

Using Intergroup Dialogue to Create an Inclusive Agriculture, Food and Natural Resources Classroom

Master of Arts Impact Project
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Abstract

This project explores the implementation of intergroup dialogue within high school agriculture, food, and natural resources (AFNR) classrooms with diverse students. The need for this project was identified after observing several privilege, oppression, and power situations occurring in different AFNR education environments combined with the lack of current curriculum available to Michigan AFNR educators on this essential topic. The end result of this project was an eleven-day curriculum for AFNR educators that introduce intergroup dialogue methods to first year AFNR students. The curriculum includes the history of minorities in agriculture; the influence of power, privilege, and oppression in AFNR; and using intergroup dialogue to come up with solutions to the privilege and oppression found in our everyday lives. This work contributes to developing inclusive leaders prepared for postsecondary education, AFNR careers, and society.

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Chapter 1 -Introduction

The United States continues to add urban and suburban agriculture, food and natural resources education (AFNRE) programs and with this steady incline, other diversity issues associated with inclusion of a diverse student population have also increased. The diversity of agriculture, food and natural resources programs has steadily increased over the last decade and this diversity includes students who come from different ethnic, religious, socioeconomic, learning abilities, sexual preferences and language preferences. If agriculture, food and natural resource educators find themselves teaching in rural non-farm or rural farm areas then those AFNRE programs will experience different forms of diversity in their classrooms and, oftentimes, teachers will lack having the appropriate skills of how to properly create an inclusive classroom not only among their students but among their communities as well.

The alternative perspective of creating an inclusive classroom within agriculture, food and natural resource education where students may not be presented with diversity in their own AFNR learning experiences but may be presented with diverse situations in their current and future interactions with other individuals. AFNRE students may interact with new and diverse students at FFA events or in their postsecondary lives; therefore, they will need to know how to not only be inclusive with others but how to be open minded and accepting to others.

By creating an inclusive classroom, agriculture, food and natural resources educators will be able to prepare their students for a diverse workforce and will have students who are proactive instead of reactive to specific privilege and oppression situations.

Purpose

Agriculture, food and natural resource teachers need to be provided with the strategies and resources on how to grow with the ever-changing diversity spectrum that is found in all agriculture, food and natural resources classrooms in the 21st century. In response, I am creating a manual for agriculture, food and natural resource teachers to be able to use various topics,

pedagogy approaches and learning strategies in order to meet the demand of creating inclusive classrooms in the future.

The manual will address the following questions:

1. What instructional methods promote an inclusive classroom?
2. Does using intergroup dialogue help to reduce discrimination incidents in agriculture, food and natural resources classrooms?
3. Does using intergroup dialogue help to change student's opinions about those who are different than they are in regard to sex, race, age, sexual preference, socioeconomic background and language preferences?
4. What types of assessments enable a classroom to be inclusive?

Objective

The objective of this manual is to provide agriculture, food and natural resource teachers with the ability to have alternative resources available to create an inclusive classroom.

Definition of Terms

Inclusive Classroom-An inclusive classroom is defined as classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns.” (Saunders & Kardia, 1997)

AFNR- Agriculture, food and natural resources.

Intergroup Dialogue- a face to face, interactive and facilitated learning experience that brings together twelve to eighteen students from two or more social identify groups over a sustained period to explore commonalities and difference, examine the nature of consequences of systems of power and privilege and find ways to work together to promote social justice” (Zúñiga et al., 2007, pp. 2).

Skyward- The online school management system that is used to record students grades, attendance and discipline records.

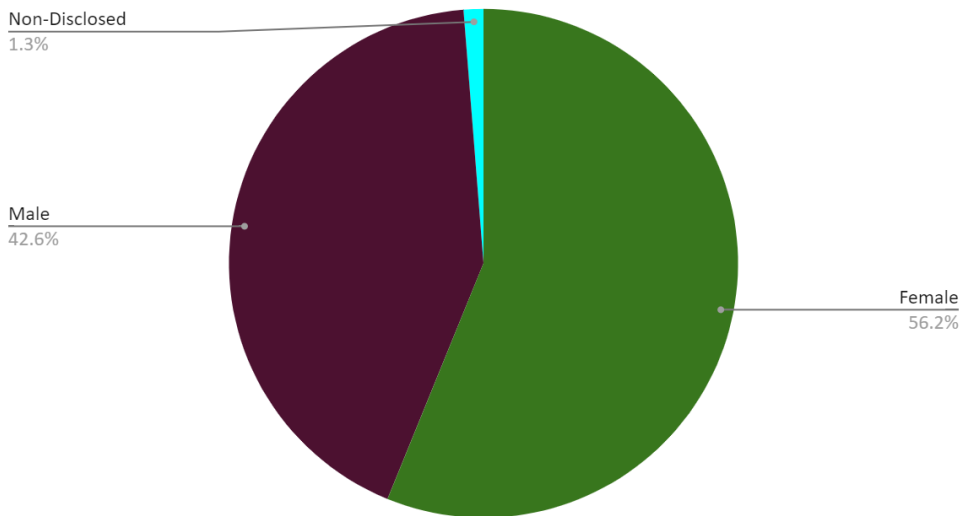
Chapter 2 – Literature Review

The importance of creating an inclusive classroom is coming to the forefront of AFNR education because these classrooms are expanding their traditional student populations to one that includes less and less Caucasian males as the predominant population. The National FFA and AFNR education historically were home to male Caucasians when their membership began in 1928 and that remained the membership for thirty-seven years until African American male members were granted membership in 1965. The New Farmers Association joined the National FFA Association which added 50,000 members and began the need for inclusive classrooms several decades ago. Just four years later, women were granted membership into the National FFA Association which expanded membership even more and in 2017 “34% of FFA membership is female, while more than 50% of state leadership positions are held by women” (National FFA, 2017) and these rates have only continued to increase over time.

The inclusion data for the Michigan FFA Association and AFNR education has shown a significant increase in minority demographics over the past decade as well. This demographic data was provided by the Michigan FFA Association on June 4, 2020 and the data showed that with what was reported for membership out of 8,860 students, 79.5% are Caucasian, 11.9 % was undisclosed, 2.9% two or more races, 1.2% black, non-Hispanic, and 3.1% were Hispanic/Latino of any race. In terms of gender demographics, the data showed that with what was reported for membership out of 8,860 students, that 56.2% were female, 42.6% were male and 1.2% was undisclosed. This information can be viewed in figure 1 below.

Race/Ethnicity ▲	Race/Ethnicity
Alaska Native	1
American Indian	74
Asian	40
Black, Non-Hispanic	107
Hispanic/Latino of any race	273
Native Hawaiian	6
Non-Disclosed	1051
Pacific Islander	13
Two or more races	254
White, Non-Hispanic	7039

2020 Michigan FFA Association Reported Gender Count



2020 Michigan FFA Association Reported Race/Ethnicity

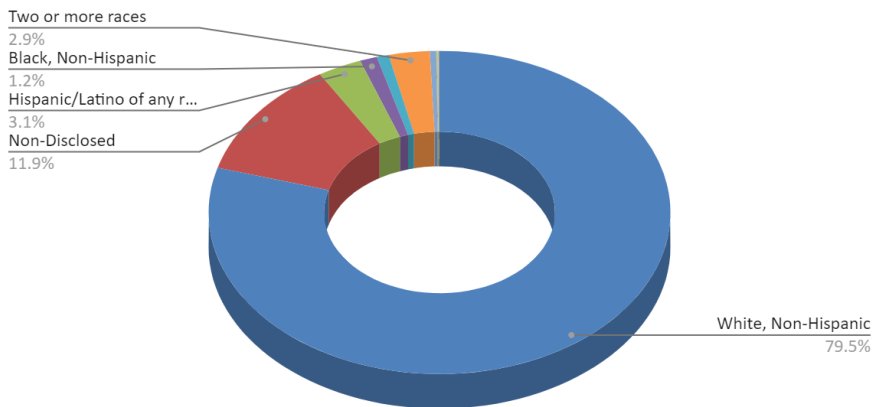


Figure 1- 2020 Michigan FFA collected membership numbers.

The presence of diversity and minorities within AFNRE classrooms will only continue to grow as we move forward with the growth of our students and FFA members. With the increase in minorities in AFNRE classrooms, there is a need to create an inclusive curriculum that relates to agriculture in order for AFNR educators to be proactive about privilege, power and oppression. Privilege, power and oppression have been present in America, the public education system and AFNR education for far too long and it is time that educators are proactive about these issues. In order for AFNR educators to be proactive about these issues moving forward, it

is imperative that they understand the system of privilege and oppression that is currently present.

