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Oklahoma 4-H Youth Development
Tuesday Tool Time

Shifting 4-H
Stereotypes

September 2021

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Tuesday Tool Time Schedule:

December 7 – Appreciation and the 4-H Experience

Register, Recordings and Resources are posted under VOLUNTEERS, Continuing Education. Previous session(s):

February 8, 2022

April 5, 2022

August 9, 2022

November 8, 2022



<https://4h.okstate.edu/volunteers/index.html>

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Literature Review:

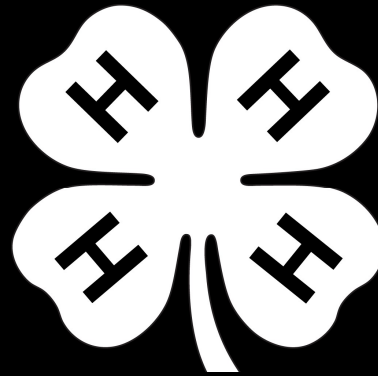
- Eagly, A. How do Stereotypes Form and Can They Be Altered? Institute for Policy Research. August 25, 2015.
- Koenig, A. M. and Eagly, A. H. Evidence for the Social Role Theory of Stereotype Content: Observation of Groups' Roles Shape Stereotypes. Journal of Personality and Social Psychology. 2014, Vo. 107, No. 3, 371-392.
- Stangor, C. Social Categorization and Stereotyping. Principles of Social Psychology – 1st International Edition. Chapter 11, 2012.
- Jussim, L. Crawford, J.T.; Rubinstein, R. S. Stereotype (In) Accuracy in Perceptions of Groups and Individuals. Current Directions of Psychological Science, December 10, 2015.
- 4-H in an Urban/Suburban World, Johnston County. K-State Research and Extension
- Breaking Stereotypes. The O'Colly, February 22, 2001
- Risedorph, S. 4-H guiding principles build tolerance in youth. Michigan State University, June 11, 2012.



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Stereotype

...widely held but fixed and oversimplified image or idea of a particular type of person or thing.



"Stereotypes are not mysterious or arbitrary," Alice Eagly said, but "grounded in the observations of everyday life."

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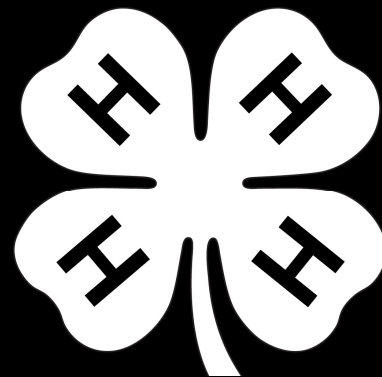
Research: Changing Observed F

Key hypothesis:

- Stereotypes grow from people's observations of the social roles in which members of the groups are overrepresented relative to their numbers in the general population..

Results:

- Participants' beliefs about the occupational roles are overrepresented relative to their numbers in the general population.
- Beliefs about the attributes of groups' typical roles were strongly related to group stereotypes on both relationship and organization/competence.
- When social groups were described with changes to their typical social roles in the future, their projected stereotypes were more influenced by these future roles than by their current group stereotypes.



People thus infer group members' traits from observing their typical role behaviors in everyday life, though direct experience and media exposure.

Evidence for the Social Role Theory of Stereotype Content: Observations of Groups' Roles Shape Stereotypes, 2014.

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Stereotype

“We can’t just change the stereotype directly, or the psychology that underlies it, because it is based on everyday observations,” Eagly said, noting that people should seek to increase disadvantaged groups’ access to better jobs. ***“We have to change the reality that people observe.”***



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Social Categorization

Benefits

Social categorization occurs spontaneously, without much thought on our part.

We spontaneously categorize each other on the basis of many other group memberships, academic status, social roles, etc.

Negative Outcomes

Distorts perceptions such that we tend to exaggerate differences between people from different social groups while at the same time perceiving members of groups as more similar than they actually are.



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YOUR stereotypes and biases about 4-H?

In looking at the 4-H emblem what are **YOUR** thoughts and feelings about

- Members
- Programming/Educational Experiences/Activities
- Clubs

What are **YOUR** stereotypes and biases about them?

Are **YOUR** stereotypes and biases, particularly good or poor?



Change the word "you" to "**4-H members**" and how would their answers vary?

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Public/ Family / Youth stereotypes and biases about 4-H?

What does the ____ "think" 4-H is considered to be, particularly good or poor at?

Has the public "social categorization" about 4-H ever influenced recruitment or retention, leadership, programming, etc.?

Are the social categorizations accurate or just?



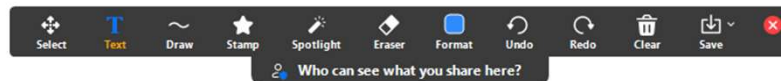
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Activity - Iceberg

What are some ways we might be maintaining or hiding BENEFICIAL OR NEGATIVE stereotypes about our club or membership?



