Acknowledgements

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I. Introduction

You are about to begin an exciting adventure in a foreign country. It may be a close neighbor such as Canada, or a far-off exotic land on the other side of the world. By studying a specific country and carrying out activities related to that country, you will be able to experience some of the excitement and flavor of actually being there.

This project is designed to help individual members, groups of 4-H’ers, their families, and 4-H leaders learn about a foreign country as part of the people-to-people 4-H intercultural emphasis. It can be done as a project for an individual, an entire club, or as a 4-H special-interest school program.

This project book contains an outline of interesting things to learn and fun activities to do to help you become acquainted with a country of your choice. Your school or public library is an excellent source of information. Travel guides found in most libraries tell about almost any country in the world. Once you start looking, you will probably be surprised to find so many interesting references.

The Internet has resources that provide an online visit to many countries. When locating resources online, look for government or educational websites that provide accurate information. Avoid commercial or personal websites that may contain inaccurate information or were developed to sell products or services.

This booklet is your 4-H record. Try to fill most of the blanks. There are 14 suggested activities in this project. 4-H’ers between 8 and 11 years of age should complete four or more. Those 12 to 14 should complete six or more and older youth, 15 to 19, should complete eight or more of the suggested activities.

You may want to keep this guide in a binder or scrapbook. Include photographs, post cards, and printed news reports about your study country.

When we learn about other countries, we also learn more about the United States and, more importantly, about ourselves. Use this guide as a passport to the world. Welcome to exciting adventures through 4-H!
II. The Study Country

A. What country have you decided to study?

Country name: _________________________________

Official country name, if different from common name: _________________________________

When was the country established? _________________________________

List one or more reasons why you decided to choose this particular country.

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

B. Describe the type of government.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

If available, give the name and title of the current head of government.

__________________________________________________________________________

__________________________________________________________________________
C. Study the country’s flag.

Draw and color, copy, or print and paste the country’s flag here.

What do the colors and symbols mean?

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Flag of ____________________________

D. Find postage stamps from the country.

Activity Suggestion

★ Collect and mount three different stamps from the study country. Ask for help from a local stamp club or your post office. Or you may find pictures of stamps on the Internet.
III. The Country’s Geography in the World

A. Locate the study country on the world map.

Mark the country with a colored pen or pencil on the map on pages 12 and 13.

On which continent or major area in the world is the study country located? Check (✔) one below.

_____ North America
_____ South America
_____ Europe
_____ Asia
_____ Africa
_____ Middle East
_____ Australia and New Zealand
_____ Atlantic Ocean Islands
_____ Pacific Ocean Islands
_____ Indian Ocean Islands
_____ Antarctica
_____ Central America and Caribbean

What are the neighboring countries?

___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

B. What is the country’s latitude?

The map on pages 12 and 13 shows parallel lines running east and west to measure distance in degrees (°) from the equator. They are called parallels of latitude. The equator divides the earth equally into the northern and southern hemispheres. Latitude is measured from the equator starting at 0° down to 90° at the South Pole and up to 90° at the North Pole.

Find a country in another part of the world that is located at about the same latitude as the study country.

___________________________________

country name

Is the study country north or south of the equator?

_____ North of the equator (Northern Hemisphere)
_____ South of the equator (Southern Hemisphere)
C. Find out about the country’s climate.

Generally, countries between the Tropic of Cancer and the Tropic of Capricorn are considered “tropical.” Those above the Antarctic Circle and below the Arctic Circle are in the “temperate zones.”

In which of these two zones is the study country located?

_____ Tropical zone  _____ Temperate zone

For countries in the “temperate zones,” the seasons of the year are affected by what hemisphere they are located in. It is winter in December and summer in June in the Northern Hemisphere, while in the Southern Hemisphere it is just the opposite, with summer in December and winter in June.

If the study country is in a “temperate zone,” what will be the season there on December 21?

_____ Summer  _____ Winter

What are the average December and June temperatures for the country?

The average December temperature is _____°F  _____°C.

The average June temperature is _____°F  _____°C.

Metric Conversion

Fahrenheit to Centigrade:  \[ F° = \frac{9}{5}C° + 32° \]
Centigrade to Fahrenheit:  \[ C° = \left( F° - 32° \right) \times \frac{5}{9} \]
Compare the study country's average temperatures with some other temperatures around the world.

