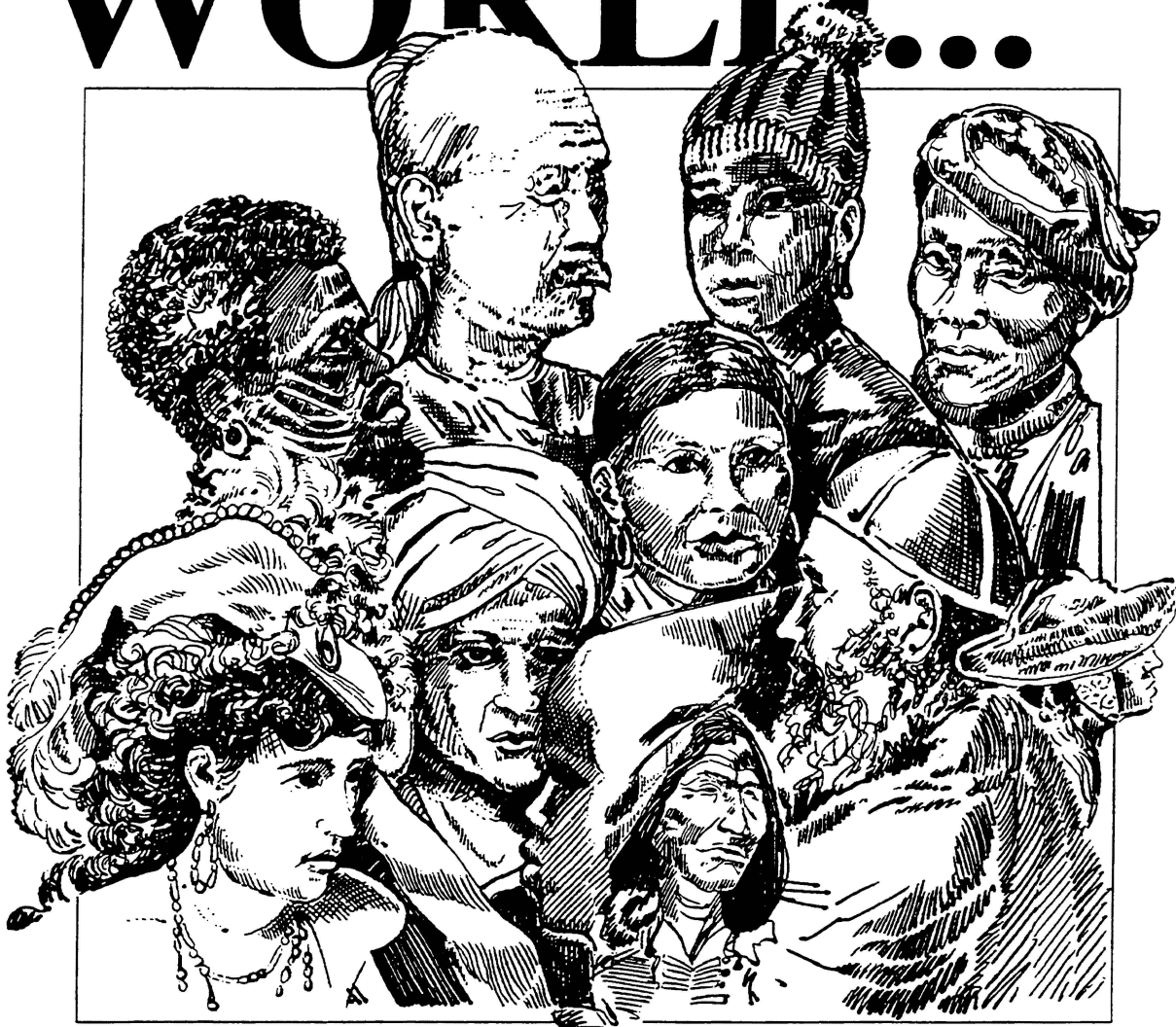


“...AND MY WORLD...”

Unit 2



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

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

INTRODUCTORY STATEMENT

In the highlands of South America, Indians speak their native language. In Africa, tribesmen practice traditional crafts, passing on the skills from father to son. Tucked away in the corner of Pennsylvania, the Amish live much as they did in the 19th century. People's customs and traditions create cultures of tremendous richness and variety.

The term "culture" encompasses a wide range of activities: the way people live, the languages they speak, the clothes they wear, and the foods they eat. Although cultures are very different, there are important similarities among them.

All people have the same basic needs. No matter what kind of culture people come from, they all need food, shelter, clothing, and perhaps most importantly, love and affection.

The 4-H international curriculum is dedicated to exposing young people to these cultural similarities and differences. Without this kind of understanding, we cannot begin to address the world's problems. Without understanding, we cannot work together to improve the quality of life throughout the world.



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The curriculum is divided into four units: *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, ranging from nine to young adult. Keep in mind that the information in the first unit is *basic*. The concepts it presents should be understood by all 4-H members.

Unit 2 is interesting to people of all ages. It illustrates an important truth: although cultural differences are meaningful, basic human needs are universal.

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, AND MY
WORLD**



DESCRIPTION OF THE LEARNERS

Many psychologists, including Erik Erikson and Jean Piaget, have spent many years researching children's behavior patterns. 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:

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AGE DIFFERENCES

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 members experience early success.

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

At this age, children are striving for increased freedom from adult control. 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 people 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

The following descriptions will give you some sense of the basic emotional needs of young people. They may help you relate more effectively to 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 of 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 to personality development. We need to know that we are wanted and loved despite our shortcomings.

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ACTION IDEAS

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



The second unit in the international curriculum is designed to provide information about family relationships and cultures around the world. Although it is considered a beginning unit, the information it covers would be of interest to 4-H members of all ages. The activities can be adapted to meet the intellectual level of your group. We suggest that you complete Unit 1 before beginning this unit.

After completing this unit, children should be able to:

- Recognize the similarities of people throughout the world.
- Appreciate the rich diversity of custom and culture in the world.
- Become involved in learning activities that demonstrate the world's interdependence.



CONNECTIONS TO OTHER 4-H PROJECT CURRICULUMS, UNIT I (4-H MATRIX)

What Does The World Look Like?

Activity 1 — Describing the World

Activity 2 — The Earth's Limited Resources

Activity 3 — Saving the Soil

Activity 4 — Water Is Precious

Activity 5 — It's in the Air

Activity 6 — What Makes It Go?

Activity 7 — Food for Thought

Who Makes Up the World?

