-area or even state-to-state. The concept of diversity is more than a feel good notion. Understanding diversity will require commitment to recognize and embrace our diverse cultures, religions, races and ethnicities, thinking, and levels of ability. As our audiences become more diverse, our approaches to reach them will increase.

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Diversity

Diversity is defined as:

- the condition of having or being composed of differing elements
- the inclusion of different types of people in a group or organization




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The term diversity is often subjective and is just as diverse as its meaning, as it can mean different things to different people. According to the Merriam-Webster Dictionary, diversity is defined as: the condition of having or being composed of differing elements. A second definition details diversity as: the inclusion of different types of people in a group or organization.


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Diverse Audience?

“While we usually think of diversity in terms of cultural uniqueness, diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement.” *

*Definition from University of Tennessee, Knoxville
Diversity Home, http://www.lib.utk.edu/diversity/diversity_definition.html



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Definitions, however, only scratch the surface of the action-oriented term diversity. For example, review this definition from the University of Tennessee, Knoxville. “While we usually think of diversity in terms of cultural uniqueness, diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement.” In this context, diversity is centered at the heart of what we do in Extension. This definition encompasses a celebration of diversity as an asset to reach a collective defined goal. It also focuses on the interaction of a diverse variety of characteristics in an environment.

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“All Reasonable Efforts”



“ A series of required approaches, to solicit participation of underrepresented groups to participate in programming and services.”



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Volunteer and Extension employees use *“All Reasonable Efforts,”* which is a series of required approaches, to solicit participation of underrepresented groups to participate in programming and services. The processes must be followed so Extension programs have a diverse audience. These steps help us to not only recruit and inform a wide range of audiences about our events for heightened participation, but also serve to make attendees feel welcome when they do participate.

Some situations that call for *“All Reasonable Efforts,”* include the following: (a) an Extension sponsored or assisted group that does not reflect the racial composition of the target community, (b) advisory or decision-making groups that do not reflect the composition of the potential audience, and (c) program participation in which certain groups are consistently underrepresented.

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“All Reasonable Efforts”



1. Use of Available Mass Media
and Personal Visits



2. Making Programs Accessible



3. Programs of Interest to Target Audience


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What is “*All Reasonable Efforts*”? According to the Department of Justice, there are three criteria to fulfill “*All Reasonable Efforts*”. The following describes these approaches:

First, the use of all available mass media, including radio, newspaper, television, internet, and direct mailings to inform potential program recipients of opportunities to participate. Recruitment to participate includes personal letters and flyers addressed to defined potential recipients inviting them to participate, including dates and places of meetings or other planned activities, and personal visits by Extension staff to a representative number of defined potential recipients in the geographically defined area to encourage participation.

Second, it means making programs accessible. This means selecting appropriate times and locations for educational events and making reasonable accommodations for people with disabilities.

Third, creating and offering programs that are of interest to the targeted audience.

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Parity

Community Demographics
Equals
Program Demographics



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The goal of “*All Reasonable Efforts*” is to reach parity. This means that attendance at meetings and programs have the same demographic makeup as the community in which it takes place. For example, if a county or area is half male and half female, one-fourth Hispanic and three-fourths white, all efforts need to be undertaken to ensure that a meeting or program has the same makeup of participation from community members. “*All Reasonable Efforts*” are documented guidelines to encourage Extension programming to attain the goal of balanced involvement and parity in planning, membership, and participation. “*All Reasonable Efforts*” help to increase the participation of underrepresented groups in Extension and makes us more accountable in our efforts to reach all people.

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Open to Everyone



Photo: <http://reasonstostand.org/archives/2010/11/17/the-dangers-of-diversity>

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In Extension, we work hard to reach people and encourage them to participate in our educational programs, but we need to know how to make all people feel welcome and willing to participate. As Extension volunteers, the added value of including a wide range of unique background and life experiences to our learning environment is important to open our doors to everyone. One of the most exciting benefits of serving as a volunteer for Extension is the openness and welcoming nature of our educational programs. A welcoming learning environment allows people to respectfully interact with each other and enables connecting information and ideas to challenging problems.