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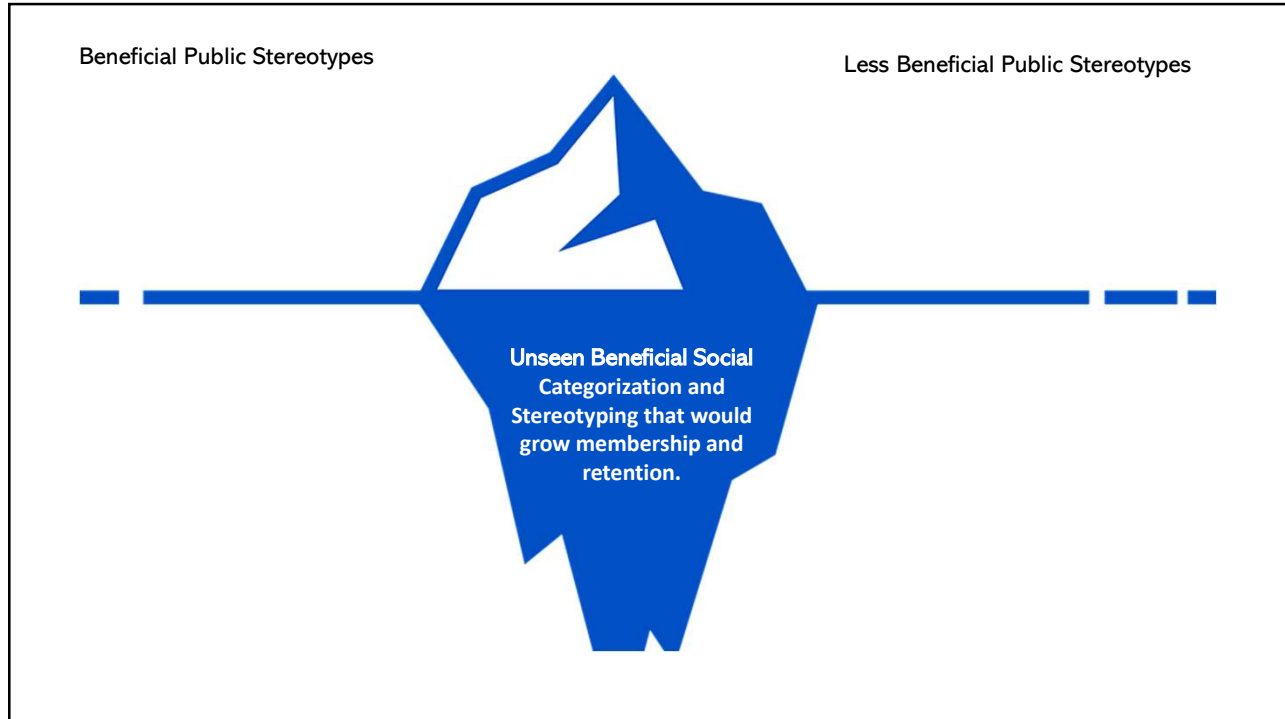


Click Text and place cursor in the location you want to type a response.

♥ Stamp - use if you see and want to "ditto" another's answer.
★

Erase - click and then click on the item you want to erase. Careful not to erase another's answer.

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Activities for talking about stereotypes:

- **Appreciating Diversity. 4-H Volunteer Research Knowledge Competency Taxonomy**
- **4-H Guiding Principles Build Tolerance in Youth. MSU Extension**
- **Hat Trick. Texas 4-H A&M AgriLife Extension**

Positive Youth Development
Appreciating Diversity
4-H/4C Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H Volunteers

Learning Outcomes:

- Identify the diverse talents, motivations, and values that drive our members to volunteer with 4-H
- Understand why we are so successful in recruiting, retaining and motivating members and volunteers
- Identify the personal and professional skills and competencies that are needed to be successful in 4-H
- Identify the ways that we can best support our members and volunteers

Time:
20 - 30 Minutes

Supplies needed:

- Pencils and paper
- Internet access, computer and projector (optional)
- 4-H Volunteer Research Knowledge Competency Taxonomy

Do Ahead:
Review materials

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2021

Any history of translations:
None

INTRODUCTION
Diversity is a word that describes the differences among people. Multiculturalism is seeing, understanding, and feeling good in cultural differences. Culture includes values, beliefs, and ways of thinking and speaking that a group develops to express its particular environment. Appreciating differences and developing multicultural awareness starts with each individual. By building and strengthening these skills, volunteers and youth create the foundation for developing capable competent citizens, a primary goal of 4-H youth development programs. (Source: Park, 2016, p. 1, 2)

WHAT TO DO

Activity 1 - Personal Self Reflection
Objective: Handout 1. Have participants work individually to write their responses to the self-assessment reflection upon arrival. **Instructions:** Bring the group together. If people are comfortable, ask them to respond to these questions. Have them say statements that really gave you pause and make yourself you with some new insights into yourself and how you see others? How could understanding your personal attitudes toward differences in others benefit you as a volunteer? What ways have you found to describe diversity or multiculturalism to a friend?

Activity 2 - Culture is an Identity
Objective: Handout 2. Have participants to consider each element identified and write in the writing, either above the water line or below the water line, whether you identify with it. Ask participants to share their responses. What items were hard to place? Are there any similarities in where people placed the items? Are there differences in opinions in where you placed the items? It is important to understand how we view our personal culture? How will understanding how others experience their culture help us work more effectively with youth and other volunteers?

4-H Volunteer Research Knowledge Competency Taxonomy

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Activity – Breakout Rooms

Research illustrated stereotypes can be influenced with projected changes. How could we begin to model behaviors, activities, publicity that would begin to shift the 4-H stereotype?



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Oklahoma 4-H Youth Development
Tuesday Tool Time



<https://bit.ly/3EV7mxD>

Aha Moments . . .

What can local clubs and members do to begin shifting 4-H Stereotypes for program expansion?

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OSU EXTENSION
4-H YOUTH DEVELOPMENT

