

GLOBAL CITIZENSHIP

4-H Project Manual



COLORADO STATE UNIVERSITY
EXTENSION

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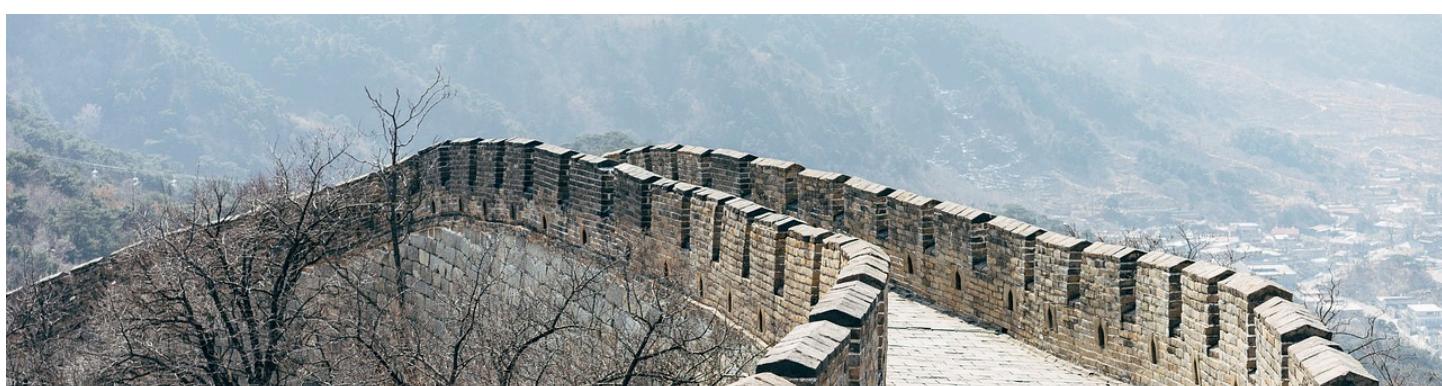


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Acknowledgements



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Unit 2 curriculum materials draw upon and adapt elements of the World Food Prize Foundation's Global Challenge Paper Guidelines. The Colorado 4-H Program and the Colorado GROW Youth Institute are proud to partner in offering young people a unified global challenge research experience. Through this collaboration, Colorado students can develop a research project that meets the expectations of both programs—expanding their global citizenship skills while opening pathways to participate fully in each opportunity.

Colorado State University, U.S Department of Agriculture and Colorado counties cooperating. To simplify technical terminology, trade names or products and equipment occasionally will be used. No endorsement of product names is intended nor is criticism implied of products not mentioned.

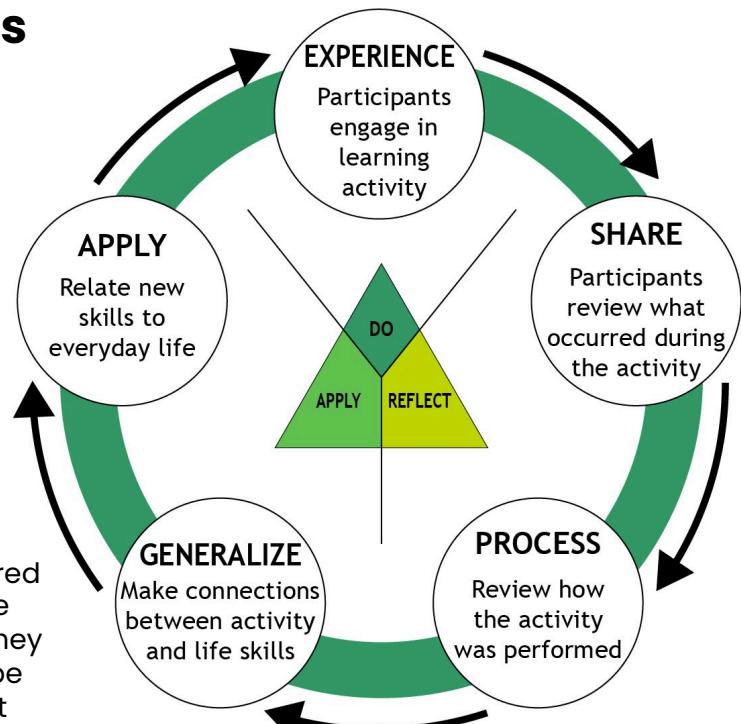
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Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfeiffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did, and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.



