



EXPLORING CITIZENSHIP

UNIT VII

MY WORLD

THIS BOOK BELONGS TO:

MY NAME: _____

MY ADDRESS: _____

MY PHONE NO: _____

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INTRODUCTION



We are citizens of our family, neighborhood, county, state, nation and *world*. This unit of the 4-H Citizenship project is designed to help you develop skills in relating with youth and adults from varied backgrounds. It is a project to help you learn about yourself and people throughout the world and to appreciate the different, but equally rich ideas, living patterns and values of people from other countries.

Planning "My World" Project

Begin the project by reading through the entire project guide. Then select and complete at least one activity from the "Things To Do" section under each of the five parts. You will probably want to complete more than one. You will notice under each activity in the "Things To Do" sections are suggestions for exploring, studying and involving others for that particular activity.

Make a plan of action for reaching your goals. Write down your project goals. Your goals should reflect what you plan to do and what you want to learn from this project. Keep a record of what you do, what you learn, and how you share this knowledge with others. Complete the project summary when you are finished with the project.

PART I - SEARCH FOR BROTHERHOOD

Things To Do:

A. Cultural Exchange within the United States via Mail

- 1) Talk with people who have pen pals within the United States. Find out how they made a contact and the kinds of things they shared.
- 2) Make a contact yourself through the help of your local and state 4-H staffs and others. Become familiar with postal regulations for the different kinds of letters and parcels you may send.
- 3) Carry on an exchange with someone whose background and lifestyle differs from yours. Participate in an exchange between your 4-H Club and another 4-H Club from a different part of the United States. Exchange letters, photographs, tape recordings, 4-H ideas and

materials, and share what you are doing and learning in your exchange with your community through newspaper articles, exhibits or radio programs.

B. Cultural Exchange within the United States - in person

- 1) A personal cultural exchange can take place within your community and state, or between states. An exchange is two-way: you become a guest in someone's home and you are a host for them in your home.
- 2) Ask your local and State offices for information on the types of domestic exchanges now available or possible to arrange.
- 3) Make individual or group arrangements for an exchange. Find out more about the you will

visit by reading newspapers or other materials at your library.

- 4) Visit a family with a background different in some way from your own - ethnic, social or economic. In turn, host someone in your home. Observe and discuss how your lives are different and similar.
- 5) Help others plan and prepare for an exchange that will increase their sensitivity to and respect for different life styles. Talk with them about how personal values, environment, religion, cultural prejudices and educational opportunities influence our attitude toward others.
- 6) Work with others to establish a continuing exchange program between your 4-H group and other groups. Help make contacts and arrangements, get approval from local and state 4-H offices, and conduct orientation, evaluation and follow-up.

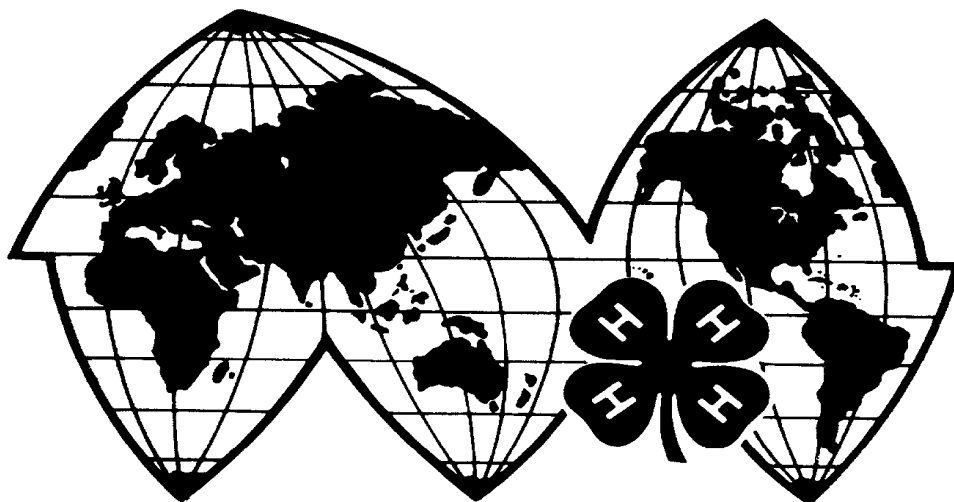
C. Work Experience in Another Culture

- 1) See if you could work somewhere, either voluntarily or for pay, in a cultural situation with ethnic or social groups different from your own. Examples: tutoring programs, migrant worker camps, Indian reservations, day care centers, community health clinics. Find out what qualifications you would need and the conditions under which you would work. Talk with the people involved for a first hand report about what they are doing and learning.