Privilege exists in many formats which is “when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do” (Johnson, 2018, pp. 21). Privilege exists based upon different ethnic, religious, socioeconomic, learning abilities, sexual preferences, disability status and language preferences in classrooms and “for every social category that is privileged, one or more other categories are oppressed in relation to it” (Johnson, 2018, pp. 38), creating a greater need for educators to not only be aware of privilege and oppression but for the need to discuss it in their classrooms. Privilege and oppression has existed for hundreds of years in America and we as Americans “routinely form quick impressions of race, gender, age, sexual orientation, or disability status” (Johnson, 2018, pp. 16); therefore, with those created impressions we as educators must strive to make a difference by talking about those systems in place.

AFNR educators should be concerned with providing an inclusive classroom because it is Career and Technical Education, therefore, a main priority is that educators should have a need to teach and implement real world situations. Students will be presented with different situations in their postsecondary education lives and students need to know how to properly approach others who have different background situations than themselves regardless of whether or not they come from the same backgrounds or not. Students need to understand that “privilege is attached to social categories and not to individuals, people are the ones who make it happen through what they do and don't do in relation to others” (Johnson, 2018, pp. 126) and if students are made aware that “most of the time, words like racism, sexism, ableism, and heterosexism, are used to describe how people feel and behave” (Johnson, 2018, pp. 104) and that it is a decision to participate in those systematic procedures then as educators we can create less oppression with more acceptance in our classrooms. Privilege and oppression oftentimes are not discussed in secondary classrooms and even more so not in AFNR classrooms consequently “every

oppressive system feeds on silence” (Johnson, 2018, pp. 144) which contributes to the greater issues of racism, sexism, ableism, and heterosexism. Two of the four major questions that were assessed by the researcher during this impact project are what instructional methods promote an inclusive classroom and does using intergroup dialogue help to create an inclusive agriculture, food and natural resources classroom to help minimize systems of privilege and oppression found in today’s AFNR classrooms.

These questions were addressed by using intergroup dialoguing to address privilege and oppression to create a more inclusive classroom environment. In order to create a classroom of inclusion it is defined as “classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns” (Saunders & Kardia, 1997). An inclusive classroom can be developed by using a concept called intergroup dialogue which is “face to face, interactive and facilitated learning experience that brings together twelve to eighteen students from two or more social identify groups over a sustained period to explore commonalities and difference, examine the nature of consequences of systems of power and privilege and find ways to work together to promote social justice” (Zúñiga et al., 2007 pp. 2).

“Intergroup dialogue was developed in the 1980s at the University of Michigan–Ann Arbor during a period of racial strife and conflict on many college campuses in the United States” (Zúñiga et al., 2007, pp. 2) and has been used at several other universities to help address power, privilege and oppression since that time. Intergroup dialogue also seeks to accomplish “three main educational goals which are consciousness raising which has been thought of as an educational process by which members of oppressed groups come to understand the history and circumstances of their oppression, building relationships between and among participants from two or more social identity groups with a history of estrangement or conflict, and strengthening individual and collective capacities to promote social justice” (Zúñiga et al., 2007, pp. viii). In order for intergroup dialogue to work effectively, a community of trust and respect must be built

beforehand, participants must understand the history of the minorities that have been oppressed and then solutions to carry forth after the dialogue group are found as well as implemented. If all three of these things are present then intergroup dialogue will be successful in creating a classroom environment that is not only assisting in creating a better future that includes youth who are aware of the processes of privilege, oppression and power but who can respectfully communicate their values to others about these topics.

Other notable components of executing a successful intergroup dialogue component in classrooms is that “for a genuine dialogue to occur, it is just as important for members of privileged groups to understand how they and others have been affected by privilege as it is for members of less-advantaged groups to understand how they have been affected by subordination” (Zúñiga et al., 2007, pp.9). It is imperative that both groups are comfortable and open to the dialogue that is taking place in the classroom so that it is authentic, and all participants are equally invested in finding a solution. Both the privileged and oppressed group play an imperative and equal portion in finding a solution to communicating their thoughts on how to reduce “ism” situations in the given classroom and both groups get benefits out of participating.

Intergroup dialogue is typically used in a post-secondary setting but can be used in a secondary education setting if scaled down to size. The long term studies of intergroup dialogue used at the post-secondary setting (Gurin, Peng, Lopez, and Nagda, 1999), discovered that “participation in the IGD program was critical in helping to reverse much of what may be expected attitudes and behaviors of being socialized in the larger societal context of racial or ethnic inequality” (as cited by Zúñiga et al., 2007, pp. 59) and that both the oppressed and privileged groups did show improved perspectives on their involvement with implementing more equality into their daily lives moving forward while both parties subscribed to reversing established attitudes and behaviors on privilege and oppression.

Another positive example of intergroup dialogue (IGD) in an educational setting is that in 2004, Zúñiga (pp. 65) conducted “an exploratory classroom study, which grappled with a common concern in intergroup dialogue and related efforts: the link between dialogue and action” and found that the “effectiveness is evidenced in students’ greater intergroup understanding, increased motivation and skills for engaging across differences, and strengthened confidence in intergroup collaborations and in taking action toward greater social justice” after having students participate in an “intergroup collaboration action project in diverse teams of four to five students each.” This study is one of many examples in that if IGD is placed into a learning environment that numerous benefits come from simply communicating ideas of oppression and privilege.

Intergroup dialogue may encourage students to have discord when beginning the overall process but once boundaries and trust have been established there is an increase in positive benefits. If AFNR teachers are going to create students who have an advantage in today’s competitive society then issues of diversity and equity need to be not only communicated about but proactively solved. The positive effects of IGD outweigh any initial negative effects and the uncomfortable tenor of these conversations should be considered a consequential portion of AFNR classrooms in the 21st century.

Chapter 3 – Methods & Procedures

This manual focuses on the development of an inclusive classroom in an urban setting within the Saginaw Public Schools district located within a career and technical center (Saginaw Career Complex). The activities presented in this manual were used over the course of two years and improved upon within the second year with the addition of intergroup dialogue as an inclusion tool. The researcher demonstrates that intergroup dialogue can be used to openly talk about privilege, oppression, prejudice and stereotyping with 11th and 12th grade students in order to decrease the amount of racial incidences within an AFNR classroom. The information collected in this manual intends to help AFNR instructors to include specific activities to develop a more inclusive classroom, how to implement those activities and how to manipulate their current lesson plans to be more inclusive in nature.

Teaching Techniques and Student Population

The researcher practiced and analyzed the teaching techniques that were used with two different sets of students, with the first set of students having a total of 24 students and the second group of students had 16 students present within the class sessions. This manual was used in a classroom that was titled animal and agricultural sciences and each lesson was used for 45-60 minutes over the period of two weeks in both class sessions. The populations in each classroom include minority groups of different ethnic, religious, socioeconomic, learning abilities, sexual preferences, disability status and language preferences. In the first group of students which had 24 total students, 19 out of the 24 students belonged to at least one minority group if not more than one which was a total 79.16 % of the student population. The second group of students which had 16 total students, 15 out of the 16 student's belonged to at least one minority group if not more than one which was a total 93.75 % of the student population.

This manual assess the students' ability to react to inclusion in this classroom to the specific set of inclusion lesson plans that were used before and after having participated in intergroup dialogue. Validation of this manual was supported as the total number of negative minority discipline referrals in between the two years of implementation decreased. These observations took place during the 2018-2019 and 2019-2020 school years.

Observations

Students who were enrolled in this AFNRE classroom were placed into this classroom based on an interest or career aspirations to be involved in the AFNR sector. Students who were also enrolled in this classroom chose to be involved with the specific AFNRE program and did not attend the class merely because they needed credits to graduate from high school. The researcher observed students before and after instruction of these intergroup dialogue lesson plans and saw an increase in student interactions. These observations allowed for researcher awareness of what the students involved in this project already knew about privilege and oppression and how comfortable they were with conversing about such topics.

During the two weeks that each lesson was implemented in this classroom where students were provided with supplemental materials, formative weekly quizzes/ projects and a final cumulative project. The students involved did not complete any summative assessments as their learning of this nature was measured through cumulative projects, and oral dialogues had with peers.

Field, Laboratory, or Classroom Procedures

When a new lesson was presented each day, a review of the prior lessons occurred with all students. This verbal review was different each week depending on what topics occurred previously in the lesson series, using white boards with questions, dialogue with a peer, or by using different technological platforms like Quizlet or Kahoot. Once the review took place, the

subsequent lesson plan took place. Each lesson lasted on average from 60-90 minutes depending on the nature of the lesson and the number of students involved. All students received the supplement materials that went with each lesson as a visual display of the new information being presented. Each lesson included an attention grabber, a presentation of information, classroom dialogue session and follow up assessment. The assessments written by the researcher provide choices to students based on their individual learning preferences, have criteria for success that were provided to students and the entire collection of eleven days of lessons was followed up by a cumulative assessment.

