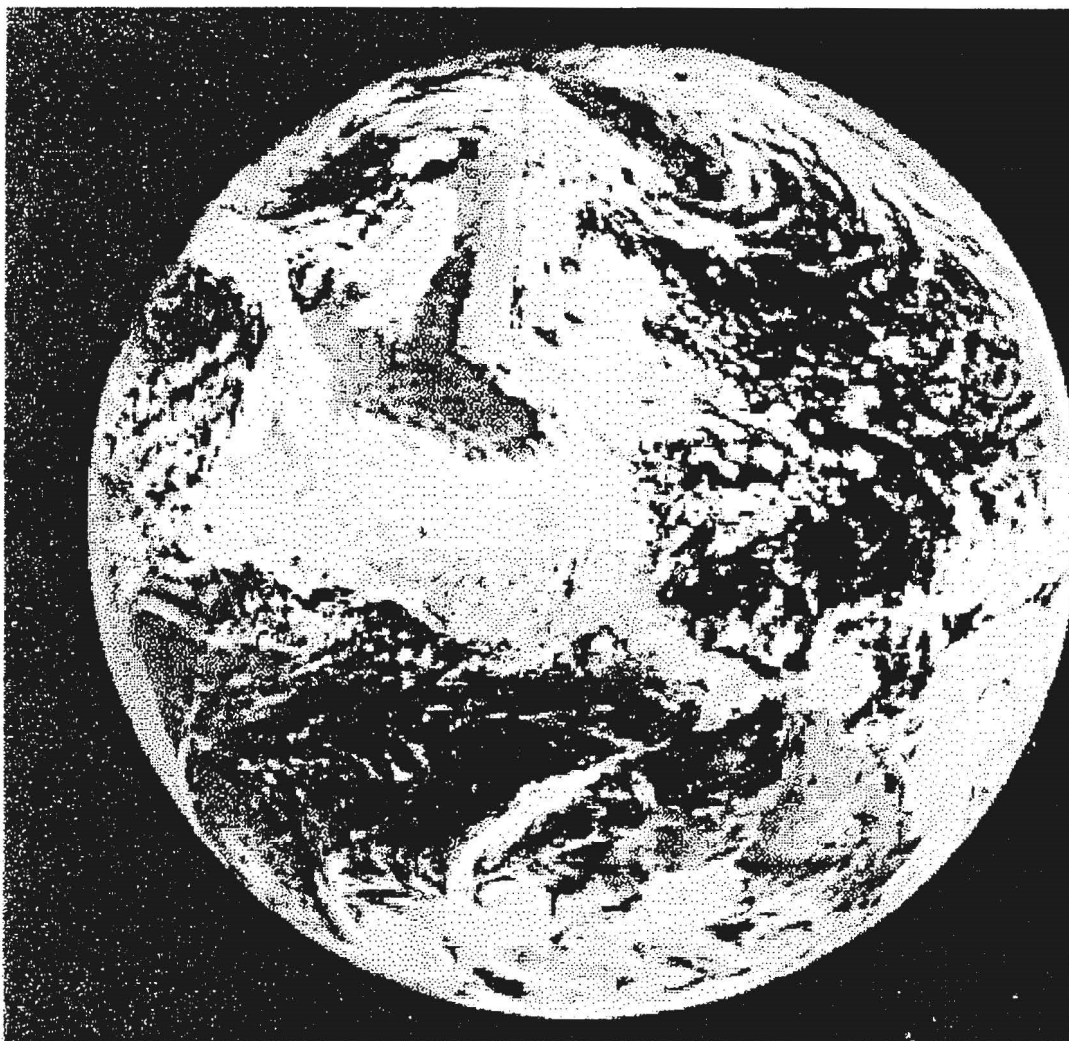


# “...AND MY WORLD...”

Unit 1



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"From Space there are no boundary lines.  
The earth appears as one country, one people."  
-Ellison S. Onizuka

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A 4-H Curriculum in International and Cross-Cultural Education

Virginia Cooperative Extension



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY

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VIRGINIA STATE UNIVERSITY

4-H is the youth component of the Cooperative Extension Service. It maintains academic ties to the land-grant universities located in each of the 50 states, the District of Columbia, and US territories, as well as the Department of Agriculture. 4-H also has ties to similar youth programs in more than 80 countries around the world.

4-H is designed to help young people develop skills that will help them become happy, productive adults. These skills include developing a positive self-concept, establishing effective interpersonal relations, learning how to take care of one's body, and cultivating practical life skills. How well they learn these skills depends on effective communication and interaction.

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## INTRODUCTORY STATEMENT

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**T**hese are the words of Ellison S. Onizuka, a former 4-H member and a dedicated astronaut who lost his life in the explosion of the space shuttle Challenger. His impression of the earth in orbit encourages us to stress the ways we are connected, not the reasons for divisiveness.

Although we live in different countries, speak different languages, and follow different customs, we all share the limited resources of the planet earth.

As adults, it is crucial that we realize that the world's collective survival depends upon:

- Awareness of the world
- Understanding of other cultures
- A commitment to improving the quality of life worldwide.

We must pass this responsibility on to future generations by educating our youth now.

The 4-H international curriculum is dedicated to providing that kind of assistance. Through hands-on activities, the curriculum hopes to awaken young minds. By alerting young people to worldwide cultural, economic, and political issues, we are taking the first steps in meeting the challenges of the 21st century.



# MAKE-UP OF THE CURRICULUM

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The curriculum is divided into four sections: *The World Around Me, Peoples and Customs of the World, What's Happening to Our World, and Changing Our World*. Each section is targeted to a specific age group. Keep in mind that the information in the first unit is *basic*. The concepts it presents should be understood by all 4-H members. For this reason, take the sections in sequence, if possible. Each section, however, can stand on its own. Our hope is that after completing each section, 4-H members will have a greater understanding of what it means to be a citizen of a global society.

The curriculum aims to accomplish the following goals

- To help young people realize the importance of knowing about other countries and cultures.
- To instill positive cross-cultural attitudes and skills that enhance mutual understanding and acceptance.
- To point out similarities and differences among families around the world.
- To provide incentive for young people to assume their global citizenship responsibilities in today's interdependent world.

This curriculum fits into the larger mission of the 4-H:

**I pledge . . .**

**My head to clearer thinking,**

**My heart to greater loyalty,**

**My hands to larger service, and**

**My health to better living,**

**for my club, my community, my country, and MY WORLD.**

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# HOW TO USE THE CURRICULUM

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The following pages include activities designed to illustrate the subject areas covered in the unit. To introduce each activity, we have included background information that may help you better understand the activity's concepts. We also explain the activity's objectives, how to do it, what materials are needed, and approximately how long it will take to complete. If possible, familiarize yourself with the activities before working with club members. We urge you to pick and choose from activities in this and other units. Supplement the activities with additional resources. Use the activities that best meet the needs of your 4-Hers.

