

INTERCULTURAL LEADER'S GUIDE



Introduction

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This guide will help you conduct intercultural learning experiences in your 4-H club. It includes activities to help 4-H'ers and their families learn about themselves and people throughout the world. The activities develop appreciation of peoples' cultural heritage, living patterns, ideas, and values. This guide is used to support either individuals or groups as they explore intercultural activities.

4-H intercultural experiences enable members to learn about and understand other cultures, both internationally and within different regions of the United States. Through exploring and understanding other cultures, members can better understand themselves and appreciate their own families and cultures. When youth understand and accept differences, they can navigate a world where the interdependence of people and nations is ever increasing.



Project Objectives

The intercultural 4-H program helps youth and families:

1. Understand their country and cultural heritage

- Recognize the influences of various cultures on society
- Develop a knowledge of and appreciation for personal heritage

2. Know and appreciate other cultures

- Learn about how people live in other countries and cultures
- Explore cultural differences and similarities, understanding why they exist
- Recognize all persons as individuals worth respect, regardless of racial-ethnic background, social-economic group, age, or sex

3. Have cross-cultural experiences

- Develop long-term relationships through personal exchange of ideas
- Develop skills in cross-cultural communication

4. Learn about the interdependence of nations

- Develop an understanding of individual and national responsibilities in the world, how conditions that affect one nation or region affect all of us
- Study and/or participate in programs, which contribute to development of people and improve harmony between nations

The *Intercultural Leader's Guide* helps you work with 4-H members to reach the objectives. The suggested learning activities promote understanding of our country, appreciation of other cultures, experience with persons of another culture, and insight into human rights and interdependence of nations. Select age appropriate activities based on the interests, age level, and experience of the youth.

Learning Activities

Each topic has three levels of investigation: **explore**, **study**, and **involve**.

The **explore** activities help youth become aware of the intercultural aspects of everyday life.

The **study** activities require a more in-depth study or to learn and practice a skill.

The **involve** activities require active participation and/or teaching. Youth who are interested in a particular area investigate the topic and share the information or skill with others.

Role of the Project Leader

As a leader for the intercultural program, you will help youth plan, carry out, and evaluate learning experiences. Intercultural activities are ideal for use with groups.

1. Plan the intercultural program with club members. Work with the group to select the learning activities and decide which level of investigation they want to complete. The group should decide if they want to focus on all or just one of the four project objectives each year.

- Discuss the experience level of the club members with the planning group. If the members are new to intercultural study, encourage them to select awareness (**explore**) activities. Members who have previously participated in intercultural experiences are ready for in-depth study and investigation.
- Your club may have members at different levels of experience with intercultural projects. Some members may want to explore a topic while others will want to study, take action, and involve others in learning about the topic. To meet the interests of the different members, choose some exploration activities to do as a group. For example, demonstrating a craft from another country. Interested members could learn the skill and make the craft. Members who are most interested could teach others, create an exhibit, or make items to sell at a craft sale.
- The entire club may want to select a country to study as a group and work on the intercultural project at each club meeting. Members can research and share information about the country, such as, food, agriculture, customs, music, art, religions, etc. The planning committee should develop a plan for the intercultural study and share it with the club members for their approval.
- If members are interested in a special topic, such as, the music or art of a culture, find a resource person to help them do an in-depth investigation.

2. Assist members in carrying out their plan for learning experiences. Help members find current resources to support the learning experiences. Encourage them to contact local historians, genealogy experts, foreign nationals, or people who have lived and worked in another culture. Explore library resources for books, videos, maps, and artifacts. Embassies, consulates, and cultural museums are helpful resources. Experienced individuals, local crafts groups, cultural heritage groups, and historical societies can teach members to make crafts, do dances, prepare foods, and investigate further.

3. Help members evaluate. Lead members through an evaluation of their experiences. Determine what they accomplished and develop goals for future learning experiences. Use these questions to evaluate an experience.

- Did the youth enjoy the learning activities? Why or why not?
- What did the youth learn from this project (the club members and the planning group)?
- How did the youth change his/her way of thinking, feeling, or acting because of these experiences?