Data Collection Method

The assessments that were conducted during this series of lessons were conducted after each lesson and were measured by some pre-established success criteria that students were provided with. The assessment success criteria for peer dialogues and projects was composed in the form of rubrics and were provided/explained to students prior to them engaging in assessments. The assessments measured the student's ability to comprehend and apply learned material to given situations and in creating new projects. These forms of assessments and success criteria allowed the researcher to evaluate the percentage of students who could apply learned information, needed additional activities to reinforce what was learned and if learned material needed to be readdressed in the future.

Observations were conducted in the form of how willing students were in to openly share their answers during presented dialogue opportunities. The observations that took place throughout these lessons planned increased over time and were used to see if the student's opinions and knowledge of specific privilege and oppression situations had changed. These observations also allowed the researcher to see specific patterns of students' thoughts about oppression and privilege.

The other form of data that was collected during this project was the difference in oppression and privilege-based discipline records over the course of two school years. This data was looked at because this was one of the initial driving forces of implementing these lesson plans to see if discipline records went down and if intergroup dialogue had any effect on this data.

Methods used in the Manual

The data collected during this manual allowed for the reinforcement of proper teaching methods and to discover what methods of dialogue were more effective than others. Teaching methods that were used throughout this manual were best practices and effective modes of teaching that were implemented in order to meet all learners' needs.

Chapter 4 – Results

The end result of this project is that a manual with a series of eleven-day lessons were developed so that Michigan AFNR educators may have a resource to consider implementing discussions on power, privilege and oppression. There were four questions that were answered throughout the entirety of this project/manual and they were:

1. What instructional methods promote an inclusive classroom?
2. Does using intergroup dialogue help to reduce discrimination incidents in an agriculture, food and natural resources classroom?
3. Does using intergroup dialogue help to change student's opinions about those who are different than they are in regard to sex, race, age, sexual preference, socioeconomic background and language preferences?
4. What types of follow up activities enable a classroom to be inclusive?

1. What instructional methods promote an inclusive classroom?

During the completion of this project specific instructional methods were found to promote a more inclusive classroom environment than others. The main instructional methods that were found to promote inclusive behaviors were those that included group discussion, partner interactions, open-ended questions and reflection questions. These three instructional methods were found to be the most successful because verbal dialogue rates were the highest during these interactions and this was determined by keeping record of the total amount of verbal dialogue interactions that occurred.

These instructional methods were predominantly used during the building of this curriculum because “one simple strategy for broadening participation and increasing the breadth of ideas flowing from students to instructors is to generally ask for multiple hands and multiple voices to respond to any question posed during class time” (Allen & Tanner, 2002). If

individuals of varying backgrounds were given discussion guidelines and the opportunity to participate in sharing their voices on given topics, then overall involvement did increase during these conversations. These conversations were uncomfortable in nature but once all participants were able to share their opinions in pairs, out loud volunteering with the entire student population and given the appropriate amount of think time the rates of verbal dialogue were much higher as compared with other activities during this curriculum.

2. Does using intergroup dialogue help to reduce discrimination incidents in an agriculture, food and natural resources classroom?

Throughout the entirety of this project over two school calendar years there was a dramatic decrease in discrimination incidents that occurred. The data showed that in the 2018-2019 school year that it was documented that there were 17 discrimination incidents in this particular classroom and that this was one of the drivers for the completion of this project. Those discrimination incidences were documented in Skyward and students received specific discipline as related to those incidents. In the 2019-2020 school year there was only two recorded discrimination incidents and in theory those can be linked back to the use of intergroup dialogue. Creating a classroom environment that is open to the discussion of power, privilege and oppression not only promotes student's ability to discuss such difficult topics in an honest yet non-hurtful manner but prepares students to discuss these topics in their adult lives.

3. Does using intergroup dialogue help to change student's opinions about those who are different than they are in regard to sex, race, age, sexual preference, socioeconomic background and language preferences?

The two main observations of student's behaviors that were exchanged during the implementation of this curriculum was that students were observed being more comfortable in

sharing their thoughts on difficult topics and were more open to hearing other students' views on power, privilege and oppression.

These two sets of observations occurred during the implementation of these lesson plans in how students interacted with one another and in how many times each student responded during the dialogue session. During the initial dialogue sessions on days 1-4 of the lesson plan a majority of students seldom responded to questions and the same students were quick to respond to posed questions or during discussions. After the initial lesson plans had been put into place a majority of students were willing to not only participate in dialogue about power, privilege and oppression but were genuinely concerned about the topic at hand. During the intergroup dialogue session on days 7-8 of the lesson plans all students voiced their opinions at one point during the dialogue, with or without prompting. Students were also asked about their overall thoughts on this set of lesson plans and most students responded with positive remarks and felt that this information was actually applicable to the real world.

Students also responded during these lesson plans in that they had never thought about a topic like power, privilege and oppression, they now know how to make positive choices to stop these systems and are more open to discussing such topics with other minorities who are different than themselves. One main observation of this was in the student's final projects and how they interacted with others who were a part of a different minority group than they were. The average final score on the final assessment was 89.28% and this shows that students not only understood being able to discuss in detail power, privilege and oppression to others but were able to discuss these topics with their group partners as well.

Overall, it was observed that students during these lesson plans not only were more comfortable discussing difficult topics but were more willing to not only accept their classmates' views but tried to understand them.

4. What types of assessments enable a classroom to be inclusive?

Throughout completion of this project one of the four main questions that was asked was what types of assessments make a classroom more inclusive as it may be difficult to measure inclusiveness using specific types of assessments. During this project both formative and summative assessments were used in the form of discussions, checks for understanding, project-based learning and games. Students overall assessment scores were higher when these four forms of assessments were used when others were not present during these lesson plans. Students also were more engaged in these assessments as they all had a one hundred percent turn in rate in both sections of classes that were engaged in this project.

The primary form of assessment that was used throughout this project was a discussion-based assessment which provided a rubric and discussion guideline for students to be aware of their success criteria during those critical discussions that occurred. The average discussion score for all forty participants in this project was a 91.45 % which shows that students were aware of what their success criteria was and what was expected of them during those discussion assessments.

Chapter 5-Extensions, Recommendations and Limitations

Extensions

This developed curriculum could be extended into a larger set of instructional material of the AFNR educators choice as that all minority groups could be included into different sets of dialogue sessions instead of just using one present minority. In curriculum, the number of dialogue sessions is condensed into one specific session of the AFNR educator's choice that is of most relevance in their classrooms and this could easily be extended into weekly dialogue sessions where a different minority is covered in each session. Extending this curriculum into multiple sessions would involve more students as facilitators and leaders which would increase the impact the overall curriculum has on its participants.

The AFNR educator implementing this curriculum could create a different survey that is more specific to the oppressed groups in their classroom and not just the general survey that was used during this project. The survey did have limits on the questions that were asked and in the future when this curriculum is used to instruct students on power, privilege and oppression the survey will be revised to include more open questions for students to respond to in addition to the questions that were used throughout this project.

Recommendations/ Limitations

One main limitation of this set of curricula is that if it is used extensively then it is recommended that facilitators be trained formally. This training is held annually at U of M Ann Arbor and is focused on university level intergroup dialogue (IGD) user's not secondary educators. This training is expensive and is limited to the number of participants that can be a part of it each summer. The researcher involved with this project was never formally trained in IGD and was self-educated by seeking out provided, public resources. This lack of training could leave room for interpretation of how IGD was used throughout this project but IGD was closely modeled to the materials that are available for review.

One limitation of this manual is that it would depend on the specific type of AFNRE program that it would be used in and whether it would be successful in that format. This limitation exists because each student comes from different backgrounds and has different experiences surrounding privilege and oppression. The researcher was aware of this while teaching these lessons and kept an open mind when making accommodations to the written lesson plans.

A recommendation of when this curriculum is used in an AFNR classroom is that it is used near the beginning of the school year and with first year students. This is recommended as students begin their involvement with AFNR education in that they will know what expectations they have when it is associated with communication of controversial topics. Students will also be aware of discussion expectations and will be able to employ those skills in the future discussions that can occur in AFNR classrooms.