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## UNIT 1 TEACHING OBJECTIVES

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This first unit in the international curriculum is designed to provide basic information about both the physical properties of the world and the people who live here. These materials are designed to prepare volunteer leaders to work with 4-H youth ages 9 to young adult in an informal educational setting. It is critical that the concepts be understood by 4-H members of all ages. The activities can be adapted to meet the intellectual level of your group.

After completing this unit, children should be able to:

- Recognize the make-up of the world through an understanding of physical characteristics, political boundaries, and the distribution of natural resources.
- Identify the make-up of the world's peoples and explore their interrelationships.
- Become involved in activities that demonstrate the world's interdependence.

# DESCRIPTION OF THE LEARNERS

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Many psychologists, including Erik Erikson and Jean Piaget, have spent many years researching children's behavior. From their studies have emerged theories about children's interests, skills, and emotional needs at different stages of development. To help you work with your 4-Hers, here are some hints about what children like to do, and when:

## Age Differences

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**Childhood (9-11):** At this age, children are interested in making things. Large muscle control is fairly well developed, although fine finger control may not be achieved until 12 years or later. Children are largely dependent on adults, but begin to want to do things on their own. It's important to help children develop leadership skills by assigning appropriate tasks. Members of this age group will be active and energetic. Remember to plan instruction carefully, and in small doses. Activities should be chosen to ensure that the members experience early success.

**Preteens (12-14):** Preteens want, most of all, to feel accepted by their peers. Therefore, provide situations where members feel at ease and have a chance to show their skills and grace before the group.

At this age, young people are striving for increased freedom from adults. Set reasonable boundaries of behavior. Let members help make decisions. Also, activities centering around personal grooming begin to be important. There is a preoccupation with the body and a concern about belonging.

**Teens (15-19):** Teens can plan and carry out activities on their own. Leaders need to act as advisers rather than as leaders.

These young adults often need someone to talk to outside of the family. Be willing to lend an ear to their problems. These children, too, are very concerned about being part of a coed group. Social and recreational activities are of high interest.

## Understanding Young People

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The following descriptions will give you some sense of the basic emotional needs of young people. They may help you relate more effectively with your 4-Hers:

**Belonging:** The desire to belong is natural and helps bring young people in contact with others. By becoming part of a group, young people develop a feeling of personal worth, gained largely from what others think of them.

**Independence:** It is essential for young people to become independent of their parents. Although this desire may be troubling to parents and leaders, it cannot be avoided if the child is to grow up normally. Signs of an urge for independence include impatience with adult guidance and a preference for making up their own minds.

**Achievement:** Young people want to know that their efforts are worthwhile and appreciated. Projects need to keep pace with ability, but keep in mind that the rate of achievement varies with each member. Doing things for others as well as for themselves should be included.

**New Experiences:** Young people both need and want to grow up and be active. They need new and different experiences to expand their horizons.



**Affection:** Affection and love are essential in personality development. We need to know that we are wanted and loved despite our shortcomings.

## **ACTION IDEAS**

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7

Here are some ways to expand upon the activities described in the unit. After each activity, we have included action ideas fitting one or more of these categories:

### **LEARN MORE**

Read, Study, Take family trips

Learn a foreign language

Interview people you know who come from other countries

### **JOIN OTHERS**

Team up with an overseas 4-H sister club

Join church or synagogue groups

Trick-or-Treat for UNICEF

### **TEACH OTHERS**

Involve your family

Involve classmates, members of Sunday school class, community groups

### **GET INVOLVED**

Correspond with an international pen pal

Join Partners-of-Americas, Sister Cities, UNICEF, others

## GOALS FOR COMPLETING THE UNIT

Use this sheet to help your group keep track of their goals for the unit.

8

1. What Activities Did We Complete?

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2. What Did We Learn?

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3. What Did We Share?

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#### 4. How Did We Help Others?

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#### 5. How Did We Get Involved in Our Community?

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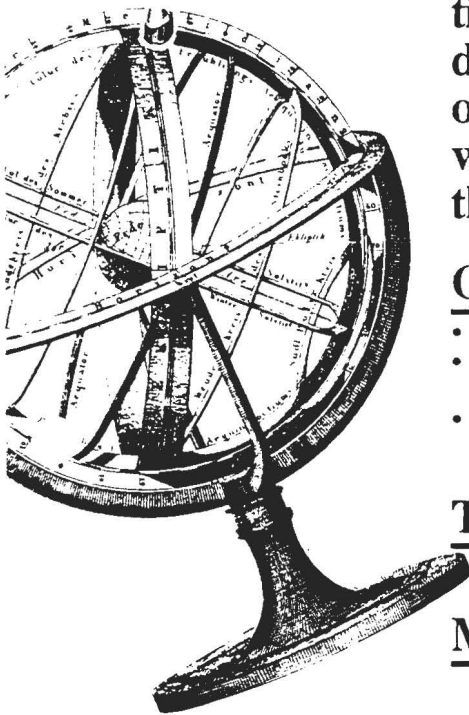
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FOR LEARNING  
AND FOR FUN

**T**he world is made up of seven continents, islands, and one big ocean that has three different names. The earth's continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica. Its oceans are the Atlantic, the Pacific, and the Indian. Political boundaries separate countries within a continent from one another. Using this basic information and a world map and globe, introduce your group to the physical properties of the world.



## OBJECTIVES

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- To introduce young people to maps.
- To explain the concept of political boundaries.
- To help young people locate continents and oceans on a world map.

## TIME

---

One 4-H meeting

## MATERIALS

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A world map or globe  
Paper and pencils  
Handouts of a world map

## PROCEDURE

---

1. Pass out world maps. Divide the group into two teams for a game of "Find the Place."
2. Put names in a hat of places for teams to find on their maps. For younger children, include continents and oceans. For older children, expand the selection to include countries. Draw the names of places out of the hat and ask children to find them on their maps.
3. Have each team pick a leader. The leader should raise his or her hand when the team has figured out where a place is located on the map. The first team to answer ten questions correctly wins the game.
4. As the group is playing the game, each member should be filling in an individual map. By the end of the session, everyone

should have a map labeled with the places the leader drew out of the hat.

5. To make a group map, tape a world map to the front of the room. Put a pin, a piece of tape, or a mark on the places you asked the group to find on their own maps.

