



EXPLORING CITIZENSHIP

Unit VII: My World

This book belongs to:

My name: _____

My address: _____

My phone number: _____

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An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

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 and parts of the world. It is a project to help you learn about yourself and people throughout the world and to appreciate the different ideas, living patterns, and values of people from other countries.



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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 may 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 1—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 websites.

1. To increase your awareness of what countries are like, speak with people who have lived in or traveled to those countries, watch documentary television programs about countries and world regions, and look online for recent news articles featuring news from those countries today.
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; include costumes, food, and dances.
4. 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, education, etc.), 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 education systems in Germany, the Philippines, and Zambia, or the agriculture systems of South 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. Investigate an issue facing another country. Examples: civil war, food shortage, poverty, disease. What is being done to address this issue? What ways can you make an impact?
4. Give talks, prepare exhibits, or write an article to share with others.

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 lifestyles 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. Study the family names of your family friends. First, try to guess their national origin. Then, ask your parents or friends the nationality of the names. Do they know when their ancestors first came to the United States?
3. Be alert to common statements used to describe a certain characteristic, as for example: "He's got an Irish temper". Think about how they affect people and how these statements influence the way you think about other groups of people. Is it fair to use a blanket statement to describe all the people from a country? Why or why not?
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. Investigate how the European immigration to the United States affected the Native Americans. How and why were the Native Americans placed on reservations, how has their culture been affected by outside groups, and what problems face the Native Americans today?
6. Prepare an illustrated talk about your cultural research. Include maps, charts, and photos to share your findings.
7. Other project activities can be easily tied in with an investigation of countries and their cultures, such as collecting items, learning about the music and dances, and exchanging letters and video calls.

Part 2—Quest for Expression

Things to Do:

A. Crafts

Weaving, pottery, leatherwork, carving, basketry, bead work, textile design, macramé, etc.

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.
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 videos of folk dances from a specific country of interest.
2. Learn international folk dances in a group with someone who can teach the dance steps or find tutorials online. Find out the dance's background from people or the internet. Learn where it originated, what it means, the type of costumes worn, when and by whom it is danced, and how widespread it is.
3. Teach these international dances to others and explain the cultural backgrounds, meanings, and uses.



Credit: Tyler Jones, UF/IFAS

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. Research and interpret the cultural meaning and importance of the tales.
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 through a pantomime performance (example: the way respect is shown to the elderly). Relate personal experiences through pantomime (example: eating a strange food for the first time).
5. Make and use puppets to dramatize 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. Then, teach folk songs to others.
3. Research instruments used in different cultures. Then, build one of these instruments yourself.
4. 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 international architecture, painting, and sculpture. Go online, 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 a work of architecture or sculptures 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.



Credit: Tyler Jones, UF/IFAS

F. Collections

1. Ask others who have collections for hints on how to start, build, and organize one yourself. Learn why and how they collect items.
2. Based on your interest, collect international objects such as pictures from magazines or calendars, coins, stamps, postcards, 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 and its origin, date of issue or make, and use and customs associated with it.

G. Communication With Language

1. Listen to the way people from foreign countries speak English—ways they express things differently from you and how they use tone of voice and gestures along with words to convey meaning.



Credit: Oli Lynch from Pixabay

2. Based on your own personal interests, pursue studying a foreign language. Teach several phrases of this language to members of your 4-H Club.
3. Ask your school if there is a student learning English as a second language. Meet with the student and help them practice English. Learn more about their background, the country they come from, and the differences/similarities between their native country and your community.

H. Fashion

1. Look through old photo albums of your family or friends. Observe the differing and changing fashions of 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 wars, women entering the workforce, protests, popular films, the economy, etc.) 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.

2. Look for pictures of people in other countries. Think why they might use the clothing, hair, and makeup fashions you see. Investigate fashion as an expression of lifestyles. How people use clothing, hair, and makeup fashions to express their beliefs about their individuality, values, religion, and gender roles. Identify how American fashions have been influenced by other cultures. Also, identify how contemporary US fashions have influenced fashion in other countries.
3. Give an illustrated talk on fashions of different cultures. Use pictures or real samples and prepare a display of clothing from various cultures around the world. Explain how fashion is affected by people's values, lifestyles, careers, and cultures.
4. Help stage a fashion revue 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

1. Investigate some American games, festivals, sports, and other leisure time activities. Try to discover where and how they originated. Investigate similar activities of another culture.
2. Ask international visitors and students what people in their country do when they have time free? Ask them to define "free time". Explain what free time means to you.
3. Participate in games, sports, and other forms of recreation that are popular in other cultures.
4. Help others become familiar with and enjoy leisure time activities that you have studied. Help arrange and implement parties with international themes.