Activity 1 — The Center of It All

Activity 2 — A Day in the Life

Activity 3 — Finding the World in Your State & Community

Activity 4 — America's Diversity (American Salad)

	Animal Science	Clothing	Consumer Education	Cultural Arts	Food/Nutrition	Home Environment	Human Development	Leadership/Citizenship	Mechanical Sciences	Natural Resources
Activity 1 — Describing the World							•	•		•
Activity 2 — The Earth's Limited Resources			•		•				•	
Activity 3 — Saving the Soil					•					•
Activity 4 — Water Is Precious			•							•
Activity 5 — It's in the Air			•							•
Activity 6 — What Makes It Go?	•		•						•	
Activity 7 — Food for Thought					•					
Activity 1 — The Center of It All				•			•	•		
Activity 2 — A Day in the Life				•		•	•	•		
Activity 3 — Finding the World in Your State & Community				•		•				
Activity 4 — America's Diversity (American Salad)				•		•	•	•		

GOALS FOR COMPLETING THE UNIT

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

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1. What Activities Did We Complete?

2. What Did We Learn?

3. What Did We Share?

4. How Did We Help Others?

5. How Did We Get Involved in our Community?





FOR LEARNING
AND FOR FUN

ALL PEOPLE SMILE IN THE SAME LANGUAGE

People all around the world have the same basic needs. Some of these needs are physical—food for energy, shelter and clothing for protection from weather. Other needs are emotional—love and affection, dignity, respect, and sense of purpose. These needs cut across cultural lines and unite us all in what has been called the “family of man.”

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OBJECTIVES

- To explain what people’s basic needs are.
- To give examples of those needs.

TIME

One 4–H meeting

MATERIALS

Newsprint
Colored pencils or markers

PROCEDURE

1. Make a group list of people’s basic needs. Use the suggestions in the introductory statement as a starting point. Include other ideas that come from your group.
2. Use the ideas on your list to make a group comic strip illustrating basic needs. There are several ways you can do this. You may want to make up a character and use it as a vehicle to discuss basic needs. Or you may want to use a family as the main characters. You can even use current comic strip characters, such as Dennis the Menace or Peanuts. Encourage your group to have fun with the strip. Let your imaginations go.
3. Display the comic strip for family and friends. Discuss what the strip is illustrating with the visitors.

ACTION IDEAS

Learn More

- Pick another culture to explore. Take books out of the library about that culture.

Then make another comic strip featuring a character from that culture.

JOIN OTHERS

- Ask friends if they understand what basic needs are. Share what you have learned.



In middle- and upper-classes around the world, children are fortunate enough to be able to spend their time going to school and playing. But children in the lower classes often are forced to help support the family. This activity is designed to alert 4-Hers to lifestyles of children in different cultures at different economic levels.

OBJECTIVES

- To become aware of the way club members spend their time.
- To discuss lifestyles of children around the world.

TIME

Variable; this activity may extend over several meetings.

MATERIALS

Handouts of case studies
Pencils and paper



PROCEDURE

1. Have club members keep a diary of their activities over a week's time. Suggest that they make their diaries as complete as possible.
2. Have 4-Hers share their diaries at a club meeting. What activities are most people involved in? What activities are unique to certain members?
3. Pass out one or more of the case study handouts. Give the children a chance to think about the studies.
4. Lead a discussion about children's lives that are described in the studies. How are they different from those of club members? How are they similar? What problems do they have that 4-Hers don't have?
5. Enclosed are some questions for each study. Use them as additional resource materials.

ACTION IDEAS

Learn More

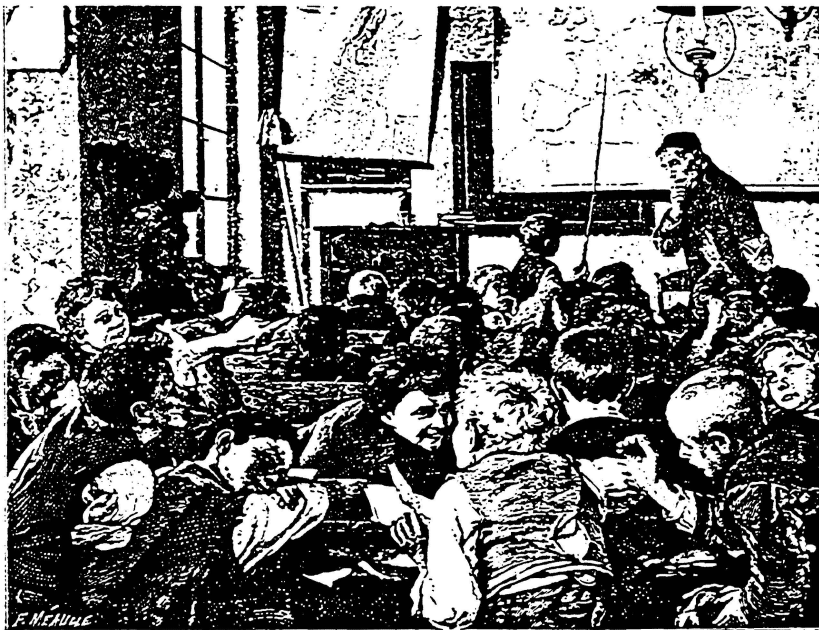
- Investigate other aspects of the cultures presented in the case studies.

Join Others

- Invite a person from another culture to come speak to your group. The following places may be able to help you find people:
 - Local colleges and universities
 - Land-grant universities
 - Community organizations
 - Sister Cities International
 - Partners-of-the-Americas
 - National Council for International Visitors
 - National Council of Returned Peace Corps Volunteers

CASE STUDY: SRAVUTH, THAILAND

Sravuth is a shy 14-year-old boy who was born and has lived all his life in the largest slum in Bangkok, the capital of Thailand. Sravuth moved in with his grandmother when he was two years old because his parents had five older children to care for.



About the time Sravuth came to live with his grandmother, a new health center opened in their neighborhood. Although she was a little hesitant, Sravuth's grandmother took him to the center because he seemed very small for his age and wasn't gaining weight.

A health worker examined Sravuth and then talked to his grandmother. "Sravuth's needs to eat more and he needs to eat different kinds of food, not just rice. Our center serves a health meal each day for children like him. Why don't you bring him back tomorrow?"

Soon Sravuth and his grandmother were regular visitors to the center. The next time the health worker weighed Sravuth, he had gained three pounds. When the center began a program to immunize children, Sravuth was one of the first to get his shots.

Sravuth will finish sixth grade soon. He will be one of four million Thai youths competing for places in secondary schools. He wants to go to school and do well and par-

ticipate in sports. In short, he wants the opportunity for a decent life. The principal of his elementary school says, "Sravuth is one of our school's bright students. He could continue his studies and realize his dream. But like most of our students, Sravuth's family is very poor."

