



4-H Social Justice Youth Development:

A Guide for Youth Development Professionals



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Introduction to the Guide

Resource Designer & Author

Nia Imani Fields, Ed.D.
4-H Specialist, Curricular Systems and Program
Development
University of Maryland Extension

Contributing Authors

Fe Moncloa, Ph.D.
4-H Youth Development Advisor
University of California, Agriculture and Natural
Resources

Chenira Smith, M.S.
Former University of Maryland Intern

Graphic Designer

Patricia Moore

This guide was designed to help youth development professionals understand how to integrate social justice principles into positive youth development programs. Nationally, there has been discourse calling for the renewal of engagement and inclusion of more diversity within 4-H and other Extension programs. Over the years, there have been national, state and local efforts towards creating more diverse and inclusive programs within 4-H. Youth development professionals could have a more intentional role in reaching diverse youth with culturally relevant programs. These programs can foster young people's agency—the belief that they can make a difference—and provide resources to address social injustice within communities.



Educational Standard: 21st Century Skills

Key Terms

Before we get started, it is important we have shared understanding of key terms that will be used throughout this resource:

4-H Positive Youth Development: The youth development program delivered by Cooperative Extension—a community of more than 100 public universities across the nation that provides experiences where young people learn by doing (National 4-H Council, 2018).

Culture- the shared experiences of people, including their languages, values, customs, beliefs and more. It also includes worldviews, ways of knowing, and ways of communicating. Culture is dynamic, fluid, and reciprocal. Elements of culture are passed on from generation to generation, but culture also changes from one generation to the next (American Evaluation Association 2011; Deen, Huskey & Parker, 2015).

Culturally Relevant Pedagogy- “A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes” (Ladson-Billings, 1994, p. 17-18).

Diversity- differences among people with respect to age, socio-economic status, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practices, and other human differences (Deen, Huskey & Parker, 2015).

Efficacy/Agency- a person’s belief in their own value and ability to make a difference in their community--that can lead to action (Fields & Nathaniel, 2015; Niblett, 2017).

Equity- policies, practices, attitudes, and cultural messages that are representative of all members of society, such that each member has access to resources that eliminate differential outcomes by group identity (Niblett, 2017).

Inclusion- a state of being valued, respected and supported. Inclusion authentically puts the concept and practice of diversity into action by creating an equitable environment where the richness of ideas, backgrounds, and perspectives are harnessed (Hudson, 2011; Baltimore Racial Justice, 2016).

Injustice- unequal treatment wherein the rights of a person or a group of people are ignored or restricted (Sensoy & DiAngelo, 2012).

Marginalization- to relegate a person or group of people to a position of marginal power within a society (Merriam-Webster, 2018).

Oppression- a set of policies, practices, norms traditions, definitions and barriers which “function to exploit one social group to the benefit of another social group” (Sensoy & DiAngelo, 2012, p. 39).

Privilege- These are the “rights, advantages, and protections enjoyed by some at the expense of and beyond the rights, advantages, and protections available to others” (Sensoy & DiAngelo, 2012, p. 39).

Social Capital- The network of relationships and resources that empowers communities to solve problems. The conditions of social capital are inclusive of trust, engagement, networks and agency (Calvert, Emery & Kinsey, 2013).

Social Justice- a vision of a society wherein the distribution of resources, opportunity, societal benefits and protection is equitable for all members. “Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole” (Baltimore Racial Justice 2016, para.11).

Social Justice Education: A “perspective on education held in partnership between teachers and learners” whereby the principles of social justice [i.e. equity, challenging oppression, building community & fostering agency] are honored (Niblett, 2017, p. 9).

Social Justice Youth Development: A way to foster critical consciousness among young people while encouraging them to act toward achieving a sociopolitical vision (Ginwright & Cammarota, 2002).

The Responsibility of the Youth Development Professional

Youth development professionals play an integral role in the positive outcomes of youth and communities. Educators have a responsibility to:

- acknowledge inequity,
- identify internal organizational and societal practices that are causing inequities, and
- enact changes in organizational structures and outreach to contribute to social justice (moving from equal to equitable).