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- Did the members' experiences benefit other people? How?
 - What would you do differently next time?
 - What suggestions do you have for how to expand this intercultural investigation?

4. Help members report accomplishments. Encourage individual members or the group to apply for awards for intercultural activities. Assist members as they fill out the record forms and/or award applications.

There are awards and recognition for intercultural achievement for both individuals and groups at the county and state level. Contact the local Extension office for more information. Individuals or clubs should complete the appropriate Illinois 4-H Award Application or Illinois Group Report Form.

TIPS FOR RELIABLE INTERNET SOURCES

- Reliable and accurate information is the foundation for good decision making.
- Reliable information is unbiased; based on facts not opinions; from a reliable source; and considerate of other points of view and possibilities.
- Accurate information can be verified.
- Evaluate information based on these criteria.

VIDEO SHARING SAFETY TIPS

- Ask your parent's permission.
- Use the tools on the video-sharing site to mark your video as "private." That way only your friends, family, and people that you want to see the video can view it.
- Think before you post. The video should not contain personal information about you or your family. Do not include personal information that could be used by a stranger to locate you. That includes names, phone numbers, pictures of your house, items with the name of your school or 4-H club printed on them. Your video could be available on the Internet for the rest of your life. Would you want teachers, employers, or future spouse to see the video?
- If other people are shown in your video, get their permission before posting it.
- Only post videos that are completely your work. Don't include movie or music clips or other copyrighted materials.

Suggestions for Learning Activities

Review the suggestions for learning activities with youth in your clubs. Allow them to select the activities that interest them. Support them as they explore the topic.

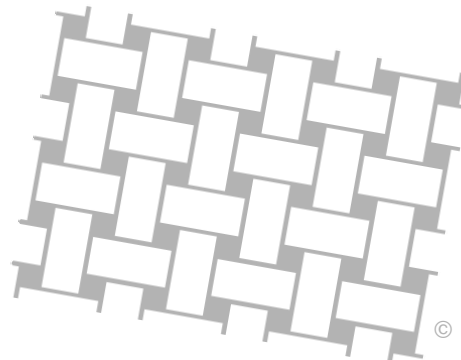
CRAFTS

Examples of crafts that express culture are weaving, pottery, leatherwork, carving, basketry, woodworking, and textile design. Crafts can be an interesting and engaging introduction into world cultures.

Explore — Find someone to demonstrate a craft and help members try it at a club meeting. Identify its origin and significance to the culture. Examples include: origami from Japan and wheat weaving from Scandinavia.

Study — Members choose a craft that interests them and learn its technique, cultural origin, and use. They develop some skill in the craft.

Involve — Teach a craft to others so that they can enjoy the technique and explain its cultural history and importance. Individually or with others, use new skills to produce articles.



ART and ARCHITECTURE

Explore — Visit an exhibition of arts and artifacts from a particular country or culture. Discover the international sources of architecture, painting, and sculpture. Look through books. Visit a gallery and observe the exhibits. Talk with artists or go on an architectural tour to learn about techniques, processes, and cultural history. Invite an artist or art curator to talk with the group about a type of art, its national origin, and influence.

Study — Research the art of a country that interests you. Compare it to the art of other countries. What is different? Why? Investigate a type of architecture, painting, or sculpture to learn its cultural history, international significance, and influence on people's lives. Talk to an art teacher or librarian to get ideas about where to start.

Involve — Prepare an informal exhibition of the art of a selected country for club members and families (use reproductions on loan from libraries or downloaded photos from Internet sources). Members explain the art of the country or culture. Help others learn about international aspects of architecture, painting, or sculpture by arranging tours to galleries and buildings with club members acting as guides to explain the art and its cultural history. Present a program for another 4-H club or adult group.



DANCE

Explore — Learn an international folk dance at a meeting or go see a folk dance group perform. Many communities have folk dance clubs. Try to find one near you.

Study — Folk dancing is traditional dancing performed to traditional music, which are associated with a particular people or country. Using local library resources or an Internet search, find a folk dance from the selected country. Explore the dance's background — where it originated, what it means, costumes worn, when and by whom it is danced, and the extent of worldwide adoption. Learn to perform the dance.