Importance

With an ever-changing society, AFNR students need to be able to communicate and change their perceptions on others who are different than themselves in regard to power, privilege and oppression. This curriculum can be used in the future by Michigan AFNR teachers as a part of their leadership and communication units that are typically taught to first year students regardless of age.

This curriculum changed how the researcher's classroom viewed privilege, oppression and power because "dialogic interaction promotes active, generative, and transformative connections and explorations among participants and between participants and facilitators" (Zúñiga et al., 2007, pp 22) which was present during the observational portion of this project. Students involved with this set of curriculum experienced transformational leadership; therefore, students now have the toolbox to be able to communicate their logic on topics of high controversies in both a knowledgeable and respectful manner. Educating AFNR students on

issues of high controversy like privilege is essential to building a productive society because “the ease of not being aware of privilege is an aspect of privilege itself awareness requires effort and commitment” (Johnson, 2018, pp. 137) and AFNR educators need to show effort and a commitment to addressing issues of discrimination.

This set of curriculum seeks to change those who are involved in AFNR education by promoting system changes in that “when you openly change how you participate in a system, you do more than change your own behavior, you also change how the system happens” (Johnson, 2018, pp. 143). AFNR educators can be agents of change for their students and challenge them to make conscious decisions when it comes to stereotypes, privilege, oppression, power and discrimination. AFNR education seeks to make an impact in all areas of students' lives and by implementing this curriculum AFNR educators can know that “it takes very little to make a difference, small acts can have a radical implication” (Johnson, 2018, pp. 152). AFNR education can and should be the group who implements small thought changing acts so that it continues to create the most influential, transformational leaders that it can in the 21st century.

Appendix A- Lesson Plan Summary, Lesson Plans, Lesson Materials

Lesson Plan Summaries

Day 1-4

Lesson Plan Title:

- What would we do without refrigerated items like trucks and aisle cases in the grocery store?

Objectives

- Students will be able to analyze and list five major agricultural contributions of minority groups.
- Students will be able to plan and develop an invention of their own.

Activities:

- Minority Inventions Lost and Found
- Research Inventions based on Minority
- Plan, build and revise an agricultural invention
- Invention Reflection Questions/ Discussion

Day 5-6

Lesson Plan Title:

- Would you ever attend a protest?

Objectives

1. Students will be able to define privilege and oppression while applying them to a real world situation.
2. Students will be able to complete a Venn diagram of privilege and oppression with at least 5 points in each space of the Venn diagram.
3. Students will be able to communicate what privilege and oppression is with including 3 examples of each.

Activities:

- Power, privilege and oppression create a definition
- Power, privilege, and oppression Venn Diagram
- Power, privilege, and oppression puzzle game
- Power, privilege and oppression finish line game
- Minority case studies rotation stations

Day 7-8

Lesson Plan Title:

- Why is it so hard to talk about difficult topics?

Objectives

1. Students will be able to use intergroup dialogue to discuss diversity topics in an appropriate manner.
2. Students will be able to voice their opinion in a safe and respectful environment.

Activities:

- Create a TED Talk
- TED Talk Analyzation
- Intergroup Dialogue Discussion

Day 9-11

Lesson Plan Title:

- How can we change how others view minorities?

Objectives

1. Students will be able to communicate what power, privilege and oppression are to other individuals.
2. Students will be able to create a learning tool to share with a given audience.

Activities:

- Select an Audience Activity
- What Can you Teach Final Project

Day 1-4

Title of Lesson: What would you do without a refrigerator?

Objective(s):

Students will be able to analyze and list five major agricultural contributions of minority groups.

Students will be able to plan and develop an invention of their own.

CTE Standards:

01.000 I.A.1 Act as a responsible and contributing citizen and employee.

01.000 I.A.4 Communicate clearly, effectively and with reason.

01.000 I.A.6 Demonstrate creativity and innovation.

01.000I.A.8 Model integrity, ethical leadership and effective management.

01.000. I.A.11 Utilize critical thinking to make sense of problems and persevere in solving them.

01.000. I.A.12 Work productively in teams while using cultural/global competence.

Materials:

1. Invention PowerPoint-Found at the link below

<https://docs.google.com/presentation/d/1VHfO3pZhPqxQey6z2nKzFCoFKOKnIMjNvNIUjthj2sQ/edit?usp=sharing>

2. Copies of Lesson Handout

3. Invention project Instructions Sheet

4. Invention Project Rubric

5. Copies of Invention Timeline strips sheet

References:

<https://www.nal.usda.gov/afsic/us-statistics-women-and-minorities-farms-and-rural-areas>

<https://www.farmproject.org/blog/2017/2/4/hikqys8igvv0bo368aco3mrb1rv7d1>

<http://www.eng.usf.edu/~besterfi/class/hotPDF/Minority%20Inventors.pdf>

Interest Approach: What would we do without refrigerated items like trucks and aisle cases in the grocery store?

Student/Teacher Planning:

What is the problem?	What would we do without refrigerated items like trucks and aisle cases in the grocery store?
Why is it important?	<ul style="list-style-type: none"> ● Understand the impact of minorities of the invention of agricultural inventions ● Recognize that all humans regardless of white males being focused on have created inventions for humankind. ● Discover why minorities are not focused on throughout history in regard to inventions.
How do we solve it?	<ul style="list-style-type: none"> ● Research who invented the refrigerated truck. ● Create a list of other inventions that were created by non-white males. ● Develop and plan inventions. ● Match inventions to people/ dates. ● Discussion/ brainstorm session on why minorities are not celebrated more as historical figures throughout history.

Problem Solution (Input):

<p>Teacher Directions</p> <p>Day 1</p> <ol style="list-style-type: none"> 1. Have students complete the introductory survey on pre-established thoughts on minorities, privilege and oppression. Collect the survey from students and let them know to not put their names on the survey. 2. Ask the students to think silently about the answer to this question “What would humans do without refrigerators in their houses, stores and semi-trucks?” 3. Give students 2-3 minutes to come up with the answer to the above question. Have students share their answers with a partner next to them. Let students know that they will need to share one answer per a partnership. 4. Students will share answers out. Once answers are shared begin a conversation by asking students who do they think created the refrigeration system that is found in grocery stores and food trucks. 5. Students will partner up and need to be handed coloring objects a blank piece of paper. 6. Students will be asked to draw what they think the man who invented the refrigerator truck looks like. 7. Give students 8-10 minutes to draw and color their drawing. Students will then hang the artwork up on a wall or the white board. 8. Students will do a quick search of who invented the refrigerated truck system. 9. The answer that students find should be Frederick McKinley Jones. 10. Explain that the inventor of the refrigerated truck system that is used today was invented by a black

man and that many things we use today were created by minority groups but are rarely recognized as historical figures.

11. Students will be told that there are 15 slips of paper around the room that need to be found and once all slips of paper are found students should return to their seats.
12. The slips of papers have different inventions listed on them that were invented by individuals who are not white.
13. Students will be assigned a minority group and have to find 3-5 inventions/ businesses created by that minority group. The different minority groups that should be assigned are: sex, color, sexual orientation, socioeconomic status and handicap ability. You can always assign more than one group to the same category and see the differences in groups.
14. Have groups do shout outs of what inventions they discovered.
15. Have a discussion about all of the different things that we have because of minorities and why it's important to recognize the diversity of inventors in history.

Day 2

1. Review from yesterday that inventions have been created by numerous different individuals and it's important to know
2. Hand out the invention instructions sheet and rubric.
3. Explain to students that they will be creating and building their own agriculturally related invention. The inventions must be drawn, materials listed out and approved by the instructor before building begins.
4. Students will work in partners to create a machine like a Rube Goldberg machine that will complete a simple agricultural task.
5. Explain to students that they will have 1 class period to plan, 2 class periods to build the machine and on the third day they will test/ display machines to the class.
6. Students planning sheets will need to be signed off on before building begins. Place building materials onto a centrally located table.
7. Go around checking the progress of students every 10 minutes.
8. Communicate to students that if they need other materials besides the basic materials provided by the instructor then they should provide them. If the materials are not present in class for the building days, then 5 % of the final grade of the project will be deducted.

Applying Solutions (Practice):

Day 3-4: Final Invention Project Presentation and Discussion

Day 3

1. Students will begin building projects today. The instructor will circulate during building time.
2. Remind students that they must successfully complete three trial runs of their project in front of the instructor before doing a final run in front of the class. Students will be given the choice of whether they want to present their projects to the whole class or not.

Day 4

1. Students will be given the first half of the class period to finish building projects and then they should present them to the instructor.
2. Students will present projects and the provided rubric will be filled out for their final grade.
3. If time runs out projects will finish being presented tomorrow.
4. Once projects are all presented to the instructor a discussion will occur.
5. Each student needs to complete the reflection questions on the original invention project hand out.