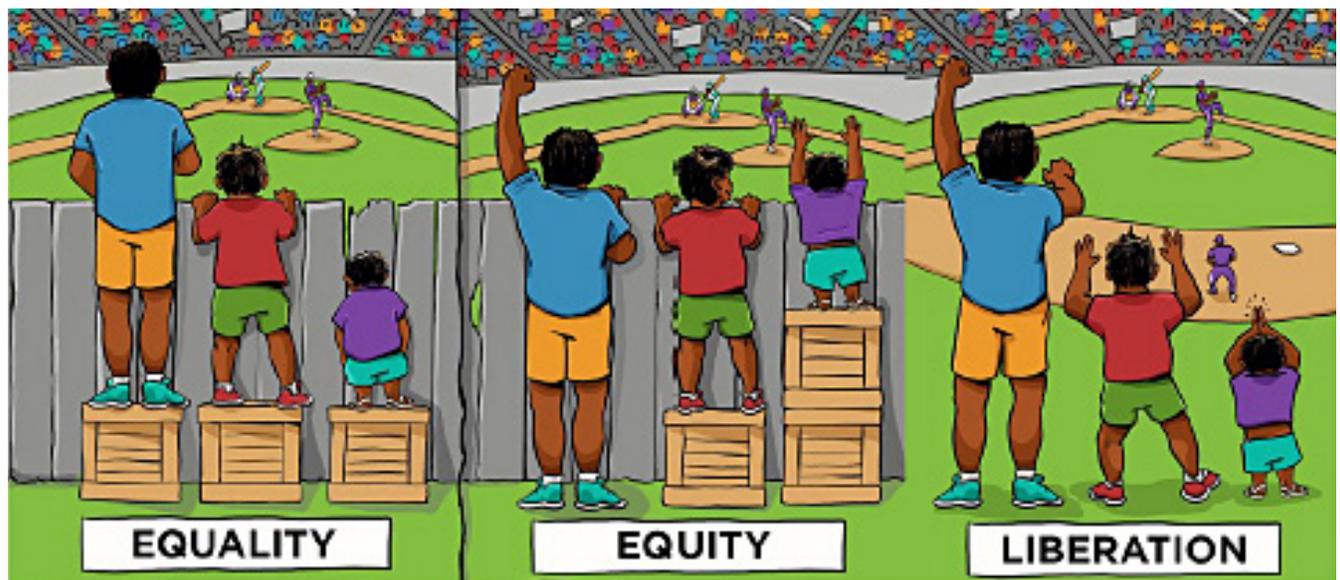
Educators have a responsibility to be aware of the disparities that exist within our programming as well as the larger society. This is critical, because educators who aim to develop youth without acknowledgment of and response to a young person's possible societal inequities, are in fact perpetuating injustice.

Educators must also facilitate culturally relevant positive youth development experiences. Youth development professionals should first take the time to reflect on their own cultural lens and experiences that influence their beliefs and teaching practices. Youth professionals can situate themselves within the socio, political, and economic context in which they live and acknowledge the biases they bring into teaching. Understanding ones own cultural influences will help facilitate learning the histories, stories, and experiences of others.

Educators should take the time to learn about their youths' and the community culture. This would include any historical and societal inequities that may exist within the community. Educators can connect with a cultural guide or local experts that offer a lived experience of navigating social, economic, or structural challenges in communities. These learning experiences also allow educators to begin to understand the intersection of race, gender, and class that have advantaged some families and disadvantaged others to create wealth, health and educational gaps, to name a few.

In addition to learning about inequities, it is equally important to learn of the cultural and social capital diverse youth and adults have. These are often the first steps in developing a cultural awareness of the diverse youth who participate in one's program. Having cultural awareness includes having an understanding of both the strengths and values of a culture, as well as the historical inequities within cultures.

Tatum (1997) offers educators an ABC model for educators to **A**ffirm identity, **B**uild community, and **C**ultivate leadership. These are three critical dimensions for effective and inclusive learning environments (Tatum, 1997).



Interaction Institute for Social Change & Maguire, 2016

Youth need to feel affirmed in their identity. Youth need to see themselves reflected in the environment around them, in the curriculum, among the facilitators, and in the faces of their peers, to avoid the feelings of invisibility or marginality (Tatum, 1997).

Building community refers to fostering an environment that generates a sense of genuine belonging as described within the essential elements (see page 13). This includes the learning environment as well as the broader community context.

Finally, cultivating leadership refers to developing the skills, knowledge, and abilities needed to think critically and navigate through pluralistic society.

Educators hold a great deal of power and responsibility by the very nature of their position. They have the ability “to use this power to maintain relationships of privilege and oppression or to equalize these relationships” (Niblett, 2017, p. 13). Not all youth development professionals may see themselves as a social justice educator, particularly if they don’t feel their actions are 'radical'. Social justice within education can take many forms. For many, the role of a social justice educator will be about “planting the seeds that may allow students to take social justice in their own direction (Niblett, 2017, p. 17).

4-H programs can develop its infrastructure (i.e. program and hiring policies) and intended outcomes to help mitigate social injustice and offer resources that directly promote the positive influences of social justice, like critical thinking, building problem solving skills, and the social capital of youth.

Vital questions related to this work include:

- Who is reflected in each youth professional?
- Who is left out?
- What opportunities exist for building community and for encouraging dialogue across difference?
- How are youth involved so that they are honing leadership skills in a diverse context?
- How can staff utilize their agency and leverage their power to positively impact their respective spheres of influence?

The subsequent sections of this resource guide will focus on the National 4-H strategic direction, social justice youth development principles, and how 4-H frameworks can be more intentional in addressing issues of injustice.