However, before you can do this, you will need to know the demographics and cultural values of the people in your county or area. You should learn as much as possible about all the people that work and live there. Having this knowledge will help you to develop, plan, and deliver programming and services that will meet both broad and targeted audiences.

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Verify Your Clientele

- Who are your clientele?
- What are their demographic characteristics and needs?
- Who is attending your meeting?
- Who do they represent in your community?
- How do you verify?


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Before holding a meeting, training, or workshop, it is important to know and understand who you are serving in the community by verifying your clientele. Understanding the diverse backgrounds of your clientele and their specific needs will ensure that your programming exhibits and celebrates diversity competence. Ask yourself these important questions: Who are your clientele? What are their demographic characteristics and needs? Who is attending your meeting or participating in the event? Who do they represent in your community? Last, how do you verify your clientele without having yet to meet them?

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Meet Sandra



Sandra is a Family & Consumer Sciences volunteer developing a recruitment plan for her Money Matters programming.

In your opinion: *What should Sandra consider? How should she verify her clientele? How should she tailor her program to meet target audiences?*



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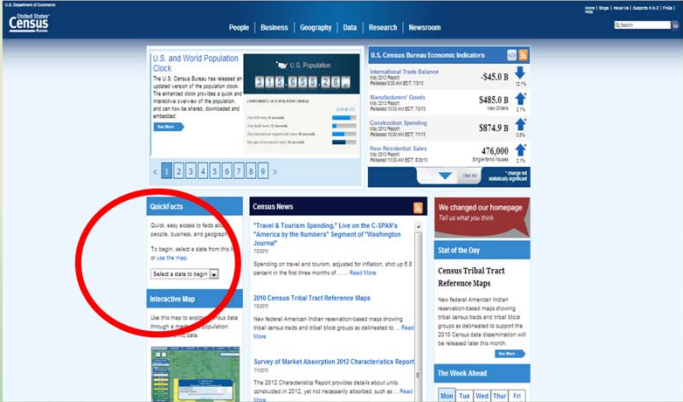
Activity: Sandra has diligently served as a Family & Consumer Sciences Volunteer for over five years. She has been responsible for assisting the extension agent or educator to implement Money Matters programs to increase financial awareness and stability in the area. The programs are usually held on Saturday morning at a local catholic church banquet hall.

Sandra notes that while the community has experienced an increase of women and members of the Hispanic community, she has not seen an increase of participation from these groups.

Using “*All Reasonable Efforts*” and some creative thinking, Sandra plans to develop a recruitment strategy to increase the participation of Hispanics and other underrepresented people.

In your opinion: *What should Sandra consider? How should she verify her clientele? How should she tailor her program to meet the target audiences?*

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The screenshot shows the U.S. Census Bureau website. The 'QuickFacts' section is circled in red. It contains the following text:

QuickFacts
Quick, easy access to facts on facts on people, business, and geography.
To begin, select a state from this drop-down menu.
[Select a state to begin]

Interactive Map
Use this map to explore your data through a geographic visualization.

Census News
"Travel & Tourism Spending" Live on the C-SPAN's "America by the Numbers" segment of "Washington Journal"
Spending on travel and tourism, adjusted for inflation, shot up 5.5 percent in the first three months of... Read More


2010 Census Tribal Tract Reference Maps
New Federal American Indian reservation-based maps showing tribal census tracts and tribal block groups as delineated to... Read More

Survey of Market Absorption 2012 Characteristics Report
The 2012 Characteristics Report provides details about units constructed in 2012, yet not necessarily absorbed, such as... Read More

Stat of the Day
Census Tribal Tract Reference Maps
New Federal American Indian reservation-based maps showing tribal census tracts and tribal block groups as delineated to support the 2010 Census data dissemination and be released later this month.