1) Experience (Doing)

Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on what occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on what's important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are two general skill levels and eight subcategories listing specific skills youth learn in 4-H.

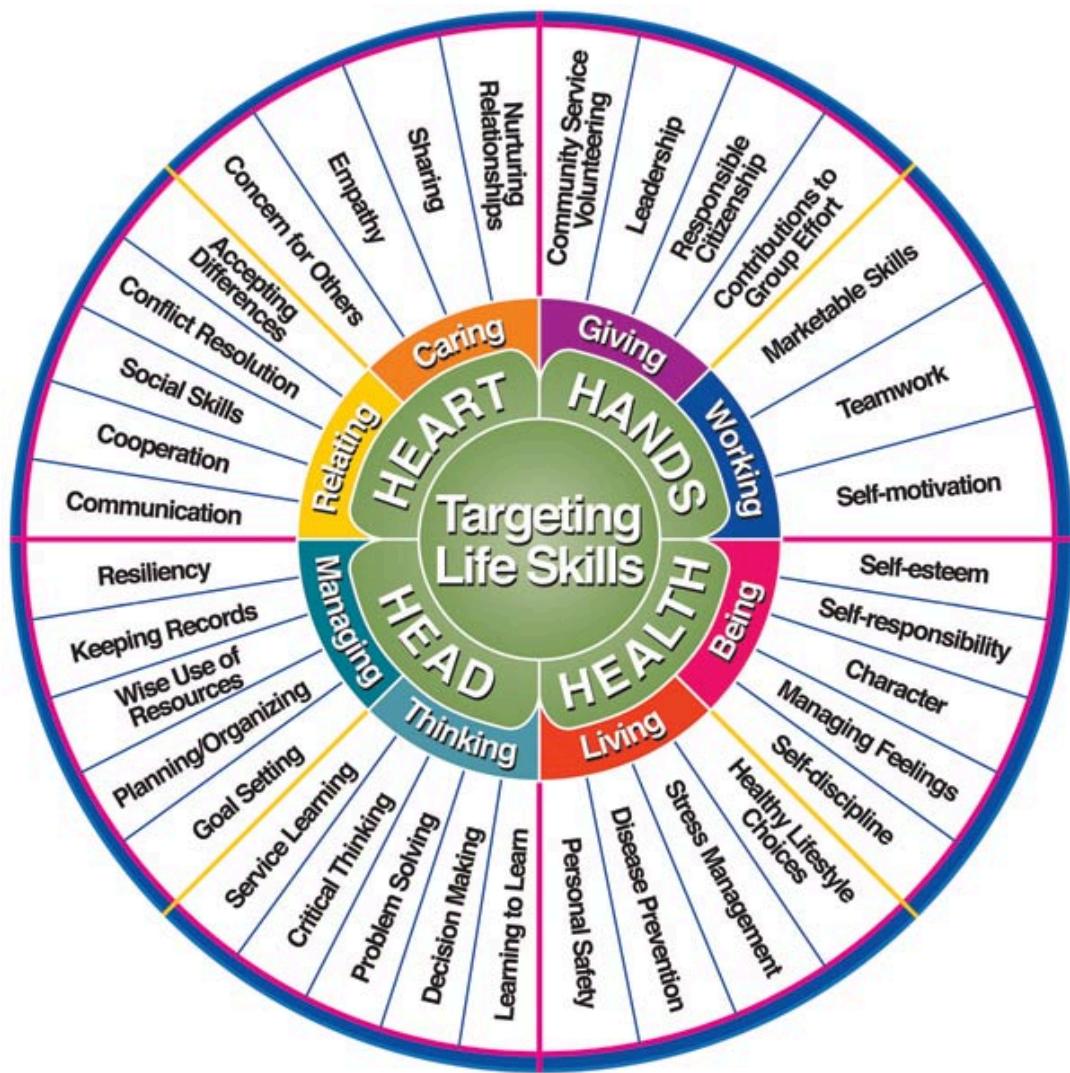


Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.