### Average Low and High Temperatures Around the World
*in Degrees Fahrenheit and Centigrade*

<table>
<thead>
<tr>
<th>December</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>°F</td>
<td>°C</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>25°  - 4° 37°  3°</td>
</tr>
<tr>
<td>London, England</td>
<td>42°  5°  47°  8°</td>
</tr>
<tr>
<td>Moscow, Russia</td>
<td>18°  - 8° 25°  - 4°</td>
</tr>
<tr>
<td>Sydney, Australia</td>
<td>65°  18°  77°  25°</td>
</tr>
<tr>
<td>Santiago, Chile</td>
<td>51°  10°  83°  28°</td>
</tr>
<tr>
<td>Delhi, India</td>
<td>46°  8°  73°  23°</td>
</tr>
<tr>
<td>Tokyo, Japan</td>
<td>40°  4°  54°  12°</td>
</tr>
<tr>
<td>Dar es Salaam, Tanzania</td>
<td>73°  23°  90°  32°</td>
</tr>
</tbody>
</table>

Which one of the above cities has a climate most similar to that of the study country?

______________________________
city name

From the world temperature chart on this page, note the differences in seasons for Sydney, Australia, and Santiago, Chile, compared with most of the other countries. Both are south of the equator. There is little change for Dar es Salaam, Tanzania, which lies close to the equator in Africa.

From your study of the country, describe the climate.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
D. Compare the study country’s time with yours.

Use the Global Time Conversion Table on this page to find out what time and day it is in the capital city of the study country when it is 12:00 noon on Wednesday, Standard Time (ST) in your state.

Time: ______ : ______  Day of the week: ________________________

If the study country’s capital city is not listed in the table below, find a city in the same time zone. To find the corresponding time, look up and down the vertical column. Circled numbers stand for “P.M.” Sets of blocked numbers mean “yesterday” and the large blocked area stands for “tomorrow.”

*Burma and India are examples of two countries that are half an hour ahead in their respective time zones.

<table>
<thead>
<tr>
<th>Global Time Conversion Table</th>
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</thead>
<tbody>
<tr>
<td>Chicago</td>
</tr>
<tr>
<td>Denver</td>
</tr>
<tr>
<td>San Francisco</td>
</tr>
<tr>
<td>Honolulu</td>
</tr>
<tr>
<td>Samoa</td>
</tr>
<tr>
<td>Auckland</td>
</tr>
<tr>
<td>Sydney</td>
</tr>
<tr>
<td>Tokyo</td>
</tr>
<tr>
<td>Hong Kong</td>
</tr>
<tr>
<td>Bangkok</td>
</tr>
<tr>
<td>Rangoon* (+30 min.)</td>
</tr>
<tr>
<td>Delhi* (+30 min.)</td>
</tr>
<tr>
<td>Tehran</td>
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<tr>
<td>Baghdad</td>
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<tr>
<td>Athens</td>
</tr>
<tr>
<td>Rome</td>
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<tr>
<td>London</td>
</tr>
<tr>
<td>Sao Paulo</td>
</tr>
<tr>
<td>Bermuda</td>
</tr>
<tr>
<td>Washington, DC</td>
</tr>
</tbody>
</table>

*Burma and India are examples of two countries that are half an hour ahead in their respective time zones.
E. Imagine these fun things about geography.

Think of all the people in the world who stand at different angles from us!

When compared to us in the United States, about what angle are people in the study country?

Use a globe of the world found in most school and public libraries to help you.

Check (✔) the box that most closely represents the angle.

People on the other side of the world are sleeping while we eat lunch. What do you think boys and girls might be doing in the study country when it is noon in your state?

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
IV. The Country’s Own Geography

A. Find a map of the study country.

Draw, trace, photocopy, or print the map and paste it in the space below.

Map of ____________________________

Capital city: __________________________

Other major cities: ____________________

Major river(s): ________________________

Other geographic features of interest (mountain ranges, deserts, or large lakes):

____________________________________

____________________________________
B. Think about the size of the study country.

Find the area of your state and the study country in square miles.

Your state: ___________ sq. miles ___________ sq. kilometers
The study country: ___________ sq. miles ___________ sq. kilometers

**Metric Conversion**

Square miles to square kilometers: 1 sq. mi. = 2.589 sq. km.
Square kilometers to square miles: 1 sq. km. = .386 sq. mi.