National 4-H Strategic Direction

National 4-H has a vision that by 2025, 4-H will reflect the population demographics, vulnerable populations, diverse needs and social conditions of the country. This vision includes elements of inclusion, caring adults, volunteers, and staff who reflect the diversity of the population. National 4-H has a strategic aims to achieve this vision through the strategic directions of:

- The Power of Youth
- Access, Equity and Opportunity
- An Extraordinary Place to Learn
- Exceptional People, Innovate Practices
- Effective Organizational System

Below, you will notice there are several goals related to growing a program that incorporates a culture of diversity, inclusion, and equity.

Strategic Direction	Goals
The Power of Youth	Youth culture is incorporated into program design and delivery. Engaging all youth in college and career readiness. Share promising practices and extend existing opportunities to more diverse youth. 4-H youth are work-ready and financially literate and prepared for college, career and life.
Access, Equity and Opportunity	Identify and agree upon national impact data systems and reporting. All 4-H programs are culturally relevant. Increased socio-economic levels of engagement. Develop staff skill sets to reach additional youth. Restructure training to fit needs of target audience.
An Extraordinary Place to Learn	Identify and agree upon national impact data systems and reporting.
Exceptional People, Innovate Practices	A trained professional youth development staff reflecting each state's population. System develops new strategies about staffing patterns, diversity and training. Mobilize a volunteer workforce that reflects society demographics and volunteer needs. System provides volunteer opportunities that are appealing and relevant to the volunteer and the program. PYD approach embodies inclusivity.
Effective Organizational System	Continue the trust in the 4-H clover.

National 4-H Headquarters, 2015

What is Social Justice Youth Development?

Social justice youth development principles can be used to achieve the 4-H strategic goals of *The Power of Youth and Access, Equity and Opportunity* (National 4-H Headquarters, 2015). Social justice youth development is a way to foster critical consciousness among young people while

encouraging them to act toward achieving a sociopolitical vision (Ginwright & Cammarota, 2002). The following table offers a 'principles, practices and outcomes' framework for social justice youth development (Ginwright & James, 2002, p.34-35, Erbstein & Fabionar, 2014).

Principles	Practices	Outcomes
Analyzes power in social relationships	<ul style="list-style-type: none"> Political education & strategizing Identifying power holders Reflecting about power in one's own life 	<ul style="list-style-type: none"> Social problematizing, critical thinking, asking & answering questions related to community & social problems Development of sociopolitical awareness Youth sharing power with adults
Makes identity central	<ul style="list-style-type: none"> Joining support groups & organizations that support identity development Reading material where one's identity is central and celebrated Critiquing stereotypes regarding one's identities 	<ul style="list-style-type: none"> Development of pride regarding one's identity Awareness of how sociopolitical forces influence identity Being a part of something meaningful & productive The capacity to build solidarity with others who share common struggles/ shared interest
Promotes systemic social change	<ul style="list-style-type: none"> Working to end social inequality (i.e. racism & sexism) Refraining from activities/ behaviors that are oppressive to others 	<ul style="list-style-type: none"> Sense of life purpose, empathy for others, optimism about social change Liberation by ending various forms of social oppression
Encourages collective action	<ul style="list-style-type: none"> Involving oneself in collective action and strategies that challenge & change local and national systems and institutions Community organizing Rallies and marches Boycotts and hunger strikes Electoral strategies 	<ul style="list-style-type: none"> Capacity to change personal, community, and social conditions Empowerment and positive orientation toward life circumstances and events Healing from personal trauma brought on from oppression
Embraces youth culture	<ul style="list-style-type: none"> Celebrating youth culture in organizational culture Personnel who are interculturally competent Personnel who have an awareness of/share the lived experiences of marginalized youth Recruitment strategies 	<ul style="list-style-type: none"> Authentic youth engagement Youth-run/led organizations Effective recruitment strategies Effective external intercultural communications Engagement of marginalized youth

Aligning Foundational 4-H Youth Development Frameworks with Social Justice

Within youth development, there are various frameworks that researchers have identified and utilized to guide the leading principles and structure of programs. Three such frameworks include:

1. Five C's of Positive Youth Development
2. 4-H Essential Elements
3. Experiential Learning Model

We will now explore considerations for these frameworks when working within a social justice youth development model.

Five C's of Positive Youth Development

We will begin with the Five C's of Positive Youth Development (Lerner, 2005). Lerner and Lerner (2012) share that positive youth development is operationalized by the Five Cs of competence, confidence, character, connection, and caring, leading to youth contributions, the "sixth C" of PYD. Below, you will find added language, indicated in red, aimed to increase the intentionality of inclusive language with a focus on diversity, cultural relevance, and social justice.

Considerations for the Five C's and 6th C of Positive Youth Development

Five C's	Definition
Competence	Positive view of one's actions in domain specific areas including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills (e.g., conflict resolution). Cognitive competence pertains to cognitive abilities (e.g., decision making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.
Connection	Positive bonds with diverse groups of people and institutions that are reflected in multidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.
Character	Respect for diverse cultural norms and values , possession of standards for diverse behaviors, a sense of right and wrong (morality), and integrity.
Caring and Compassion	An understanding of privilege and a sense of sympathy and empathy for others.
Leads to: Contribution	Contributions to self, family, community, and the institutions of a civil society. Engagement in service and collective action to address social injustice.