Involve — Perform a folk dance at a cultural or community event. If possible, explain the cultural background, meaning, and use of the dance and teach it to others.

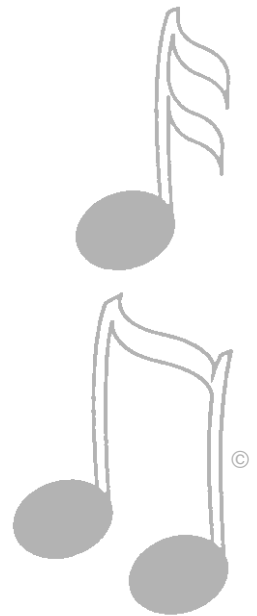
MUSIC

Explore — At a club meeting listen to recordings of music from a culture or sing folk songs. As a club tour or outing, attend a performance of music from another culture.

Study — Choose music of a specific culture that interests you. Investigate its origin, use, variations, and meaning. Share with others what you have learned. Compare the music of one culture with that of another. Identify general similarities and differences in beat, mood, style, and use. Learn some folk songs.

Involve — Perform at a community or cultural event. Teach folk songs to others. Make rhythm instruments such as bells, drums, cymbals, chop blocks, or maracas; play the music of a specific culture.

Involve your family in finding music from the country of their heritage. Discover how the music is or was used in that culture. For example, is it sung when working in the fields? Is it a patriotic song? Is it music of a celebration?



DRAMA and LITERATURE

Explore — Attend a play performed by an international acting group or a play written by someone from a different culture. Listen to or read folk tales from international sources. Try to interpret the cultural meaning and importance of the stories.

Study — Using prose or poetry from a different culture, analyze the characters and action for expressions of values and ways of thinking and living. How is it different from the way you live? What values are important in the culture? Are they the same as values held by you? Other friends?

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Involve — Act out a folk tale. Compose poetry, prose, or a play to express personal feelings about a cultural experience. Share it with others.

Participate in a group reading or production of a play with an international setting or theme. This includes acting, staging, props, or costumes. Work with others to understand and convey the cultural meaning of the play.

Show ethnic practices through pantomime. For example, the way respect is shown to the elderly in a particular culture. Relate personal experiences in a pantomime, such as, eating a strange food for the first time.

Make and use puppets to dramatize international experiences or show life in another culture.



COLLECTIONS

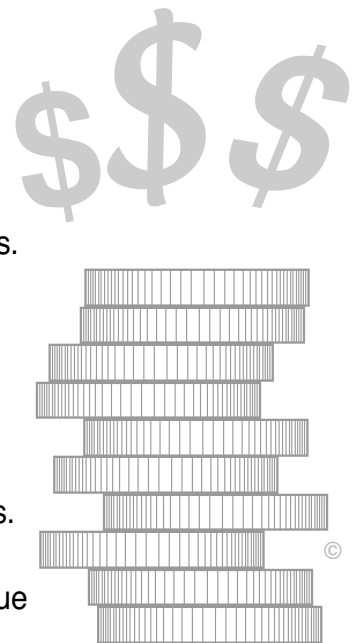
Explore — Many types of collections are cross-cultural. Ask others who have collections for tips on how to start, then build and organize a collection. Discuss with others why and how they collect items. Visit a stamp or coin collector and have the person tell your club about his/her collection.

Study — Collect international objects such as coins, stamps, postcards, plates, baskets, bangles, dolls, beads, or flags. Organize the collection and share with others. Identify each item as to the origin, date, use, and customs associated with it.

Involve — Some collections lead to more club or individual activities. For example, if a member collects coins, he/she could learn and/or teach:

- The names of the currencies.
- The current exchange rate for United States dollars and other currencies.
- The per capita income of countries for which you have samples of currency. The meaning of per capita income and GNP.
- The importance of various symbols and pictures on currency. What are some of the important symbols or people on the currency?

