4-H GLOBAL CITIZENSHIP

Members Manual (Updated in 2024)
Note: This manual will be under revision for 2025-2026.

Global Citizenship Project

Unit 1	Study of Another Country
Unit 2	Host a Delegate from Another Country
Unit 3 (removed)	Youth Counselor for Inbound International Delegation Exchange
Unit 4 (new Unit 3)	Delegate to Another Country

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Global Citizenship Project Objectives:

- Understand and appreciate other cultures.
- Understand the customs, heritage and beliefs of other cultures.
- Develop attitudes and values that help each individual become competent and capable.
- Gain a deeper insight into one's own values.
- Gain new leadership experiences and abilities while building cross-cultural understanding and global awareness.
- Understand global citizenship.
- Develop the skills needed to contribute positively to society.

Important Definitions:

Global Citizenship: Membership in a global community

Culture: The customs, beliefs, arts and institutions of a group of people

Tolerance: Freedom from prejudice/bigotry/bias

Empathy: Ability to share one another's emotions, thoughts, feelings

Adaptability: Ability to adjust to new or changed circumstances

Perceptiveness: Insight, intuition, understanding

Life Skills Development

The 4-H Global Citizenship Project will help you develop many important life skills. A few examples are listed below.

Personal Development: Understanding other cultures will help you broaden your perspective and increase your awareness of important world issues.

Ways you can develop this skill:
- Share feelings and ideas with others.
- Complete a self assessment, noting limitations and abilities.
- Learn about the importance of a healthy lifestyle.
- Record your dreams and goals in a diary or journal.
- Record and analyze your daily actions for accountability.

Problem Solving and Decision Making: Develop decision-making skills by analyzing situations and deciding on an appropriate response.

Ways you can develop this skill:
- Clearly identify problems.
- Develop a plan of action to solve a problem.
- Explore careers.
- Learn successful problem-solving steps.
- Perform different judging activities.
- Develop consensus among members of a group.
- Plan and set goals.
- Comparison shop.
- Brainstorm and use creative exercises.
- Perform simulations and case studies.

Communicating and Relating with Others: Continue to improve your communication skills and become more successful at working with others.

Ways you can develop this skill:
- Write news articles, reports or develop a display.
- Lead or participate in group discussion.
- Meet and get along with others.
- Use good manners; be diplomatic.
- Listen carefully and practice giving constructive feedback.
- Introduce and interview others.
- Cooperate, compete, and enjoy individual activities.
- Participate in a team.
- Negotiate a compromise.
- Work with people who have culturally diverse backgrounds.
- Host international or new visitors.
- Perform service projects.
- Perform demonstrations or speak in public.

Managing Resources: By managing your resources, you can take advantage of opportunities, prevent problems, gather resources and improve programs.

Ways you can develop this skill:
- Keep a project record book.
- Prepare and use a budget.
- Plan a contest, activity or event.
- Manage or organize time using a calendar.
- Identify resources for events.
- Delegate or coordinate projects.
- Develop a plan for reaching your goals.
- Set priorities to wisely use resources.

Applying Science, Technology, Engineering and Math (STEM) Standards: STEM standards apply within the Global Citizenship Project, particularly within the STEM emphasis area of *Science in Personal and Social Perspective*.

An important purpose of science education is to give students a means to understand and act on personal and social issues. The Science in Personal and Social Perspectives standards help students develop decision-making skills. Understanding the concepts of (1) **characteristics and changes in populations**; (2) **populations, resources, and environments**; (3) **population growth**; (4) **science and technology in local, national, and global challenges**; and (5) **regulation and behavior** gives students a foundation on which to base decisions they will **face as citizens**.

Global Citizenship Project Information

Everyone enrolled in Global Citizenship will make a notebook that illustrates what you have learned. Use a standard, hardback, three-ring notebook and follow all unit guidelines in the project manual. *All members in every unit should complete the e-Record*. Include the e-Record at the beginning of your notebook. Your notebook should be divided into sections, as noted in each unit. Illustrations, photographs, newspaper clippings and artwork may be included in notebook sections when appropriate. Notebooks should be neat and labeled so information can be easily found.

To complete the Global Citizenship project, your notebook must be exhibited in a public place. This may include the county fair, a community gathering or club meeting. In addition, members are required to share their global citizenship experiences with others through some type of public speaking. This may be a report at a club meeting, a demonstration to other project members, or a presentation to a community group.

Note: Units do not need to be taken in order.