Top Week Ahead
Mon Tue Wed Thur Fri

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The U. S. Census Bureau webpage <http://www.census.gov/> provides key information regarding the demographic, economic, and geographic statistics of specific areas. There are several ways to obtain data through this website. If you are a novice researcher, use the QuickFact search area found here. It is important to note that webpage updates might change the view of the website; however, access to the information will remain available. You can access state and county quickfacts from this site.

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**How can we learn about
diversity cultures and communities?**



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Once you have the demographic data for your area, it is important to learn about the people that might attend your programs. Learning about diverse cultures and communities in our country and abroad will help you to diminish stereotypes and break cultural filters regarding others.

The following are a few simple ideas to help you learn about the diverse people in your community. First, explore information regarding the population of your local community and beyond. For example, reading travel books about the different parts of the world that people come from may provide you with heightened diversity knowledge. Second, reach out to people from different cultures and backgrounds to discuss and share cultural values and views with each other. Ask trusted sources sensitive questions to develop diversity competency and awareness regarding a specific community.

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**How can we learn about
diversity cultures and communities?**



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Museums and libraries are also great sources of information. They provide lots of information about people and cultures from around the world. The internet can also be helpful, but be certain that you use information from reliable sources, such as Extension, colleges and universities, and government agencies.

Another favorite suggestion is to enjoy foods from other cultures. Try ethnic restaurants and read cookbooks from around the world. You may want to talk to participants at the end of the program or ask if you can get together at another time. Watch movies or television shows that take place in different countries or are about people from other parts of the world. For example, travel channels have documentaries on specific people and places that showcase real life cultural values. This activity can be helpful in learning about cultures and customs of people from around the world.

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Working with Diverse Audiences

- Use empathy and intuition to understand another point of view
- Seek common ground but enjoy differences
- Understand there are many cultures within any given culture


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Embracing these ideas to learn more about others will help you to feel more comfortable working with diverse audiences; however, you will also want your audience to be comfortable and feel welcome at your educational programs. Here are a few ideas that will help you create a welcoming learning atmosphere. First, use empathy and intuition to understand a diverse point of view. Always be open and understanding. Try to find common ground. People feel most comfortable with each other when they have things in common. Also, understand that there are many differences within one culture. People are different even when they are from the same cultural background.

Treat everyone equally, fairly, with kindness, and treat everyone as an individual. Embrace and celebrate that we are all different. Although we like to have things in common with people, it is fun and educational to be around people that are different from you. Also, it is best to appreciate that you can learn and share knowledge and information with others.

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Working with Diverse Audiences

- Use words that include rather than exclude
- Accept there is more than one way to do something
- Do not use humor that is condescending to any particular group



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Be careful with your words. Use words that are inclusive and do not exclude any person or culture. Accept that although you may have a good way to do something, there is usually another way it can be done. Enjoy these different ways. Humor is great, but be certain that your jokes are not condescending to any individual or group.

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Working with Diverse Audiences



- Do not assume everyone shares your beliefs
- Examine your assumptions about people who are different than you
- Show respect to everyone




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There are many protected rights of individuals – religion, sexual orientation, political views, etc. At an Extension educational program, these personal beliefs should not be shared. Question yourself. How do you really feel about people who are different than you? If you are uncomfortable or uneasy with different people, it is easy for this to show and for others to feel uncomfortable being with you. Working with diverse audiences is showing acceptance and remembering to show respect for everyone.

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Working with Diverse Audiences

- Ask for the correct pronunciation and spelling of someone's name.
- Ask the person(s) to repeat what was said slowly if you do not understand, because their comments are important to you.


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There are several challenges that may exist when working with diverse audiences. For example, if you are unsure about how to say someone's name, ask them for the correct pronunciation. Our names are personal, and people like to be called by their correct name. If you do ask someone for the correct pronunciation, make sure you remember how to say it the next time. If someone has an accent and you can not understand him or her, tell the person you do not understand. Ask the person(s) to repeat what they said slowly, because their comments are important to you.

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Language Barriers

- Seek language-appropriate materials
- Seek materials that are sensitive to cultural differences and norms

The booklet cover for 'Help Yourself to a Healthy Home' in English features a yellow house with a red roof and a smiling family (a man, a woman, and two children) at the bottom. The title is in blue and green text.

