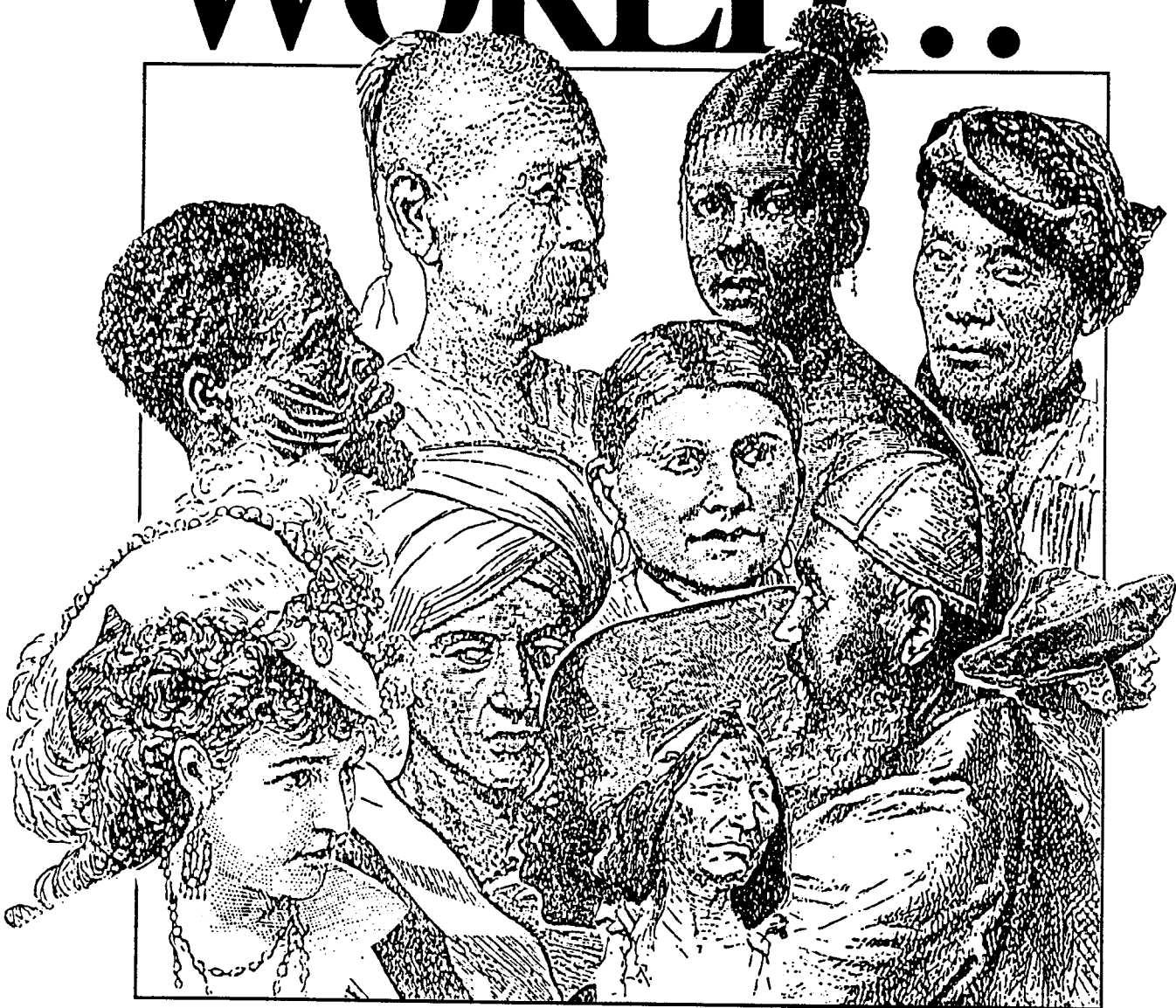


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Unit 2



“...AND MY WORLD...”



PEOPLES AND CUSTOMS
OF THE WORLD

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

“. . . 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.

Grateful appreciation is expressed to the Consortium for International Cooperation in Higher Education and the International Service Association for Health for their financial and technical support in helping to make the publication of this material possible. Additional financial assistance was provided by Extension Service, USDA.