A Closer Look into the Five C's of Positive Youth Development

Connection

Building connections with **diverse groups** of people is a key component of developing communities that are more inclusive and empathetic.

Putting into Practice:

- Define your target audience (Who are you trying to reach with your program?)
- Get a profile of the area that you are aiming to work in (population demographics, geography, culture, language, religion, household makeup, age etc.).
- Determine what are the strengths and needs of your target audience. Speak with and build relationships with stakeholders in the communities (cultural guides, community leaders, elected officials, teachers, organizations, parents, youth etc.).
- Determine what opportunities and organizations already exist and can be paired with your program (community meetings, events, churches, community centers, service agencies). These opportunities allow you to meet people who are actively involved in the community and can possibly provide insight about community resources.
- Create opportunities where families can be actively involved in the planning and learning process.
- Offer a variety of programs to communities and organizations where the audience is present and have access.
- Promote meaningful family engagement and opportunities for community connections.
- Serve as an information resource for parents, families, educators and community groups.

Additional Resources:

- Fields, N. (2011). Strategies for 4-H youth development educators on outreach programming. Retrieved from: https://extension.umd.edu/sites/extension.umd.edu/files/_docs/publications/Strategies%20for%20Outreach%20Nia%20Fields.pdf
- National PTA. (2018). How to engage underrepresented groups. Retrieved from: <https://www.pta.org/home/run-your-pta/Diversity-Inclusion-Toolkit/>

Character

4-H must acknowledge the **cultural norms and values** of youth and their communities. It is important to include diverse cultural norms and values in order to develop and deliver an effective program.

Cultural norms are ways of behavior or thinking that are structured based on an individual's country, community, family, education, socioeconomic status, religion etc. that are considered average/common in their cultural group. But keep in mind not to have a fixed idea about how a cultural group behaves or thinks.

Putting into Practice:

- Identify, reflect on, and articulate to others your cultural norms, values, beliefs & behaviors.
- Gain knowledge of other cultures, especially those in your community.
- Move beyond objective surface understanding of culture toward deeper subjective understanding.
- Appreciate cultural differences and commonalities.
- Develop respect for other cultural beliefs and values.
- Evaluate over-generalizations and stereotypes.
- Provide experiences for youth that facilitate engagement & discussion of their own cultural backgrounds & cultural understanding.
- Celebrate youth culture in organization culture.

Additional Resources:

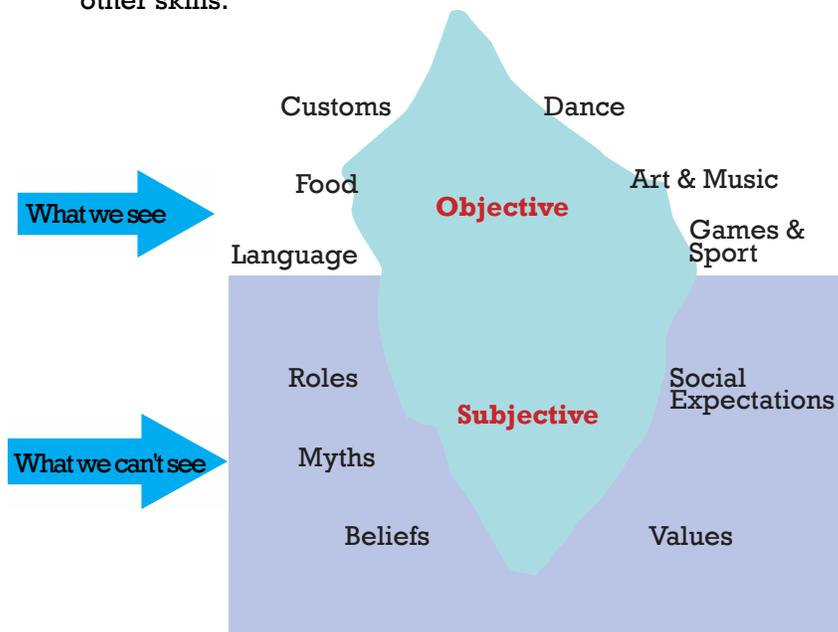
- Intercultural Development Inventory (IDI): <https://learn.extension.org/events/2384>
- eXtension: Diversity, Equity & Inclusion- <https://dei.extension.org/>

Character: Cultural Norms & Values

There are two ways to think about culture. Most people view culture as it pertains to the topics above the waterline (what we 'see'). This is objective culture. These are the aspects of culture which are explicit.

Below the waterline (what we can't 'see') is subjective culture. When we focus on understanding culture, it is more important to understand the elements of subjective culture to develop cultural competence.