## ACTION IDEAS

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### LEARN MORE

- Find additional places on the map.
- Have members color in their maps.
- Pick a continent to explore. Collect articles and pictures about it.
- Make a club exhibit about your continent.

### TEACH OTHERS

- Share the places your group discovered with other 4-H groups.
- Invite friends to view the club exhibit.

### GET INVOLVED

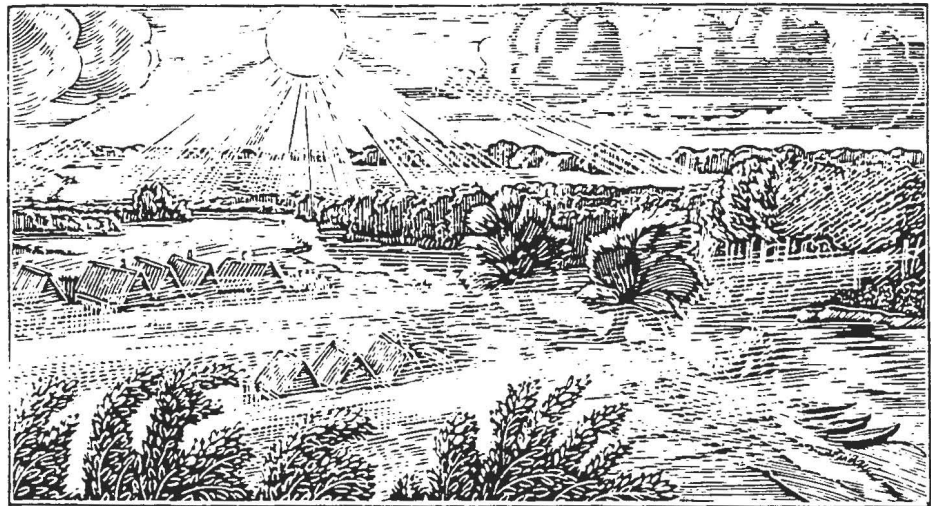
- Contact an international group working in the continent your group selected. Examples: UNICEF, CARE, Red Cross
- Correspond with the agency. Find out about life abroad.

## THE EARTH'S LIMITED RESOURCES

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12

**O**ur planet earth is the only planet in the solar system known to support life. That's because the earth has four essential features: heat and light from the sun; water from the world's oceans, which cover more than 75 percent of the earth; a protective atmosphere that contains oxygen living things need to breathe; and plants, which we eat as food. Each of these features is dependent on the other. Without each one, life would not be possible. Together, these elements create a balanced ecosystem. It is imperative that we protect these valuable resources and share them among all the peoples of the world.



### OBJECTIVES

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- To illustrate how earth is a closed ecosystem with limited resources.
- To learn about the basic elements needed for survival on planet earth.
- To understand the need to conserve and maintain the purity of those resources to ensure future survival.
- To make young people aware of the responsibilities of citizenship in a global society.

### TIME

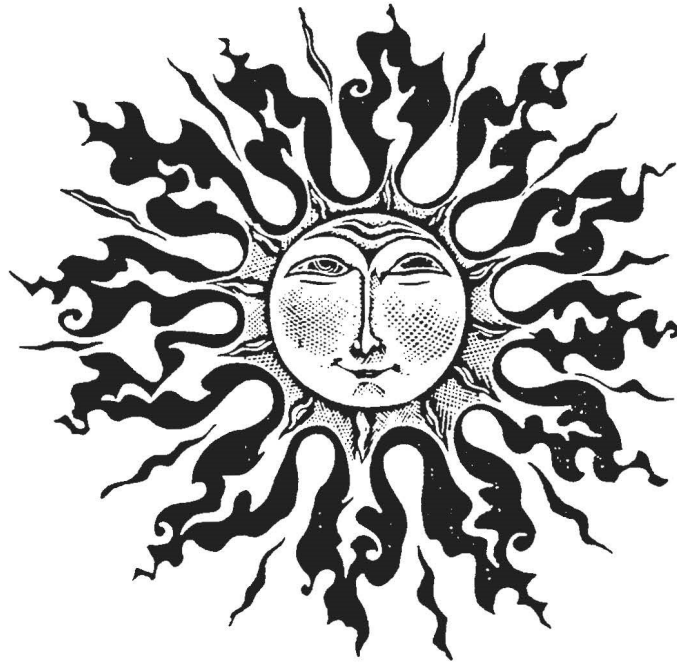
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Time may vary; between 2 and 6 hours

### MATERIALS

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- One five-gallon mineral water bottle (clear glass if possible) or an aquarium with a glass top
- One cork to fit top of bottle



Five pounds of natural aquarium gravel  
One bunch of live green aquarium plants  
Two or three small goldfish or any type of animal  
Optional: snails  
Water  
A light source (ideally, a plant grow light)  
Small stick or dowel rod about 30 inches long  
Anti-chlorine treatment (available at pet supply shop)

## PROCEDURE

---

1. Rinse the glass bottle and aquarium gravel with clean water and drain. Fill the bottle halfway with room temperature water and place the aquarium plants in the bottle. Using the dowel rod or stick, anchor the plants in the gravel.

2. Pouring slowly, fill the bottle to within six inches of the top. Add anti-chlorine treatment according to the directions on the bottle.

3. Add the animal life to your environment. Place the goldfish and snails in the bottle. Make sure the water is at room temperature.

4. Put the cork tightly on the bottle. Place the bottle either in at a window where it receives strong natural light, or place a grow-light near the bottle.

## ACTION IDEAS

---

### LEARN MORE

Contact your Soil and Water Conservation District. Find out more about our natural resources.

### JOIN OTHERS

Do a project with a local environmental group, such as the Sierra Club. Example: Clean up a park or a beach front.

Conduct a campaign to recycle paper or aluminum products.

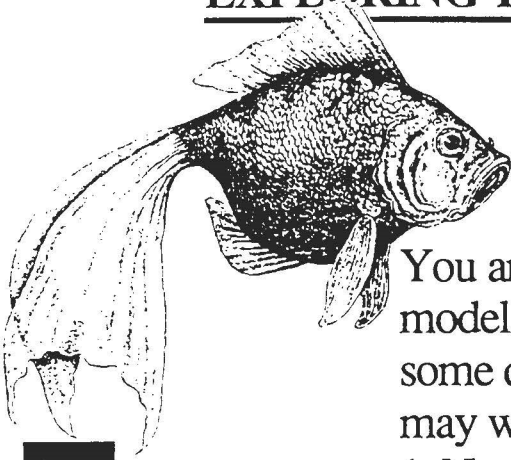
### TEACH OTHERS

Put on a skit about the importance of protecting our environment.