D. International Exchange - via Mail

Decide which international exchange to undertake individually or with your group. Make plans so that the exchange is satisfactory to both groups and the individuals involved. Become familiar with postal regulations for the kinds of letters and parcels you may send.

- 1) Find out how 4-H'ers can take part in international bridge projects linking U.S. 4-H groups with similar youth groups in other countries.
- 2) See how you can go about making a personal pen pal contact with someone in another country through relatives, friends, 4-H international exchange or training program participants and organizations. Ask your 4-H office for names and addresses of 4-H international exchange program participants.
- 3) Try exchanging tape recordings with people in another country. Tapes of music communicate something of the culture even when you and your pen pal cannot speak the same language.
- 4) Carry on an international bridge project to share resources and build friendship between your 4-H group and a youth group in another country. Share information about your bridge project with your community. Talk with groups and prepare newspaper articles, exhibits or radio programs about what is being exchanged and how it contributes to personal enjoyment and improved understanding.
- 5) Exchange personal letters with a citizen of



another country to build friendship. Learn

about life in that country and share events. You may wish to share letters received with your family, friends and community groups. Participate in an individual or group exchange of tape recordings with people in another country. Share musical and informational recordings with others in your community in meetings and/or radio programs.

E. International Exchange - in person

Investigate opportunities various organizations offered for international exchanges. Find out the what, why, how, when and cost of each exchange.

- 1) Arrange to host an international visitor in your home. Prepare by learning about the guest's country and customs, including foods enjoyed, social activities and family life. Plan to involve him in your family activities.
- 2) If you decide to participate in an international exchange abroad, choose a program that best suits your interests and needs. Make the necessary arrangements to participate. Prepare for the experience by finding out about your travel, what you are likely to do in the foreign country and the history and background of the cultures you will visit. Set your objectives for the experience and attempt to meet them while traveling and living in other countries.
- 3) Host an international visitor or student in your home. Help him explore his interests in learning about the United States. Exchange ideas about ways of thinking, believing and living.
- 4) If you participate in an international exchange, share your experience with others by relating what you saw, did and learned. Give talks, show slides, display representative publications or write newspaper articles.
- 5) Help others prepare for an international

exchange experience by gathering information about countries and travel, getting necessary clothing and supplies and talking with persons who have traveled. Volunteer as a leader for international 4-H projects.

F. International Work Experience

You can gain international work experience and explore international careers during your 4-H years. As a result of this exploration, preparation and short term experience, you may actually find a career that you might want to pursue.

- 1) Become aware of international work opportunities by talking with people who have worked in other countries. Read information describing international work experiences and careers. Find out about the work itself, conditions of working and living, qualifications for selection of employment, benefits and limitations.
- 2) Talk with your school counselor or advisor about courses and extracurricular activities that could help you learn more about international work experiences and careers, and about your ability to undertake them.
- 3) If you decide to undertake an international work experience or career, make arrangements for volunteer services or employment. Prepare yourself by acquiring whatever qualifications that are necessary for the job, including physical skills, language facility and vocational certification.
- 4) While you are involved in an international work experience take advantage of the opportunity to learn about the people and their culture and customs.
- 5) Help others learn about international work experiences and careers by telling them about how you developed an interest and prepared yourself and what you experienced.

PART II - QUEST FOR EXPRESSION

Things To Do

A. Crafts

Weaving, pottery, leatherwork, carving, basketry, bead work, textile design, macrame.

- 1) Participate in group lessons on a certain craft. Identify its origin and practice the craft enough to satisfy your personal curiosity about the technique. Then choose a craft that interests you.