Culture influences how people meet their basic human needs, how they learn and understand the world, solve problems, and communicate among other skills.



Additional Resources:

- WeConnect: A Global Youth Citizenship Curriculum
 - Ready to Go: Mentor Training Toolkit
 - BE SAFE: Safe, Affirming & Fair Environments
 - Diversity: The Source of our Strength
 - Food, Culture, & Reading
- <https://shop4-h.org/collections/diversity-inclusion-curriculum>
- Understanding Social Identity Development- <https://learn.extension.org/events/2583>

Caring and Compassion

4-H is an organization that instills a sense of caring and compassion in participating youth. To fully be caring and compassionate for others you must also **understand privilege**, yours and the privileges of others.

Privilege is the rights, advantages and protections enjoyed by some at the expense of and beyond the rights, advantages, and protections available to others” (Sensoy & DiAngelo, 2012, p. 39).

Putting into Practice:

- Understand the differences between equity and equality.
- Be aware of your own privileges.
- Assess how privileges impact community.
- Engage in discussion with groups in marginalized communities.
- Reflect on power holder, who allocates certain privileges.
- Avoid activities and behaviors that can be oppressive of others.

Additional Resources:

Peace Jam- <http://www.peacejam.org/media/1356/peacejam-juniors-sample-chapters.pdf>

Diversity Toolkit- <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

Contribution

4-H youth and caring adults pledge their hands to larger service for their club, community, country and world. This includes contributions to self, family, community, and the institutions of a civil society. These contributions should include **engagement in service and collective action to address social injustice.**

Putting into Practice:

- Be aware of what is happening in the community and the world that may be impacting the young people.
- Understand social justice issues from the perspective of marginalized youth and families.
- Connect community issues to historical and systematic causes.
- Establish yourself as an adult ally with youth concerns.
- Form connections with social justice organizations.
- Support youth's critical thinking to develop a socio-political awareness.
- Create meaningful civic engagement opportunities that challenge local and national systems and institutions.
- Promote advocacy and community organizing efforts.
- Allow youth to engage in discussion about these issues in various subjects or topics.
- Collaborate with other communities in activities to provide diverse perspectives if clubs/programs/activities don't have diverse representation.

Additional Resources:

- Meaningful Civic Engagement- <https://www.youtube.com/watch?v=SHG5H546UqQ&feature=youtu.be>
- How to Facilitate Difficult Conversations- <https://learn.extension.org/events/1999>
- Teen Corps: Developing Youth & Adult Leaders to Strengthen Communities- <https://shop4-h.org/collections/diversity-inclusion-curriculum>
- Text, Talk, Civility Matters- <https://nicd.arizona.edu/text-talk-civility-matters>
- Everyday Democracy- <https://www.everyday-democracy.org/resources>



Supporting Youth to Be Changemakers

Advice from the Nobel Peace Laureates on how to support youth to be change makers:

Tips to Keep in Mind:

- Get at the **root causes** of the problem (don't just put a bandage on it)
- Take **informed action**: understand the issue from multiple perspectives.
- Take a **systems approach**: investigate the groups, agencies, or people who make decisions about the issue and how the decisions are made.
- Make a clear, well organized **plan**.
- Be sure **youth are the leaders** of their projects, activities and events.
- Come from a place of **solidarity** rather than a place of charity – do projects with the people affected, not “to” them.



Resource: <http://www.peacejam.org/media/1355/a-guide-for-creating-presenting-your-peacejam-project.pdf>



4-H Essential Elements

Belonging	Mastery
<ol style="list-style-type: none"> 1. Positive relationship with a caring adult  2. An inclusive environment   3. A safe environment  	<ol style="list-style-type: none"> 4. Engagement in culturally relevant learning 5. Opportunity for Mastery
Independence	Generosity
<ol style="list-style-type: none"> 6. Opportunity to build efficacy and to see oneself as an active participant in the future   7. Opportunity for self-determination 	<ol style="list-style-type: none"> 8. Opportunity to value and practice service for others  9. Opportunity to take a critical stance on justice 

Legend |  Social Capital  Social Justice

Next are the considerations for the well-established and vetted Essential Elements model (Martz, Mincemoyer & McNeely, 2009). The considerations related to Access, Equity and Opportunity are indicated in red, and include language around social capital, cultural relevance, and injustice. This graphic also indicates the connections between the 4-H Essential Elements and the concepts of social capital and social justice. Social capital represents the network of relationships and resources that empowers communities to solve problems. The conditions of social capital are inclusive of trust, engagement, networks and agency/efficacy (Calvert, Emery & Kinsey, 2013).

The elements of belonging, mastery, independence, and generosity can develop a young person’s social capital through club/program engagement, community service learning, skill development and other 4-H experiential opportunities (Fields, 2016; Calvert, Emery & Kinsey, 2013). More specifically, the elements of (1) positive relationships with a caring adult, (2) inclusive environment, (3) safe emotional and physical environment, (5) opportunity for mastery, and (6) the opportunity to see oneself as an active participant in the future all contribute to a young person’s social capital. These elements relate to the social capital conditions of: (a) bonding networks—which give a sense of belonging, (b) bridging networks—which expand social networks and helps one get ahead, and (c) linking networks—which creates links with organizations and systems to help gain resources and bring about change and (d) agency/efficacy—which is the belief that you can make a difference (Henness, 2015).