The booklet cover for 'Conéctate a tener un Hogar Sano' in Spanish features a yellow house with a red roof and a smiling family (a man, a woman, and two children) at the bottom. The title is in blue and green text.

The booklet cover for 'Healthy HOME' features a circular design with a family (a man, a woman, and two children) sitting around a table. The title is in a stylized font with a Native American/Caribbean theme.

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A logo consisting of three stylized human figures in blue and purple, arranged in a circle.

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By learning about your audience, outreach can be strengthened with diverse languages by utilizing publications and materials that have been translated into the appropriate language. If possible, have the presentation translated too. For example, the three pictures above showcase reading materials from the booklet "Help Yourself to a Healthy Home," a self-help guide on home health issues. The materials are available in multiple languages and include imagery and issues related to specific people. As shown above, the booklet provides simple action steps to improve home safety in English and Spanish. The Healthy Homes booklet is also available in Arabic, Bosnian, Hmong, Vietnamese, and one designed to appeal to Native American and Caribbean audiences.

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Working with Diverse Audiences

- Use various styles of teaching



Visual



Auditory



Kinesthetic

- Utilize visuals in presenting information
- Be certain to make accommodation so everyone can hear
- Plan for a variety of activities, including hands-on learning



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People learn in different ways. Some people learn best by seeing, some learn best by hearing, and others learn best by doing or touching. The more ways you can present an idea, the better chance that everyone will understand. This can be as simple as speaking with a visual presentation or other visual items. Be certain to make sure everyone can hear. This consists of making accommodations for hearing impaired, but also making certain the room has good acoustics and other external noises are not a problem. Plan for a variety of activities, including hands-on. This concept can be as easy as an activity to reinforce the ideas discussed.

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Accommodations

Your Extension staff will know the policies regarding accommodations for special needs

- Sign-language interpreters
- If physically handicapped, access to the building and support services



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Extension is required to provide services such as a sign-language interpreter for the hard of hearing or deaf. If an attendee is physically handicapped, Extension must provide access to the building as well as support services. You will work collaboratively with Extension staff to make sure that these accommodations are provided for your diverse audiences.

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In Review




Photo from: <http://diversity.uno.edu/>

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In review, Extension provides programs and activities to diverse groups of people. We use approaches entitled “*All Reasonable Efforts*” as guidelines to make certain we are inclusive in our planning, membership, and participation. When offering educational programs, it is important that we know our intended audience, make participants feel welcome, handle challenges and accommodations, and celebrate diversity to increase learning and interaction in our environment and communities.

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Activity and Post Test



Please proceed to the next slides to complete the activities and post test.



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You have completed the lesson on Diverse Audiences. Please proceed to the next slide to complete the activities, followed by the post test.



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Diversity

1. How do you describe your hometown and family background?
2. How do you define diversity? What factors have influenced this definition?
3. Can you recall an instance when you felt you were different?

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Activity: Ask everyone to find someone in the room who they do not know. Instruct them to introduce themselves to that person, and spend ten minutes talking about diversity through three questions: 1) How do you describe your hometown and family background? 2) How do you define diversity? What factors have influenced this definition? 3) Can you recall an instance when you felt you were different?

After the allotted time, ask the participants to return to their seats, and open the discussion. What ideas did people discuss? The point of this exercise is to learn from our differences--to understand each other and our viewpoints of diversity. The point is *not* to agree. However, the activity should allow us to practice active listening and to reflect critically on our diversity.

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Hand Out

Please complete the following for your city/county:

County/City:
Population:
% Change over past 10 years:
Age Distribution of Population:
Education Level: (High School Graduates; Bachelor's degree or higher)
Racial Breakdown:
Median Household Income:
% living in poverty:
Primary language spoken at home:

Please pause this slide and print to complete this activity

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Please pause this slide and print it, so you can complete this activity. Once the activity is complete, please go to the next slide to finish the post test.

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