Life Skill Development in Global Citizenship

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.
- Research topics of interest.
- 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, complete, and enjoy individual activities.
- Participate in a team.
- Negotiate a compromise.
- Work with people who have culturally diverse backgrounds.
- Host international or new visitors.
- Travel safely to other countries to learn about cultures new to you.
- 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.
- Collaborate with others to see ideas come to fruition.
- Set priorities to wisely use resources.





Global Citizenship

Project Objectives

Applying Science, Technology, Engineering and Math (STEM) Standards: Next Generation Science Standards apply within the Global Citizenship Project, particularly within the emphasis area of Earth and Human Activity.

An important purpose of science education is to give students a means to understand and act on personal and social issues. Crosscutting Concepts in the NextGen standards state that science addresses questions about the natural and material world. These standards apply to Unit 2 in particular:

- Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions.
- Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge.
- Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues.

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

Learning objectives for this project include:

- 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

Adaptability:

Ability to adjust to new or changed circumstances

Culture:

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

Empathy:

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

Global Citizenship:

Membership in a global community

Perceptiveness:

Insight, intuition, understanding

Tolerance:

Freedom from prejudice/bigotry/bias

Global Citizenship Project Information

You have a choice in your Global Citizenship project on what you exhibit to demonstrate your learning. You will either make a notebook that illustrates what you have learned or compile what you have learned on a display board. If you select the notebook, use a standard, hardback, three-ring notebook and follow all unit guidelines in the project manual and exhibit requirements. If you select the display board, use a standard 3 ft. x 4 ft. tri-fold display board.

All members in every unit should complete the e-Record. If your exhibit is a notebook, 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. If your exhibit is a display board, the record book can be bound in a standard 4-H record book cover found at [Shop 4-H](#).

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.



Study Topics

Below are ideas of study topics to help you decide what you would like to learn about.

Whatever unit you select in the Global Citizenship project, several ideas are listed to help you get started. You may use your own ideas, too.

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.

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.

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.)?

Educational System:

How was it developed? What role does the government play?

- Study the type of schooling offered, its cost to the individual, and/or the emphasis on different subjects.
- Compare its system to one in another country.

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?



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.

Clothing and Fashion:

How do weather, religion, tradition, customs, 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 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?

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.

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 Passport to Foreign Cookery Foods and Nutrition 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?



Housing:

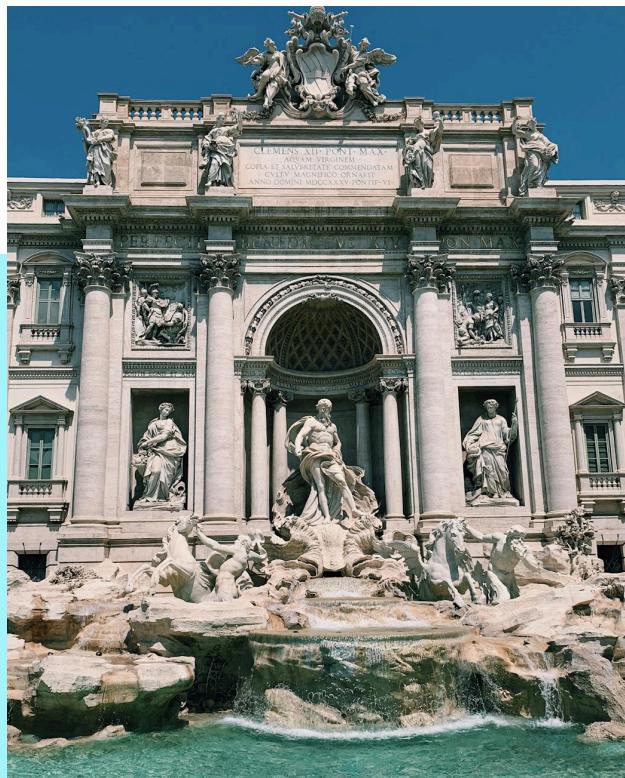
What type of homes do people live in?