Sponsor an environmental fair.

## EXPLORING THE ECOSYSTEM

---



14

You and your 4-Hers have just constructed a simple model of the earth, or a closed ecosystem. Here are some questions about the earth's ecosystem that you may want to share with your group:

1. Name the elements in the constructed ecosystem and their equivalent on earth.

---

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2. How is your ecosystem different from that of the earth?

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3. Discuss why food only needs to be added for the goldfish.

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4. Why can the cork remain on the bottle and the goldfish not die?

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---

5. What would happen if any of the following events occurred in your constructed ecosystem?

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- The light was turned off for several days.
- Food for goldfish was not introduced.
- Too much food was added, and the water became dirty.
- The snails were taken out of the system.



• Too many goldfish or snails were in the system.  
 6. What would happen if any of the above events happened on earth?

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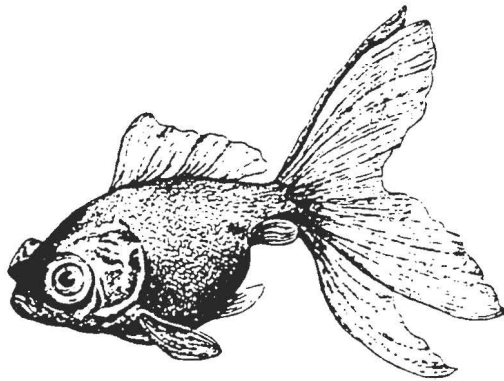
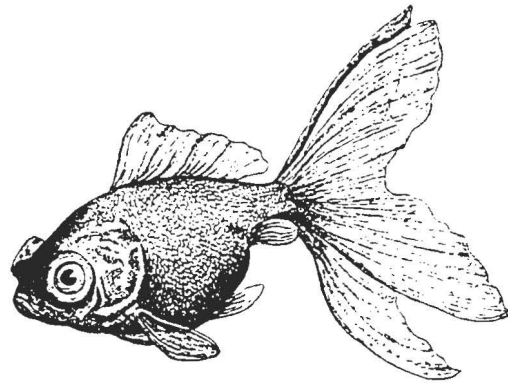
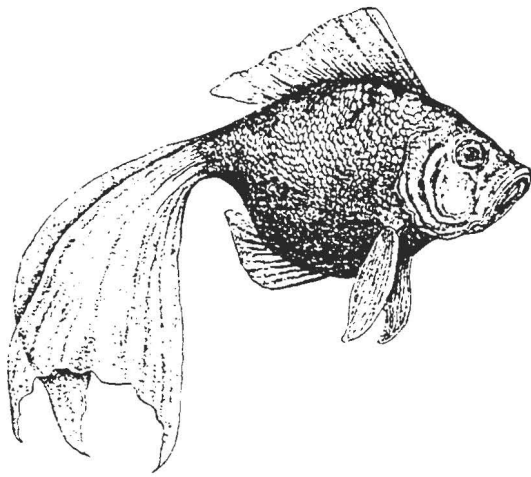
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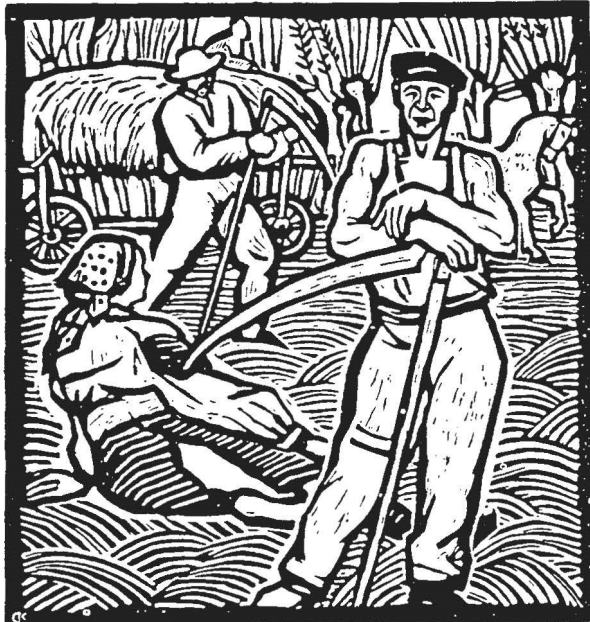


Answers to the questions: (1) The fish and snails represent animal life, including humans; the aquarium plants represent plant life; the gravel represents the soil; the water and air are the same in both systems. (2) There are no humans; food for the goldfish will have to be introduced from outside the system; there are no handmasses above the water. (3) The snails will eat wastes and algae. (4) The plants manufacture oxygen through photosynthesis. (5) Each of these events would ultimately lead to the destruction of the ecosystem. For example, if the light was turned off for several days, the plants would stop producing food through photosynthesis and would slowly die. This would mean that oxygen would be cut off the ecosystem, killing the goldfish. The snails would die as well because their foods, algae and wastes, would also be eliminated. The point with each of the conditions listed above is that each element of the ecosystem is dependent on the other. If one is destroyed, the whole system is in jeopardy.

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**T**hroughout the world, there are many different types of land. In some areas, there are deserts, which are dry and sandy. Plains in other areas have rich soil that is good for farming. Rain forests have fertile soil and lush and varied vegetation.

The people who live in each of these areas have learned how to adapt to their environments to survive.



### OBJECTIVES

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- To make young people aware of the importance of soil as a natural resource.
- To show how land formations affect the way people live.
- To identify different types of land formations and to show where they are located around the world.

### TIME

---

One 4-H meeting

### MATERIALS

---

Handouts of a world map  
Colored pencils

### PROCEDURE

---

1. Distribute copies of the world map and sets of colored pencils. Tell your group to pick appropriate colors to show the following areas: Desert, Rain Forest, Arable Land, and Polar Regions.

2. To help the children fill in their maps, bring in a large land use map. You can get this kind of map by writing to the National Geographic Society (17th and M Streets NW, Washington, D.C. 20036), contacting your local school district, or consulting with your local librarian.

3. Discuss the way people live in each of these areas. How have people adapted to life in the desert? How do people in arable areas live? What is life like in the rain forest?

### ACTION IDEAS

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#### LEARN MORE

Take out books on one or more of these areas.

Invite an expert on the Middle East to discuss desert life and an expert on Latin America to discuss life in the rain forest.

#### TEACH OTHERS

Make an exhibit about a desert or a rain forest. Invite family and friends.