- 2) Teach the craft and explain its cultural history and importance to others so that they can learn to enjoy the technique.

B. Dance

- 1) Obtain recordings of folk dances from a specific country of interest.
- 2) Learn international folk dances in a planned group situation with someone who can teach the dance steps. Find out the dance's background from people or printed material. Learn where it originated, what it means, the type of costumes worn, when and by whom it is danced and how wide spread it is.
- 3) Teach these international dances to others and explain the cultural backgrounds, meanings and uses.

C. Drama and Literature

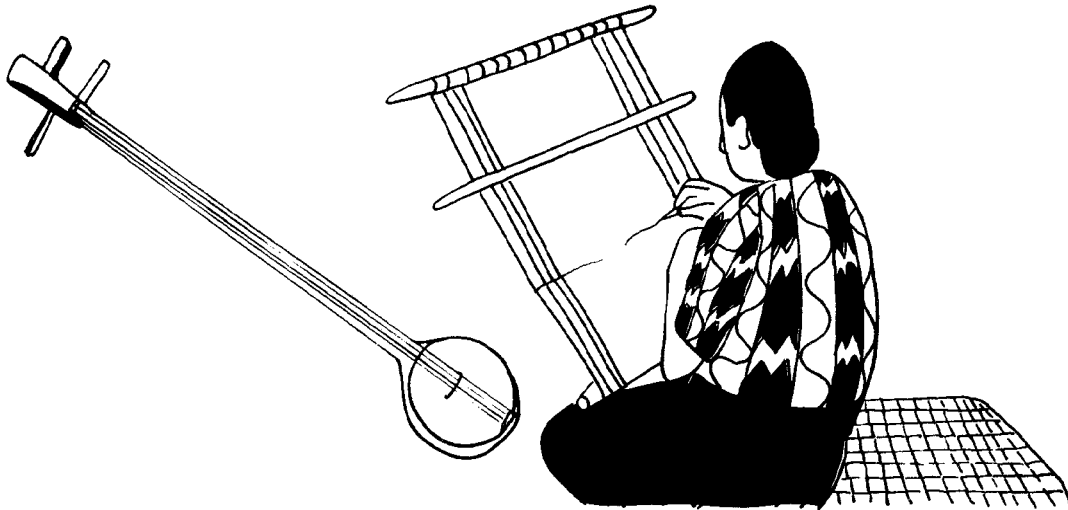
- 1) Individually or in a group, attend a play performed by an international acting group or a play by an author of a culture different from yours.
- 2) Listen to or read folktales from international sources. Relate and interpret to others the cultural meaning and importance of the tales. In a group in which all members have become familiar with a piece of prose or poetry from a different culture, analyze the characters and action for expressions of values and ways of thinking and living.
- 3) Participate in a group reading or production of a play with an international setting or theme. You could participate through acting, staging, props or costumes. Work with others to understand and convey the cultural meaning

of the play.

- 4) Express insight into ethnic practices in a pantomime. Example: the way respect is shown to the elderly. Relate personal experiences in a pantomime. Example: eating a strange food for the first time.
- 5) Make and use puppets to dramatize interrelationships and international experiences.
- 6) Compose your own poetry, prose or a play to express personal feelings about a cultural experience. Share this with others.

D. Music

- 1) Choose music of a specific culture that interests you. Investigate its origin, use, variations and meaning. Be able to tell others about it. Compare the music of one culture with that of another. Identify general similarities and differences in beat, mood, style and use.
- 2) Participate in group folk singing. Listen to recordings or live performances of music from a culture different from yours.
- 3) Teach folk songs to others.
- 4) Make rhythm instruments such as bells, drums, cymbals, chop blocks or maracas and play music of a specific culture.
- 5) Involve your family in finding music from the country of your heritage. Discover how the music is or was used in that culture. Example: Was it sung when working in the fields, or during seasonal festivals?