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CURRICULUM COMMITTEE

Dr. Joseph R. Kurth (chairman)
State 4-H Leader
University of Washington

Mr. John Aylsworth
Program Leader (emeritus)
Michigan State University

Mr. David Pace
Extension Specialist, 4-H
University of Minnesota

Mrs. Olga Vazquez de Vazquez
State 4-H Agent
University of Puerto Rico

Dr. Michael Stitsworth
Extension Specialist, 4-H
Purdue University

Ms. Patricia Harrell
International Service Association
for Health

Ms. Ellen Wright
International Service Association
for Health

Mr. Gary Heusel
Extension 4-H Specialist
University of Georgia

Mr. Russell Weathers
Vice President
Program Services Division
National 4-H Council

Ms. Joan Joshi
former Manager, Development
Consortium for International
Cooperation in Higher Education

Ms. Eleanor L. Wilson
Interim Deputy Administrator
Home Economics and Human Nutrition
Extension Service/USDA

Ms. Mary Kaye Merwin
Executive Director
Cooperative Extension Association of Nassau County

PRODUCTION TEAM

Warren C. Pray
Assistant Director, Communications
National 4-H Council

Marilyn Fenichel
Writer
Silver Spring, Maryland

Gwen El Sawi
Coordinator, International Programs
National 4-H Council

Ellen Cohen
Ellen Cohen Design
Washington, D.C.

In the highlands of South America, farmers tend the land just as their ancestors did. In Africa, artisans practice traditional crafts, passing on the skills from one generation to the next. In 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. Through education, young people will learn about critical issues facing our world. Then tomorrow's adults will be better able to work with others 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 unit is targeted to a specific age group, ranging from 9 to young adult. The overall goals of the curriculum are listed below:

- 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 **Second Unit** “People and Customs of the World” in the AND MY WORLD 4-H international curriculum is designed to provide basic information about family relationships and cultures around the world. This unit includes hand-on activities covering a wide variety of subjects. Although this unit is considered one of the introductory units, it does include information which is of interest to 4-H members of all ages.

The Leader’s Guide is designed to prepare you, the volunteer leader, to work with 4-H’ers 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 adapt the activities* to meet the intellectual level of your group. To help you access both the knowledge level and the emotional maturity of your group, note the section entitled “Description of the Learners” on page 7 of this guide.

TEACHING OBJECTIVES

After completing this unit, 4-H'ers should be able to:

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

Teaching Methods

Activity Ideas To introduce each activity, we have included background information that may help you better understand the activity's concepts. We also explain the activity's objectives, how to do it, what materials are needed, and approximately how long it will take to complete.

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 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.

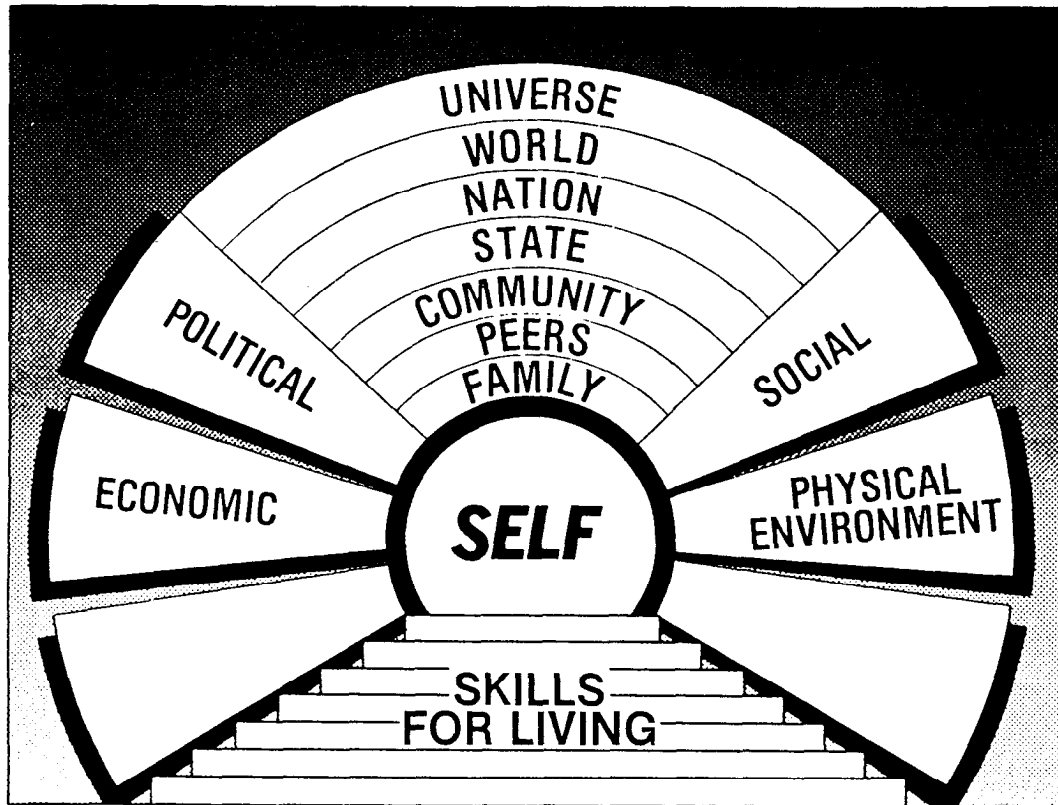
Teach Others Involve your family. Involve classmates, members of Sunday school class, community groups, etc.

