“... AND MY WORLD” introduces a new curriculum for 4-H leaders to teach 4-H’ers cross-cultural understanding and international interdependence in our ever developing and changing world. This Curriculum has been prepared by the 4-H International Curriculum Committee composed of representatives of the Extension Service, U.S. Department of Agriculture, the Cooperative Extension Services of the state land-grant universities, the Consortium for International Cooperation in Higher Education and the International Service Association for Health.

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Ellison S. Onizuka was a former 4-H member and a dedicated astronaut. He was one of seven astronauts who lost their lives 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 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.
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The curriculum includes four units: *The World Around Me*, *Peoples and Customs of the World*, *What’s Happening to Our World* and *Changing Our World*. Each unit is targeted to a specific age group. Keep in mind that the information in the first unit is basic. Its concepts should be understood by all 4-H members. For this reason, take the unit in sequence, if possible. However, each unit can stand on its own. Our hope is that after completing each unit, 4-H members will have a greater understanding of what it means to be a citizen of a global society.

**Level I  The World Around Me**

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.
This First Unit “The World Around Me” in the AND MY WORLD 4-H International curriculum is designed to provide basic information about both the physical properties of the world and the people who live here. It is made up of hands-on activities covering these subject areas.

The Leader’s Guide is designed to prepare you, the volunteer leader, to work with 4-H youth ages 9 to young adult (19) in an informal educational setting. It is critical that the concepts be understood by 4-H’ers of all ages. Please keep in mind to take the liberty to adopt the activities to meet the intellectual level of your group. To help you access both the knowledge level and emotional maturity of your group, note the section entitled “Description of the Learners” on page 7 of this guide.
After completing this unit, 4-H’ers should be able to:

- Recognize the make-up of the world through an understanding of physical characteristics, political boundaries and the location or 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.

Teaching Methods

Activity Ideas To introduce each activity, review the background information that may help you better understand the activity’s concepts. The activity’s objectives, how to do it, what materials are needed, and approximately how long it will take to complete are also explained.

It is critical that you become familiar with all the activities before meeting with the 4-H’ers. We urge you to pick and choose from activities in this and other units. Supplement the activities with additional resources of your choosing. Select and use those activities that best meet the needs of your 4-H’ers.

Activity Sheets At the end of some activities are activity sheets for use by the 4-H’ers. You will need to make additional copies of the activity sheets so each member will have one of their own.

Action Ideas All the activities include action ideas, which expand upon the core activity. The action ideas fit one or more of the following 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, etc.
4-H Global Education programs focus on developing the knowledge, attitudes, and skills which will better prepare participants to more effectively interact in our globally interdependent society.

The following model identifies skills as the foundation of learning experiences, beginning with knowing, understanding, and managing oneself and one’s relationships with others. The skills for living, lifeskills, include activities, such as learning how to ask questions, find information, use information, how to communicate. The activities outlined in the international education and global awareness curriculum are designed to help participants develop these skills in relationships with others, family members, peers, at the local, state, and global levels. The knowledge and skills acquired in the learning experiences focus on economics, political, social, and physical environment issues.

This model has been used with 4-H citizenship programs, as well.
Any 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-H’ers, here are descriptions of children’s emotional and intellectual needs at different stages of their development.

Understanding Young People

**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 mature. 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.

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 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. Teens also are very concerned about being part of a coed group. Social and recreational activities are of high interest.
Use this sheet to plan which activities you would like to pursue.

1. What Do We Want to Learn?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Which Activities Will Help Us Learn?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. List Activities We Have Completed.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. What Will We Share With Others?

5. How Will We Get Involved?
ACTIVITIES FOR LEARNING AND FOR FUN

The following activities will help you plan group learning experiences. Modify them as necessary to meet the needs of your group. Also, you may want to supplement the activities with additional materials.

WHAT DOES THE WORLD LOOK LIKE?

Describing the World
The Earth’s Limited Resources
The Earth’s Tools
Water Is Precious
Weather Watch
What Makes It Go?
Food for Thought
The world is made up of seven continents, numerous islands, and one big ocean that has four different names. The earth’s continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica. Its oceans are the Atlantic, the Pacific, the Indian, and the Arctic. Political boundaries separate countries within a continent from one another.