- How do people acquire a home in this country?
- What building materials are used in homes? Who builds them?

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.



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.

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.

Leisure Activities (crafts, recreation, games):

What influences leisure activities?

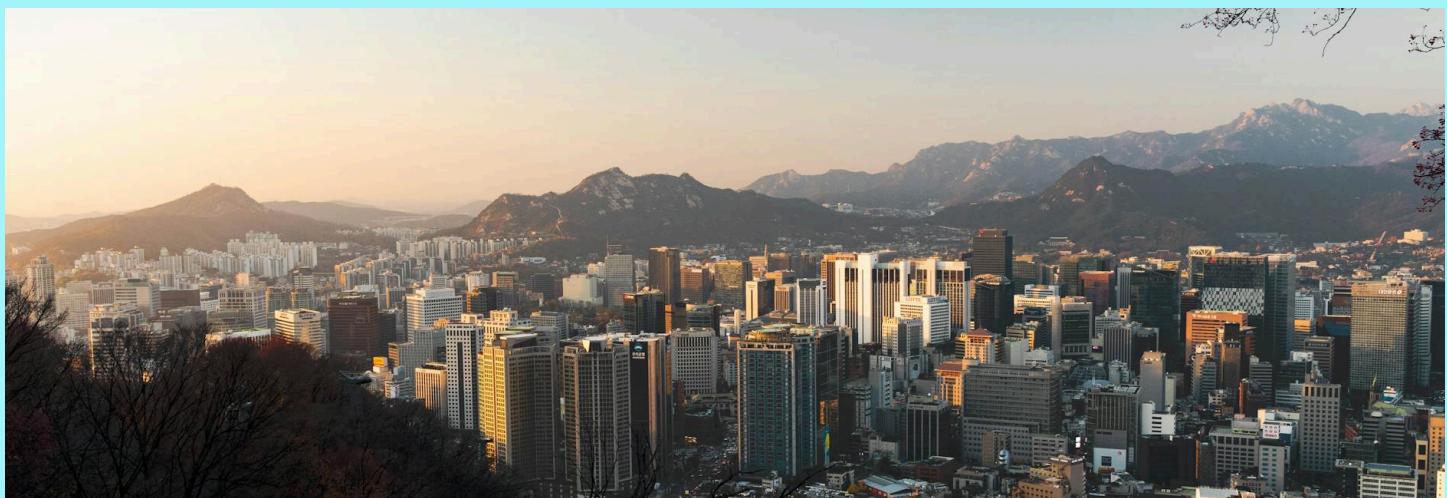
- What are the differences between leisure activities and money-making activities?
- Learn to do a craft, play a game or participate in other activities typical of the country.
- How do techniques differ from other cultures?

Other areas you might wish to study:

- Agriculture
- Currency and money
- Industry
- Religion
- Sports
- Dating, courtship and marriage customs
- Horticulture
- Energy and resources
- Commodity exchanges (foreign trade)

Other activities you may wish to do:

- Participate in a 4-H international trip.
- 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.





Study of Another Country

UNIT

Exhibit Requirements

All exhibits will consist of the following:

A **sturdy three-ringed notebook** including a completed Global Citizenship e-Record with the following additional information:

- Create an information sheet that explains the selected study topic and list the topic(s) studied (pages 12-15).
- Describe any demonstrations or public speaking experiences you had associated with global citizenship. Please be specific about audience, topic, visual aids, etc.
- Include a short story explaining what you learned from this study.

Or

An **educational display board** (standard display board size of 4 ft. by 3 ft.) covering what you learned from your study. Note: The display board could be a visual aid for your Global Citizenship demonstration or speech.

- List the resources you used throughout your project in either exhibit option.