Get Involved Correspond with an international pen pal. Join Partners-of-the-Americas, sister clubs, UNICEF, others.



4-H INTERNATIONAL

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PROGRAM MODEL

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.

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-H'ers, here are some descriptions of children's emotional and intellectual needs at different stages of their development:

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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 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 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 to 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 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.

Use this sheet to plan which activities you would like to pursue.

1. What Do We Want to Learn?

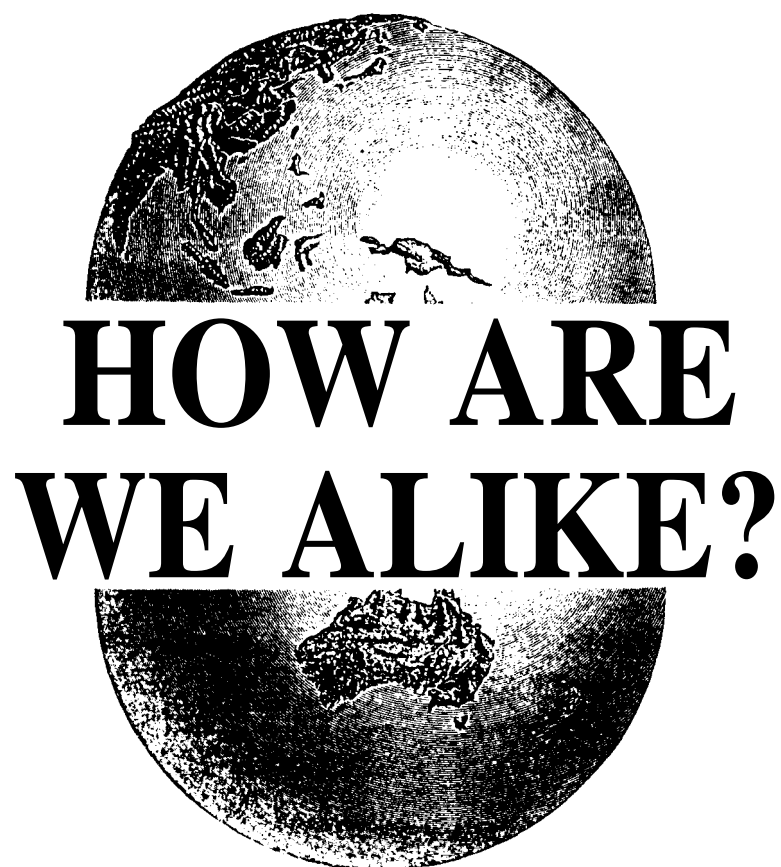
2. Which Activities Will Help Us Learn?

3. List Activities We Have Completed

4. What Will We Share With Others?

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.



All People Smile in the Same Language

What Children Do

Concerns of Youth

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.”

OBJECTIVES

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

TIME

30–60 minutes

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.
3. Another approach is to find comic strips that illustrate these ideas. *Dennis the Menace* or *Peanuts* might be two good strips to start with.
4. 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.
- Invite someone from another culture to come speak to your group. Have the speaker discuss shelter, clothing, and other basic needs.

Join Others

- With friends, design a poster illustrating basic needs.

In economically secure families around the world, children are fortunate enough to be able to spend their time going to school and playing. These children have time to lead carefree lives, without the burden of responsibilities. Children from economically deprived classes are not so fortunate. At a young age, they are forced to work to help support the family, or be their own sole support. How do these children cope with life? What effect does their hard life have on them?

OBJECTIVES

- To discuss lifestyles of children around the world.
- To compare these lifestyles with those of club members.

TIME

20–30 minutes per case study

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-H'ers 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-H'ers 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 such as Rotary and Lions Clubs
 - Sister Cities International
 - Partners-of-the-Americas
 - National Council for International Visitors
 - National Council of Returned Peace Corps Volunteers

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 participate 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. Were there some important turning points in Sravuth's life? What were they?