OBJECTIVES
- 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
20 to 30 minutes

MATERIALS
- A world map or globe
- Paper and pencils
- Handouts of a world map
- Activity Sheet 1
- Optional:
  - VCR
  - Tape of a National Geographic special

PROCEDURE
1. Pass out outline maps of the world. 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 group leader drew out of the hat.
5. To make a group map, tape a map to a wall at 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.
6. To learn about some of the places you have just located, watch a National Geographic special on videotape. Find the places it features on your group map.

ACTION IDEAS
LEARN MORE
- Find additional places on the map.
- Have members color in their maps.
- Pick a continent or country 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.
Our planet earth is the only planet in the solar system known to support life. That’s because the earth has five 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, a closed environment including light, air, and forms of life. Because each element in the ecosystem is dependent on all others, it is imperative that we take good care of our delicate planet.

OBJECTIVES

- To illustrate how the 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.

TIME

Time may vary; approximately 1 hour (if possible, prepare ahead of time).

MATERIALS

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
Water
A light source (ideally, a plant growlight)
Small stick or dowel rod about 30 inches long
Anti-chlorine treatment (available at pet supply shop)
Snails or scavenger fish
Food

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 at a window where it receives strong natural light, or place a growlight near the bottle.

5. Distribute Activity Sheet 3. Have your 4-H’ers try to fill it out individually. Then discuss the answers as a group.

**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.

Write to Smoky the Bear Forest Reserve, USDA, Independence Avenue, Washington, D.C. 20580.

**TEACH OTHERS**

Help younger siblings make an aquarium at home.

Take the club aquarium to a hospital or nursing home.
See if you can answer these questions about your model of the earth's ecosystem.

1. Name the elements in the constructed ecosystem. What are their equivalents on earth?

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

3. What is the only animal that needs food? Why?

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

5. What would happen if any of the following events occurred in your constructed ecosystem?
   - 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?
Throughout the world, there are many different types of land. In some areas, there are deserts, which are dry, rocky, or sandy. Plains in other areas have rich soil that is good for farming. Rain forests have soil that supports varied vegetation. The people who live in each of these areas have learned how to adapt to their environments to survive.

OBJECTIVES
- To show how geography affects the way people live.
- To identify different types of geographic regions on a map.

MATERIALS
- Handouts of a world map (Activity Sheet 2)
- Colored pencils

PROCEDURE
1. Distribute copies of the world map and colored pencils. Pick appropriate colors to show the following areas: Desert (yellow), Rain Forest (green), Arable Land (brown), and Polar Regions (white).
2. To help the children fill in their maps, bring in an atlas that has a physical map of the world. If you have trouble finding one, consult your local librarian.

ACTION IDEAS

LEARN MORE
Ask your county Extension agent to discuss different soil types in your area.

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

TIME
30–45 minutes
WATER IS PRECIOUS

Water 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 South-eastern 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 and young girls carry more than 90 percent of the water their families need. It takes about 40 minutes for each mile walked to procure the water.

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.

MATERIALS
Four small jars with the following water samples: pure, clean tap water; half clear water, half rubbing alcohol; muddy water; and water filled with sand or gravel
Newsprint and markers
World map or globe
Handout of Activity Sheet 1
Handout of Activity Sheet 4

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

PROCEDURE
1. Begin the activity by telling the group that water is our most precious natural resource and that a person can live at most for 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-H’ers 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 floods or droughts affect countries around the world.
Learn about monsoons—where they are and what they are.

JOIN OTHERS

Work with a local environmental group to purify the water in your community.
Find out about industrial and agricultural uses of water.

TEACH OTHERS

Encourage friends to conduct the water experiment.
Record how you used your assigned 1.5 gallons of water.

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<th>AMOUNT OF WATER USED</th>
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Weather conditions around the world affect how people live. For example, people in India depend on the monsoons, the summer rains, to water their crops. Farmers around the world need rain at certain seasons to ensure that crops will grow. By learning how to track weather patterns, 4-H’ers will discover the many ways weather influences our lives.

OBJECTIVES
- 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
Several sessions could be planned lasting 20 to 30 minutes each.

MATERIALS
- Local newspaper
- USA Today
- Weather chart
- Activity Sheet 5

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 to discuss how weather affects country life.
- Invite a local meteorologist to your group.