Involved members can help others begin a collection of international objects. Assist with identifying sources and background information to help a new collector get started. Offer enough help so that the new collector can continue the collection independently.



COMMUNICATIONS with GESTURES, TIME, and SPACE

Explore — To become more aware of the different ways we communicate, observe how people “talk” without the use of words. What do they do and what does it mean? Create a list of common nonverbal communication practices and assign probable meanings. For example, a person slides to the edge of the chair and glances at his or her watch. What do you understand from observing that behavior?

How do people from different cultures “talk” without using words?
How do meanings of gestures, time, and space differ? For example, a late arrival at an event may mean irresponsibility and insult in some U.S. cultures, but may go unnoticed in other cultures. Talk with people who have lived and traveled in other countries about the nonverbal communication they observed. Invite a foreign national to your club meeting to explain some difference between his/her home culture and yours.



Study — Using your own observations, books, and other people’s experiences as resources, investigate nonverbal communication. Determine how time is regarded differently in different cultures, how space is used, and how the same gesture can have various meanings to people from different countries.

Involve — Involve others in group discussions on the ways people communicate with gestures, time, and space. How do cultures within the United States differ? How do U.S. cultures differ from cultures of other countries? Why is it important for travelers, hosts to foreign visitors, international business people, and others to be conscious of the differences in communication and meanings?

To demonstrate the significance of nonverbal communication, role play situations such as greetings and meals in which people are exposed to unfamiliar meanings of gestures, time, and space. After the experience, discuss the cultural meaning communicated, the emotional feelings experienced, and any possible confusion and misunderstanding that resulted.

COMMUNICATION with VOICE

Explore — Observe cultural and regional variations in vocabulary within the United States. For example, what words are used to describe things liked or disliked? How is language different between different parts of Illinois?



Listen to the way people from foreign countries speak English. What are the ways they express things differently from you? How do they use tone of voice and gestures to convey meaning along with words?

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Study — Based on personal interest in a country, study its language to gain the fluency desired in speaking, reading, or writing.

Involve — Advanced members could teach English or a foreign language to someone who wants to learn. Host a person from the country whose language you learned or participate in an exchange to the country.

CLOTHING/FASHION

Explore — Look through old family photo albums. Notice the different fashions for clothes, hair, and makeup. How have they changed? Ask parents, grandparents, and older adults about what was happening in the world at the times the photos were taken (war, social concerns, changes in transportation and technology, economic crisis, or prosperity, etc.) and how those happenings affected the fashions. Speculate as to how fashion serves as an expression of people's ideas about life. Look through books and magazines for photographs of people in other countries. Think of reasons why they use the clothing, hair, and makeup fashions you see.



If possible, borrow a piece of clothing from another culture, make it available for club members to try on, and talk about why people in the country wear this. For example, provide a sari from India or yukata from Japan. Take pictures of members in the costume. Have members look inside their own clothes and read labels to see where they were manufactured. Were most made in the U.S. or another country? Why? What causes a U.S. manufacturer to move to another country? How does purchasing imported goods impact the country that produced those goods? How does purchasing domestic goods impact the United States?

Study — Investigate fashion as an expression of lifestyles. Find out how people use clothing, hair, and makeup fashions to express their beliefs about their individuality, values, religion, and gender roles. Trace present U.S. fashions to economic and social happenings around the world. Identify the influence of other cultures on contemporary U.S. fashion and vice versa.

Involve — Using pictures or real samples, prepare a display of clothing from various cultures around the world. Label with explanations about how the fashions express life styles.

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.

CULTURAL HERITAGE STUDY

Explore — Have each member ask his/her parents and grandparents about their family heritage. Members should find out how and why his/her ancestors came to the United States, and gather information about the country of each family’s origin. Have each member share the information at a meeting or use the country as a roll call answer.

Have members list all the family names in the club or a classroom. As a club, try to guess the national origin of the name. Verify the nationality with the families.

Be alert to commonly accepted statements or stereotypes about characteristics, for example, “Those people are loud and emotional.” Think about how stereotypes affect people and why they continue to be used. Discuss with members some common stereotypes and the dangers that come with using them.