E. Architecture, Painting, Sculpture

- 1) Discover the international aspects of architecture, painting and sculpture. Look through books, visit a gallery, talk with artists or go on an architectural tour to seek information about techniques, processes and cultural history.
- 2) Invite an artist or art curator to talk with your group about a specific type of art and its international origin and influence.
- 3) Make miniature replicas of work of architecture or sculpture you have studied to show and inform others. Label each with historical facts.
- 4) Investigate a type of architecture, painting or sculpture to learn its cultural history, international significance and influence on people's lives.
- 5) Help others learn about international aspects of architecture, painting or sculpture by arranging tours to galleries and buildings and explain what you know about the art and its cultural history.

F. Collections

- 1) Ask others who have collections for hints on how to start, build and organize one yourself. Satisfy your curiosity about why and how they collect items.
- 2) Based on your interest, collect international objects such as pictures from magazines or calendars, coins, stamps, postcards, stools, baskets, bangles, dolls, beads or flags. Create

an original display of your collection.

Examples: Make a world map with each country formed by its stamps; make mobiles out of postcards - one mobile showing capital cities, another with pictures of people.

- 3) Organize your collection to share with others. Identify each item as to its origin, date of issue or make, use and customs associated with it. Help others begin their own collection of international objects by finding sources and background information. Offer enough help so that they can carry on their collection independently.

G. Communication With Language

- 1) Observe cultural and regional variations in vocabulary within the United States.
Example: what words do people use to describe things that they like or dislike?
- 2) Listen to the way people from foreign cultures speak English: ways they express things differently from you and how they use tone of voice and gestures along with words to convey meaning.
- 3) Based on your own personal interests study a foreign language to read and write more easily in that language.
- 4) When you are capable, teach English literacy or a foreign language to someone who wants lessons.

H. Fashion

Look through old photo albums of your family or friends. Observe the differing and changing fashions for clothes, hair and makeup. Ask your parents, grandparents and older adults about what was happening in the world at the time the photos were taken (such as war, depression, growing popularity of automobiles and airplanes, economic prosperity) and how those happenings may have affected the fashions. Speculate as to how the fashions serve as an expression of the people's ideas about life.

- 1) Look through books and magazines for photographs of people in other countries. Think why they might use the clothing, hair and makeup fashions you see. Investigate fashion as an expression of life styles: how people use clothing, hair and makeup fashions to express their beliefs about their individuality, values, religion and sexual roles. Trace present U.S. fashions to technological, economic, and social influences from around the world. Also identify how contemporary U.S. fashions have influenced other cultures.
- 2) Using pictures of real samples, prepare a display of clothing from various cultures around the world. Label it with explanations about how fashions express life styles.
- 3) Help stage a fashion review in which people model past, present or future (imagined) clothing, hair and makeup from cultures around the world. Have each model explain how the clothing, hair and makeup express a way of life.

I. Leisure Time

Investigate some American games, festivals, sports and other leisure time activities. Try to discover where they originated and why.

Investigate similar activities of another culture.

- 1) Ask international visitors and students what people in their country do when they have time free from work and duties. Is there a separation between work and free time? Ask them to define "free time". Explain what free time means to you.
- 2) Participate in games, sports and other forms of recreation that are popular in other cultures.
- 3) Help others become familiar with and enjoy leisure time activities that you have studied. Help arrange and implement parties with international themes.

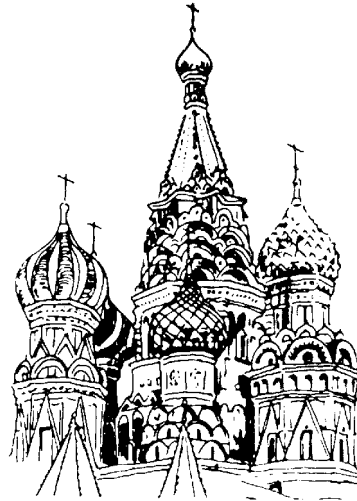
PART III - INVESTIGATION OF COUNTRIES AND CULTURES

Things To Do:

A. Study of Countries

Individually or in a group, select a country or area of the world which interests you. Gather enough information to satisfy your curiosity. Resources include people from that country, 4-H international exchange program participants, films, printed literature from the country's embassy, library references and travel bureaus.