1. What would we do without refrigerated items like trucks and aisle cases in the grocery store?

2. Draw what you think the person who invented the refrigerator truck looks like.

3. What do all of these inventions have in common? _____

Filament-Light Bulb- _____ Latimer

Garrett Augustus Morgan- Gas Mask/ _____ Signal

Granville T. Woods-Dynamotor-Regulated _____ Motor

Martha _____ - Flares

Amanda Jones- Vacuum _____ of Canning Foods

Mary Anderson- Windshield _____

Beulah Henry- Photo _____

Mae Jemison- 1st African American Women in _____

Rosalind Franklin-X Ray technology and _____ viruses

Marjorie Joyner-1st African American _____ Patent Holder

Temple Grandin- Changed how _____ work

George Washington Carver- _____

- Over the past few days you have learned about some of the contributions that minorities have made to mankind whether it was something physically they invented or if they were responsible for contributing something greater.
- For this project you will be creating, testing and building an invention of your own choosing in groups of 2-3.
- This invention must physically accomplish something to solve a problem that mankind has or be used to create something that makes mankind's life easier.
- This is a provided rubric on how this project will be scored. You should read this rubric and reflect upon it throughout the project creation process.

This project will be completed in the following steps:

1. Group partners will be given by the instructor.
2. A brainstorm period of 30-45 minutes for developing an invention will be given. A list of materials, what problem the invention solves, how the invention will be constructed, who is responsible for what materials/ building parts is listed out and all parts of the project must be signed off by the instructor.
3. Once your invention has been signed off by the instructor you may begin constructing the project. If other materials are needed, then the ones provided by the instructor then those materials need to be discussed with the instructor ahead of time or provided by your group. **NOT HAVING MATERIALS IS NOT AN EXCUSE TO NOT HAVE ANYTHING TO DO!**
4. Your group will have two full class periods to construct this project. The project must be finished by the end of the second class period as a testing session will occur the next day. If the project is not completed in time for the testing day, then it must be finished outside of class time or a late grade penalty will be accessed.
5. All group participants should equally participate in all portions of this project.
6. After the testing day it will be demonstration day where all projects must be completed, ready to be presented and demonstrated in front of the class.
7. The accompanying planning, reflection and demonstration sheets must be submitted at the completion of this project as they account for 30% of your final grade.

1. What mankind problem are you solving? Why is it important that this problem be solved?
2. What three types of solutions including a new invention to solve this problem did your group brainstorm?
3. How will this invention be constructed? You must list out at least 5 steps. Provide a detailed drawing attached to this
4. Provide a list of materials. Divide the list into what is provided by the instructor and which group members will provide what.
5. If some of the materials are not brought to class on time or are forgotten to be brought to class, what happens to your group's grade?

Reflection Questions (All group members need to turn in their own answers to these questions)

1. List two things you would have changed about your project. How would you have changed those items?
2. Imagine that you are a part of a minority group and you create an invention that better's mankind's life. List two obstacles you think you would face in order to get that invention discovered/ marketed.
3. List out what each partner completed during this project. Give each partner a score out of 100 of how equally they contributed to the completion of this project.
4. What was the most difficult part of this project? Why? What was the easiest part of this project?
5. If you had to give one piece of advice to a student completing this project next year what would you tell them?
6. Do you feel like you have the ability to change others' lives around you in some aspect after completing this project?

7. If you had the opportunity to go back and re do this project, list 3 things that you would have changed and how you would have changed them.

8. How could your group work better on this project together? List 2 ways.

9. How do you think creating an invention or a business changes when someone is a part of a minority group? List three ways that you think this could be more difficult.

10. What was one problem that arose during the construction of this project and how did you group solve that problem?

11. What was one problem that you came across while working with your group members? What did you do to overcome this problem? Did you help solve this problem or just leave it alone?

Filament Light Bulb-Lewis Latimer

Garrett Augustus Morgan Gas Mask/Traffic Signal

Granville T. Woods Dynamotor-Regulated Electric Motor

Martha Coston Flares

Amanda Jones Vacuum Method of Canning Foods

Mary Anderson Windshield Wiper

Beulah Henry Photocopier

Mae Jemison 1st African American Women in Space

Rosalind Franklin X Ray technology and plant viruses

Marjorie Joyner 1st African American Women Patent Holder

Temple Grandin Changed how slaughterhouses work

George Washington Carver Soil Quality

Lynn Conway Computer Chip Processing

Invention Rubric

	Attempted 1	Proficient 3	Advanced Proficient 5
Purpose and Problem	Addresses a practical need to which there is already a common solution, or addresses an issue of little practical value.	Addresses a somewhat practical need some people have, which may have an expensive or uncommon solution.	Creatively addresses a practical need some people have, which may have an expensive or uncommon solution.
Research	Fails to mention a known similar idea in common use, or material is copied rather than written in the student's own words.	Mentions known similar ideas with some elaboration. Makes a general connection to a similar idea in the student's own words. May or may not address the needs of potential users	Makes a clear and well-elaborated connection with a known similar idea and with the needs of potential invention users in the student's own words
Possible Solutions	Proposes three or fewer solutions, some of which may be fanciful. Solution description is unclear or incomplete.	Proposes three or more practical solutions with limited description.	Proposes three or more practical solutions. One or more are very creative. Provides sufficient description for reader to easily understand
Plan and Create (X2)	Provides few details, leaving the reader unclear about how the invention works. Or, obstacles encountered in the building process are not mentioned.	Provides adequate diagrams and explanation of the invention, giving the reader a general understanding of how the invention works. Obstacles encountered in the building process and their solutions are mentioned briefly.	Diagrams and explains the invention, providing all labels and details needed to give the reader a clear understanding of how the invention works. Obstacles encountered in the building process are described well and solutions to the obstacles are explained.
Conclusion and Applications	Fails to analyze obstacles related to the practical design and function of the invention (i.e., may list obstacles that refer only to shopping for materials or cosmetic issues). Or, fails to mention applications.	Provides some analysis of the obstacles related to the practical design and function of the invention (i.e., durability, strength, ease of use, etc.). Mentions potential applications.	Demonstrates in-depth analysis of the obstacles related to the practical design and function of the invention (i.e., durability, strength, ease of use, etc.). Invention is clearly connected to real world applications.
Display Presentation	Project has limited eye appeal or is not easily readable at approximately two feet distance. The project has limited organization, or contains confusing visuals, or contains major language or spelling errors.	Project is appealing and readable at approximately 2 feet distance. It is organized and clear, uses understandable visuals and/or models, and contains few language and spelling errors.	Project is appealing and neat, and is readable at approximately 2 feet distance. It is well organized and clear, makes striking use of inventive or amusing visuals and/or models, and uses language and spelling flawlessly.

Day 5-6

Title of Lesson: Would you ever attend a protest?

Objective(s):

Students will be able to define privilege and oppression while applying them to a real-world situation.

Students will be able to complete a Venn diagram of privilege and oppression with at least 5 points in each space of the Venn diagram.

Students will be able to communicate what privilege and oppression is with including 3 examples of each.

CTE Standards:

01.000 I.A.1 Act as a responsible and contributing citizen and employee.

01.000 I.A.4 Communicate clearly, effectively and with reason.

01.000 I.A.6 Demonstrate creativity and innovation.

01.000I.A.8 Model integrity, ethical leadership and effective management.

01.000. I.A.11 Utilize critical thinking to make sense of problems and persevere in solving them.

01.000. I.A.12 Work productively in teams while using cultural/global competence.

Materials:

- Privilege and Oppression PowerPoint-Can be found at the link below

https://docs.google.com/presentation/d/1TntYWtiXuSzzjPzmRQVMW_3m4j8WopIGOjO5EJHPjoo/edit?usp=sharing

- Privilege and Oppression Note Sheet
- Computer
- Overhead Projector
- Copies of Venn Diagram
- Venn Diagram on Board
- Notecards
- Venn Diagram Assignment Sheet
- Situational sheet
- Have you ever statements
- Copies of Puzzle Sheet
- Copies of puzzle pieces

References:

<http://www.scrippscollege.edu/xbk/wp-content/uploads/sites/35/files/Power-Privilege-and-Oppression.pdf>

<https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression>

<https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression>

Interest Approach: Students should be asked and given time to respond to this question would you ever attend a protest? Why or why not? Then have students stand up and go to one side of the room for yes or no answers. Then call on students to share why they said yes or no.