Sravuth helps his grandmother by washing his own clothes and keeping their small one-room house clean. He also spends many hours each day after school making paper bags. Together he and his grandmother make about 2,000 bags a week and earn \$7.50.

Although his family's poverty does not promise a very bright future, Sravuth has a dream: he wants to be an architect. In spite of everything, his dream may yet come true. He is lucky for two reasons: he is a talented painter who has already won nine national prizes for art competitions; he is also getting help from a private foundation that supports gifted teenagers. He also got a good start in life, thanks to his grandmother's concern and the help from the health center. So Sravuth is hopeful:

The reason I want to become an architect is to be able to design a big house for my family. There will be no more paper bags for grandma. When I grow up I want grandma, grandpa, father, mother, and my sisters and brothers to be together with me — we'll have a big, happy home.

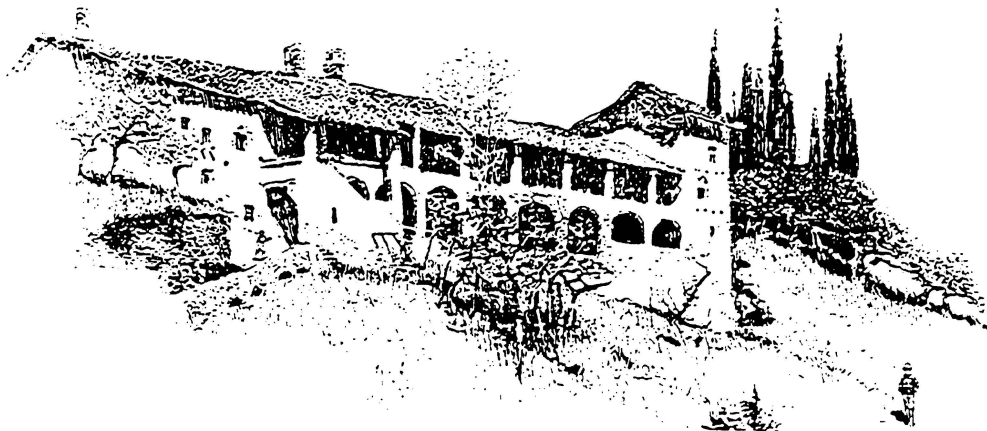
I feel I am more fortunate than many of my friends. Some don't have any parents, not even a grandmother. I've seen some of my classmates who come to school without any money to buy lunch with these friends. Grandma always tells me to share things with our less fortunate friends.

(Adapted from Supachai NaPombej, UNICEF News, Issue 121/1984/3, pp. 27 - 28, "Where Talent Blossoms, from Health for All, developed by Education Development Center, Inc., for the American Association for World Health.)

1. What do you think Sravuth's life would have been like if his grandmother had not taken him to the health center?

2. Sravuth's dream to become an architect will mean an uphill struggle. What are some of the factors that make it hard for him? What problems could arise? What will help him?

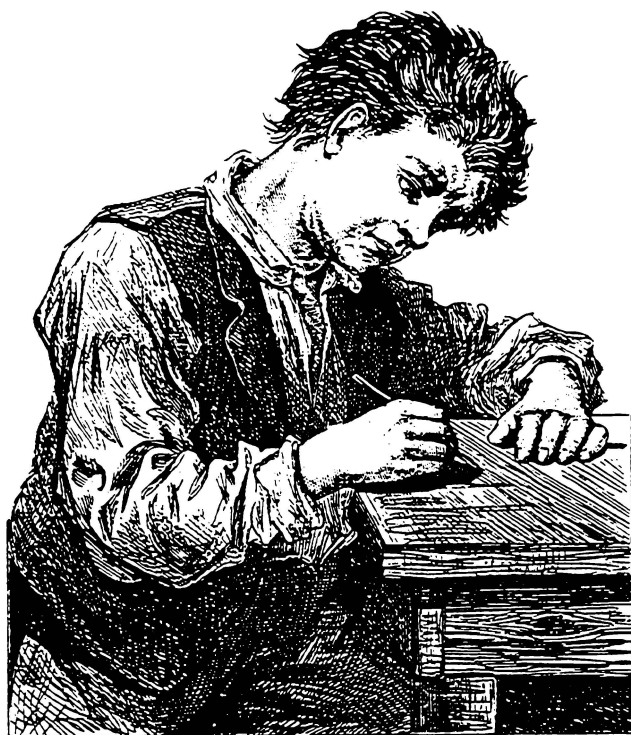
3. What opportunities would a 14-year-old like Sravuth have in this country? Put yourself in this position. What would you do to make your hopes for the future come true?



CASE STUDY: WILFRED, VENEZUELA

Not all people who live in developing countries are poor, just as not all people who live in the developed countries are rich. Fourteen-year-old Wilfred lives in Barquismeto, Venezuela, with his parents, who are both lawyers, his younger sister Fiorella, and his little brother, Davide. Although the family lives very comfortably, Wilfred know that others in his country are not as fortunate.

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I go to a private school from 7:30 - 12:45 every day. Children in my country either attend public school or private school, but everyone goes in the mornings only.

Our school day starts with the singing of the national anthem. Then we have classes in religion, grammar, math, science, health, even English. Twice a week we have physical education.

My parents are very involved with my school. They go to many meetings, meet with teachers, and help raise money.

After school, I go home, eat lunch, relax, or visit with friends. Three times a week I take lessons — swimming or tennis.

On weekends I swim, play with friends, or go to the movies. My friends and I like disco music.

On Sunday, the whole family goes to church, then to lunch, then to visit friends. Sunday nights we watch TV — that's the night when we watch a movie on television.

In my country we have many poor people who have a hard time in life. For example, we have public and private hospitals. Poor people must go to the public hospitals which are very crowded. Things are very bad. There are long lines and sometimes people die in the hallways waiting to see a doctor. Private hospitals are much better but you need a lot of money.

There is a big campaign in Venezuela to teach people about vaccinations. TV and schools help spread this message. But for families who don't have TV or children who don't go to school, there is still a problem. Many, many children still don't get vaccinations.

Our family buys bottled water and we also get water coming into the house in pipes. If we use water from the pipes, we have to boil it. Many families in my country do not have plumbing and drink water from streams or village wells.

I want to go to the university and become an electrical engineer. There are nine universities in the country, and much competition to get accepted, so I will have to work hard in school for good grades. But I would like a job where I can make things better for people who aren't as lucky as I am.