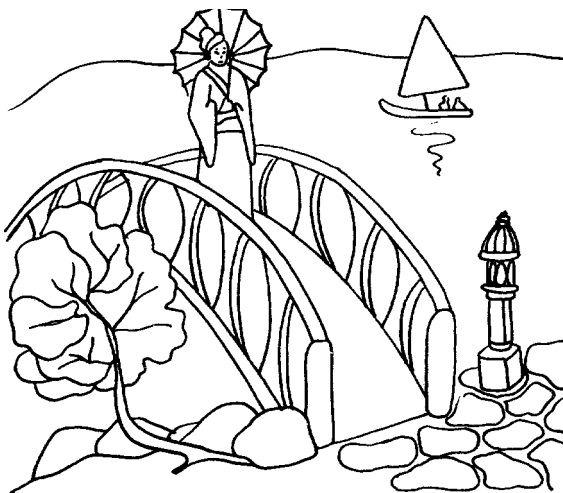
- 1) To increase your awareness of what countries are like, attend travelogues and watch documentary television programs about countries and world regions.
- 2) Make a study of a country you've become interested in, exploring its geography, history, government, art, communications Systems, agriculture and economy.
- 3) Give talks, prepare exhibits, make scrapbooks, plan international parties, including costumes, food and dances.
- 4) Help another person plan and carry out a study of a country so that he can gather information and pursue his study interests independently.
- 5) Help arrange a continuing international study program for your 4-H group: select countries to explore and plan the group procedure to gain information and report to others.



B. Topic Study

Individually or in a group, select a topic you would like to learn about as it relates to different countries and cultures. After deciding on the topic (such as art, agriculture, family systems, industry or education) gather information from people and literature. Invite a knowledgeable speaker to talk to your group.

- 1) Carry out a comparative study of the topic.
Examples: Compare the courtship and marriage patterns of Germany, the Philippines and Zambia; the food production and marketing systems of Korea and Costa Rica.
- 2) Study youth organizations around the world to identify their purposes and activities. Find out which ones have been influenced by 4-H in the United States.
- 3) Give talks, prepare exhibits and make scrapbooks to share with others. Help another person plan and carry out a cultural topic study so that he is able to gather information and pursue study interests independently.



C. Cultural Heritage Study

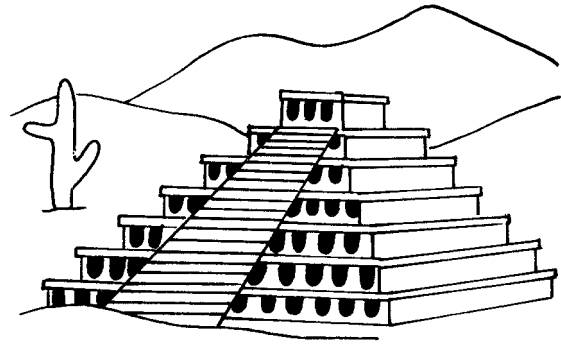
- 1) Ask your parents and grandparents about the family heritage to help identify your cultural origin. Find out how and why your ancestors came to the United States. Try to discover how and why life styles changed with each succeeding generation. Contact relatives and prepare a family tree, a map showing

ancestors' route of relocation or a scrapbook of historic family photographs and items.

- 2) Note all the family names on your block or in your neighborhood. First, try to guess their national origin. Then, ask your parents or neighbors the nationality of the names.
- 3) Be alert to commonly accepted statements used to describe a certain characteristic, as for example: "He's got an Irish temper" or "she's as stubborn as a German". Think about how they affect people and why they continue to be used.
- 4) While watching television and movies or while reading books - observe the way different cultural groups are portrayed and the roles they are given. Example: Are certain types used to portray the servants, sheriff, doctor, explorer or dancer? What do the "cowboy and Indian" films say about these two cultures? With your increased sensitivity to this cultural representation, gather factual information from several sources to find out what these cultures are really like and if they



are fairly portrayed.



- 5) Study the pattern of cultural settlement in the United States. Find out where the Irish, Italians, Spanish and other nationality groups settled and why. How and why did Africans come to the United States? What nationality groupings exist in your community and state?
- 6) Investigate how the European immigration to the United States affected the American Indian. How and why were the Indians placed on reservations, how has the Indian culture been affected by outside groups and what problems face American Indians today?
- 7) Prepare and display posters, maps, charts and scrapbooks to use in sharing with others your findings about ethnic settlement in the United States. Other project activities easily tie in with an investigation of countries and their cultures, such as collecting items, learning about the music and dances and exchanging letters and tape recordings.