A Closer Look into the 4-H Essential Elements

A caring adult

Putting it into practice

- Examine your assumptions and personal experiences.
- Establish rapport and genuine connections with youth to nurture a sense of belonging.
- Be aware of the tone used when teaching and interacting with youth.
- Engage volunteers and staff who are interculturally competent and have an awareness of or share the lived experiences of marginalized youth.
- Foster relationships and networks foster efficacy and link youth to enhanced life skills and opportunities.

An inclusive environment

Putting it into practice

- Consider and include the audience when planning program activities.
- Utilize illustrations that acknowledge experiences of people from different backgrounds in non-stereotypical ways.
- Establish ground rules together to establish a joint understanding of a respectful environment.
- Integrate diverse ways of communication.
- Encourage positive interactions, cooperative learning, and create a sense of community.
- Value every youth voice.
- Be flexible and accommodate activities for varying abilities.
- Create a relaxed environment.
- Utilize culturally relevant curriculum.

Belonging

Culturally relevant learning

Putting it into practice

- Grow awareness of your own cultural and social identities, assumptions, values, norms, biases, stereotypes, preferences, experience of privilege and oppression, and how they shape your worldview.
- Articulate to others your cultural norms, values, beliefs, and behaviors.
- Gain knowledge of other cultures, especially those in your community.
- Experience cultures different from your own. Reflect on the differences and similarities among them beyond objective surface understanding of culture toward deeper subjective understanding.
- Develop an appreciation and respect for diverse cultural beliefs, values, and worldviews.
- Evaluate over-generalizations and stereotypes.
- Gain meaningful input from diverse communities to design programs.
- Seek clarification when needed and provide feedback in order to check for mutual understanding for intended meaning.
- Use materials that reflect people, language, art, music, stories, & games from various cultural traditions.
- Provide experiences for youth that facilitate engagement & discussion of their own cultural backgrounds & cultural understanding.
- Ensure practices, guidelines, and policies are created or adapted with diverse populations to be more inclusive.
- Ensure communication and information meets cultural, language and literacy levels required for understanding.
- Celebrate youth culture in organization culture.
- Build trust, safety and mutual respect with different groups and individuals.

Mastery

Culturally relevant learning

Putting it into practice continued

- Use language that is respectful and bias-free.
- Use materials that reflect language, art, music, stories, and games from various cultural traditions.
- Cover issues/topics important to audience.
- Learn about the effects of culture and environment on learning, behavior, and development.
- Understand how class, gender, age, and experiences affect individuals' interactions and reactions.
- Recognize internalized oppression and its impact on identity and self-esteem.
- Resolve conflicts in a culturally appropriate manner.
- Explicitly address negative stereotyping and discriminatory statements or practices when they occur.
- Be knowledgeable about the "isms".
- Be open to ongoing learning as cultural competency is continually evolving.

Opportunity for Mastery

Putting it into practice

- Provide culturally relevant experiences where youth build knowledge and skills.
- Provide opportunities for youth to experience new things.
- Ensure experiences meets cultural, language and literacy levels required for understanding.
- Provide constructive feedback and encouragement throughout the learning process.
- Celebrate success along the way.
- Encourage youth to demonstrate what they have learned in creative ways.
- Allow youth to teach others what they have learned.

- Provide opportunities for youth to build efficacy through real world experiences.
- Share examples and stories of youth and adults who represent the participants' communities.
- Evaluate organizational policies and structures that serve as barriers for diverse youth to experience local, state, and national achievement opportunities.

Building efficacy

Putting it into practice

- Foster an environment for open communication.
- Allow youth to have a voice in decision making.
- Recognize strengths and limitations of audience.
- Provide youth with positive feedback specific to their strengths.
- Teach goal setting.
- Establish goals and accountability for participants.
- Provide opportunity for youth to learn about their strengths.
- Provide opportunities for youth to have leadership roles.
- Provide skill building through real world experience.
- Explore leadership styles.
- Encourage critical thinking through problem solving.
- Encourage effective communication skills.
- Give examples of other youth similar to them (in situation, environment etc.) succeeding.
- Understand the difference between self-esteem and self-efficacy.