Complete the following exercise to compare the country’s size with your state.
Use Section 1 if the study country is larger than your state. If your state is larger than the study country, use Section 2.

**Section 1**
Study country larger

\[
\frac{\text{size of country (sq. mi.)}}{\text{size of state (sq. mi.)}} = \text{answer}
\]

The study country is about _____ times larger than your state.

**Section 2**
Your state larger

\[
\frac{\text{size of state (sq. mi.)}}{\text{size of country (sq. mi.)}} = \text{answer}
\]

Your state is about _____ times larger than the study country.

C. List some major tourist sites in the country.

___________________________________ ___________________________________
___________________________________ ___________________________________
___________________________________ ___________________________________
A. Think about how many people are in the study country.

Find the number of people in your state and study country.

Population of your state: ________________________________
Population of study country: ________________________________

Complete the following exercise to compare the country’s population with your state’s. If there are more people in the study country than your state, use Section 1. If there are more people in your state than the study country, use Section 2.

Section 1
More people in study country

\[
\frac{\text{country population}}{\text{state population}} = \text{answer}
\]

There are about _____ times more people in the study country than in your state.

Section 2
More people in your state

\[
\frac{\text{state population}}{\text{country population}} = \text{answer}
\]

There are about _____ times more people in your state than in the study country.

B. What are the racial-ethnic groupings of the people?

<table>
<thead>
<tr>
<th>Racial-ethnic group</th>
<th>Percent of population</th>
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<tbody>
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<td>___________________ %</td>
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<td>___________________ %</td>
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</tbody>
</table>

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4-H Passport to the World
C. What are the major languages spoken?

<table>
<thead>
<tr>
<th>Major languages</th>
<th>Percent of population</th>
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<tbody>
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</table>

If other than English, find a sentence in a language of the study country and copy it in the space provided. What does it mean?

____________________________________________________________________________
____________________________________________________________________________
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D. Where do the people live?

What percent live in rural areas? _____%
What percent live in urban areas? _____%

E. What are the major religions?

<table>
<thead>
<tr>
<th>Major religions</th>
<th>Percent of population</th>
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</table>

4-H Passport to the World
**VI. The Country’s Economy**

**A. Learn about the country’s money.**

What is the basic unit of currency in the study country called?

_________________________________________________

How is the basic unit of money divided into parts and what are their names?

________________________________________________________________
________________________________________________________________

<table>
<thead>
<tr>
<th>Name of part</th>
<th>Value of part</th>
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</table>

The value of money changes almost daily in many countries. What is the value of the basic unit of money in the study country compared to the U.S. dollar? Check newspapers, or the Internet, or contact your local bank for this information.

One U.S. dollar = _________________________ Date: ______________

*amount of country’s money*

**B. Study the country’s agriculture.**

List major agricultural products grown in the study country. Put an asterisk (*) beside those that are familiar to you.

_______________________      _______________________      _______________________
_______________________      _______________________      _______________________
_______________________      _______________________      _______________________

List any farm animals raised in the study country that are not common in the United States.

_______________________      _______________________      _______________________
_______________________      _______________________      _______________________
C. Find out what the country manufactures.
What types of manufactured products are exported to other countries?

_______________________     _______________________     _______________________
_______________________     _______________________     _______________________
_______________________     _______________________     _______________________

D. List the major natural resources in the country.

_______________________     _______________________     _______________________
_______________________     _______________________     _______________________
_______________________     _______________________     _______________________

E. Learn about developed and developing countries.
The world map in this book shows countries that are within the developed and developing regions of the world. In which of these regions of the world is the study country located?

_____ Developed region
_____ Developing region

From an encyclopedia or other reference, describe some of the characteristics of a developing country.

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In today’s world, differences between cultures are becoming fewer and fewer. In major cities, there is often little difference in housing, transportation, clothing, or food. However, there are unique lifestyles that are identified with many cultures.

In this section, you will look at some of the things that are unique about the traditions of your study country.

A. Find out about houses in which people live.

Are they different from the types of houses in the United States?

____ Yes    ____ No

If you can find a picture of a house in the study country, draw, photocopy or print it and paste it in the space provided.

B. What kinds of clothes do people wear?

Are the everyday clothes people wear different from those we wear in the United States?