(Based on an interview with Wilfred Faroh, from Health for All, developed by the Education Development Center, Inc., for the American Association for World Health.)

Questions for Discussion: Wilfred

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1. In what way is Wilfred's life like yours? How is it different?

2. Wilfred is aware that life in his country is very different for people who are not as fortunate as he is. How do you think he feels about this? How do you think this difference affects the poor people in his country? How do you feel about wide differences between the fortunate and the less fortunate within a country?

3. What responsibility does Wilfred have to try and help people who are less fortunate than he is?



“ DID YOU SAY YOU COULD GIVE ME SOMETHING TO EAT ? ”

CASE STUDY: FRANCISCA, KENYA

Francisca is 17 years old and lives in a small village in Kenya. There are twelve huts in the village, and all the people living there are related.

The villages (or clusters of huts) are separated by shrubby hills and fields where families grow their food: corn, sugar cane, peanuts, yams, spinach, & cassava root (for flour). The land is fertile, but there is not enough of it to support all the people who live in the district. Experts estimate that one child in three suffers from malnutrition. Malaria, measles, diarrhea, and respiratory infections are also severe health problems.

The huts in Francisca's village are made of mud and cow dung, with straw roofs. They are simple, cool, and always very clean. The furniture is also simple: some cots, tables, and wicker chairs. There is no running water in the huts, but there is a pump in the center of the village and an outhouse that people can use.

Francisca is the first-born daughter of her father's first wife. (He has three wives.) As a female, she is expected to help other women look after the younger children, cook, keep the huts clean, carry water from the river of the pump in the village, and work in the fields. The men work in the fields at harvest time, but consider other chores to be "women's work."

The children in the villages attend school in the nearest town, but not every day, particularly if their help is needed at home. Francisca learned to write and speak English at school.

Francisca left school last year after finishing the sixth grade. She had hoped to get a scholarship to continue her schooling, but she did not qualify. She has looked for a job, but reports that "there are no jobs in Kenya for a girl like me." Therefore, she has decided that her only choice is to marry a young man to whom she has been engaged for three years.

In the summer of 1985, a group of young people from a YMCA/YWCA camp in the United States came to Francisca's village to help the people build a community center in the nearest town. One of the campers lived with Francisca and her family, and she and

Francisca became good friends. They still write each other. In one of her letters, Francisca tells about the community center.

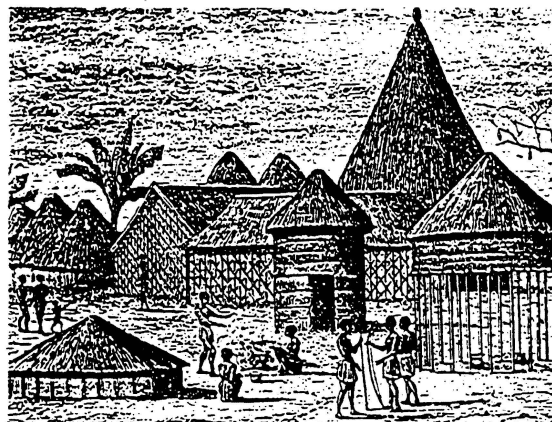
I have good news. Our community center in town is finally finished, and our health worker is very pleased. Now she can hold classes for the young mothers in our villages to teach them how to care for their babies. She also keeps her supplies at the center, and once a week holds a surgery (similar to office hours) where people can get medicine if they are sick.

When I see the new center I think of you and wonder if you are playing soccer and doing your exams. I am very glad to receive your letters.

I beg to remain your friend.

Francisca

(Based on an interview with Sarah Carothers, Wellesley, MA, the camper who lived with Francisca, from Health for All, developed by Education Development Center, Inc., for the American Association for World Health.)



1. In some cultures women bear an unequal share of the work and have even fewer opportunities than men. Do you think this is true for Francisca? If so, give an example. Do you think this is true in the United States? If so, what impact does this have on a family? On the economy? On women's and children's health and well-being?

2. If you were one of the campers who went to Kenya to help build a community center, what would you think about life there? What would be the hardest thing to adjust to? What would make it a good experience?



Throughout the world, young people face similar problems as they struggle to grow up. These problems include drugs, teenage pregnancy, the threat of AIDS, and anxiety about the future. This activity will give the group a chance to explore one or more of these problems in a country of their choice.

OBJECTIVES

- To identify universal concerns of young people.
- To give 4-Hers an opportunity to research the impact these problems have on cultures other than their own.
- To compare the way another country addresses these problems with the strategies used in the United States.

TIME

Variable; this activity could extend over several meetings.

MATERIALS

Newsprint
Pencils and paper
Resource materials

PROCEDURE

1. Brainstorm problems that young people have around the world. The list might include the following: drugs, the threat of nuclear war, hunger, problems with peers, problems with parents, draft fears, employment concerns, and pressures about the future.
2. Have the group pick a country anywhere in the world. Tell club members that they will be exploring one or more youth issues in that country. Tell them that they will then compare their findings with both problems and programs in the United States.
3. To gather resource materials, start with your local library. Then contact the country's embassy or consulate. Find out if a foreign exchange student or returned Peace Corps volunteer from your country is living in your area. If so, invite that person to come speak to your group.

4. Other sources include the World Bank, the Red Cross, UNICEF, CARE, WHO, FAO, and Save the Children. See the Outside Resources section for addresses.

5. To find out about youth issues in the United States, depend on the local media. The New York Times, the Washington Post, and Time Magazine often have youth-related stories. Consult your local librarian for more information.

6. Once your group has completed the research, discuss their findings. What problems are similar? What problems are different? How do other countries cope with youth issue? Make a chart summarizing the results of your group's research.

ACTION IDEAS

Join Others

- Share with friends the issues your club discussed. Add them to the 4-H list.

Teach Others

- Have the club present their findings to another youth group such as the Girl or Boy Scouts. Ask the group for their contributions, and add their suggestions to the 4-H list.

People around the world have developed different ways of greeting family and friends. Salutations usually include both gestures and words. This activity is designed to help young people learn about international greetings and to explore what they reveal about different cultures.

OBJECTIVES

- To show 4-H members different ways people greet each other.
- To explore the cultural ramifications of different kinds of greetings.

TIME

Opening of one 4-H meeting (10 - 15 minutes)

PROCEDURE

1. Here's a list of greetings from other cultures. Teach them to your group:

Paraguay, South America: People say "hola" (pronounced ola), hug each other, and kiss right cheeks first and left cheeks second.

Eskimos: People hug and rub noses.

Chinese: People take off their shoes when they enter the home, bow, and say "ne hou" (hello), "ne hou ma?" (how are you?).