Study Options (Select one of the following)

The information you discover from the study options below can be shared in either a notebook or an educational display board as your fair exhibit.

1 Select one country or culture. Study two to three of the topic areas listed on pages 12-15. (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 them 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 project under Foods and Nutrition.

Notebook Organization

If you select a notebook for your exhibit, include the following sections in your 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 12-15 for ideas).

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.

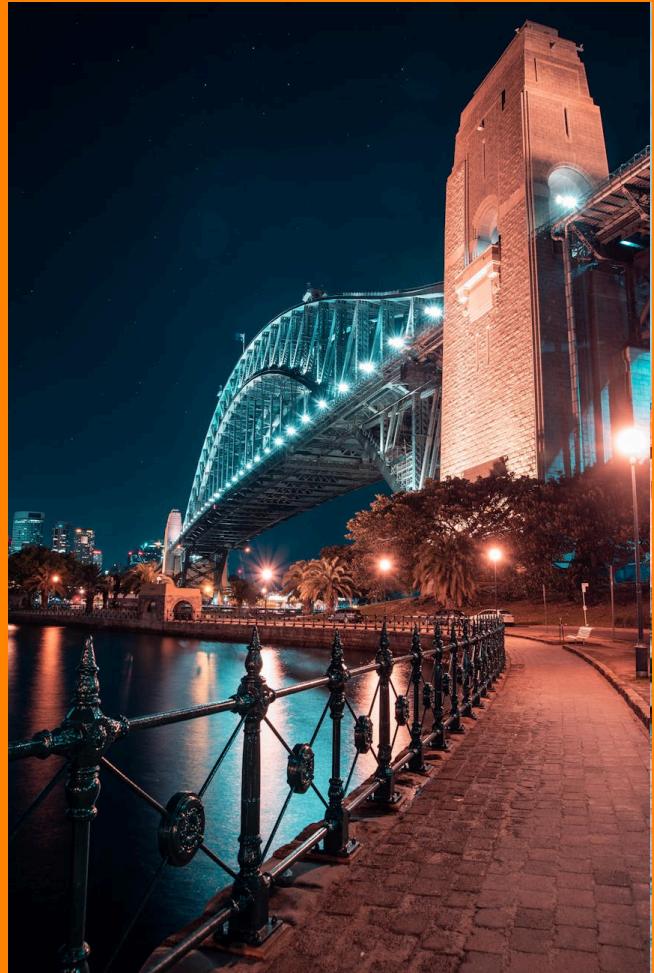
Section 4:

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

Display Board Organization

If you decide to create a display board instead of a notebook, you should organize information on your display to identify the topic(s) you've studied and highlight things you have learned through brief descriptions, bulleted items, or images. If you use images, please add captions to explain what the pictures are showing. If you use pictures that you or a family member did not take themselves, please also cite the source of the image. List any references for where you found your information either on the display board or in your record book story.





Global Challenges

In Affiliation with the World Food Prize Foundation and Colorado GROW Youth Institute

UNIT

Exhibit Requirements

This unit provides senior 4-H members with the opportunity to study and present on current global issues that affect both local and international communities. Projects may focus on topics such as food insecurity, sustainable agriculture, clean water, climate change, global health, or other worldwide challenges. Members may choose to exhibit their work through a written research notebook or an educational display board, in addition to completing a Global Citizenship e-Record. This project encourages youth to connect global issues to their own lives, develop leadership skills, and share their learning with others through public presentations.

All exhibits will consist of the following:

A completed Global Citizenship e-Record with the following information (**required for both options**):

- 1 Documentation of the project process from the Global Challenge Paper Guidelines manual (Pages 22-28) (research, activities, leadership roles).
- 2 A research paper (3–5 pages, a word count of 1,500–2,500 words) on a selected global challenge and how it relates to food insecurity (examples: food desert, clean water, sustainable agriculture, climate change, refugee/migration issues, global health, etc.). Include your list of sources.