Student/Teacher Planning:

What is the problem?	Should students attend a protest or not?
Why is it important?	<ul style="list-style-type: none"> ● The isms are present in the world at a high rate and students need to know how to handle situations like protests. ● Students will be adults some day and will have to make their own decisions about how they handle situations of hate. ● Students will need to know how to communicate their ideas as adults.
How do we solve it?	<ul style="list-style-type: none"> ● Privilege, power and oppression PowerPoint and notes ● Venn diagram of privilege and oppression ● Situational examples/role play

Problem Solution (Input):

<p>Teacher Directions Day 5</p> <ol style="list-style-type: none"> 1. Students will work in partners to define what the words privilege, oppression and power mean in regards to minorities. 2. Once students have placed their sticky notes onto the front board the answers will be read out loud. The class will then be asked as groups/ tables to pick what definitions they think are most accurate. 3. Once the class definition has been established it should be shared with students that oppression, power and privilege all exist in the world. 4. Go through the power, privilege and oppression notes. 5. Students will be given the privilege, oppression and power cards. The left side of the Venn diagram should be privilege and the right side should be oppression. These cards will be placed onto a Venn diagram that

they will have at their tables. These Venn diagrams can be made using a sheet of paper and students transfer the words from the cards to the Venn diagram, a Venn diagram can be created on a wall and students can place the cards on a wall around the room or a Venn diagram can be made using 2 circular objects like a hula hoop and then the cards can be placed into the different areas.

6. Give students 6-8 minutes to place the cards in the correct category. Check to make sure each group has the correct cards in the right columns. Once all groups have completed this activity groups will be asked to add 2 new concepts into each of the three categories of the Venn diagram.
7. Once all groups have completed giving their own new concepts, groups will share out what they added to the Venn diagram.
8. After all new concepts have been added to the class Venn diagram it should be left up to come back to later in the lesson.
9. Handout the given puzzle assignment sheet and then make sure the different clues are spread out across the room.
10. Give students 8-10 minutes to complete their puzzle worksheets. Allow students to connect with a partner to check that their answers are correct.
11. The final answer to this puzzle should be: Be the Change
12. Once students have completed this then proceed to discuss the answers and how they relate back to power, privilege and oppression.

Applying Solutions (Practice):

Day 6

1. Complete a review of the day before. Begin a conversation about the significance of protests and why they are used.
2. Using the provided sheet of have you ever statements read them to the class one at a time. You will need enough open space for this activity so all students can be in one line horizontally. Once students have lined up begin reading the statements one at a time. Encourage students to take the same sized steps as one another.
3. Read each statement one at a time and wait to go to the next statement until all students have moved.
4. Once all statements have been read or a student makes it to the finish line that is when the statements will end.
5. Ask students what they think the statements were trying to teach them or any observations they had as others walked forward. The summary of this activity is that those who experience privilege like white males move forward in life as those who are oppressed stay behind when it comes to specific opportunities.
6. The next activity for this lesson is that there are different privilege, oppression and power situations that students in partners will have to define which concept goes to the situation and how they would handle the situation.
7. Spread out the different situations around the classroom so students will have to rotate to different stations. Number off each group so they can start at the station that corresponds to their group number. Put up an online timer so all students can view it and give students 3 minutes at each station. Once the timer ends tell students to rotate. There will be 6 total stations for each group to rotate to and this activity should take around 20 minutes.
8. Have students return to seats. Have a different group read the situation, state what category it goes in and how they would have solved the situation. Make any needed changes to their answers and ask if any other groups have anything to add to the group's answer.

1. Define the following terms with a partner in your own words:

- Power
- Privilege
- Oppression

2. How does the system of oppression, privilege and power work?

3. What is a target of oppression?

4. Write down five of the race related terms that were clarified for you with their proper descriptions.

5. Write down five of the sexual orientation related terms that were clarified for you with their proper descriptions.

6. Write down three of the gender related terms that were clarified for you with their proper descriptions.

7. Write down five of the old terms that were used for disabled individuals that you have used previously and right down the correct terms.

8. How does power and privilege take place in the socioeconomic status realm?

9. List the seven given isms and what they mean. List two things you can do today that will help prevent the isms from occurring in your daily life!

10. List two ways that those you do not speak English as their first language could be oppressed?

Game On: Power, Oppression and Privilege

Team Members: _____

Team Name: _____

Instructions: As you answer questions at each station, record the letter corresponding to each correct response in the spaces below. Make sure to record the letters in the correct question box to ensure you know what questions you have left to answer. Once you have correctly answered each question, unscramble the letters to reveal the final two-word solution.

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6

Question 7	Question 8	Question 9	Question 10	Question 11

Final Solution: _____

Puzzle Questions

Question 1-This term refers to those who experience prejudice based on a way they were born. For example, their skin color.

- Q.Prejudice
- N.Oppression
- O.Power

Question 2-Can the terms power and privilege be used interchangeably?

- I.True
- A.False

Question 3 -Will the system of power, privilege and oppression change, if we do not do anything about it? If we **never** talk about it or address that it exists?

- A.Of Course!
- B.Absolutely Not!

Question 4-Choosing to participate in the system of power, privilege and power is just that, a personal choice.

- H.True
- W.False

Question 5-Who is responsible for breaking the cycle of power, privilege and oppression in terms of stereotypes, prejudice and hating others who are different then yourself?

- X.You
- E.Everyone
- K>Your Mom
- A>Your Friends
- S>Your Teachers
- R.Donald Trump

Question 6 -Do the people who are born into oppression get to choose that they are the oppressed individuals?

- Yes
- E.No

Question 7-Is privilege invisible to those who receive it?

- W.Yes
- T.No

Question 8-If an individual works extremely hard they can eventually work their way into being privileged even if they were born into a group that is oppressed.

D.True
H.False

Question 9-There is a greater chance that males will have a higher salary than females.

E.True

G.False

Question 10-There are proper terms that can and should be used for individuals who belong to oppressed groups.

G.True

M.False

Question 11-Those who belong to oppressed groups have less life chances or benefits simply because they were born into a specific oppressed group.

C.True

L.False

Puzzle Questions-Key

Question 1-This term refers to those who experience prejudice based on a way they were born. For example, their skin color.

Q.Prejudice

N.Oppression

O.Power

Question 2-Can the terms power and privilege be used interchangeably?

I.True

A.False

Question 3 -Will the system of power, privilege and oppression change, if we do not do anything about it? If we **never** talk about it or address that it exists?

A.Of Course!

B.Absolutely Not!

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X.You

E.Everyone

K>Your Mom

A>Your Friends

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R.Donald Trump

Question 6

Do the people who are born into oppression get to choose that they are the oppressed individuals?

F.Yes

E.No

Question 7-Is privilege invisible to those who receive it?

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W.No

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G.False

Question 10-There are proper terms that can and should be used for individuals who belong to oppressed groups.

G.True

M.False

Question 11-Those who belong to oppressed groups have less life chances or benefits simply because they were born into a specific oppressed group.

C.True

L.False

Case Study Groups

Group 1

There is a top 500 company who is hiring for a leadership position. The individual who is hired will be in charge of twenty employees and oversee the department. There are three individuals in the final round of interviews. One is a white male, one is a black male and one is a white female. The white female has worked for the company for 10 years/ held a leadership role already, the black male has worked for a different company but in the same role that the company is hiring for and the white male is an entry level worker applying for the same position. The company chooses the white male for the job because they are afraid that because the department is mainly white males that there would be discomfort if either of the other two candidates was hired.

What is this an example of? What ism's?

Identify how each of these plays a role in this case study power, privilege and oppression., Explain how this situation could have been handled instead.

Group 2

There is a couple who is trying to adopt a child. The couple happens to be of the same sex. There is a couple who is of different sexes trying to adopt the same child. Both couples have the resources and means to raise the child adequately. The different sex couple is chosen to adopt the child because the child will have both a mom and dad and a "more normal experience".

What is this an example of? What ism's?

Identify how each of these plays a role in this case study power, privilege and oppression., Explain how this situation could have been handled instead.

Group 3

There is a company who is hiring a female into a position that was previously held by a male. The male and the female have the same amount of job experience. The female will be paid \$50,000 a year and the male was paid \$60,000 a year to complete the same job tasks.

What is this an example of? What ism's?

Identify how each of these plays a role in this case study power, privilege and oppression., Explain how this situation could have been handled instead.

Group 4

There are two students who have the same GPA, SAT and extracurricular activities. One student is in the lower class and one is from the high class. A major private university accepts the high class student and not the lower class student due to the ability to not be able to afford college.

What is this an example of? What isms?

Identify how each of these plays a role in this case study power, privilege and oppression.,

Explain how this situation could have been handled instead.