While watching TV and movies or reading books, observe the way different cultural groups are portrayed and the roles they are given. For example, is a certain group used to portray the servant, police, doctor, explorer, or dancer? What do movies about terrorists say about their cultures? Investigate several sources to find out what the cultures are really like and if they have been portrayed fairly.

Study — Study the culture or cultures of your personal heritage. Find out where and how your ancestors lived, their occupation, religion, and family lifestyle.

Study the pattern of cultural settlement in the United States. Where did the Irish, Italians, Spanish, Scandinavian, and other nationality groups settle? Why? How and why did Africans come to the United States? What nationality groups exist in your community? Your county? Your state?

Investigate how Native Americans were impacted by the European immigration to the United States. How and why were Native Americans placed on reservations? How was their culture affected by other groups? What contemporary problems do they face?

Involve — Investigate your cultural heritage. Trace your ancestry as far as possible. Try to discover how and why their lifestyle changed with each succeeding generation. Contact relatives and prepare a family tree, a map of where the family lived, or a scrapbook of historic family photographs and artifacts.

Make a joint family/club activity by inviting the entire family to join with the club members in a family picture identification party. Grandparents, parents, aunts, uncles, brothers, and sisters could be included. Each family group should bring a large collection of unidentified pictures. During the activity, family members will mark each photo with date, place, and names of those in the picture. Some of the older pictures which can’t be identified may be sent to older family members to see if they can identify the pictures. The families will enjoy sharing family pictures and stories.

RECREATION/LEISURE

Explore — Ask international visitors (IFYEs, exchange students, etc.) what they do in their free time. Is there a clear distinction between work and leisure? What games or sports do they play?

Lead some international games for recreation at club meetings. The Internet can offer a wide variety of suggestions for games and recreation.



Study — Investigate American games and where they originated. Are they adopted from or similar to games played in another country?

Involve — Share with others the activities you studied. Plan an International games night for area children.

If you have club members who enjoy cycling, hold a “Tour de France.” Bring a bit of French tradition to your town by sponsoring a 4-H version of the world’s most grueling cycling event. Encourage cyclists to learn more about the actual Tour de France. Use the information to publicize the event.

COUNTRY STUDY

Explore — Select a country or area of the world that interests your members. Challenge and assist members as they gather information. Resources include people from that country, 4-H international exchange program participants, videos, printed literature from the country’s embassy, library references, travel agencies, and websites. View travel films and watch TV programs or documentaries about other countries to increase awareness of the cultures of other countries.

Study — Study a country to understand its geography, history, government, art, communications system, agriculture, and economy.

Involve — Give talks, prepare exhibits, make scrapbooks, and plan international parties that include costumes, food, and dance to share what you learned with others. Help another person plan and carry out a country study. Arrange a continuing country study program for your group. Select countries to explore and plan how to gain information and report to others.



LOCAL HISTORY SEARCH

Explore — How much do club members know about the history of their community or county? When was the area explored and settled? Who were the early settlers? Where did they come from and how did they make their living? What businesses have come and gone and which remain today? How are the early founders/settlers remembered or honored? Lead your club on a fascinating journey into the past.

Plan a field trip to your county records office. Have one of the people in charge of the records explain how the various records can be used to piece together local history.

Study — Interview some of the older residents of the community to discover what they remember about the town or area. Ask about photographs and other memorabilia. Record the conversations to create a “living history.” With participants’ permission, post videos to YouTube or other social media outlets.

Your community may have a book or booklet describing its history. Read about the history of your community. If there is no written history, your club may lead the way in compiling and supporting the creation of a brief history of the area. Important historical information can be lost if community members are not involved in preserving their history.

Involve — Have you ever considered a cemetery as part of our culture? It is a visual reminder and record of who lived in the community, when they were born, who they married, and sometimes who their children were. Cemeteries are cultural markers for art, religion, and literature. Often, smaller cemeteries are neglected because of lack of resources and willing hands to preserve their dignity and history.