Unit 1—Study of Another Country: H3201

Study Options (Select one of the following)

1. Select one country or culture. Study two to three of the topic areas listed on pages 7-9. (Activities could include attending an international festival, listening to culture presentations, interviewing individuals of other cultural backgrounds, visiting another country as a tourist, having an international pen pal.)
2. Select a country that reflects your own family's nationality/background. Study two to three topics and find examples of that culture that have carried over into your present life and customs.
3. Select one or more topics to study and compare with two to three countries.

Note: If you would like to focus on exploring and preparing meals from a certain country, consider choosing the 4-H Passport to Foreign Cookery under Foods and Nutrition (MJ1035).

Each member will make and exhibit a notebook that illustrates the completed study topic.

Section 1: Create an information sheet that explains the selected study topic(s) and list the topic(s) studied (see pages 7-9).

Section 2: Describe any demonstrations or public speaking experiences you had associated with global citizenship. Please be specific about audience, topic, visual aids, etc.

Section 3: Include a short story explaining what you learned from this study.

Section 4: List the resources you used throughout your project (CultureGrams, encyclopedias, internet, books, etc.).

Unit 2—Host a Delegate from Another Country: H3202

Responsibilities of each member in this unit:

l. Be a member of a host family for an incoming delegate from another country or culture.
2. Make and exhibit a notebook that illustrates what you learned from the experience.
3. Describe any demonstrations or public speaking experiences you had associated with global citizenship. Please be specific about audience, topic, visual aids, etc.

Section 1: *Preparation for Your Exchangee's Arrival*

- What did you study to familiarize yourself with your guest's customs, food preferences, living habits, culture, etc.?
- What changes did you and your family make so the guest would be more comfortable?
- What did you do to become acquainted with your guest before he/she arrived (orientation, reading, exchange letters, e-mail etc.)?

Section 2: *The Arrival*

- What did you feel the first time you met your guest?
- How did you overcome any uneasiness? How did you put your guest at ease?
- What was your first impression of your guest?
- How did you first communicate? Did you have any language problems? What did you think about your ability to communicate with your guest?

Section 3: *During the Stay*

- What special events took place while the guest was in your home (birthdays, holidays, weddings, trips)?
- How did you consider the needs of your guest and find ways of helping him or her communicate, get over homesickness, learn about your country, etc.?
- What did you learn about your guest's customs and culture (daily living in his or her homeland)?
- What was your guest most interested in seeing or doing while at your home?
- What do you think is most rewarding about hosting and why?
- What do you think about the relationship between the United States and your guest's country now that you have been a host?
- How do you view your family's participation in this exchange? Did you learn more about your own family members as all of you participated in hosting?
- What did you learn about yourself through this exchange?

Section 4: *After Departure*

- What feelings did you have after your guest left?
- How have you shared your exchange experience with others?
- How has hosting changed your family?
- What area of your exchangee's lifestyle interested you the most (school, home life, foods, customs, work opportunities)? Explain why.
- What new ideas do you have about your contribution to world peace?
- Has hosting changed any of your feelings about the people of the world? Explain your view.

Section 5: *Resources*

- List the resources used throughout your project (CultureGrams, encyclopedias, internet, books, etc.).

Unit 3—Teen Counselor for Inbound International Delegation: H3203
(NOTE: This unit has been removed due to no longer having a 4-H International Programs Coordinator in the Colorado State 4-H Office.)
Responsibilities of each member in this unit:

1. Serve as a teen counselor at a standard international-program event for incoming delegates from another country or culture (this must be coordinated with the 4-H International Programs Coordinator in the Colorado 4-H office).
2. Make and exhibit a notebook that illustrates what you learned from the experience.
3. Describe any demonstrations or public speaking experiences you had associated with global citizenship. Please be specific about audience, topic, visual aids, etc.

Section 1: *The Arrival*

- Explain how you helped the state coordinator when exchange delegates arrived in Colorado.
- Tell how you helped the incoming delegates during their orientation.
- Explain differences you observed between teens from your local community and the exchange delegates. How did you consider these differences when working with the delegates?
- What problems did you encounter and how did you overcome them?
- Were your feelings the same or different from what you expected? In what ways?

Section 2: *During Their Stay*

- Keep a log of contacts you made with incoming youth or host families during the visit. Include the date, reason for contact and what was done or learned.
- Tell how you helped the host family become familiar with 4-H if they were not already aware of the program.
- Tell how you promoted 4-H international programs in your area. This may include talks, news releases, displays, etc., before, during the visit or after the exchangee has left.

Section 3: *After Departure*

- Express your feelings toward people from other countries. Tell how your experience changed or strengthened your feelings.
- What has this experience meant to you? Has it changed your views of life? How?