JOIN OTHERS
- Visit a local TV or radio station to discover how local broadcasters predict the weather.
Fill in the chart as you track the weather in the U.S. and abroad.

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<th>PLACE</th>
<th>TEMP</th>
<th>PRESSURE</th>
<th>WIND DIRECTION</th>
<th>RAINFALL</th>
<th>HUMIDITY</th>
<th>WIND CHILL FACTOR</th>
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In 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 considerably more energy than 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 Saudi 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

30–45 minutes

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. Have one team draw a typical scene in a developed country. Include a variety of energy-dependent devices: cars, power plants, home appliances, and factories.
4. Have the second team draw a scene from a developing country. Be aware that the scene will have fewer cars, fewer power plants, fewer industrial facilities, and fewer home appliances.
5. Use these two murals as visual reminders of the differences between developed and developing countries.

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-H’ers 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.
Food 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.

In many parts of the world, people do not have access to 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 latest U.N. Food Council report 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 many poor people go to bed hungry.

**OBJECTIVES**
- To learn that food is not distributed equally around the world.
- To develop a greater understanding of the emotional impact hunger has on people around the world.

**TIME**
- 30-45 minutes

**MATERIALS**
- Two or three apples or sticks of gum
1. Use the 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.
2. 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.
3. Talk about countries in the world where people are hungry. Find those countries on a world map or globe.

LEARN MORE
Contact your county Extension agent to learn more about hunger around the world.

JOIN OTHERS
Find out what UNICEF, CARE, World Food Day, 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?

The Center of It All
Where Does Your Family Come From?
Finding the World in Your State and Community
American Salad
The Grand Finale
The 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 its members and to provide for their basic needs: food, shelter, clothing, and love. This is true of families around the world.

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

TIME
20-30 minutes

MATERIALS
Poster board or bulletin board

PROCEDURE
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. How does each family celebrate holidays or birthdays? Have these rituals become family traditions?
4. Make an exhibit of the group photographs. Use either poster board or a bulletin board.

ACTION IDEAS

LEARN MORE
Have 4-H’ers ask older family members to share anecdotes about when they were young. Record the interviews on video or audiotape.

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 43050
- World Pen Pals, 1690 Como Avenue, St. Paul, Minnesota 55108
WHERE DOES YOUR FAMILY COME FROM?

Peopole are interested in 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. What do 4-H’ers know about their family roots? What would they like to learn?

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
- Handouts of a world map
- Cassette tape recorder
- Optional: geographical dictionary or world atlas

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 tape their relatives’ responses:
   Sample Questions:
   - Where did your family come from?
   - 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. 20408. They have information about how to do more detailed genealogies.

3. Suggest that the 4-H’ers 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

- Invite a newcomer to the United States to discuss his or her family background.
All around our country, there are reminders that people from many different cultures have settled here. You see signs in foods, names, clothing, and even in common slang. Are 4-H’ers aware of our cultural links to the past? What signs are there in your hometown?

OBJECTIVES
- To discover geographical place-names in the United States that reflect other cultures.
- To learn more about county/state and world geography.

TIME
- Approximately one hour

MATERIALS
- State and/or county map (one for every two people)
- Pencils and paper
- World Almanac
- Set of encyclopedias
- World map
- Geographical dictionary

PROCEDURE
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-H’ers 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 Biblical mountain in the Middle East.
3. After finding all the place-names on the local map, use an atlas with a good index to find the countries where the place-names originated. Have a contest to see which pair finds the most place-names.

ACTION IDEAS
- Use a geographical dictionary to find out more information about place-names.
- Find different towns around the country that have the same name. Examples: Columbus, Springfield
For many years, people referred to this country as a “melting pot.” This meant that the United States was made up of people from many different countries who had blended together. Today, the United States 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

- To help members examine the cultural diversity that exists in their community and in the US.
- To help members appreciate cultural diversity that exists in the nation.
- To realize that in spite of our differences, we are all North Americans.