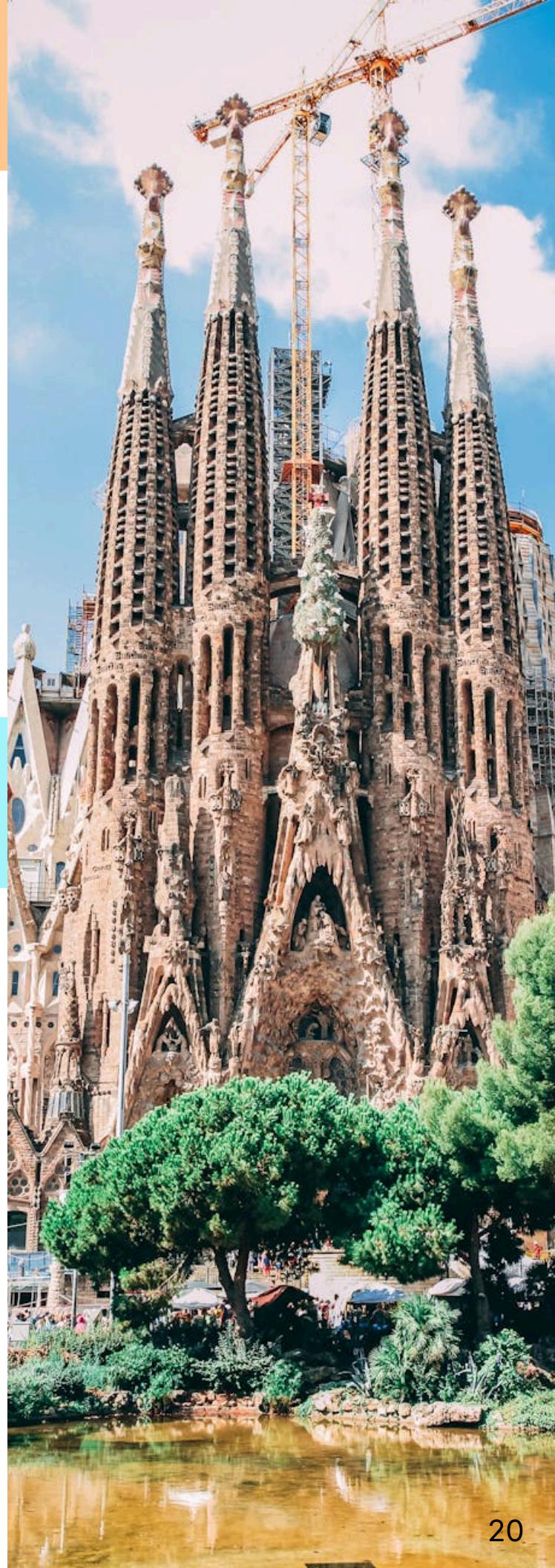


Exhibit Requirements

Notebook Organization Or Display Board Organization

Exhibit requirements are continued here that outline the structure of your notebook.

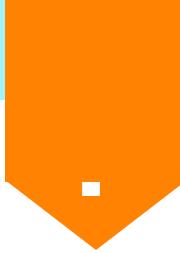
A sturdy **three-ring notebook** including a completed Global Citizenship e-Record with the following additional information:

- Evidence of participation in a related event, activity, or leadership opportunity (such as the Colorado GROW Youth Institute, World Food Prize Foundation Virtual Youth Institute, or other programs). Include photos, agenda, feedback received.
- Reflection on what was learned and how this challenge connects to citizenship, leadership skills learned or needed, or career/education goals. How did this change your perspective, what surprised you in your research?
- Visual Aids – Minimum of 2 (Examples: Maps, charts or graphs, diagrams of proposed solution, photos).
- Local to global connections (how this issue affects both the world and your local community.)
- Steps to making effective change for your proposed solution or your local community. (Examples: A mock social media campaign, volunteering at a food bank, letter to policy makers, etc.)
- Final Reflections – Key takeaways, what are you most proud of, would you continue this project?

Exhibit requirements are continued here that outline the structure of your display board.