Section 4: *Resources*

- List resources you used throughout your project (CultureGrams, encyclopedias, internet, books, etc.).

Unit 4—Exchange Delegate to Another Country: H3204 - (New Unit 3)

Responsibilities of each member in this unit:

1. Travel as an exchange delegate to another country or culture.
2. Live with a host family or families in another country.
3. Make and exhibit a notebook that illustrates what you learned from the experience.
4. Describe any demonstrations or public speaking experiences you had associated with global citizenship. Please be specific about audience, topic, visual aids, etc.

Section 1**:** *Before Departure*

- How did you prepare before you left on your exchange?
- What did you study or learn from others about traveling abroad?
- What country did you select? Why? Describe the country.
- What do you want those in that country to learn about the United States, you and your family?
- What are your plans and anxieties about making this trip? How do you plan to overcome these anxieties?
- What is the most important thought you can take to your host country?

Section 2**:** *During the Stay*

- What did you learn about your host country?
- How does your lifestyle differ from what you experienced in your host home?
- Were there other differences you observed in other homes?
- What opportunities or problems did you encounter? How did you handle them?
- Did you participate in any unusual customs or celebrations? Describe them.

Section 3: *In-depth Observation*

- Choose a subject to tell about such as food, schools, marriage, teen life-styles, homes, religion, etc. Explain how they are similar and how they differ from what you are accustomed to in your community.

Section 4: *Return to the United States*

- What do you view differently now that you have returned home?
- How has this trip changed your outlook on the United States, your life, home or family?
- Keep a record of groups you share your experiences with when you return.

Section 5 *Resources*

- List the resources you used throughout your project (CultureGrams, encyclopedias, internet, books, etc.).

Study Topics

Under each topic, several ideas are listed to help you get started. Use your own ideas, too.

1. Geography: *How does it influence everyday happenings in the country?*
    - Study a world map; locate the country and neighboring countries. What are the country's major cities?
    - Study a topographical map. Where are mountains, rivers and other divisions located?
    - Study the country's national products (crops, manufacturing, etc.) in relation to its geography.

2. History: *How has it influenced language, educational system, government, customs, etc.?*
    - Research the creation and settlement of the country.
    - Find out how wars and other events influenced nationality mix, customs, language and type of government.
    - How did the country originate?
    - How is history recorded (by pictures, in books, through stories, etc.)?

3. Language/Writing: *How has it been influenced by history? How does it influence other countries?*
    - How did the official language develop?
    - Learn to speak and write some basic words, phrases or sentences.
    - Find words in the English language which have their roots in the language of this country.
    - Find out how many different languages and dialects are spoken in the country.
    - Study the country's type of written language and compare it to other alphabets.

4. Educational System: *How was it developed? What role does the government play?*
    - Study the type of schooling offered, its cost to the individual, the emphasis on different subjects.
    - Compare its system to one in another country.

5. Government: *What type of government runs this country?*
    - Study legal systems and types of governmental bodies.
    - Why has the government developed the way it has?
    - How does the government influence life?

6. Ethnic Groups/Tribes/Caste System: *What are the lives of the people like?*
    - Study groups in the country. Investigate the expectations (social, labor, dress, etc.) for each group.
    - Research issues such as discrimination, language barriers and communication.

7. Gender Roles/Family Life: *How is a family defined?*
    - Study who is included in a typical family. Include information about the terms used to describe relationships and any special roles men and women may have.

8. Clothing and Fashion: *How do weather, religion, tradition, customs, sexual roles and lifestyle affect clothing and fashion?*
    - Study the fabric most often used in clothing. How is it influenced by crops, livestock and technology? How is the fashion influenced by those items?
    - Collect pictures of types of clothing worn in the country (common or everyday; traditional or holiday; men, women, children; young, middle-aged or adult.)
    - Make a garment typical of the country.
    - Contact people who have been in the country and arrange for a fashion show.
    - How has clothing in this country changed during the past 25 to 50 years?
    - What is this country's concept of beauty?

9. Food: *What influence do climate, rainfall and terrain have on the food grown? How do religion and the economy affect food?*
    - What foods are grown or raised in the country?
    - What is the basic diet? What are traditional holiday meals?
    - Collect and try recipes from the country you are studying. Make an ethnic meal for your family or others.
    - Eat at restaurants that serve traditional food of the country you are studying.
    - Visit the foreign food department in stores.
    - Take a 4-H International Food project.
    - Have a potluck dinner featuring ethnic food. Include recipes and explanations as part of the program.
    - Cook in a three-legged pot or build a mud oven.
    - What technology is available for food preparation in this country?

