

New
Jersey **4-H**

Leader Training Series



Bringing the World Closer to Youth in Your Club

Goals of Global Education 4-H Programs

Why Conduct Global Education Programs?

*Written by: Ginny Powell, Regional
4-H Agent, North, 1990, revised
1994*

Today it is important to relate to others around the world and understand that what happens on the other side of the world affects us. 4-H global education programs are designed to help young people:

- learn about other cultures.
- develop positive cross-cultural attitudes and skills.
- learn about other cultures and develop an appreciation for similarities and differences.
- accept global citizenship responsibilities.

Global education programs:

- provide variety in project work. Many times, older members become bored and discouraged by the lack of advanced project information. For example, a member with a woodworking project may decide to study Scandinavian furniture design.
- promote citizenship and community service. Global education also means learning more about your community, including local ethnic groups and unique community interests. As a group, 4-H members may decide to learn more about their area through a community service project.
- expand opportunities of 4-H. As members learn more about the world around them, it prompts them to want to experience new things. They may be interested in one of the many exchange trips available to 4-H members, both interstate exchanges and short-term exchanges with other countries.
- lend themselves to easy, hands-on experiences. A wide variety of hands-on activities give boys and girls the chance to explore the world in a non-threatening way, so that they may begin to understand what is happening, how it affects them, and what their responsibilities are.

Activities to Try with your Club

These programs are easy for leaders to use with lesson plans and fact sheets. Many resources, available to 4-H volunteers, are ready-to-use lessons. These mini-lessons can be used as recreation at a meeting, a filler for a 15-minute block of time at a meeting, or a entire year's worth of activities.

As youth participate in these types of activities, they begin to realize the importance of understanding the world around them, and also take a closer look at their own lives. They can become excited while learning about the world, their own community, and their own state. The goal of any awareness activity is to stimulate someone to change actions, attitudes, or knowledge that can make a difference in the world.

Geography

Draw the World

Materials needed: world map (used after drawing), paper, pencils, and markers. Participants may work individually or in small groups. Have individuals or groups draw the world or portion of the world that is being identified. Or, use a map that has outlines of countries, and ask participants to fill in names, countries, cities, mountains, rivers, etc. After the activity, be sure to show the correct map and placement of cities and countries. Recognize correct responses.

Finding the World in Your State and Community

Materials needed: state or local maps and world maps. In small groups, examine a state or city map to identify names of towns, rivers, etc. that have an origin in another country. On a world map, find the namesake (town, river, or landmark) in the other country. Discuss the history of that area.

Current Events

World Leaders

Use magazines, newspapers and other media to help youth develop an interest in current events. Cut out pictures of world leaders or famous people. Play a game by matching names with faces.

Cultural Activities

Emphasize a particular country

Learn everything you can about a particular country. After studying that country, invite someone to share experiences about a

country in which they have lived or where their ancestors have lived. Prepare a meal representing that country. Develop a culture kit about a country that shares information about: clothing, culture, education, food, language, occupations, shelter, weather, etc.

Language Match

Participants are to match a greeting or phrase with the appropriate language (and possible countries). Examples:

Hello	English	Great Britain
Dumela	Setswana	Botswana
Bonjour	French	France
Ohayo Gozaimasu	Japanese	Japan
Buenos Dias	Spanish	Mexico
Bonjourno	Italian	Italy

Cooperation/Understanding

We're All Special

To help young people view each person in a group as an individual, introduce participants to a potato with which they must become “friends,” and learn to identify its unique characteristics. Discussion can center around generalizations and how a lack of information about people who are different from us can lead to misconceptions and prejudice.

Global Connections

Explore our daily connection with items from around the world and promote an awareness of the interdependence of the world. Participants are amazed at the number of countries with which they come in contact each day through clothing, food, and technology.

Explore Global Concerns Related to:

- Population
- Hunger
- Environment
- Energy
- Health
- Violence
- Drug Abuse

Invite people such as water sanitation engineers, nutritionists, game wardens, or representatives of environmental action groups to talk about global concerns.

Summary

Local Concerns

Local History Search

Interview older residents, check records at courthouses and libraries, tape conversations, visit cemeteries (make rubbings of old gravestones to record information).

Family History

Encourage members to explore their own family history by tracing their roots through preceding generations. What ethnic/cultural backgrounds can be identified?

This introduction is designed to help you become aware of the important role 4-H can play in global education. Challenge other volunteers and members to “make a difference.” Be involved!

“Our most basic link is that we all inhabit this planet. We all breathe the same air. We all cherish our children’s future...”

— *John F. Kennedy*

“No individual can live alone, no nation can live alone, and anyone who feels that he can live alone is sleeping through a revolution. 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 must all learn to live together as brothers, or we will all perish together as fools.”

— *Martin Luther King*

Resources:

“... And My World...”. Unit 1, Unit 2. National 4-H Council.

Background notes for each country - U.S. Department of State, Bureau of Public Affairs, U.S. Government Printing Office, Washington, DC 20402.

Culturegrams for each country - Brigham State University, Center for International and Area Studies, Publication Services, Box 61, FOB, Provo, UT 84602.

Foreign Embassies and Consulates

Rutgers Cooperative Extension of your county. Check with your county 4-H agent for educational materials and information about exchanges.

**RUTGERS COOPERATIVE EXTENSION
N.J. AGRICULTURAL EXPERIMENT STATION
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
NEW BRUNSWICK**

Distributed in cooperation with U.S. Department of Agriculture in furtherance of the Acts of Congress on May 8 and June 30, 1914. Rutgers Cooperative Extension works in agriculture, family and consumer sciences, and 4-H. Zane R. Hesel, Director of Extension Rutgers Cooperative Extension provides information and educational services to all people without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status. (Not all prohibited bases apply to all programs.) Rutgers Cooperative Extension is an Equal Opportunity Employer.