An educational **display board** (standard display board size of 4 ft. by 3 ft. is to be used for 4-H projects.) No additional items may be included on top or in front of the display board. The display board should include:

- Evidence of participation in a related event, activity, or leadership opportunity (such as the Colorado GROW Youth Institute, World Food Prize, or other program).
- A clear title identifying the global challenge.
- Visual overview of the challenge (causes, impacts, possible solutions).
- Visual Aids – Minimum of 2 (Examples: Maps, charts or graphs, diagrams of proposed solution, photos.)
- Local to global connections (how this issue affects both the world and your local community).
- Personal reflection section – steps to effective change, final reflections.
- Properly cited resources displayed on the board.



Select a country other than the one you live in as the focus of your research.

Select a country other than the one you live in as the focus of your research. Use the following pages to help you collect the information from your research on that country.

Country:

Please describe your chosen country:

What is the population?

What percentage of the population lives in rural communities and what percentage lives in urban areas?

How many people are food insecure?

What type of government and leadership exists?

How much of the land is currently cultivated?

What are the major crops and exports? What is the average farm size? What can you compare it to for context?

What is the climate and geography?

Sources:

Having trouble selecting a country? You can choose a country you would like to learn more about or even a country you have never heard of. You can also choose your topic first, then select a country that is relevant to that topic.

Step

2

Research and describe what life is like for a typical family in your chosen country.

What is the average family size?

What types of jobs are available for the average household? What is the average wage?

What does a typical family's diet consist of? Which foods are available in their community? Which foods are most nutritious?

Where do families get food and how do they cook it?

Do families have access to education and health care? Is it affordable and accessible?

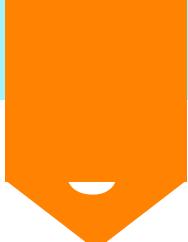
Does the family have access to infrastructure such as clean water, toilets, electricity, telephones, roads and local markets?

What other factors might affect a typical family in your chosen country?

Having trouble finding sources for your research? Visit our website for some suggested places to start:
worldfoodprize.org/globalchallenge

Need a better understanding for a typical day in the life of a family in your chosen country? You can search YouTube for videos about food, cooking and agriculture in that country.

Sources:



Select a focus topic for your Global Challenge research. Your topic should be relevant to your chosen country.

Animal Agriculture

The care and breeding of livestock, poultry and other animals for food, fibers or other products.

Animal Health

Protect and improve the health, safety and quality of livestock, poultry and aquaculture.

Climate Change

Adapt agricultural practices and policies to respond to significant changes in the Earth's climate.

Conflict

Political, economic, environmental or social disagreements. May involve violence or armed conflict.

Dietary Diseases

Disease caused by lack of nutrition or a lack of exercise.

Education

The delivery of knowledge, skills and information.

Fisheries and Aquaculture

Catching or harvesting fish, shellfish and other aquatic organisms for human consumption through wild-caught or farmed operations.

Food Loss and Waste

Food that is lost, spoiled or discarded in production, postharvest, processing or consumption.

Foreign Aid

Assistance given by one country to another for humanitarian relief or development efforts.

Human Rights

Rights that all people are equally entitled to regardless of their nationality, sex, race, ethnicity, religion, language, etc.

Infectious Diseases

Infections and illnesses that can be spread from one person to another, among animals or between animals and humans.

Infrastructure

The physical structures and facilities critical for the operation of a society, such as roads, bridges, schools, power, etc.

International Trade

The exchange of capital, goods and services between countries.

Malnutrition

Deficiencies, excesses or imbalances in a person's intake of energy, protein and nutrients.

Plants

Utilizing plants to increase and improve food, nutrition, medicine, fibers, fuels and other products.

Policy and Governance

The implementation of policies, processes and structures that determine how power is distributed and shared.

Populations

The characteristics and movements of the inhabitants of a country including urbanization, migration and growth.

Poverty

Lack of financial resources needed to afford basic necessities such as food, housing, education, health care and clean drinking water.

Renewable Energy

Energy created from naturally occurring sources such as water, wind, solar and biofuels.