Korean: People say "an anyung ha sea yio" (good morning, how are you?).

Japanese: People say "ohio-ga-zi-mas" (good morning); "ko-nich-e wah" (good afternoon); and "kom-ba-wah" (good evening).

Swedish: People shake hands heartily and say "hej", which is pronounced "hay."

Congo, Africa: At a festival, people greet each other by saying "losako." It means "hello, throw us a proverb."

Israel: People say "shalom", which means "hello", good-bye", and "peace."

United States: People shake hands or kiss and say hello.

2. Once the group is familiar with the greetings, play a game with them. Have the group form two lines. Call out a country. Have the members greet the person they are facing in that country's way. Alternate callers for the next few rounds.



3. Discuss with the group what the greetings have in common. Are the sounds similar? why do you think that is so? Do the greetings give you a glimpse into the culture of a country?

ACTION IDEAS

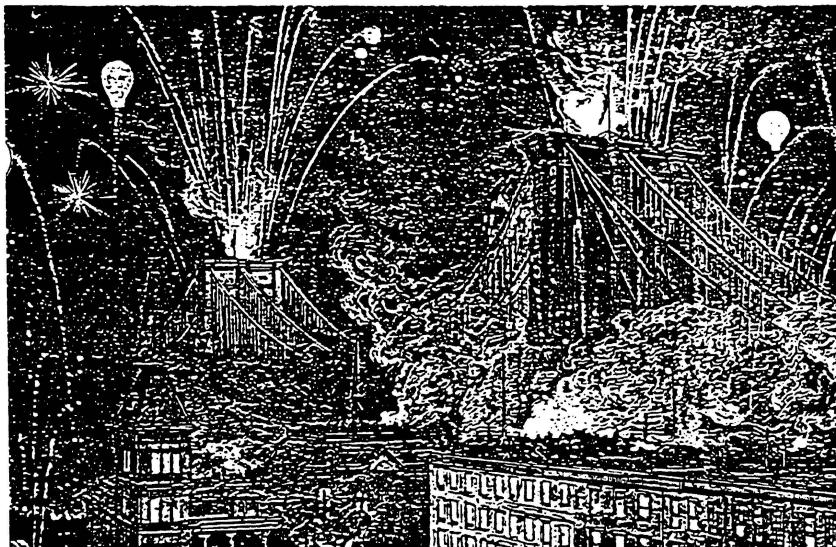
Learn More

- Look up greetings from additional countries.
- Bring in French, Spanish, and German tapes. Have the group learn greetings in those languages.

Teach Others

- Teach the greetings you have learned to your friends.
- Put on a skit using the greetings. Perform the skit for family and friends.

Traditions are the basis of many family and community activities. Some traditions are part of religious beliefs, such as having a seder for Passover or going to church for Easter. Other traditions are expressions of cultural attachments, such as having a turkey for Thanksgiving or going to watch fireworks on the Fourth of July. But no matter where the tradition comes from, it serves to make people feel as though they are linked to a culture that has survived over hundreds of years.



PROCEDURE

1. Begin the activity by discussing what traditions are practiced by each member's family. Do the traditions involve birthdays? Or are they part of the way the religion is practiced? Do the traditions involve special foods? Do they take place at the same time each year? Record the responses on a group chart.
2. Invite older relatives to a 4-H meeting to discuss the origins of family traditions. What traditions were brought here from other countries?
3. As an alternative activity, bring in an object that is an important part of a family tradition. The object could be a Christmas tree ornament, a menorah, or a cornucopia. Discuss the significance of the object with the group.

OBJECTIVES

- To learn what traditions are and what purpose they serve in people's lives.
- To understand the differences and similarities between religious and cultural traditions.
- To identify traditions unique to families.

TIME

Variable; one or two 4-H meetings.

MATERIALS

Pencils and paper
Newsprint and markers

ACTION IDEAS

Learn More

- Invite a member of an ethnic community to come speak to the group about traditions.

Join Others

- Pick a tradition discussed by the group and re-enact it at a 4-H meeting.
- Make up a 4-H tradition and establish it as part of your club's activities.

Foods from around the world have been incorporated into American eating habits. Foods ranging from spaghetti to eggrolls have their basis in other cultures. This activity gives 4-Hers a chance to sample foods from different cultures.

OBJECTIVES

- To identify the origins of foods from around the world that are eaten in the United States on a regular basis.
 - To prepare and enjoy food from other cultures.
- Make a 4-H International Cookbook.
 - Sponsor an ethnic fair. Include foods, music, and games from countries around the world.
- Join Others**
- Have your 4-Hers make ethnic dinners for their families to enjoy at home.

TIME

Variable; this activity may extend over several sessions.

MATERIALS

Recipes for international foods
Ingredients as needed

PROCEDURE

1. Have the group prepare an international dinner for family and friends. There are several different ways to organize the dinner. You may want to pick a country and prepare a meal of foods from that country. Or you may want to have a meal made up of foods from around the world.
2. At the dinner, encourage the participants to come dressed in costumes from countries around the world. Decorate the banquet hall with international flags. Bring in records of ethnic music. Encourage everyone to get into the spirit of the event by singing and dancing.

ACTION IDEAS

- Learn More**
- Eat in ethnic restaurants to learn more about foods around the world.
 - Visit an oriental grocery or an Italian delicatessen.
- Teach Others**
- Make recipe cards of the foods prepared at the international dinner.



One of people’s basic needs is a place to live, a house. Houses protect people from extremes in weather and serve as a center for family activities. What turns a house into a home is furnishings, mementoes, and paintings with which people decorate their houses. Although homes around the world may look different, they all meet similar needs.

OBJECTIVES

- To describe characteristics of a home.
- To discuss housing types around the world.
- To compare living conditions in the United States with those in other parts of the world.

TIME

Variable; this activity could extend over several sessions.

MATERIALS

Newsprint and markers
Pencils and paper
Crayons
Materials needed to make a model

PROCEDURE

1. Ask group members to list characteristics of a house. Responses may include a place to eat or sleep, family headquarters, and a place with electricity and running water. Record their answers on a chart.

2. Extend the question by asking 4-Hers to describe what makes their house a home. Be prepared for a wide range of responses.

3. Have members draw pictures of their homes. Make sure they include all elements that transform their space into a home.

4. Display the drawings at the clubhouse. Do the drawings reveal cultural origins of the members? Are the drawings representative of different lifestyles?

5. Pick a country and either make a large group drawing or a model of its typical housing. Examples included houses on stilts, earthquake-proofed houses of Japan, and English cottages with thatched roofs. You

may want to go to the library to find out more information about a particular housing style.