10. Housing: *What type of homes do people live in?*
    - How do people acquire a home in this country?
    - What building materials are used in homes? Who builds them?

11. Architecture, Painting, Sculpture: *What has influenced art in this country?*
    - What different types of architecture, painting or sculpture are native to this country? What is the cultural history and international significance and influence of art on people's lives?
    - Make scale models of work studied. Label the model to reference historical facts.
    - Tour galleries and buildings with architectural influence from this country.

12. Customs and Holidays: *What are important customs and holidays in this country?*
    - What foods and dress are involved?
    - What is the influence of religion on customs and holidays?
    - Try to duplicate one custom or holiday with your family or 4-H group.

13. Dance, Music, Drama, Literature: *How has it been influenced by the history of the country?*
    - How have music, drama, dance and literature from this country spread to other countries?
    - Learn international folk dances. Find out the dance's background—where it originated, what it means, what costumes are worn, when it is performed by participants.
    - What is the extent of the dance's adoption.in other countries?
    - Learn songs from another country. Investigate their origin, use, variations and meanings.
    - Make musical instruments used in the country.

14. Leisure Activities (crafts, recreation, games): *What influences leisure activities?*
    - What are the differences between leisure activities and money-making activities?
    - Learn to do a craft, play a game or participate in other activities typical of the country.
    - How do techniques differ from other cultures?

15. Other Areas You Might Wish to Study:
    - Currency and money
    - Industry
    - Religion
    - Sports
    - Dating, courtship and marriage customs
    - Horticulture
    - Energy and resources
    - Commodity exchanges (foreign trade)

16. Other activities you may wish to do:
    - Tour an embassy or consulate.
    - Visit with people who have come from other countries.
    - Collect coins, stamps, dolls, spoons.
    - Visit a travel agency.
    - Visit a business or cultural association connected with another country.
    - Check the Internet for information from the country.
    - Visit international students in a local university or college.
    - Find a pen pal from the country and write to him or her.

Exchanges

Many types of inbound/outbound exchanges could be useful in your study of another country or culture. Cultural exchanges to consider:

- International exchange program sponsored by a school or civic organization.
- Exchange between 4-H members in the US and other similar organizations in Canada, Mexico, etc.
- 4-H programs to/from Japanese, Mexico, S. Korea, Costa Rica, Finland, Norway for youth 12 to 18 years of age, one-month exchanges completed in a host-family setting.
- 4-H/Japanese program offers an intern program in Japan for one year (outbound). Participants must be at least 18 years old. They live with Japanese host families, work with the sponsoring Japanese exchange organization and learn about Japanese culture through formal classes and independent research. Interns receive round trip airfare and a monthly stipend.
- One-year high school exchange (inbound) through 4-H/Japanese, 4-H/ Mexico and 4-H/S. Korea program for youth ages 15-18. Participants stay with host families and attend local high schools.
- One-year high school exchange (inbound) through the Future Leaders Exchange (FLEX), for youth ages 15-18. Participants stay with a host family and attend local schools. The purpose is to promote peace and understanding between the U.S. and the New Independent States of the former Soviet Union.
- As an IFYE Representative (inbound and outbound), delegates ages 19-30 live and work with several host families for a three- or six-month stay. Participating areas of the world include Western Europe, Eastern Europe, Latin America, Australia, Asia, Africa and the United States.

Hosting

If you can't go on an exchange, be a host family! There are several organizations that can help:

- The Colorado State Extension 4-H office in your county – ask for information on hosting an exchange delegate through the programs listed above.
- Colorado State Extension 4-H office
  4-H International Programs Coordinator Courtney Loflin
  Colorado State University
  Campus Delivery 4040, Fort Collins, CO 80523-4040
  telephone: 970-491-2711, email: Courtney.Loflin@colostate.edu
- The Office of International Education – ask for information on hosting students during holiday breaks. Colorado State University, Laurel Hall, Fort Collins, CO 80523-1024, 970-491-5917. You may want to contact other universities or colleges to meet international students.

Resources

4-H Materials Available

- Passport to Foreign Cookery - Member's Manual.
- County Extension offices may have information on a variety of countries.

Resources in Your Community

- Your local library
- School text books
- Peace Corps volunteers
- Missionaries who have lived in other countries
- Students or exchange delegates who have lived in other countries
- International 4-H Programs videos (available through the Colorado 4-H Int'l. Program)

Resources You Can Order or Online

- CultureGrams
- Intercultural Press
- http://www.state.gov/r/pa/ei/bgn
- http://www.countryreports.org
- http://www.cia.gov/library/publications/the-worl-factbook/index.html
- www.extension.iastate.edu/4H/content/global-citizenship

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.