Opportunity to take a critical stance on justice

Putting it into practice

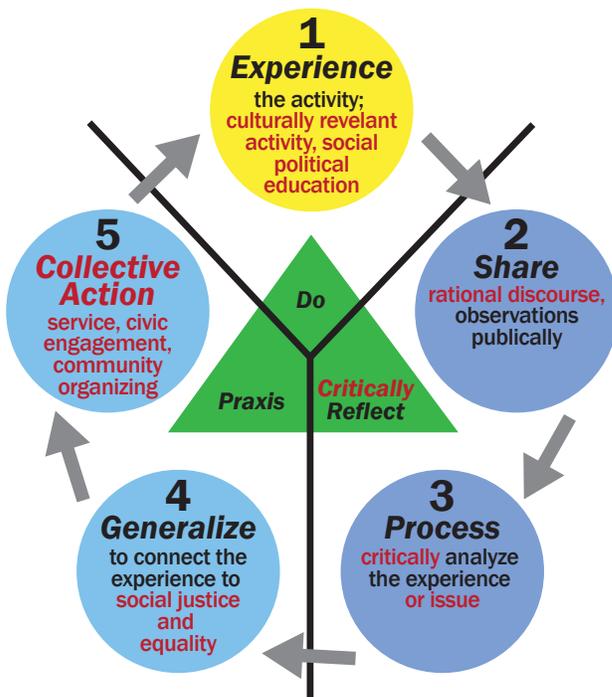
- Be aware of institutional challenges and barriers of marginalized audiences.
- Understand effects of differences in historical power and privilege including institutional privilege and internalized oppression.
- Understand the process of social change.
- Draw on participants' backgrounds and experiences to decide on project focus.
- Engage in redistribution of power by viewing youth as a source of knowledge.
- Encourage critical thinking around historical and systematic social justice issues.
- Develop youth's social justice consciousness.
- Encourage effective communication skills.
- Provide avenues for youth advocacy.
- Move beyond opportunities for community service and towards intentional service-learning.
- Foster the development of efficacy that leads to social change.
- Provide students with tools needed to challenge inequality.
- Encourage youth to be active agents in social justice process.
- Share the importance of networking and collaboration with peers.
- Utilize community asset mapping
- Include examples of past social justice movements worldwide, particularly those led by youth.
- Involve youth in organizational governing bodies to better their inner workings, structure, and processes.
- Emphasize importance of keeping an open mind.

Generosity



Critical Experiential Learning Model

The final framework shared is a Critical Experiential Learning Model. These critical experiential learning considerations offer a progressive stance and complement the existing Experiential Learning Model. The concepts that guide these recommendations come from the work of theorists such as Freire (1970), Ladson-Billings (2006), Erbstein (2013), and Ginwright & James (2002). This model is not a replacement of the 4-H Experiential Learning Model. Rather, it is an adapted model to consider when engaging youth in social justice youth development. Here again, considerations are indicated in red.



To prepare for this activity, search for motivational leadership quotes on social change from (i.e. Chicana, Latina, Mexican, and South American adult and youth leaders). In an effort to situate leadership in the present, you may solicit “words of wisdom” from local Latina teachers, superintendents, police officers, and business owners. All quotes should touch on different aspects of social change and leadership. Print each quote on an 8 x 11-inch paper and post them on the wall. As youth enter the room, you can have Latino music playing in the background.

Experience: Culturally relevant, sociopolitical education activity.

- Ask the youth to stand up, walk around the room and take turns reading each quote out loud.
- Next, youth should select a quote that speaks to them.
- If the quotes on the wall did not speak to them, youth are invited to write their own quote.
- Next, ask the youth to share the meaning of their quote with another youth member (and to suspend judgment if their interpretation was different than what one person shared).
- Ask youth to find another youth member to exchange their insights.

Guiding questions for sharing among youth

- Why did you select this quote as the one that has more meaning to you?
- What does this quote mean to you?
- Can you re-state it in your own words?
- What leadership skills/traits can you identify in these individuals from these quotes?

Share: Rational discourse, observations publicly

- In a larger group, teens should engage in dialogue by first describing the activity, what it felt like to select only one quote, and discussing multiple perspectives on some quotes.

A Closer Look into the Critical Experiential Model

We will now explore a critical experiential youth leadership and mentoring activity for Latina teens. The learning objectives were to: (1) listen to the diverse experiences of their peers, (2) understand how people from oppressed groups have inspired others to action, and (3) strengthen youth's confidence to see themselves as the future role models for younger children in a cross-age science teaching program.

Guiding questions for sharing among youth

- How did you decide on what quote to select?
- What does your quote have in common with other quotes selected? What is different?
- What were some of the different interpretations about each quote you discussed?
- How did it feel to have a different interpretation from the same quote?
- What leadership skills/traits can you identify in these individuals from the quotes?
- Thinking about yourself: what leadership skills/traits do you have?

Process: Critically analyze the experience or issue

- What situation may have prompted people to make these statements?

** Note. With this question, the group may begin to unpack the socio, economic, or political circumstances that may have led each individual to make these statements as a call to action. In cases where youth did not know the context, you may provide the situational context for each quote.*

Generalize: Connect the experience to social justice and equity

- After understanding the context, the discussion may shift to the current socio-political situation in the nation, the state, their community and school.
- Share that while these quotes are very inspiring, only through action do words take meaning. Discuss the critical role they will play in younger children's lives.
- What are the current socio-economic and political issues young people in this city deal with on a day-to-day basis?
- How may these issues influence younger children's sense of belonging? Of who they are? Their leadership development?