Group 5

There is a train platform in Chicago. This train platform has not been updated in 50 years. There is an individual who uses a wheelchair who went to go get on the train to go to see Lake Michigan and they could not do so because the train platform did not have the proper accessible ramps.

What is this an example of? What isms?

Identify how each of these plays a role in this case study power, privilege and oppression.,

Explain how this situation could have been handled instead.

Group 6

There is a student who is entering 5th grade who speaks minimal English and is currently learning English as a second language. His peers all speak English as their first language which makes it hard for him to connect with his classmates socially and he feels left out.

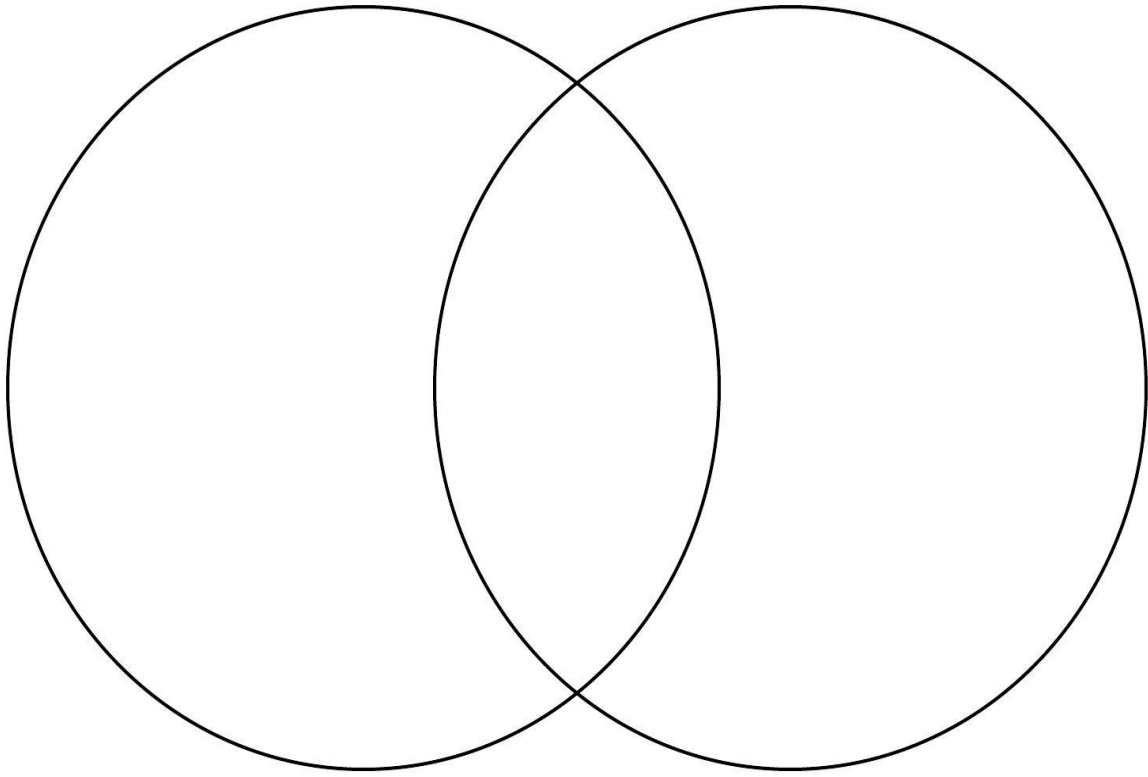
What is this an example of? What isms?

Identify how each of these plays a role in this case study power, privilege and oppression.,

Explain how this situation could have been handled instead.

Place the following terms on the Venn diagram:

- Sexism
- Ableism
- Racism
- Classism
- Heterosexism
- Ageism
- Nativism
- Hate
- A system
- Negative
- Positive
- A human is born into it
- It can be changed
- Has control over others.
- A judgement.
- Unearned
- Unaware of it



The following statements should be read in that have you ever heard these statements or how often have you ever heard these statements.

Take a step forward if you have heard the following statements at some point in your life or have thought them:

1. Women are bad at math.
2. People who are of Asian culture are good at math and science.
3. Blacks are more likely to be arrested than white people.
4. Professional black sports players are held to higher standards than white people.
5. White people are treated as shoplifters in most stores.
6. White people can succeed without other people being surprised.
7. White people can assume that race won't be used to predict whether they'll fit in at work or whether teammates will feel comfortable working with them or not.
8. White people have greater access to quality education and healthcare.
9. Men are charged lower prices for new and used cars.
10. Men can assume that they will not be sexually harassed in public.
11. Male representation in government and the ruling circles of corporations and other organizations is high.
12. Men are more likely than women to control conversations.
13. Men don't find themselves slotted into a narrow range of occupations like women do.
14. Heterosexuals can move about in public without fear of being harassed.
15. Heterosexuals can marry as a way to commit to long term relationships that are socially recognized, supported and legitimated.
16. Heterosexuals are allowed to reveal and live their intimate relationships openly.
Heterosexuals can live in comfort knowing that other people's assumptions about their sexual orientation are correct.
17. Nondisabled people can ask for help without having to worry that people will assume they need help with everything.
18. Nondisabled people don't have to deal with an endless and exhausting stream of attention to their disability status.
19. Nondisabled people can count on being taken seriously and not treated as children.
20. Nondisabled people can assume that when they travel from one place to another, they will have access to buses, trains, airplanes and other means of transportation.

Day 7-8

Title of Lesson: Why is it so hard to talk about difficult topics?

Objective(s):

Students will be able to use intergroup dialogue to discuss diversity topics in an appropriate manner.

Students will be able to voice their opinion in a safe and respectful environment.

CTE Standards:

01.000 I.A.1 Act as a responsible and contributing citizen and employee.

01.000 I.A.4 Communicate clearly, effectively and with reason.

01.000 I.A.6 Demonstrate creativity and innovation.

01.000I.A.8 Model integrity, ethical leadership and effective management.

01.000. I.A.11 Utilize critical thinking to make sense of problems and persevere in solving them.

01.000. I.A.12 Work productively in teams while using cultural/global competence.

Materials:

- Intergroup Dialogue Instructions Sheet
- Ted Talk
- Copies of Create a Ted Talk Assignment Sheet
- Copies of Ted Talk Reflection Sheet
- Chairs
- Intergroup Dialogue Discussion Questions
- Lesson PowerPoint-Found at the below link.
- https://docs.google.com/presentation/d/14i9qazqpjNQRIMOb4Ywc67bTq9n3In_T2iF4kK7ktc/edit?usp=sharing

References:

<https://ideas.ted.com/how-you-can-be-an-ally-in-the-fight-for-racial-justice/>

https://www.ted.com/talks/dr_phillip_atiba_goff_rashad_robinson_dr_bernice_king_anthon_v_d_romero_the_path_to_ending_systemic_racism_in_the_us#t-985322

https://www.ted.com/talks/melinda_epler_3_ways_to_be_a_better_ally_in_the_workplace

https://www.ted.com/talks/janet_stovall_how_to_get_serious_about_diversity_and_inclusion_in_the_workplace

https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter

https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them

https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave

https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders

https://www.ted.com/talks/d_l_stewart_scenes_from_a_black_trans_life

https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Interest Approach: Ask the question why is it hard to talk about difficult topics and what are considered hard topics for humans to talk about? Have the class brainstorm and bring up their thoughts. Then explain that today as a class we are discussing some difficult topics and we will do our best to get through them respectfully while having fun/ learning.

Student/Teacher Planning:

What is the problem?	Why is it so hard to talk about difficult topics?
Why is it important?	<ul style="list-style-type: none">● To effectively communicate difficult topics to others.● Being able to communicate an opinion to others even though they may not agree will happen in life all the time so it is a skill that is needed.● Arguing is pointless if an outcome is not decided upon and problem solving needs to occur.● To be able to problem solve discussions with others who do not agree with others.
How do we solve it?	<ul style="list-style-type: none">● Complete an intergroup dialogue session based on what minorities are present.● Solve the problem of isms that are present in the given classroom.● Create a Ted talk and observe a ted talk.