____ Yes    ____ No

If you can find a picture of everyday clothes people in the study country wear that are different from ours, draw, photocopy, or print it and paste it in the space provided.
C. List some famous people from the country.

<table>
<thead>
<tr>
<th>Person</th>
<th>Why was the person famous?</th>
<th>When?</th>
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</table>

D. Think about foods eaten in the study country.

List examples of food prepared in the study country that we in the United States also eat and some we don’t eat.

<table>
<thead>
<tr>
<th>Some foods we also eat</th>
<th>Some foods we don’t eat</th>
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</tbody>
</table>
Find a recipe from the study country or something representative of that part of the world and copy it in the space provided.

Recipe

Activity Suggestion

★ Prepare a snack or other food item from the study country. Serve it to your family or your 4-H club or group.

Name of food: _____________________________________

How many people tried it? _______________

Did you like it? _____ Yes _____ No

Why or why not? ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________

E. Explore the crafts made in the study country.

What craft items are commonly made and used in the study country?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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4-H Passport to the World
Activity Suggestion

★ Make a craft item from the study country.

What was made? ______________________________________
_______________________________________________________
_______________________________________________________

How many from your 4-H club or group made at least one craft item?
________

F. What are the popular sports in the study country?

Put an asterisk (*) beside any you have not seen played.

_________________________ ____________________________
_________________________ ____________________________
_________________________ ____________________________
_________________________ ____________________________
_________________________ ____________________________

Is any sport so popular that it is considered the “national sport”? ______Yes ______ No
If “yes,” what is it? ____________________________

G. Find out how the people spend their leisure time.

List ways some people in the study country spend their time when not working.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Activity Suggestion

★ Find a game from the study country. Teach it to members of your 4-H club or group.

Name of game: ________________________________________________

Describe the game: __________________________________________

______________________________________________________________

______________________________________________________________

Did the group like the game? _____Yes    _____No

H. What types of music do people in the country enjoy?

Describe music popular in the country.

______________________________________________________________

______________________________________________________________

______________________________________________________________

Activity Suggestion

★ Look for examples of traditional music from the study country.

Check local libraries or download music from an online site. Play the music for your 4-H club or group.

Name of music: ________________________________________________

How many people listened? ________________________________

Is the music very different from what we hear in the United States?

______Yes    _____No

If yes, how is it different? _______________________________________

____________________________________________________________________

If no, how is it similar? ____________________________________________

____________________________________________________________________
I. Read about the customs in the country.

What are some customs of the people that are very different from the way we do things in the United States?

_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________

J. What are the most important holidays in study country?

<table>
<thead>
<tr>
<th>Holiday name</th>
<th>Date(s)</th>
<th>How is it celebrated?</th>
</tr>
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<tbody>
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</tbody>
</table>
In addition to the activities suggested in other sections of this guide, you may choose to do some of the following activities.

**Activity Suggestions**

- ★ Invite someone who has traveled to the study country to speak to your 4-H club or group.

- ★ Invite a foreign visitor or student from the study country to visit your 4-H group or your home. If your club leader and parent agree, ask him or her to help you and/or other club members find friends from the study country to communicate with online.

- ★ Make a list of books that contain information about the study country.

<table>
<thead>
<tr>
<th>Book title</th>
<th>Author(s)</th>
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<tbody>
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</table>

- ★ Check with libraries, schools, or online about how to find videos about the study country and show them to your 4-H club or group.

<table>
<thead>
<tr>
<th>Name of video</th>
<th>How many saw it?</th>
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</tbody>
</table>

- ★ With your parent’s permission correspond with a friend online from the study country.

<table>
<thead>
<tr>
<th>Friend’s name</th>
<th>City/town</th>
<th>Number of emails sent</th>
<th>Number of emails received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
★ Give a talk or demonstration related to the study country.

<table>
<thead>
<tr>
<th>Presentation topic</th>
<th>Audience type</th>
<th>How many in audience?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

★ On page 25, write a one-page story of what you learned from this project.

★ Make an exhibit about the study country.

<table>
<thead>
<tr>
<th>Exhibit description</th>
<th>About how many saw it?</th>
<th>Location</th>
</tr>
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</table>

★ Plan your own activity! Come up with one or more other activity ideas of your own to learn more about the study country and share this information with others.

<table>
<thead>
<tr>
<th>Presentation topic</th>
<th>How many involved?</th>
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