**W**ater is our most precious natural resource—and our most limited. Although water covers more than 75 percent of the earth's surface, most of it is salt water, which cannot be used to meet our basic needs without extensive and costly treatment.

Each day, a person in the United States uses about 70 gallons of water. But millions of people living in developing countries around the world (about 65 countries in Africa, South and Southeastern Asia, and Latin America) cannot get clean, safe water. They must walk miles each day to watering holes or collect water from dirty puddles, streams, or ditches.

Women carry more than 90 percent of the water their families need. It takes about 40 minutes for each mile walked to procure the water.

This activity is designed to alert young people to the necessity of water and to help them recognize how important it is to value this resource.

### **OBJECTIVES**

---

- To help young people become aware of the importance of water to living things.
- To participate in an experiment using a limited amount of water and to compare the experience to their normal water usage.
- To prepare a demonstration, an exhibit, or an illustrated talk on their experiment.

### **TIME**

---

One introductory session of about an hour and home follow-up.

### **MATERIALS**

---

Four small jars with the following water samples: pure, clean tap water; half clear, half rubbing alcohol; muddy water; and water filled with sand or gravel  
Newsprint and markers  
World map or globe



## PROCEDURE

1. Begin the activity by telling the group that water is our most precious natural resource and that a person can live for only a week without it.

2. Ask the members what part water plays in their lives. Some examples include for drinking, bathing, cooking, irrigation, and recreation such as fishing and boating.

3. Take out the four jars of water that hold the different samples. Ask the group which samples they would drink. Give them a chance to smell the samples. Tell them that sometimes even water that appears clean and clear can contain hidden chemicals or bacteria.

4. Now introduce another experiment to show how much we depend on water. Tell the group that for one day, they are only allowed to use about 1.5 gallons of water.

This is the amount of water used each day by most people in the world. Encourage the 4-Hers to involve their families in the activity and to keep detailed records of the amount of

water they used. (You may want to supply record forms for the group.)

5. The next time you meet, discuss the results of the experiment. How did each member use his or her allocated supply of water? Prepare a group chart showing all the different ways we use water.

## ACTION IDEAS

### LEARN MORE

Look at the water samples under a magnifying glass or a microscope.

Visit a water treatment plant.

Find out how famines or droughts affect countries around the world.

### JOIN OTHERS

Work with a local environmental group to purify the water in your community.

### TEACH OTHERS

Encourage friends to conduct the water experiment.

**HOW DO WE USE WATER?**

AMOUNT OF WATER USED

HOW WE USED IT


**W**eather conditions around the world affect how people live. For example, people in India depend on the monsoons, the summer rains, to water their crops. Even farmers in this country need rain at certain seasons to ensure that crops will grow. By learning how to track weather patterns, 4-Hers will discover the many ways weather influences our lives.



### OBJECTIVES

---

- To learn how to track weather in the United States and in one other country.
- To discover the different variables that determine weather conditions.
- To think about how weather affects our lives.

### TIME

---

Variable; this activity could extend over several sessions.

### MATERIALS

---

Local newspaper  
USA Today  
Weather chart  
Procedure

1. Share with the group the weather section of the local newspaper. Tell each member to use their own newspapers to keep track of local weather conditions for a week. Use the weather chart to record the information.

2. As a group, pick another country and track its weather conditions for a week. USA TODAY should provide all the information that is needed. Use the same chart to record the data.

3. Collect stories about how weather affects people's lives in this country or in the country your group observed. Cut out newspaper and magazine clippings to make a group scrapbook.

Examples: Hurricanes in Florida  
Fires in California  
Drought in Africa

### ACTION IDEAS

---

#### LEARN MORE

Invite a county extension agent to your group.  
Invite a local meteorologist.

#### JOIN OTHERS

Visit a local TV station. Discover how local broadcasters predict the weather.

# WEATHERCHART

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Fill in the chart as you track the weather in the US and Abroad.

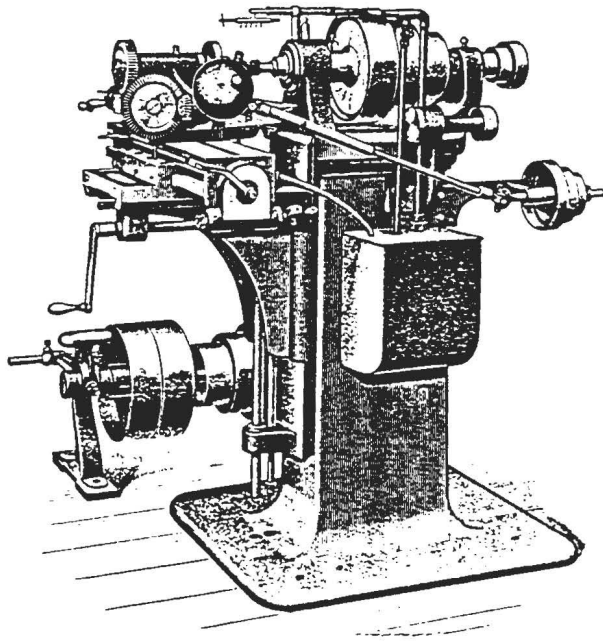
PLACE	TEMP	PRESSURE	WIND DIRECTION	RAINFALL	HUMIDITY	WIND CHILL FACTOR	HEAT INDEX

**I**n industrialized societies such as our own, we depend on sources of energy—coal, wood, oil, natural gas, nuclear power, geothermal energy, solar energy, and many others—to run our cars, heat and light our buildings, and to power the machines in our factories. We use many of these sources so much that they are becoming harder to find and more expensive to use.



People in the United States use more than twice as much energy as the rest of the world does. Over the years, the price of some energy sources, such as oil, has fluctuated greatly because we buy most of it from Saudia Arabia and other countries in the Middle East. This activity is designed to show children all the different ways





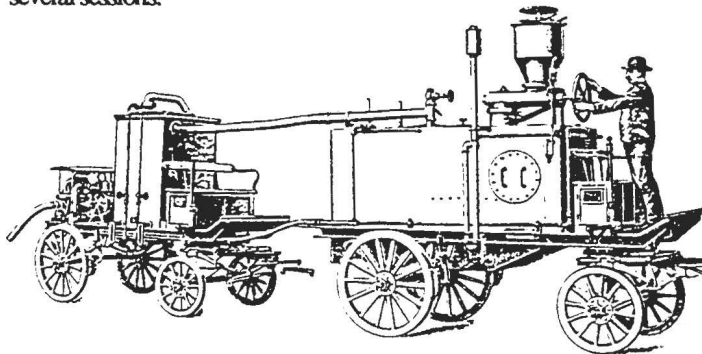
**we use energy and to explain why it is important to conserve our valuable energy sources.**

## **OBJECTIVES**

- To discuss the different ways we use energy.
- To discuss different energy sources.
- To point out why the United States is such an energy-intensive country compared to the world's developing nations.