Part 3—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 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. Visit local offices or research information from international agencies and organizations online to discover what is and can be done to help solve problems of food productions and use.
3. Trace history of agricultural development in this country and how 4-H has played a role in 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 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.



Credit: UF/IFAS

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. Research the effects technology and infrastructure have on people's lives. For example: when a major road is constructed through the Amazon jungle or a forest in the northwestern United States, what happens to the lives of people living in the area? When minerals are discovered and exploited in another country, or in your community, how are the people in the area affected? What happens to people's ways of thinking and behaving when modern medicine is introduced to replace locally accepted treatments? Try to imagine how and why you would accept or resist such kinds of change.
3. Pretending that it is the year 2075, 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. Involve your 4-H group in discussions of what the world is like in year 2075. 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, place of worship, parks, pool, sidewalks, and at home. Do you see any signs of discrimination because of race, creed, color, religion, age, disability, sex, sexual orientation, national origin, political opinions, or other factors? Discuss what you see and feel with family and friends. What is something that you can do to make the people around you at school, 4-H meetings, or other groups feel included?
2. Research 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? Are there immigrants in your community? If so, why did they move here? What is something that your club can do to help immigrants in your community adapt to life in a new place?
3. Find out how various groups are treated in other countries by asking international visitors or immigrants' questions such as, "What is the attitude in your country toward elderly people, women, or people of various ethnic and religious backgrounds?"
4. Compare the Bill of Rights and other US 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, The Human Rights Campaign, and others are doing to promote human rights in this country and internationally.
5. Help arrange group discussion 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 4—Search for Global Citizenship

Things to Do:

- A. Cultural Exchange within the United States without travel
 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 staff and others. Become familiar with postal regulations and electronic communication methods.
 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, emails, photographs, video clips of club meetings, and 4-H ideas and materials. Share what you are doing and learning in your exchange with your community through newspaper articles, exhibits, social media, or other 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 4-H 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 community you will visit by researching the community online,

reading news articles from the community, or speaking with community members over the phone.

4. Visit a family with a background different in some way from your own. In turn, host someone in your home. Observe and discuss how your lives are different and similar.
5. 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, Native American reservations, day care centers, community health clinics, and shelters). 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 (without travel)

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 and electronic communication platforms.

1. Talk with your county agent to find out how 4-H'ers can take part in international projects and exchange groups.
2. See how you can go about making a personal pen pal contact with someone in another country through relatives, friends, 4-H, or other international exchange programs.
3. Carry on your exchange project to share resources and build friendships between your 4-H group and a youth group in another country. Share information about your project with your community. Talk with groups and prepare news articles, exhibits, or talks

about what is being exchanged and how it contributes to citizenship.

4. 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.

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. 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 them in your family activities. Exchange ideas about ways of thinking, believing, and living.
2. If you decide to participate in an international exchange abroad, choose a program that best suits your interest 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. If you participate in an international exchange, share your experience with others by relating what you saw, did, and learned. Give talks, show slides, or write news articles.

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 volunteer and work opportunities by talking with people who have worked in other countries. Read information

describing international volunteer opportunities, 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 pursue 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 volunteering or working internationally, take advantage of the opportunity to learn about the people and their culture and customs.



Credit: Lorri Lang from Pixabay

Part 5—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 for 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, community, state, and nation 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: 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; and how a religious belief affects the family’s order.
3. Compare the US 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; and 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. Examples: North Atlantic Treaty Organization (NATO), Amnesty International, United Nations, World Health Organization. Select an organization or alliance to research. Develop a speech or illustrated talk that discusses its history, purpose, and how it is affecting people around the world today.
2. Study what happens to cause international stability to break down and the effect of the break-down on individuals. Consider such questions as: what sparks civil wars or wars between countries? What happens when an epidemic of a communicable disease breaks out? How can labor strikes in another country affect your community?

Citizenship Project Summary

My Heritage Unit

Name: _____ 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 1—Investigation of Countries and Cultures

What I did:

What I learned:

How I shared my knowledge with others:

Attach any reports you wrote.

Part 2—Quest for Expression

What I did:

What I learned:

How I shared my knowledge with others:

Attach any reports you wrote.

Part 3—Pursuit of a Better Life For All

What I did:

What I learned:

How I shared my knowledge with others:

Attach any reports you wrote.

Part 4—Search for Global Citizenship

What I did:

What I learned:

How I shared my knowledge with others:

Attach any reports you wrote.

Part 5—The Individual in Society; The Society in the World

What I did:

What I learned:

How I shared my knowledge with others:

Attach any reports you wrote.

List additional “My World” activities in which I have been involved

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. 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 Heritage
- Unit 5: My Community
- Unit 6: My Government
- Unit 7: My World

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.