Your club could become involved in preserving the local heritage by helping with the upkeep and beautification of a neglected cemetery. Since the care of the cemeteries is often entrusted to a committee or church, work with others in the community who are interested and responsible for preserving the cemetery.

Club members could help with grounds beautification, such as, picking up trash, pulling weeds, planting flowers or shrubs, cutting grass, improving walkways or paths, or building benches.

Consider making rubbings of headstones or historical markers. Use white paper and colored wax crayons to capture some of the more interesting art and quotations which appear on gravestones or markers. Place the paper over the stone and rub gently with the flat side of the wax crayon. Members can preserve the rubbings or use them in a publicity campaign for cemetery restoration.



HISTORIC SITE PRESERVATION

Explore — In every part of the State of Illinois there are historic sites. They range from houses to Native American burial grounds to old mills or bridges. Some are maintained by state and federal funds, while others depend on local funds for upkeep. Historical sites need the help and involvement of local citizens to promote their use and help with the upkeep. Arrange a tour of historic sites in your area for your club and find out why the sites are important.

Study — Speak with the director of some historic sites. Find out what types of jobs are involved with the upkeep of the site. Explore ways your club members can get involved. Discuss with the director the skills of your club members — gardening, public speaking, drama, photography, woodworking, etc. If there are enough interested members, explore options for volunteer opportunities.

Involve — Plan a special activity or provide volunteers for a specific length of time or event. Members can help with a special project, such as, decorating a historic house during the holidays or the 4th of July.

Help others study their heritage so they can obtain information and study independently. Encourage them to prepare and display posters, maps, charts, and scrapbooks to use in sharing their findings about ethnic settlements in the United States.

TOPIC STUDY

Explore — Select a topic club members would like to learn about as it relates to different countries and cultures. After deciding on a topic such as art, agriculture, family systems, industry, or education, assist members as they gather information from people and other resources. Invite a knowledgeable speaker to talk to the group.

Study — Conduct a comparative study of the topic. For example, have different club members report on the courtship and marriage patterns, or food production and marketing systems of two or more countries or cultures.

Study youth organizations around the world to identify their purposes and activities. Find out which ones have been influenced by the 4-H program.

Investigate what holidays are celebrated in other countries. Do they have religious, seasonal, family, or national significance? Are there special foods, songs, or activities associated with the holiday?

Involve — Help interested members give talks, prepare exhibits, and make scrapbooks to share with others. Advanced members should give leadership to a topic study. Give a presentation to another 4-H club or other community education group.

Have an international holiday night and share games, foods, and customs from another country, such as, Bon Ordi (folk dance) in Japan.

Help the club plan and host an international dinner. Prepare and teach about the foods of another country. Members will have to research the country to plan the meal and decorations, etc.

FOOD PRODUCTION and USE

Explore — Gather information about foods that are most commonly grown in different parts of this country and the world. Investigate problems related to food production such as, climate, terrain, and other factors. Explore the history of food distribution and discover why some people of the world go hungry while others have more than they need.

Study — 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 if and how it contributes to good nutrition.

Consider the soybeans grown in Illinois. What do we do with them? How do people in other countries use the soybeans that are imported from Illinois? How has soybean production impacted Illinois economy, jobs, and culture?

Talk to local authorities about food shortages or “food deserts”— why they exist and what is being done to alleviate hunger, either in this country or worldwide. Your University of Illinois Extension office is a good place to start for reliable information. Visit local offices or websites of international relief organizations to investigate what is being done to help solve food shortages. Share what you learned with your group.

Trace the history of agricultural development in this country and how 4-H has helped to increase food production. Investigate what young people around the world are doing to increase food production in their countries.



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Involve — Call attention to the domestic and international aspects of food production and use by hosting an international food fair and exhibits. Involve other 4-H members from food and nutrition projects. Share pictures of people growing and harvesting different kinds of foods. Prepare international foods and label them with name and origin. Invite groups concerned with food and hunger problems to participate.

As environmental and food security issues increase, become involved with locally grown or slow food initiatives in your community. Connect with local food networks and producers to explore sustainable food production.