## **TIME**

Variable; this activity could extend over several sessions.



## **MATERIALS**

Pencils and paper  
Newsprint and markers

## **PROCEDURE**

1. Divide the group into teams. Make each team approximately the same size.
2. Have each team pick a country to explore. Try to have both developed (US, Canada, western Europe) and developing (nations in Latin America, Asia, and Africa) countries represented.
3. The focus of each team's exploration should be energy sources. What are their country's energy sources? How does the country use energy?
4. Put all your findings on a group chart. Which countries use the most energy? What do they use energy for?

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## **ACTION IDEAS**

### **LEARN MORE**

Visit a local power plant. Find out how energy is converted to electricity.

Invite an energy expert to come talk to your group.

### **JOIN OTHERS**

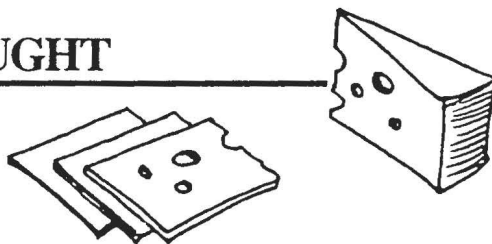
Encourage 4-Hers and their families to conserve energy at home. Begin with simple changes such as turning off the lights when you leave a room and limiting the amount of air conditioning you use in the summer.

Think of other ways to conserve energy.

### **TEACH OTHERS**

Share what you have learned about energy with friends.

Show films about energy conservation to local community groups.



**F**ood provides energy and nutrients needed by our bodies for growth, body maintenance, activity, reproduction, and lactation. By eating a wide variety of different foods each day, we take in essential nutrients: proteins, carbohydrates, fats, vitamins, minerals, and water.

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In many parts of the world, people do not have access to such a wide range of food products. They eat mostly staple food, a product eaten regularly and in large enough amounts to supply a major part of a person's energy needs. Examples of staple foods include rice, wheat, maize, millet, sorghum, potatoes, roots, and tubers.

The U.N. Food Council estimates that 512 million people in developing countries were hungry in 1985. But this is not because of a food shortage. Even in drought-stricken Africa, farmers produce 92 percent of all the food the country needs. The problem lies with the way food is distributed. Distribution depends upon jobs, income, trade, land ownership, and many other factors. The net result is that poor people go to bed hungry.

## OBJECTIVES

---

- To recognize the staple foods of the world, where they are grown, how they are used, and their nutritional content.
- To develop a greater understanding of the emotional impact hunger has on people around the world.

## TIME

---

One 4-H meeting

## MATERIALS

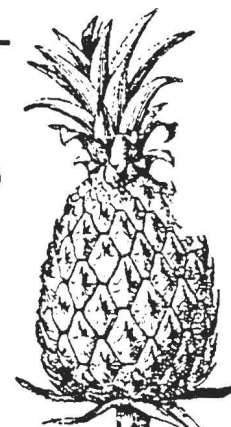
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Newsprint and markers  
Tea  
Bread and rice

## PROCEDURE

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1. Why is food important? Raise this question with the group. Stress that it is important to have enough calories of the right kinds of food each day. (Refer to 4-H Food and Nutrition Projects for more information.)





2. To learn what it feels like to be hungry, prepare a simple meal of tea, bread, and rice to eat during your 4-H meeting. Suggest that the children have a light lunch so they will be hungry by the time they arrive at their club meeting.

3. Discuss what it felt like to be hungry. Was the group tired? irritable? angry? Encourage the children to be honest about their feelings.

4. Talk about countries in the world where people are hungry. Find those countries on a world map or globe.

## **ACTION IDEAS**

### **LEARN MORE**

Contact your county extension agent to learn more about hunger around the world.

Use apples to illustrate food distribution around the world. For example, for a group of 25 people, cut into quarters and distribute in the following way:

Six people will receive nothing or slivers

Seven people will receive one slice each

Six people will receive three slices each

Five people will receive ten slices each

One person will receive 25 slices

This exercise illustrates that around the world, there are very few rich people, many middle-income people, and a small number of people who go hungry.

### **JOIN OTHERS**

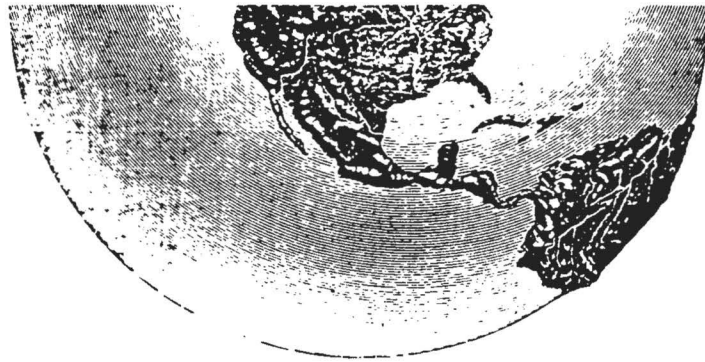
Find out what the Red Cross and other groups are doing about world hunger.

### **GET INVOLVED**

Send a 4-H care package to a hungry family either in this country or overseas.



# **Who Makes Up the World?**



**T**he family is the basic unit of society. In some cases, it includes the mother, the father, and children. In other cases, there may be only one parent and children. Some people live in extended families; these include other relatives, such as grandparents or aunts and uncles. But whatever the specific arrangement, a family serves to protect and nurture children and to provide for their basic needs: food, shelter, clothing, and love. This is true of families around the world.

### OBJECTIVES

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- To understand what a family is.
- To share family experiences with other members of the 4-H club.

### TIME

---

One 4-H meeting

### MATERIALS

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Poster board or bulletin board

### PROCEDURE

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1. Have members bring in family photographs. The photographs may show anything at all: family members playing a game, eating a meal, or just relaxing.
2. Discuss the people in each member's family. What makes each child's family unique? How do family members support each other?
3. Make an exhibit of the group photographs. Use either poster board or a bulletin board.

### ACTION IDEAS

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#### LEARN MORE

Suggest to the children that their parents share anecdotes about their families when they were young.