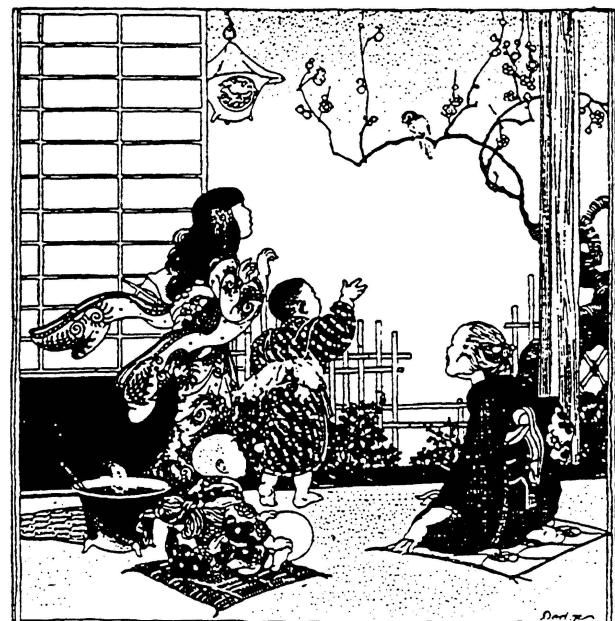
ACTION IDEAS

Learn More

- Go to the library and explore housing styles around the world.
- Invite experts on housing to come speak to your group. Possible speakers include architects, city planners, or IFYE’s or former IFYE’s. Suggest that the speakers bring slides, photographs, or sketches.
- Make a model village found in another country.

Teach Others

- Invite family and friends to come view the group’s drawings and model house.



The type of clothing people wear can reflect the climate, religion, and values of a culture. This activity will give 4-Hers a chance to learn about clothing around the world and to compare those styles with the ones seen in the United States.



OBJECTIVES

- To explore the type of clothing worn in various parts of the world.
- To learn how to wear clothing from another culture.
- To learn how to make clothing from another culture.

TIME

Variable; this activity could extend over several sessions.

MATERIALS

Examples of clothing from different countries

Materials needed to make selected clothing

Optional: World map or globe

PROCEDURE

1. Prepare an international fashion show for family and friends. Here are some examples of clothes your group may want to model.

- The traditional dress of New Zealand Maoris or other Polynesians.
- Draped clothing of India.
- Traditional Garments of Japan.
- The gaucho's garb of Argentina.
- Colorful traditional clothing of the Lapps of northern Scandinavia.
- Arabic dress.
- Print shirts and dress of west Africa.
- Provincial festival garments of Europe.
- Wrapped garments of Thailand.

2. Encourage members to make the clothes they want to model. It is very easy to make some of these items. For example, you can use crepe paper to make a sari, sheets to make the wrapped garments of Thailand, and stickers attached to an old white sheet to represent the colorful clothing of the Lapps. Encourage your members to let their imaginations go in making their costumes.

3. If you need more information about international clothing, contact a specific country's embassy or consulate.

ACTION IDEAS

Learn More

- Find out which clothes worn in the United States originated in other countries. Examples: flip flops
caftan
serape
jams
- Find out how US styles have influenced clothing abroad.
- Locate countries represented in the fashion show on a world map or globe.

Join Others

- Contact 4-H Clothing Projects. See if you can do a joint activity.

Teach Others

- Make an exhibit of photographs showing clothing styles around the world.

WHAT IS ART?

Most cultures around the world have developed some sort of artistic expression. The arts include painting, crafts, sculpture, architecture, theatre, dance, literature, and music. This activity will help 4-Hers expand their definition of art and to choose which type they like the most.

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OBJECTIVES

- To help 4-H members develop their own definitions of art.
- To give examples of different types of art.
- To arrive at conclusions about the importance of art as an element of understanding and unity among nations.

ACTION IDEAS

Learn More

- Invite a local artist to come speak to your group.
- Explore books in the library for more information about international art.

TIME

Two 4-H meetings

MATERIALS

Pictures from magazines and books

PROCEDURE

1. Show your group pictures from magazines that represent different kinds of art: paintings, sculpture, music, theatre, dance, and architecture. You may want to read aloud an example of literature (a poem, an essay, or a short story, for example). Invite your group to discuss what is meant by the concept "art."

2. Select a country and explore the art forms representative of that country. For example, if your group selects Mexico, you would want to discuss fine arts, crafts, music, dance, and literature. How does art reveal the values of a culture? How does it reflect the environment from which it came? Encourage members to compare and contrast the art from their selected country with that of the United States.

3. As the grand finale of the activity, prepare an art show of works from the world. The show should include examples of as many different art forms as possible. Contact travel agents and embassies for posters. The National Gallery of Art in Washington, D.C., and UNICEF will send you reproductions of posters free of charge.



GAMES FROM AROUND THE WORLD

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Throughout the world, children like to relax by playing games. To help 4–Hers realize the universality of games, have them play a few that originated in other countries.

OBJECTIVES

- To learn about games children play around the world.
- To experience those games by actually playing them.

TIME

Two hours

MATERIALS

String
Balloons
Stones
Balls
Sticks

PROCEDURE

1. Below is a list of four games that originate in other countries. Play as many of them with your group as you think they would enjoy.

Congo, Africa: Match My Feet: Have all players stand in a circle, clapping hands in rhythm. Select one person to be “it.” Have that person stand in front of someone and perform some footsteps in rhythm with the clapping. The person he or she is facing must

imitate the motions exactly. If the person doesn’t imitate exactly, he or she becomes “it.” But if “it” is imitated perfectly, then the same person must be “it” again.

Paraguay, South America: Mi-Deseo (My Wish): Pick a leader and supply that person with long pieces of string. The leader holds out the pieces of string, and each player takes hold of one and makes a wish. Then, make a signal and tell everyone to pull. If two people’s strings are intertwined, they have to grant each other’s wishes. Tell your group to make sure that their wishes are reasonable.

Costa Rica, Central America: Pelea De Gallos (Cock Fight)

In Costa Rica, this game usually is played by boys, but girls can certainly play, too.

Choose two players, or “cocks.” Everyone else encircles the players and watches the game. Fasten an inflated balloon to each cock’s right ankle. Blow a whistle to begin the fight. The object of the game is to break the opponent’s balloon. Whoever wins is cheered by the crowd.