PART IV - PURSUIT OF A BETTER LIFE FOR ALL

Things To Do:

A. Food Production and Use

Gather factual information about the various kinds of foods that are most commonly grown or raised in various parts of this country and in different parts of the world. Investigate problems related to food production such as climate, terrain and other factors. Look up the history of food distribution

and discover why some people of the world go hungry while others have more than they need.

- 1) Select a particular food - meat or fish, vegetable, fruit, grain or dairy product - and trace the history of its use. Find out why it is popular or unpopular with certain cultures. Find out how it contributes to good nutrition.
- 2) Talk to local authorities about food shortages why they exist and what is being done to alleviate hunger, either in this country or

worldwide. Your local 4-H office is a good place to start. Visit local offices or write for printed information from international agencies and organizations to discover what is and can be done to help solve problems of food production and use.

- 3) Trace the history of agricultural development in this country and how 4-H has helped to increase food production. Find out from your local 4-H office and from other youth groups what is being done by young people around the world to help increase food production in their own countries.
- 4) Show the international aspects of food production and utilization by having an international food fair and exhibits. Involve other 4-H members from food and nutrition or cooking projects. Use pictures of people growing and harvesting different kinds of foods. Prepare foods with an international flavor and label them according to origin. Invite international groups concerned with food and hunger problems to participate with you.

B. The Future and Change

- 1) Brainstorm with your 4-H group the changes you and the world might encounter in the future. Imagine what your life would be like 10, 20 and 50 years from now. Let your mind go and speculate about future kinds of transportation, foods, clothes, occupation, housing, household furnishings and appliances, medicine, education, religion, government, social services, leisure time, friendship, individuality, privacy, ownership, marriage, child care, physical environment, self-expression and authority.
- 2) Talk with international visitors and travelers about the effects of change on people's lives, or read articles on how modern technology affects lesser developed areas. For example: when a major road is constructed through the Amazon jungle or a forest in the Northwest U.S., what happens to the lives of people living in the area? When minerals are discovered and exploited in an African country, or in your community, how are the people in the area affected? What happens to people's ways of thinking and believing when modern medicine is introduced to replace



- locally accepted treatments with herbs and spirits? Try to imagine how and why you would accept or resist such kinds of change.
- 3) Pretending that it is the year 2025, write your autobiography. Describe what has happened in your family life, occupation, political beliefs, technological environment, health, education and everything else you can imagine. Stimulate your imagination by reading and listening and talking with others.
 - 4) With your 4-H group or family, role-play a situation in which a person living in the present time meets a person who comes from the year 2025. Imagine future life and how you might react to new ideas and change. Involve the total group in a discussion of the role playing.
 - 5) Involve your 4-H group in discussions of the future world. What changes are imagined? How will people handle the changes? What can they do to have control over these changes?

C. Human Rights

- 1) Observe the way people around you are treated in stores, schools, church, playground, pool, sidewalks and home. Do you see any signs of discrimination because of sex, age, race or religion? Think about your feelings. Discuss what you see and feel with family and friends.