#### GET INVOLVED

Correspond with a pen pal about family life abroad. Contact the following groups for more information:

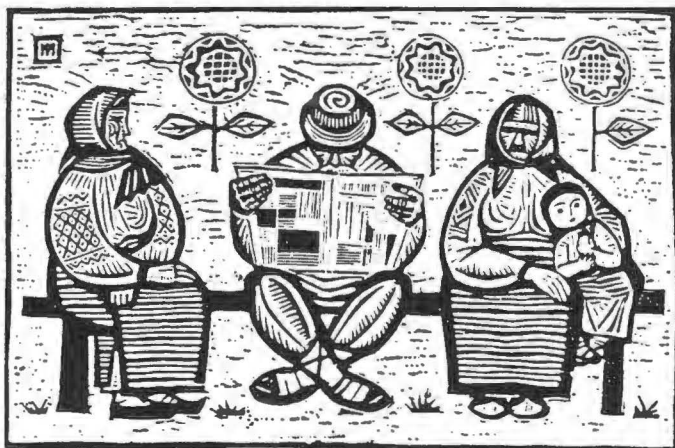
- American Sharing Program, 3255 Gateway #57, Springfield, Oregon 97477
- The League of Friendship, Box 509, Mount Vernon, Ohio 55108
- World Pen Pals, 1690 Como Avenue, St. Paul, Minnesota 55108



## WHERE DOES YOUR FAMILY COME FROM?

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**P**eople are fascinated with their family roots: where their family came from, why they left their native country, when they came to the United States, and how connected they still are to their roots. This activity is designed to introduce young people to the concept of "family roots" and to help them begin to learn more about their own family's history.



### OBJECTIVES

- To encourage young people to ask questions about their family's history.
- To help young people learn how to use resource materials that might be useful in tracing their familial roots.
- To encourage young people to visualize where their families lived hundreds of years ago.

### TIME

Variable; this activity could extend over several weeks.

### MATERIALS

Pencils and paper  
Resource materials  
Handouts of a world map  
Cassette tape recorder

### PROCEDURE

1. Have each member of your group make a family tree. Encourage the children to interview older family members to learn about their families. Have the members take their relatives' responses:

Sample Questions:

- Where did your family come from?
- Why did they migrate?
- How long have they been in this country?
- What connections do they still have with their native country?

2. If no older relatives are available or if the children want to go farther back than their relatives' memories, have them go to the library to find out how to do more comprehensive genealogies. Or write to the National Archives & Records Service, 8th and Pennsylvania Avenue, Washington, D.C. They have information about how to do more detailed genealogies.

3. Suggest that the 4-Hers trace the routes their families took when traveling to the United States on a world map.

### ACTION IDEAS

#### LEARN MORE

Have members find out what their family name means.

Find out if they have a family crest or motto.

#### TEACH OTHERS

Exchange family lore with friends.

# FINDING THE WORLD IN YOUR STATE AND COMMUNITY

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All around our country, there are indications that people from many different cultures have settled here. This activity is designed to make young people aware of the cultural past of their country.



WELCOME, ENGLISHMEN.—PLYMOUTH, 1621.

## OBJECTIVES

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- To learn more about the ways your community and state are connected to other parts of the world.
- To learn more about county/state and world geography.

## TIME

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Approximately one hour

## MATERIALS

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State and/or county map (one for every two people)  
Pencils and paper  
World almanac  
Set of encyclopedias  
World map

## PROCEDURE

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1. Divide the group into pairs. Give each pair a map of their county or state, a piece of paper, and a pencil.

2. Have 4-Hers search the maps for names of towns, roads, rivers, mountains, and other landmarks that have been borrowed from other places in the world. List each world place-name in their county or state that can be identified. Write a statement explaining the significance of the place-name.

For example, in Iowa you might find the following names:

Montezuma, Iowa, which was named for an Aztec ruler.

Argyle, Iowa, which was named for the town Argyle in the western part of Scotland.

Saint Ansgar, Iowa, which is named after a Norwegian saint.

Elkader, Iowa, which is named after Abdel Kader, Emir of Algeria.

Pisgah, Iowa, which is named after a mountain in the Middle East.

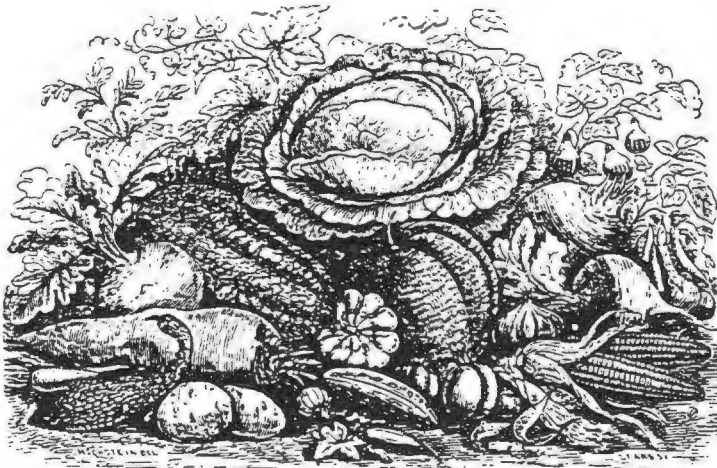
3. After finding all the place-names on the local map, use a world map to find the countries where the place-names originated. Have a contest to see which pair finds the most place-names.

## ACTION IDEAS

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- **LEARN MORE**  
Use a geographical dictionary to find out more information about place-names.
- Find different towns around the country that have the same name.

**F**or many years, people referred to this country as a "melting pot." This meant that the US was made up of people from many different countries who had blended together. Today, the US is more like a tossed salad. Each part is distinguishable from the other. The point is that this country includes people from many ethnic groups who have brought their customs and traditions with them.



### OBJECTIVES

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- To help members examine the cultural diversity that exists in their community and in the US.
- To help members appreciate cultural and ethnic contributions that affect their community and the nation.

### TIME

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One session, 45-60 minutes

### MATERIALS

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Magazines and catalogs  
Scissors  
Glue and markers

### PROCEDURE

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1. Have 4-H members collect magazines and catalogs containing pictures of people of different races and ethnic groups.

2. Cut out a large outline of the United States and tape it to a wall in the front of the room. Have the members glue all their "people" on to this silhouette of the United States.

3. When they have completed the task, have them select a name for their people poster. Have the group identify the different racial, religious, and ethnic groups on it.

(Adapted from David A. Shiman in *The Prejudice Book*, Anti-Defamation League of B'nai B'rith, New York, 1979, p. 47.)

### ACTION IDEAS

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#### LEARN MORE

Pick a religious or ethnic group to study in more detail.