2. Will it be easy or difficult for Sravuth to realize his dream of becoming an architect? 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 the United States? Put yourself in his position. What would you do to make your hopes for the future come true?

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 knows that others in his country are not as fortunate.

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.)

**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 feel about wide differences between the fortunate and the less fortunate within a country?

3. Does Wilfred have a responsibility to try and help people who are less fortunate than he is? Why or why not?

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, and 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 out-house 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 or 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 numerous problems as they struggle to grow up. In developing countries, young people may be poorly educated, undernourished, live in inadequate homes, and have little access to health care. In developed countries, young people face different kinds of problems: drugs, teenage pregnancy, the threat of AIDS, and anxiety about the future. What problems are more pressing? Which are 4-H'ers experiencing personally? What can be done to make it easier for kids to grow up?

OBJECTIVES

- To identify universal concerns of young people.
- To give 4-H'ers 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.
20-30 minutes for each session.

MATERIALS

Newsprint
Pencils and paper
Resource materials (see #3 below)

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 the country you are studying 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, look in local newspapers, USA Today, and youth magazines such as Seventeen and Senior Scholastic. 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 issues? 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 chart.

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 chart.



**CUSTOMS
AND
CULTURE**

Greetings

Family and Ethnic Traditions

International Flavors

“A House Is Not A Home”

Clothing and Culture

What Is Art?

Games From Around the World

People around the world have developed different ways of greeting family and friends. Salutations usually include both gestures and words. It is amazing that greetings around the world share so many common features.

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)

MATERIALS

None

PROCEDURE

1. Here's a list of greetings from other cultures. Teach them to your group. They are pronounced as written.

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 am you?).

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

Japanese: People say "ohio-ga-zimas" (good morning); "ko-nich-e wah" (good afternoon); and "kom-bawah" (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.

Philippines: People say "Saan ka papun ta?", which means "Where are you going?" It is used the same way as "Hi, how are you" is used in this country.

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, German and Swaheli (if available) 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. Cultures around the world have such traditions. These traditions make people feel as though they are linked to a culture that has survived for hundreds of years.

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

30–60 minutes

MATERIALS

Pencils and paper
Newsprint and markers

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.

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.
- Find out about a holiday or tradition from another country. Plan an event on that day for club members and families.

Foods from around the world have been incorporated into American eating habits. Foods ranging from spaghetti to eggrolls have their basis in other cultures. Why do people in different parts of the world eat different foods? What does food tell you about a given culture?

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.

TIME

Variable; this activity may extend over several sessions.

MATERIALS

Recipes for international foods
Ingredients as needed
Optional:
Flags
Phonograph and records
Ethnic art work

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. Encourage the dinner guests 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.

3. After the dinner, discuss why people eat different kinds of foods.

Does climate play a role? The fertility of the land? Religious customs? Encourage club members to come up with other factors.

ACTION IDEAS

Learn More

- Eat in ethnic restaurants to learn more about foods around the world.
- Visit an oriental grocery, an Italian delicatessen, or some other ethnic food establishment.

Teach Others

- Make recipe cards of the foods prepared at the international dinner.
- 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-H'ers make ethnic dinners for their families to enjoy at home.
- Have the dinner guests bring cans as admission to the dinner. Send the cans to a country of your choice.

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. 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
National Geographic Magazine, postcards, travel brochures, and travel magazines

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-H’ers 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 a meeting. Do the drawings reveal cultural origins of the members? Are the drawings representative of different lifestyles?

5. Cut out houses from around the world. Sources include National Geographic Magazine, postcards, travel brochures, or travel magazines. Mount them on poster board and display them for the group.

6. As an option, take pictures of houses in the area. Compare them to the houses of 4-H members.

7. After the members have looked at different kinds of houses, discuss why people live in different dwellings. Possible reasons include climate, culture, and income.

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, IFYE’s or former IFYE’s, Extension home economists, or cooperative housing specialists. 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. What do people wear around the world? How do styles compare with those seen in the United States? what accounts for the differences?



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.
- To learn about the function of clothing.

TIME

Variable; this activity could extend over several sessions.

MATERIALS

Examples of clothing from different countries

Materials needed to make selected clothing

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. Find the places on a world map or globe.

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 U.S. styles have influenced clothing abroad.
- Discuss what American clothing would be appropriate to wear to visit the Pope or a modern Islamic country.