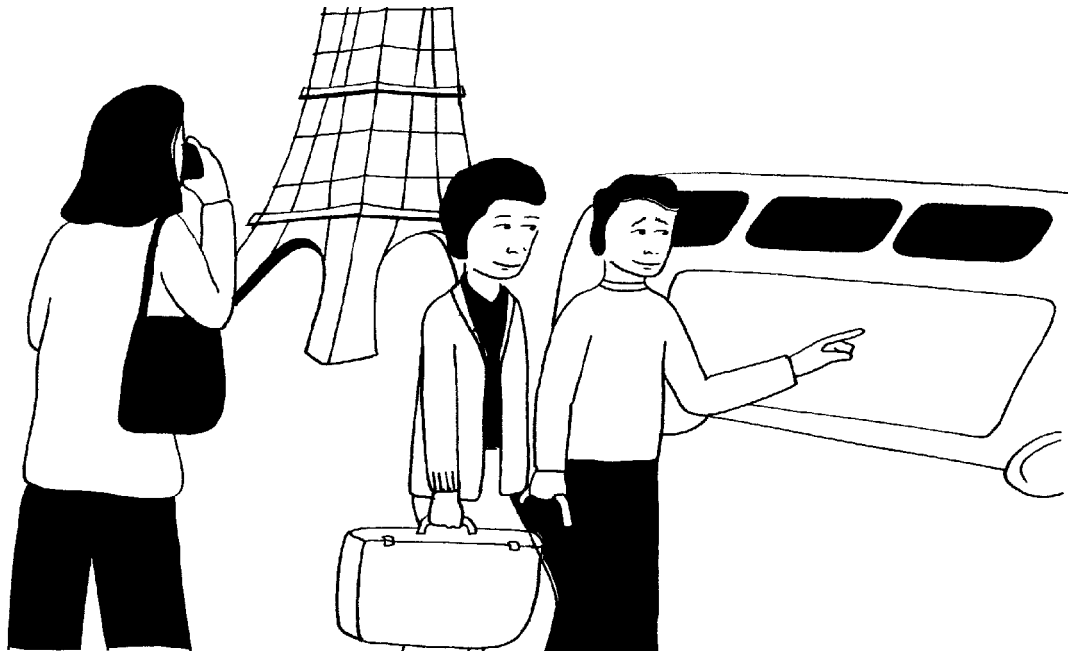
- 2) Ask a history teacher to talk with your group about why the original settlers immigrated to the United States. What were they seeking? Why do people today leave one country for another, or one part of a country for another?
- 3) Find out how "minority" groups are treated in other countries by asking international visitors such questions as, "What is the attitude in your country toward old people? women? people of various ethnic and religious backgrounds?"
- 4) Compare the Bill of Rights and our other laws on human rights with those of other countries. Investigate what groups such as National Association for the Advancement of Colored People (NAACP), American Civil Liberties Union, National Council on Aging, National Organization for Women and others are doing to promote human rights internationally.
- 5) Help arrange group discussions on human rights. Use films, speakers and local examples of antidiscrimination and action programs. Involve the group in campaigning for human rights and eliminating discrimination.

PART V- THE INDIVIDUAL IN SOCIETY, THE SOCIETY IN THE WORLD

Things To Do:

A. The Individual in Society

- 1) To raise your personal consciousness of the individual need of both freedom and order in a society, identify how you assert independence and how you depend on society. Talk with friends and family members about how your society (including your family) is ordered so that you have both freedom and security. Where do the rights and responsibilities of the individual end and those of society begin? You can explore these ideas by first listing the kinds of decisions you are free to make. Then list those that your family, the community, state and nation make which affect you and those which you may affect. Explain how your family, religion and government all give you freedom and order.
- 2) Compare your family system with other family systems in the United States and other countries. Compare them on such points as well as: what is "family;" who has authority;



who takes care of young children and elderly family members; how is conflict handled; how is money earned and used; what happens when a family member becomes physically or mentally ill; how a religious belief affects the family's order. Resource people could include family life teachers, home economics teachers and Extension home economists.

- 3) Compare the U. S. system of ordering society with those systems in other countries: law and order; buying and selling; defining and handling; "criminals"; distinctions and rights of "have's" and "have not's;" treatment of health problems, formal and informal education; how people get into positions of political authority.

B. The Society in the World

- 1) Become aware of how and why countries form agreements and alliances by exploring the international organizations and alliances that exist for peace, health protection, education, trade and travel.
- 2) Investigate the purpose of international organization and alliances such as the United Nations, European Common Market and the Organization of American States. Determine how each international organization and alliance seeks to contribute to the order and stability of the world.

- 3) Study what happens to cause international order, to break down, the effect of the break-down on the individual and his society and means taken to regain order and stability. Consider such questions as: What sparks and perpetuates civil wars or wars between countries? What causes an imbalance in the international money exchange? What happens when an epidemic of a communicable disease breaks out? How can labor strikes affect the world economy and communication systems?