Name famous members of that group. Discuss their contributions.

#### JOIN OTHERS

Invite a person from another culture to talk to your group. Have them share what life has been like for them in this country.



**T**his last activity is designed to summarize many of the points covered in the guide: natural resources such as air and water, energy sources, ethnic variations. In the process, 4-H members also will begin to be aware of the many ways different parts of the world are interconnected. This concept will be reinforced in future guides.

## Objectives

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- To summarize the key points of this unit.
- To introduce the concept of global interdependence.

## Time

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Variable; it may extend over several sessions.

## Materials

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Pencils and paper  
Newsprint and markers

## Procedure

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1. Divide the group into teams. Tell each team that they are going to go on a scavenger hunt. The purpose of the hunt is to discover as many ways as possible that your community is linked to the rest of the world.

2. Each team should search for the following items:

- A food that is imported from another country.
- A food that contains a product from another country.
- The name of one item other than food from their homes that is imported from another country.
- The name of one kind of fuel that they use every day that is imported from another country.
- The name of one family they know that is from another country.
- The name of one country that has more people than the United States.
- A drawing of one of the countries from which the goods came from.

(Possible answers: bananas, pineapples; chocolate chip cookies, coffee ice cream; television set or radio; oil or gasoline; answer

will vary; India; Honduras, Colombia, or Saudia Arabia).

3. Whichever team completes all these tasks first wins the scavenger hunt. Present that team with a prize, such as a pin, a certificate, or a free lunch on the group. You also might want to list the winning items on a group chart.

4. During the award ceremonies, ask the 4-H members what they learned from this activity, and how it shows the ways we are linked to other parts of the world.



## GLOSSARY OF TERMS

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This list includes those terms that are the most complex and technical used in the guide.

**Developing Countries:** They include 65 countries in Africa, South and Southeast Asia, and Latin America. These countries are so poor that they struggle to meet their basic needs. To help improve the overall quality of life, these countries must strengthen their economic base.

**Ecosystem:** a closed environment that includes light, air, and forms of life. Planet earth is an example of an ecosystem.

**Energy Sources:** materials such as coal, oil, and natural gas that can be burned to run cars, heat and light buildings, and power machines.

**Nutrients:** materials our bodies need to function. They include proteins, carbohydrates, fats, vitamins, minerals, and water.

**Photosynthesis:** the process by which plants use energy from the sun, carbon dioxide, and water to make food. The plants give off oxygen as a waste product, thereby replenishing earth's supply of this essential substance.

**Pollution:** the process of contaminating the air or water with man-made waste.

**Population:** the number of people living in a given area.

**Staple Foods:** a product eaten regularly and in large enough amounts to supply a major part of a person's energy needs.

# CONTACT LIST FOR DEVELOPMENT EDUCATION MATERIALS (RESOURCES)

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**AFRICARE**  
1601 Connecticut Avenue NW  
Washington, D.C. 20009  
Contact: Melvin P. Foote  
(202) 462-3614

**AMERICAN ASSOC OF WORLD  
HEALTH**  
2001 S Street NW, Suite 530  
Washington, D.C. 20009  
Contact: Stephen Morrill  
(202) 265-0286

**BREAD FOR THE WORLD**  
802 Rhode Island Avenue NE  
Washington, D.C. 20018  
Contact: Lane Vanderslice  
(202) 269-0200

**CARE**  
660 First Avenue  
New York, NY 10016  
Contact: Elizabeth Waldstein  
(212) 686-3110

**CATHOLIC RELIEF SERVICES**  
1011 First Avenue  
New York, NY 10022  
Contact: Nicole Mendoza  
(212) 838-4700

**COMMUNICATIONS FOR  
DEVELOPMENT**  
P.O. Box 1134  
Washington, D.C. 20013-1134  
Contact: Russell Sunshine  
(703) 752-2710

**CURRY FOUNDATION**  
2100 M Street NW, Suite 400  
Washington, D.C. 20037  
Contact: Elizabeth Morrison

**EMD HUNGER NETWORK**  
1331 Pennsylvania Avenue NW, Suite 909  
Washington, D.C. 20004  
Contact: Ann Bell or Judy Simons  
(202) 662-7403 (202) 930-9203

**FOREIGN POLICY ASSOCIATION**  
205 Lexington Avenue  
New York, NY 10016  
Contact: Thetis Reavis  
(212) 481-8459

**INTERACTION**  
200 Park Avenue South  
New York, NY 10035  
Contact: Thomas Keehn  
(212) 777-8210

**INTERNATIONAL NURSING SERVICES  
ASSOCIATION**  
P.O. Box 15086  
Atlanta, Ga. 30333  
Contact: Robin Davis  
(404) 634-5748

**LASTING LINES**  
6231 Leesburg Pike, Suite 612  
Falls Church, Va. 22044  
Contact: Raymond Konan  
(703) 241-3700

**MINNESOTA AWARENESS PROJECT**  
711 East River Road  
Minneapolis, MN 55455  
Contact: Carol Steinberg  
(612) 373-0055 or 373-3200

**NATIONAL WILDLIFE FEDERATION**  
1412 16th Street NW  
Washington, D.C. 20036  
Contact: Noel Gerson  
(202) 637-3776

**NEBRASKA/KANSAS IN THE WORLD**  
315 RLH, UN-L  
Lincoln, NE 68583-0808  
Contact: Katherine Riddle  
(402) 472-3717

**OXFAM AMERICA**  
115 Broadway  
Boston, MA 02116  
Contact: Joseph Washington  
(617) 482-1211

**PAN AMERICAN HEALTH  
ASSOCIATION**  
525 Twenty-third Street NW  
Washington, D.C. 20037  
Contact: Burl Wagenheim  
(202) 861-3200

**POPULATION REFERENCE BUREAU**  
777 14th Street NW, Suite 800  
Washington, D.C. 20005  
Contact: Kimberly Crews  
(202) 639-8040

## CONCLUSION

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You have just completed the first part of the 4-H international curriculum. You should now have a better idea where places are located on a world map and why it is so important that we share our natural resources. Despite the fact that it is so easy to get caught up in ourselves and in our daily routines, we cannot afford to shut our eyes to the rest of the world. The possibilities for discovery and involvement are endless.

In the words of Martin Luther King, Jr.: "We must learn to live together as brothers. . . or we will perish as fools. We are tied together in the single garment of destiny, caught in an inescapable network of mutuality. And whatever affects one directly affects all indirectly."

"The world in which we live is geographically one. The challenge that we face today is to make it one in terms of brotherhood."

Perhaps we have just come one step closer in making that happen.