TIME

One session, 45-60 minutes

MATERIALS

- Magazines and catalogs
- Scissors
- Glue and markers

PROCEDURE

1. Have 4-H members collect magazines and catalogs containing pictures of people of different races and ethnic groups.
2. Cutout 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 what they think the different racial, religious, and ethnic groups on it are.
4. Look at your club. Are ethnic groups represented?
   (Adapted from David A. Shiman in The Prejudice Book, Anti-Defamation League of B’nai B’rith, New York, 1979, p. 47.)

ACTION IDEAS

LEARN MORE

- Pick a religious or ethnic group to study in more detail.
- Name famous members of that group. Discuss their contributions.
- Write for a map from the National Geographic Society called “Peoples of the World.”

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.
This last activity is designed to summarize many of the points covered in the guide: what the world looks like and who makes it up. In the process, 4-H members also will begin to be aware of the interdependence of the world’s nations. This concept will be reinforced in future guides.

OBJECTIVES

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

TIME

30 minutes—2 hours

MATERIALS

- Pencils and paper
- Newsprint and markers

PROCEDURE

1. Divide the group into teams. Tell each team that they will 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. To organize the scavenger hunt, collect the items beforehand and hide them in or near your meeting place. Collect as many items as you can.

3. Each team should search for the following items:
   - A food that is imported from another country.
   - An item of clothing from another country.
   - A drawing of one of the countries from which the goods came.
   - A flag from another country.
   - A foreign coin or stamp.
   - A travel brochure from another country.
   - A toy manufactured in another country.

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

5. 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.
You have just completed the first unit of the 4-H international curriculum. Your 4-H’ers 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 our lives, 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.”

We have just come one step closer to making that happen.
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.
The following organizations offer both educational and resource materials on international issues. Most welcome inquiries on subjects related to their area of expertise:

AMERICAN ASSOCIATION FOR WORLD HEALTH  
2001 S Street, NW  
Suite 530  
Washington, D.C. 20009  
(202) 265-0286

AMERICAN HOME ECONOMICS ASSOCIATION  
2010 Massachusetts Avenue, NW  
Washington, D.C. 20036  
(202) 862-8300

AMERICAN RED CROSS  
18th and D Streets, NW  
Washington, D.C. 20006  
(202) 639-3000

COOPERATIVE FOR AMERICAN RELIEF EVERYWHERE (CARE)  
660 First Avenue  
New York, New York 10016  
(212) 686-3110

THE CENTER FOR TEACHING INTERNATIONAL RELATIONS (CTIR)  
University of Denver  
Denver, Colorado 80208  
(303) 871-3106 or 2426

GLOBAL PERSPECTIVES IN EDUCATION, INC.  
218 East 18th Street  
New York, New York 10003  
(212) 732-8606

INSA, THE INTERNATIONAL SERVICE ASSOCIATION FOR HEALTH  
P.O. Box 15086  
Atlanta, Georgia 30333  
(404) 634-5748

NATIONAL COMMITTEE FOR WORLD FOOD DAY  
1001 22nd Street, NW  
Washington, D.C. 20437  
(202) 653-2404

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)  
3501 Newark Street, NW  
Washington, D.C. 20016  
(202) 966-7840

NATIONAL GEOGRAPHIC SOCIETY  
17th and M Streets, NW  
Washington, D.C. 20036  
(202) 857-7000

PEACE CORPS PARTNERSHIP PROGRAM  
806 Connecticut Avenue, NW  
Washington, D.C. 20526  
1-800-424-8580

SAVE THE CHILDREN  
1340 Spring Street  
Atlanta, Georgia 30309  
(404) 885-1578

UNICEF – THE INFORMATION CENTER ON CHILDREN’S CULTURES  
331 East 38th Street  
New York, New York 10016  
(212) 686-5522

UNITED NATIONS FOOD AND AGRICULTURE ORGANIZATION Liaison Office for North America  
1001 22nd Street, NW  
Washington, D.C. 20437  
(202) 653-2402

WORLD HEALTH ORGANIZATION (WHO)  
525 23rd Street, NW  
Washington, D.C. 20037  
(202) 861-3200

WORLD BANK  
1818 Street, NW  
Washington, D.C. 20433  
(202) 477-1234
4-H is the youth component of the Cooperative Extension System. 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.

Programs and educational materials of National 4-H Council are available to all persons regardless of race, color, sex, age, religion, national origin or handicap. Council is an equal opportunity employer.

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