South India: A Game With a Ball and Stick: Draw a circle about 15 feet in radius. Place a flat, square stone in the center. Place a smaller, round stone on top of the larger stone. Give each player a ball, stick, or stone. Everyone has two chances to knock the stone in the center of the circle. If the thrower fails, he or she has to limp or hop a certain distance and back as a penalty. All throwing must be done outside the circle.

ACTION IDEAS

Learn More

Look for additional games in a series of booklet from Friendship Press entitled *Fun and Festival From China, Latin America, India, and Africa*. Another resource is a book entitled *Games of the World*, published by Holt, Rinehart, and Winston.

Teach Others

Have your group teach the games to younger siblings and friends.



WHAT DO YOU REALLY THINK?

Whether we realize it or not, we all have ideas about the world and its peoples. These ideas form our attitudes, or predisposed responses to objects, people, or situations. Attitudes contribute to the value system, or code of ethics, each of us develops to live by. Perceptions, psychological observations or processes by which we come to know and to think about other persons' or things' characteristics and qualities, are colored by both our attitudes and values.

Sometimes our attitudes cause us to form stereotypes, or false generalizations about people and cultures.

This activity is designed to help 4-Hers identify their values, attitudes, and perceptions, and to think about whether they have led to stereotypical views of the world.

OBJECTIVES

- To define the terms "values," "attitude," and "perceptions."
- To help members identify their values.
- To understand how values and attitudes affect perceptions of the world.
- To identify any personal stereotypes that have developed.

TIME

Two 4-H meetings

MATERIALS

Pencils and paper

PROCEDURE

1. Here are statements that will help 4-Hers think about their values and attitudes. Each of these statements focuses on a particular group and the stereotypes that have emerged about each one. Read each statement out loud. Lead a discussion about the connotations of the responses.





People from Latin America all tend to be a little dirty.

All Japanese people work very hard and are extremely stingy.

Most old people spend their days in rocking chairs, staring out the window.

Italians are all fat from eating too much pasta.

“You kids are all alike. You show no respect for your elders, you have poor manners, and your speech is as sloppy as your dress. You don’t realize how good you have it. Now in my day . . .” (Adapted from Florida Extension Service, *Accepting Each Other*.)

People in the United States are wasteful.

The United States is a country of violence. (Adapted from Florida Extension Service, *Accepting Each Other*.)

Jewish people are aggressive and pushy.

ACTION IDEAS

Learn More

- Make up additional statements that reflect values, attitudes, and stereotypes.
- Make drawings to accompany the statements.

Join Others

Share the exercise with friends and family. Compare responses.

Teach Others

Conduct a 4-H seminar on values, attitudes, and stereotypes. Invite parents, friends, and siblings — both younger and older — to attend.

Visual symbols can reveal a great deal about the underlying beliefs of a culture. They show prejudices, ethics, and standards of behavior. This activity will give 4-Hers a chance to see how much they know about the messages inherent in common symbols.

OBJECTIVES

- To discuss the meanings of common symbols.
- To understand how the interpretation of symbols has changed over the years.

TIME

One 4-H meeting

MATERIALS

Handout of symbols
 Newsprint and markers
 Pencils and paper


PROCEDURE

1. Distribute handouts of symbols or draw them on a large piece of paper. Give the group a few minutes to write down what they think the symbols mean. The following suggestions are a few of their possible responses:

Symbol #1: Crossroads, flag of Switzerland, graph coordinates, intersection, plus sign.

Symbol #2: Cloverleaf, flower, good luck, Girl Scouts, 4-H, Celtic Cross.

Symbol #3: Star of David, flag of Israel, two triangles, six triangles, a hexagram, Solomon's Seal (Middle Ages symbol), shield of David.

Symbol #4: Nazis, Germany, Hitler, swastika, good luck, Buddhism, cross, American India mystical sign, religious symbol of Iran, Japan, Nepal, and other Asian countries. (The Nazi swastika actually looks like . The swastika represents peace, good luck and well being to people throughout the world. It is often painted on the hands and feet of Asian Indian dancers before their performance.

Symbol #5: Moon and star; peace and light; shriners; Islam; flag of Tunisia, Turkey, Malaysia, Pakistan, and other Islam

countries; outhouse; Russia; and China. (The crescent moon and star represent Islam and is used on the flag of several Islamic nations. People often confuse this symbol with the hammer and sickle of the Soviet Union and the red star of the People's Republic of China.)

2. As you discuss the symbols, point out that none of the drawings have meaning by themselves. People endow them with the meaning. When large numbers of people agree on that meaning, they become a powerful symbols in motivating people how to think and act.

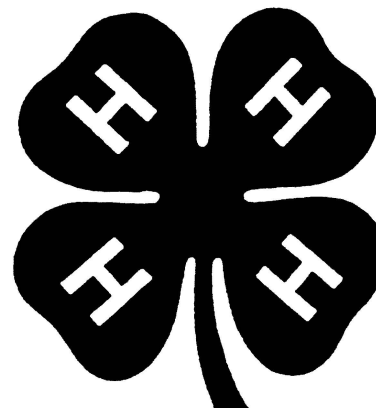
ACTION IDES

Learn More

- Find additional symbols in books. Discuss what they mean.

Teach Others

- Make flags of different countries. Make an exhibit of the flags. Invite family and friends to come view them.
- Discuss what the flags' symbols mean.



PERCEPTIONS

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DESCRIPTION

An activity designed to explore differences in people's interpretations and meanings, to show that what we see depends on where we stand.

OBJECTIVE

To demonstrate the value-ladenness of our pluralistic society.

TIME

30 - 45 minutes

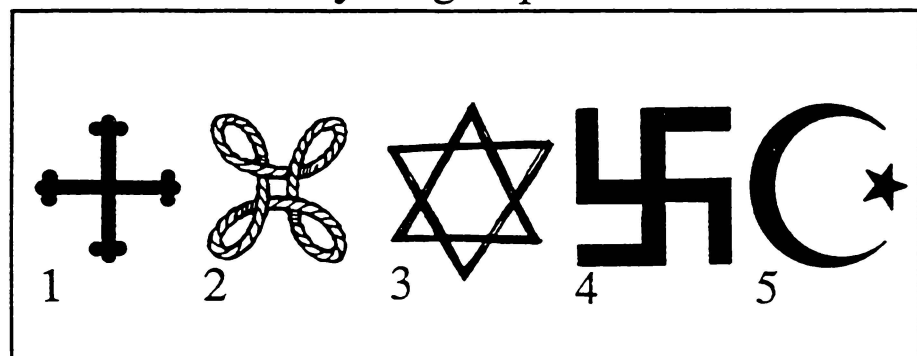
MATERIALS

Handout with symbols is Part A or chalkboard with symbols drawn; Questions in Part B on handout or chalkboard.