Things To Do:

- 1) Prepare posters and displays to inform your community about the purpose of an international organization or alliance. Indicate what countries are involved, why the organization exists and how it operates.
- 2) Arrange and participate in study sessions of your 4-H group to discuss the purpose of international organizations and alliances and the role of the individual and his society in them.

**CITIZENSHIP PROJECT SUMMARY
MY WORLD UNIT**

Name _____ Address _____

Age _____ Grade in School _____ Years in 4-H _____

Years in Citizenship Project _____ Name of 4-H Club or Group _____

My World Project Goals:

Summary of Main Activities Completed for Each Part;

Part I -- Search for Brotherhood

What I did _____

What I learned _____

How I shared my knowledge with others _____

Part II - Quest for Expression

What I did _____

What I learned _____

How I shared my knowledge with others _____

Part III - Investigation of Countries and Cultures

What I did _____

What I learned _____

How I shared my knowledge with others _____

Part IV - Pursuit of a Better Life for All

What I did _____

What I learned _____

How I shared my knowledge with others _____

Part V - The Individual in Society, The Society in the World

What I did _____

What I learned _____

How I shared my knowledge with others _____

Additional "My World" activities in which I have been involved _____

Citizenship in other 4-H Projects

Citizenship responsibilities in earning and spending, and in many other areas of life, are practiced through 4-H projects. These are a central part of your 4-H experience. Learning to sew or build a birdhouse is not citizenship education in itself, but there are citizenship responsibilities that go along with learning such skills. These skills can be used to help you and others. You can help yourself by:

- Broadening your interests and knowledge.
 - Developing self-confidence and self-discipline.
 - Developing an awareness of job opportunities.
 - Learning how to make intelligent decisions.
 - Getting pleasure from interesting activities.
- At the same time, you can help others by:
- Standing on your own feet and being less dependent.
 - Serving family and friends through project skills.
 - Helping younger members learn.

Additional Citizenship Units

Good citizenship involves more than understanding and participating in government. Good citizenship is important in relationships with your family, friends, and neighbors. Good citizenship is important to your 4-H Club and other organizations you belong to. It means understanding and appreciating yourself and your heritage, and having the same respect for other people and their heritages.

The citizenship project is made up of a series of seven units. You have probably used some of these units in previous years and you may take the other units in the future.

The citizenship project consists of the following units:

- Unit 1 Me, My Family and My Friends
- Unit 2 My Neighborhood
- Unit 3 My Clubs and Groups
- Unit 4 My Community
- Unit 5 My Heritage
- Unit 6 My Government
- Unit 7 My World

4-H PLEDGE

The 4-H Pledge is an outline for the 4-H Citizenship Project. Citizenship education through 4-H should provide three-fold learning -- knowing, feeling, acting.

I Pledge:

My Head to clearer thinking

Understanding - using our heads for clearer thinking, getting information and understanding issues.

My Heart to greater loyalty

Attitudes - using our hearts to appreciate our rights and feel our responsibilities.

My Hands to larger service, and

My Health to better living for my Club, my Community, my Country, and my World.

Skills - using our hands and healthy bodies and minds to put into practice what we understand and feel we should do.

4-H CITIZENSHIP PLEDGE

We individually, and collectively pledge our efforts from day to day to fight for the ideals of this nation.

We will never allow tyranny and injustice to become enthroned in this, our country, through indifference to our duties as citizens.

We will strive for intellectual honesty and exercise it through our power of franchise.

We will obey the laws of our land and endeavor increasingly to quicken the sense of public duty among our fellowmen.

We will strive for individual improvement and for social betterment.

We will devote our talents to the enrichment of our homes and our communities in relation to their material, social and spiritual needs.

We will endeavor to transmit to posterity this nation, not merely as we found it, but freer, and more beautiful than it was transmitted to us.

1. This document is 4HCIM16, one of a series of the 4-H Youth Development Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Printed October 1987. Please visit the FAIRS Website at <http://hammock.ifas.ufl.edu>.
2. John Rutledge, professor, Youth Development Specialist, Department of Family, Youth and Community Sciences, Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, 32611.



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