If desired, contribute to a local organization dedicated to feeding the hungry or conduct a fundraising campaign to support a recognized agency or organization that provides humanitarian aid in developing countries.

GLOBAL CONCERNS

Explore — In 1972, in Stockholm, Sweden, 18 internationally known ecologists listed the ten most serious environmental problems facing the world. These challenges remain today. Seek information on any of these top 10 environmental concerns.

1. Too many people
2. Pollution of water
3. Pollution of the air
4. Absence of necessary research in food production to feed the hungry people of the world
5. Lack of workable programs to preserve and protect the endangered wildlife species of the world
6. Inability to control the use of substances with long-lasting toxic effects on natural resources and people
7. Inability to effectively recycle valuable natural resources
8. Failure to find and plan for alternative sources of energy
9. Inability to use public and private money wisely to improve the general environment
10. Inability of nations to develop workable ecological programs and systems of control and cooperation

Invite experts, such as water sanitation engineers, nutritionists, wildlife biologists, state foresters, renewable energy experts, or representatives of environmental action groups, to talk about ecological and environmental issues. Ask the speakers to address local action being taken to solve or relieve the problems, how the problems are related to each other, and why environmental problems are international problems.

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Study — Investigate causes, current situations, possible solutions, local action, and international programs related to these environmental topics. Find specific examples in your community or state which illustrate the problems or what is being done to relieve them. Compare environmental education programs of other countries with those of the United States to discover new or improved action programs.



Members who are interested in health activities can investigate international health issues and problems. Many of us take for granted the availability of medical services and medicines. What about people in other countries? What about people in the United States who can't afford health care? Health issues are complex — nutrition, sanitation, lifestyle, environment, customs, religious beliefs, and available primary health care all contribute to the problem. Through group study and discussion, learn about the issues that surround health and lifestyle.

View a documentary or Internet video on world health issues, such as, eye disease, malaria, parasitic diseases, AIDS, hunger, malnutrition, tuberculosis, or refugee camps.

Learn about traditional medical practices of cultures around the world, such as, use of plants and animal products, special techniques (acupuncture and bleeding), charms, and potions.

Identify and gather information about countries that are experiencing political unrest or war. Use world maps to indicate where they are located. Internet searches, news magazines, TV news reports, political commentaries, documentaries, and newspapers can serve as information sources for the study. Write a peace proposal for one or two of the conflicts or on efforts to create better world understanding.

Involve — There are many ways to become involved in world issues. Sponsoring a World Hunger Day increases the awareness of club members and the community to the problems of world hunger. The project could include any or all of the following activities.

- Make posters to increase community awareness of the world hunger problem
- Sponsor a low-cost, nutritious meal for individuals in the community who have limited food budgets, such as, elderly people or low income families
- Collect food for a local food pantry
- Write news articles or radio spots about the issue of world hunger
- View videos or documentaries about the problems of hunger in Africa, Asia, Latin America, or the United States
- Invite community, places of worship, or relief agency specialists to lead discussions and share videos about the problem of hunger in our country and our world

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Videos and documentaries are an effective way to share ideas and information on global issues such as pollution, hunger, and global warming. They create awareness and encourage discussion. Borrow them from organizations and resource centers or download from the Internet. Be sure to use reliable sources of information.

Host a video series to draw attention to issues of global concern at a local school, library, community center, or University of Illinois Extension office. Plan ahead to ensure the appropriate video equipment and technology are available. 4-H members can design and print flyers to announce the video series and write newspaper announcements. Review the videos and select the ones that best communicate the problem or concern.

Conduct a campaign to educate the community about the need to support domestic and international programs that improve the quality of life. Make and distribute public information pieces such as bumper stickers, pins, and posters to use in alerting the community to environmental matters at home and abroad.

HUMAN RIGHTS

Explore — Ask 4-H members to observe the way people around them are treated — in stores, schools, places of worship, playgrounds, swimming pools, sidewalks, and homes. Do they see signs of discrimination because of sex, age, race, gender identity, or religion? How do you feel when you see discrimination? Are you impacted personally by discrimination? Discuss what members see and feel.