PROCEDURE

PART A

What do the following drawings mean to you? Write your answers on the lines below, then share them with your group.



1. _____
2. _____
3. _____
4. _____
5. _____

PART B

Discuss the following questions with your group. If the underlined words mean different things, discuss why.

1. What does looking intently at someone mean to you?
2. What does a room alone for each child in the family mean to you?
3. What does being a friend to someone mean to you?
4. What does being a responsible "world citizen" mean to you?



Sayings are another way that people reveal their underlying beliefs. Sayings, like symbols, show cultural prejudices, ethics, and standards of behavior. By looking at different sayings, 4-Hers will have an opportunity to discuss what they reveal about different nations' value systems.

OBJECTIVES

- To discuss the meanings of common sayings.
- To understand how the interpretation of sayings has changed over the years.

TIME

One 4-H meeting

MATERIALS

Handout of sayings
Pencils and paper
Newsprint and markers

PROCEDURE

1. Pass out the handout of the following sayings or write them on a large chart:

1. Cleanliness is next to godliness.
2. Time is money.
3. A woman's place is in the home.
4. Little children should be seen, not heard.
5. A penny saved is a penny earned.
6. Birds of a feather flock together.
7. Don't cry over spilt milk.



8. Waste not, want not.

9. Early to bed, early to rise, make's people healthy, wealthy, and wise.

10. God helps those who help themselves.

11. It's not whether you win or lose, but how you play the game.

12. A man's home is his castle.

13. No rest for the wicked.

14. You made your bed, now sleep in it.

2. Here's a short interpretation of each of these sayings:

Saying #1: Value is cleanliness.

Saying #2: Value is thriftiness.

Saying #3: Value is in keeping women in one kind of situation.

Saying #4: Value is keeping children quiet and obedient.

Saying #5: Value is thriftiness.

Saying #6: Value is guilt by association.

Saying #7: Value is practicality.

Saying #8: Value is frugality.

Saying #9: Value is diligence.

Saying #10: Value is initiative.

Saying #11: Value is sportsmanship.

Saying #12: Value is privacy, importance of property.

Saying #13: Value is guilt; work ethic.

Saying #14: Value is responsibility.

3. Here are a few sayings from other countries. Compare and contrast them with the American sayings:

1. It is better to light a candle than to curse the darkness. Chinese proverb.

2. An empty stomach will not listen to anything. Spanish proverb.

3. The hardest work is to go idle. Yiddish proverb.

4. It is a long lane that has no turning. English proverb.

5. Ceremony is the smoke of friendship. Chinese proverb.

6. Measure a thousand times and cut once. Turkish proverb.

4. Brief interpretations of sayings:

Saying #1: Value is charity, giving.

Saying #2: Message is about the impact hunger has on people.

Saying #3: Value is the importance of work.

Saying #4: Value is the importance of change.

Saying #5: Value is to separate the protocol of relationships from their true meaning.

Saying #6: Value is cautiousness.

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5. Discuss the values inherent in each of these sayings. What evidence of these values is their in our society? Do the international sayings reflect the cultures they come from? Have any of the values become outdated? Have new ones taken their place. (Adapted from Robert Kohls, *Intercultural Sourcebook: Cross-Cultural Training Methodologies*, p. 159, SIETAR, 1979.)

ACTION IDEAS

Learn More

- Look up additional sayings from this country and abroad. Discuss their meaning.
- Make up some 4-H sayings that reflect your group's values.

Join Others

- Interview relatives about their values. Use sayings as a way to find out their feelings about work, family, home, and other aspects of life.

Teach Others

- Make a 4-H scrapbook of sayings. Share it with family and friends.

The activities in this unit have covered a wide range of areas, from family structures to cultural activities and value systems. This final activity is designed to summarize what has been covered and to give 4-Hers an opportunity to share what they have learned with people overseas.

OBJECTIVES

- To review the information covered in the unit.
- To demonstrate similarities and differences among world cultures.

TIME

Two to four hours

MATERIALS

Objects as specified by group members
Large box with a cover

PROCEDURE

1. Bring in a large box. Tell your group that the box is a culture kit that contains objects representing cultural activities around the world.
2. Ask the members to bring in one object that represents an aspect of another culture. That object can be a photograph, a piece of artwork, a recipe for a favorite cross-cultural food, or a piece of clothing from another culture.
3. Learn as much about the object as possible. Questions to ask are:
 - How is it used in daily life?
 - What customs are associated with it?
 - Where did it come from?
 - How is it made?
 - Why is it used?
 - Who uses it?
4. Send the kit overseas with a 4-H exchange student. In this way, you can share what you have learned about other cultures with people overseas.



The following organizations offer both educational and resource materials on international issues. Most welcome inquiries on subjects related to their area of expertise:

1. American Red Cross
18th and D Streets NW
Washington, D.C. 20006
(202) 639-3000

2. Cooperative for American Relief
Everywhere (CARE)
660 First Avenue
New York, New York 10016
(212) 686-3110

3. The Center for Teaching International
Relations (CTIR)
University of Denver
Denver, Colorado 80208
(303) 871-3106 or 2426

4. Global Perspectives in Education, Inc.
218 East 18th Street
New York, New York 10003
(212) 732-8606

5. INSA, The International Service
Association for Health
P.O. Box 15086
Atlanta, Georgia 30333
(404) 634-5748

6. National Council for the Social Studies
(NCSS)
3501 Newark Street NW
Washington, D.C. 20016
(202) 966-7840

7. National Geographic Society
17th and M Streets NW
Washington, D.C. 20036
(202) 857-7000

8. Save the Children
1340 Spring Street
Atlanta, Georgia 30309
(404) 885-1578

9. UNICEF – The Information Center on
Children's Cultures
331 East 38th Street
New York, New York 10016
(212) 686-5522

10. United Nations Food and Agriculture
Organization
Liaison Office for North America
1001 22nd Street NW
Washington, D.C. 20437
(202) 653-2402

11. World Health Organization (WHO)
525 23rd Street NW
Washington, D.C. 20037
(202) 861-3200

12. World Bank
1818 H Street NW
Washington, D.C. 20433
(202) 477-1234



CONCLUSION

You have just completed the second part of the 4-H international curriculum. Your group should have a better idea of traditions and values of other cultures as well as our own, and should have a better idea of how traditions from ethnic groups have been incorporated into our society. Just as a tapestry contains fibers from different threads, so all societies are made up of the traditions and beliefs of their occupants. By looking at each thread separately, it becomes easier to see the beauty of the whole.

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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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