Join Others

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

Teach Others

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

Most cultures around the world have expressed themselves through art. The arts include painting, crafts, sculpture, architecture, theatre, dance, literature, and music. What is meant by “art” around the world? Can 4-H’ers pick a favorite kind of art?

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.

TIME

Two meetings, 30–60 minutes each

MATERIALS

Pictures from magazines and books
Optional: VCR

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. In addition, your local library may have reproductions you can take out on loan.

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.
- Visit a local art gallery or crafts show.
- Attend a concert or show.
- Rent a video of a foreign film.
- Ask a foreign student to discuss art with the group. Have the guest bring in examples of art, if possible.

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

OBJECTIVES

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

TIME

Time varies; 30–60 minutes

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.

a. 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.

b. 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 and in good taste.

c. 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.

d. 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 small stone off the large stone. 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.

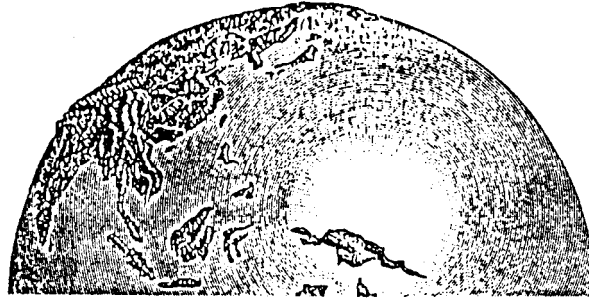
ACTION IDEAS

Learn More

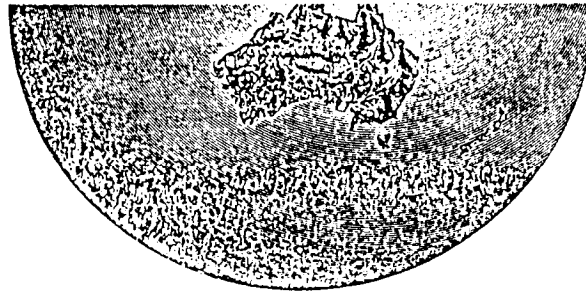
Look for additional games in a series of booklets from Friendship Press entitled *Fun and Festival From China, Latin America, India, and Africa*. Another resource is a book entitled *Games of the World*, published by Holt, Rinehart, and Winston.

Teach Others

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



VALUES AND ATTITUDES



What Do You Really Think?

Symbols

Sayings

Make A Multi-Culture Kit

Whether we realize it or not, we all have ideas about the world and its peoples. These ideas form our attitudes, or predetermined 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 characteristics and qualities of other people or objects, are influenced by both our attitudes and values.

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

This activity is designed to help 4-H'ers 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.
- To list ways to overcome stereotypes.

TIME

30-60 minutes

MATERIALS

None

PROCEDURE

1. Here are statements that will help 4-H'ers 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.

Most men are slob.

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*.)

All women are bad drivers.

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.

Blondes have more fun.

2. After you have gone over the statements, discuss the following questions with your group:

a. How do you think you developed your attitudes?

b. Have you heard many people state generalizations like these?

c. Can you think of any organized groups that promote generalizations like these?

d. Do you think generalizations are positive? negative? potentially dangerous? Explain your answer.

ACTION IDEAS

Learn More

- Make up additional statements that reflect values, attitudes, and stereotypes.
- Find pictures in magazines that contradict these stereotypes.

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. What do common symbols mean? What messages do they convey?

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 (30–60 minutes)

MATERIALS

Newsprint and markers
Pencils and paper
Activity Sheet 5

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: Swastika, good luck, Buddhism, cross, American Indian mystical sign, religious symbol of Iran, Japan, Nepal and other Asian countries. This design with the exten-

sions bent in a clockwise direction, used in Nazi Germany as a party emblem and symbol of anti-Semitism.

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 symbol in motivating people how to think and act.