Ask a history teacher to talk with your group about why the early settlers immigrated to the United States. What were they seeking? Why do people today immigrate to the United States? Or migrate from one part of the country to another?

Interview people who have lived in other countries. Ask how minority groups are treated in those countries. Include questions about cultural attitudes toward elderly people, women, people of various ethnic and religious backgrounds, or children.

Study — Compare our Bill of Rights and other laws with those of other countries. What is similar? What is different? What do those differences say about culture and values?

Investigate what groups such as National Association for the Advancement of Colored People, American Civil Liberties Union, National Council on Aging, National Organization for Women, and others are doing to promote human rights internationally.

Involve — Help arrange group discussions of human rights. Use videos, speakers and local examples of anti-discrimination and action programs. Involve the group in campaigning for human rights and eliminating discrimination.

CULTURE SHARING in the U.S.

Explore — East, west, north, south. City, farm, small town. African American, White, Asian, Hispanic, Latino, Native American. Who are “We, the people of the United States?” This question, when answered from our own cultural perspective, will have different answers. While many communities are culturally diverse, not all neighborhoods, schools, or social groups are. To have a balanced picture of what America is culturally, members need to experience other points of view.

Invite young people of different races and cultural backgrounds to share their views with your club members. Topics for discussion include: What is American culture? How have other cultures contributed to American culture? What are some of the problems of cultural differences in America?

Read about and share with the club information on people with different cultural backgrounds who have contributed to the history and growth of America.

Study — Make contacts with 4-H members or clubs in other areas of the U.S. Ask the local University of Illinois Extension staff to provide contact information for staff in other counties or states.

Help members find out about opportunities for going on intercultural exchanges or hosting an exchange student in their homes. Talk to local University of Illinois Extension staff about what 4-H programs, cost, timelines, what they involve, etc.

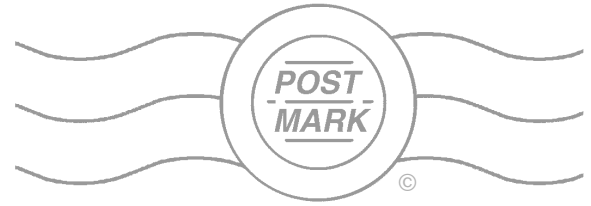
Involve — Ask a trusted adult, teacher, or Extension staff to help you connect with someone from a culture, religion, or ethnicity different from your own. Use email or social networking sites to communicate with the person and learn about your similarities and differences. Or organize an exchange between your 4-H club and another 4-H club from a different part of the state or the country. Exchange emails, photographs, recordings, ideas, and resources reflecting your cultural interests.

Start an exchange program with a club which has a culturally different background. It can be a one-day, weekend, or week-long exchange. Consider sponsoring a day on the farm for urban 4-H members or invite a club from a small town to explore the sights of the city.



CULTURAL EXCHANGES – INTERNATIONAL

Explore — Explore ways to communicate with people from other countries. Investigate postage costs for letters, post cards, etc. Compare addresses for both domestic and international locations. Bring letters from people in other countries to share at a meeting.



Study — With parent approval and assistance, find a “pen pal” or social network friend from another country through relatives, friends, 4-H exchanges, foreign students, missionaries, and others. While email is an easy way to communicate, follow safety rules when establishing online relationships.

Involve — Communicate with individuals or groups in another country. Exchange email or letters to build friendships, learn about life in that country, and discuss events in each country. Follow personal safety rules when communicating with others through email or social networking sites. Do not share any personal information in your communication.

Create 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.

Host an IFYE or other 4-H exchange student for a period of two to four weeks by applying to the State 4-H Office through your local University of Illinois Extension office. Prepare by learning about the guest’s country and customs. Plan to include him/her in family 4-H and community activities.

Many colleges in Illinois have large numbers of foreign students and/or international student organizations. Contact them for names of students who would like to visit in homes for a day, weekend, or holiday. Help foreign students learn about the United States and our culture. Exchange information on lifestyles, foods, education, customs, religions, etc.



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EXTENSION



College of Agricultural, Consumer and Environmental Sciences

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