Collective Action: Service, civic engagement, community organizing

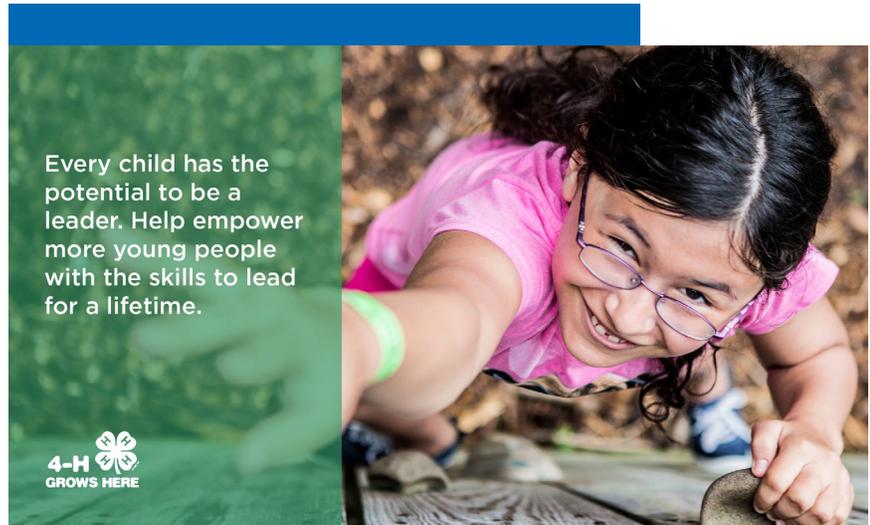
- Allow the youth to build on the list of leadership skills/traits that they admired in others and have of themselves.
- What role will you play in younger children's lives and your community?



Social Justice Reflection Questions to ask Youth

Below are some reflection questions that facilitators can ask youth both during and at the conclusion of a learning experience.

- What did you learn about others?
- Is it easy to tell someone's culture based on their outer appearance?
- What new knowledge did you gain?
- Do you identify with the country you live in?
- What aspects make up a person's culture?
- How has your view on culture changed?
- What are stereotypes? What are generalizations?
- How does it feel when generalizations are used to describe you?
- What stereotypes have you heard about your culture?
- How can stereotypes be addressed?
- Why is it important to be able to shift your reference of thinking?
- Have you experienced being different from those around you?
- How does culture, age, race, gender etc. of your audience affect your decision making for your programs?
- What barriers exist that need to be considered when developing a program?
- What types of marginalization have you learned about that you can address?
- In what ways can you help combat social injustice?
- How does legal responsibility differ from social responsibility?
- How can you be more social responsible?
- What are strategies you can use when goal setting?
- What leadership styles do you think work best for you?
- What are benefits of positive talk with youth?
- In what ways can your voice be better expressed?



- What are the goals that you have for yourself?
- What steps do you need to take to achieve your goal?
- What social injustice issue do you find important?
- What steps can you take to help with social injustice?
- How can we encourage social justice in our daily lives?
- What are strategies of effective communication?
- Who should you contact in the governing body to bring about change for your social justice issue?
- Are you comfortable around people from cultures different from your own?
- Are students welcome to share their views and culture?
- Are group norms of respect for others clearly stated?
- How can you create a culture that celebrates differences?
- How can you create a sense of community?
- How can youth get to know each other on a cultural level?

Social Justice Self-Reflection Questions for the Youth Development Professional

Below are some self-reflection questions that facilitators and youth development professionals can ask themselves both during and at the conclusion of a youth program.

- How aligned or misaligned are your program participant demographics with your community/county/city/state demographics? How are you sharing your promising practices or seeking to create better alignment?
- How aligned or misaligned are your faculty, staff, and volunteers with community/county/city/state demographics? How are you sharing your promising practices or seeking to create better alignment?
- How are you identifying and including diverse voices of history, theories, and experiences in your curriculum and teaching materials?
- Through what process(es) are you recognizing, identifying, and reacting to learning environments that are predominately and historically filled with a dominant culture?
- How do you invite, welcome, engage, and recognize of achievements of diverse youth? Are there barriers to engagement and recognition?
- Who defines success and achievement in your program? Is there an agreed upon understanding your youth and adults? Is it equitable?
- In what ways does your program make the youth and community's identity central to the program's goals and activities?
- Have you created opportunities where youth and the community are intentionally involved in program planning and evaluation?
- What youth-centered learning methods do you use to develop the critical awareness of youth?
- In what ways does your program and organization foster a climate of empathy?
- How do you frame your programs and practices around social justice principles [i.e. equity, challenging oppression, fostering efficacy/agency]?
- Building on the Critical Experiential Learning Model (pg. 17), how are you empowering youth to engage in collective action (praxis)?



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