ACTION IDEAS

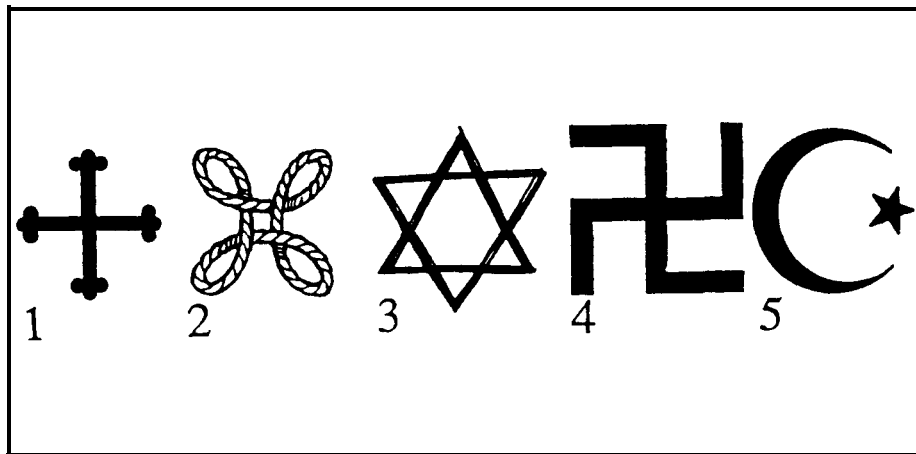
Learn More

- 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.

Look at these symbols. Do you know what they mean? Write your responses below.



1. _____

2. _____

3. _____

4. _____

5. _____

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-H'ers 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

30–60 minutes

MATERIALS

Pencils and paper
Newsprint and markers
Activity Sheets 6 and 7

PROCEDURE

1. Pass out the handout of the following sayings or write them on a large chart.
2. Have club members interpret the sayings (see Activity Sheet 6).
3. Discuss the underlying values of the sayings. Do you agree with them? Why or why not?
4. Ask club members to list some sayings they have heard. Discuss what they mean.

5. Once the group has mastered American sayings, hand out the sheet of foreign sayings (Activity Sheet 7). Discuss the values in those sayings.

6. 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.

Teach Others

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

Interpret these sayings. Write your response on the lines.

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, and early to rise, makes a man 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. _____

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 child-
 ren quiet and obedient.
 Saying #5: Value is thriftiness.
 Saying #6: Value is guilt by associa-
 tion.
 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, impor-
 tance of property.
 Saying #13: Value is guilt; work
 ethic.
 Saying #14: Value is responsibility.

Interpret these sayings from other countries.
Write your response on the lines. Compare
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.

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.

Saying #1: Value is charity, giving
of work.
Saying #2: Message is about the im-
portance of relationships.
Saying #3: Value is the importance
of work.

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-H'ers a chance to share what they have learned.

OBJECTIVES

- To review the information covered in the unit.
- To demonstrate similarities and differences among world cultures.
- To have a better understanding of the diversity of 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 and in the United States.

2. Ask the members to bring in one object that represents an aspect of another culture and its American equivalent (Examples: fork/chopsticks).

3. Learn as much about the objects as possible. Questions to ask are:

- How are they used in daily life?
- What customs are associated with them?
- Where did they come from?
- How are they made?
- Why are they used?
- Who uses them?
- What do the objects tell us about each culture?

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

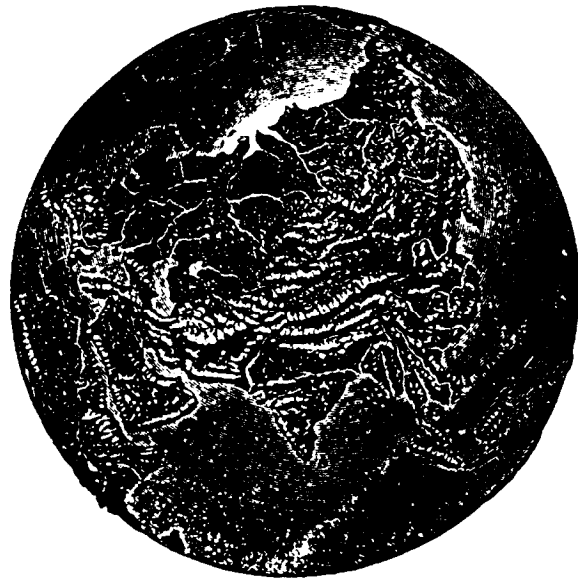
UNITED NATIONS FOOD AND
AGRICULTURE ORGANIZATION
Liaison Office for North America
1001 22nd Street, NW
Washington, D.C. 20437
(202) 653-2402

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

WORLD BANK
1818 H Street, NW
Washington, D.C. 20433
(202) 477-1234

CONCLUSION

You have just completed the second unit 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. Also, the group 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 citizens. By looking at each thread separately, it becomes easier to see the beauty of the whole.



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.

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National 4-H Council
7100 Connecticut Avenue
Chevy Chase, Maryland 20815
(301) 961-2800