Problem Solution (Input):

Teacher Directions

Day 7

1. This lesson may be matched to what minorities you have present in your classroom. It can be adapted to include multiple minority groups as well if more than one minority group is present in your classroom. ****There is a set of discussion questions that can be used for all and any minorities and isms.
2. Show the following ted talk about power, privilege and oppression. There are several different TED talks that can be found in the resources section of this lesson plan. Please choose one that fits into your classroom dynamics. Small segments can be included from different videos as well to include different isms.
3. Once the ted talk is shown students should have completed their TED X handouts with the video. Have students partner up and share their answers with their partners. For this exercise you could pair students up who are in different classes. For example, a male with a female, a nonwhite student with a white student etc. to see how their answers were different or the same. Once all partners have shared between one another then go through each question so the class can add any answers they want to during the discussion.
4. Once the conversation has completed students will begin their ted x video assignments.
5. Handout the TED X creation assignment. Students will work in groups of 3-4 to create their own 3-5-minute ted x video on privilege, oppression and power as related to agriculture. These ted talks can be recorded on phones, downloaded to YouTube or acted out live in front of the classroom. Give your students the appropriate amount of time they need to complete quality projects for this assignment.

Applying Solutions (Practice):

Day 8-9

1. Intergroup dialogue will be used today to discuss the concept of students who are from a specific minority that is the most prevalent in your classroom.
2. Select 1-2 students who are members of the selected minority group that fits into your classroom and may be higher functioning to help facilitate this activity.
3. Have students get into a circle and depending upon how many students are in your classroom two different dialogue groups may need to be broken into smaller groups of 12-18. The educator should be present during all dialogue groups so that there is a safe enriching environment for all students due to the nature of these conversations. If the classroom needs to do two separate dialogue groups due to class size, then the remaining students can be working on the final project that is scheduled for day 9-10.
4. Once the facilitating students have been selected place the students into a circle. Go through the discussion format and expectations. Provide a copy of the discussion expectations to all students.
5. Using this type of dialogue in a classroom setting tends to have less resistance if there is some prior set up of classroom culture and that dialogue guidelines are provided to students ahead of time.
6. Follow through the provided PowerPoint for the setup of this lesson including the dialogue expectations. These expectations are also attached to this lesson plan as a handout to remind students of what is expected.

7. Begin facilitating the dialogue by asking each question in order that has been provided. Feel free to ask additional questions based on where the dialogue goes from the provided list of clarifying questions.
8. There is a set of follow up questions provided as well if they are needed to extend the discussion for any reason. These follow up questions were adopted from Intergroup Dialogue in Higher Education as found in the sources of this project.
 - How does this make you feel?
 - What bothers or excites you about this?
 - What do you mean by that?
 - Could you explain what you just said a bit more?
 - What don't you agree with?
 - What seems to be the key assumption here?
 - What could be assumed instead?
 - How does what you're saying relate to what was said earlier?
 - Can you help us understand the reasons behind your opinion?
 - How might others see this issue?
 - How do you know that?
 - What is the basis for your observation?
 - How do the media and religious institutions influence how people feel about this issue?
 - How can you summarize what has been said?
 - What have you heard today that has made you think, hit home, or touched you in some way?
 - What do we need from each other to continue this conversation beyond this classroom?
9. Complete the dialogue by having students identify which statements from the discussion were the most impactful and then which was the most clarifying for them. These statements can either be shared with the class, written on post it notes and placed in the front of the room or turned into the educator in some other manner.
10. After the first dialogue about how students who have parents who do and do not work in agriculture is completed then a second dialogue will take place. This dialogue will be in the same exact format as the first dialogue but include a minority that is present in the current classroom. The same dialogue group or new dialogue groups can be used to facilitate this discussion. The same set of questions may or may not be used as well. Use what dialogue questions you think are appropriate to the demographic of students.
11. ***** If students resist the dialogue or have a difficult time completing the dialogue without conflict then pause or stop the discussion until students are on a more positive note. There is a provided list above of questions that can help turn the dialogue around to turn it to be more productive and have less conflict as the nature of these conversations can be difficult.

This section of this paper should be completed as the TED talk is watched. Answer each of these questions in complete sentences and use at least 2-4 sentences to answer the questions.

1. What was the introduction about? The attention getter.
2. In summary what was the purpose of this TED talk? How do you feel about the purpose of this video?
3. Was there an action item listed near the end of this TED talk? Would you be willing to take action in that manner on the issue presented?

TED Talk Assignment Instructions

- After having watched a TED talk and having done some prior research about what TED talks stand for you will be creating your own TED talk for the class to watch.
- The TED talk should be on a topic of your choosing and that is of interest as related to power, privilege and oppression.
- **The TED talk will be recorded, shared with the class, will need to last 3-5 minutes and have a script turned in.**
- Ted Talk parts:
 1. Introduction- Story, definition, fact etc. an attention grabber!
 2. 2-3 paragraphs (6-8 sentences) of topic of ted talk.
 3. Conclusion, why should the viewer care about this topic. What action items should the viewer take?
- The written script will be approved and turned in prior to the recording stage.
- This assignment is to be completed on the students own. You may have a classmate help you record the talk. The talk can be recorded using your own personal device or a Chromebook if needed.

TED Talk Rubric

The student followed the guidelines for this project.	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Point)
The student met the time requirement of 3-5 minutes.	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Point)s
The student included an attention grabbing introduction.	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Points)
The student included an action item at the end of their TED talk.	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Points)
The student provided an understandable recording of their TED talk.	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Points)
The student turned in the assignment on time	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Points)
The TED talk covered a topic related to power, privilege and oppression.	<input type="checkbox"/> Agree (5 Points) <input type="checkbox"/> Neither Agree nor Disagree (3 Points) <input type="checkbox"/> Disagree (0 Points)

Total Score out of _____ / 35 points
 Intergroup Dialogue Expectations

Intergroup Dialogue Guidelines

- Respect one another's view points
- No cutting one another off.
- Ask clarifying questions.
- Seek to listen and understand.
- Negative comments will not be tolerated.
- All points of views are important and valid.
- Should anymore be added? Your input is appreciated!

Day 9-11

Title of Lesson: How can we change how others view minorities?

Objective(s):

Students will be able to communicate what power, privilege and oppression are to other individuals.

Students will be able to create a learning tool to share with a given audience

CTE Standards:

Materials:

- Copies of Final project rubric
- Copies of Final Project Instructions
- Poster Board
- Markers
- Classroom set of computers
- Copies of questions for students to ask others

References: None

Interest Approach:

Ask students to answer the following question on a piece of paper: How can we change how others view minorities differently?

Student/Teacher Planning:

What is the problem?	<ul style="list-style-type: none">● How can we change how others view minorities?
Why is it important?	<ul style="list-style-type: none">● To be able to communicate positive things to different groups.● To be contributing members of society.● To be open minded to individuals who are different then yourself as they can teach you new things.
How do we solve it?	<ul style="list-style-type: none">● Audience Activity● Final Project

Problem Solution (Input):

Teacher Directions

1. Begin this final project by having students get into groups of 2-3. In order to create a classroom of further inclusion it is encouraged that the educator be strategic when combining group members to include different minorities in each group. Draw an audience type out of a hat. The categories of audience members can be peers, elderly, school board members, parents. Etc.
2. This audience will be what the student's final project will be geared towards. Once all students have selected an audience type in their groups of 2-3, they will need to brainstorm in their groups three things that they would absolutely need to do to explain something new to a new audience.
3. Have groups partner up with a new group and share their answers with each other. Then separate the class back out and have each group be prepared to share one of their findings on how different audiences require different modes of communication.

Applying Solutions (Practice):

1. Provide the students a copy of the project instructions and rubric.
2. Communicate to students that they have the freedom to choose how they present their information to the audience group that they were given. Students should also identify 4-5 major concepts from this unit to teach during their projects.
3. Another portion of the project is that students must generate 3 ways in which they can be proactive moving forward after this unit is complete. These three ways should be actionable items and accessible to all students to complete. Ex. sharing what oppression, privilege and power are to their families. Etc.
4. Students should apply the different communication methods they identified in the interest approach to help then select how they will communicate this new information to a stranger of the given audience group.
5. Give students 1-2 class periods to complete this project and let them know ahead of time that they will be presenting these projects two times. Once in front of a peer group for peer editing and a second time in front of the entire classroom for as an assessment grade.

What Can You Teach Final Project Rubric

The students followed the guidelines for this project. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Point)</div>
The students completed the peer review successfully. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students included the two signatures needed from the instructor. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students included 3 action items at the end of their project. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students provided at least four concepts from the unit. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The student turned in the assignment on time <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students created a neat and professional visual display of information. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students included an active learning portion of the lesson. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students included components of their presentation that were directed at their given audience. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>
The students equally participated and professionally presented the final project. <input type="checkbox"/> Agree (10 Points) <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Neither Agree nor Disagree (5 Points)</div> <div style="text-align: right; padding-right: 20px;"><input type="checkbox"/> Disagree (0 Points)</div>

Total Score out of _____ / 100 points

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