Sustainable Agriculture

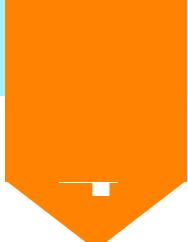
Best practices to grow food and fiber with a focus on protecting the environment and natural resources.

Water and Sanitation

Clean drinking water and adequate sewage disposal to improve human hygiene and health.

Water Scarcity

The lack of available water resources to meet the demands within a region.



Analyze how your topic impacts food security in your chosen country.

What is the present status and severity of this topic?

Are trends improving, worsening or staying the same?

What factors are contributing to this trend?

How does this topic affect rural and urban populations?

Does this topic affect demographic groups differently? If so, how?

How does this topic affect marginalized populations? (Examples: historically underrepresented groups, refugee populations, Indigenous communities, etc.)

How does this topic affect the environment?

Sources:

Explore solutions

What are 2-3 solutions that address the challenge?

Would these solutions meet all the needs of the population in your country?

Which local solutions have already been tried in your chosen country?

What impact did those solutions have?

What strengths or resources exist within your selected country that can help address the issue?

Are neighboring countries experiencing similar challenges? If so, how have they attempted to address this issue?

Would it be appropriate or feasible to implement a similar solution in your country?

Sources:



Propose your recommendation

What solution would you recommend to solve this challenge?

Describe the plan of action.

What is the impact you are hoping to achieve?

What are the limitations to this approach?

Which cultural norms need to be considered while developing your plan?

Who would manage and lead this project? (Examples: community members, the government, civic organizations, international development organizations, nonprofits, etc.)

What resources and/or funding would be required to implement this project?

What policies would need to be in place for the project to be successful?

Sources:

What resources, assets or strengths does your country have that can help advance the impact of your solution?

How sustainable is your solution? Is your recommendation feasible?

Write your Global Challenge research paper

Now that you have completed your research, it's time to bring together your ideas.

Paper guidance

Your paper should be three to five pages in length with a word count of 1,500-2,500 words, excluding the bibliography. Here is a recommended breakdown for your paper:

25% exploring solutions	15% background on the country and family
25% your recommendation	25% challenge and impact
5% conclusion	
5% introduction	

Refining your paper

Make sure to proofread your paper and edit for sentence structure and proper grammar. We recommend having at least two other people (teachers, mentors, club leaders, friends or parents) provide feedback on your paper.

Recommendations for formatting your paper

Citations and bibliography page

Make sure to take the time to analyze and interpret the articles and information you read and explain them in your own voice. It's important to always be careful when sharing someone else's idea or concept (even if you explain it in your own words). You must properly credit the original source. Please note that papers will be reviewed by the World Food Prize Foundation Board of Reviewers and checked for plagiarism. Your paper should include at least five sources with in-text citations using the standards set by the Modern Language Association (MLA) or American Psychological Association (APA). You can choose either MLA or APA style for your paper and use that style consistently throughout your paper.

Here are some helpful resources for writing a bibliography:

Easybib.com , Citationmachine.net, The Purdue Writing Lab at owl.english.purdue.edu/owl

For more information on citations and referencing, visit: worldfoodprize.org/resources

Formatting requirements

Your Global Challenge research paper should be submitted as a Word file (.doc or .docx) and meet the following page format requirements:

- One-inch page margins (top, bottom, left, right)
- Eleven-point font, Calibri or Times New Roman

- Single-space text, no indentation
- Double space between paragraphs
- Student information provided in the upper left-hand corner of the first page:
 - Student name
 - High school name
 - School city, state/province, country
 - Selected research country, research topic
 - Date of completion
 - Boldface paper title

Example student information formatting

Sarah Jackson
Manchester High School
Manchester, CT USA
Bangladesh, Malnutrition
May 4, 2024

Bangladesh: Improving Nutrition for Rural Populations



Host a Delegate from Another Country

UNIT **3**

Exhibit Requirements

All exhibits will consist of the following:

A sturdy **three-ring notebook** including a completed Global Citizenship e-Record with the following additional information:

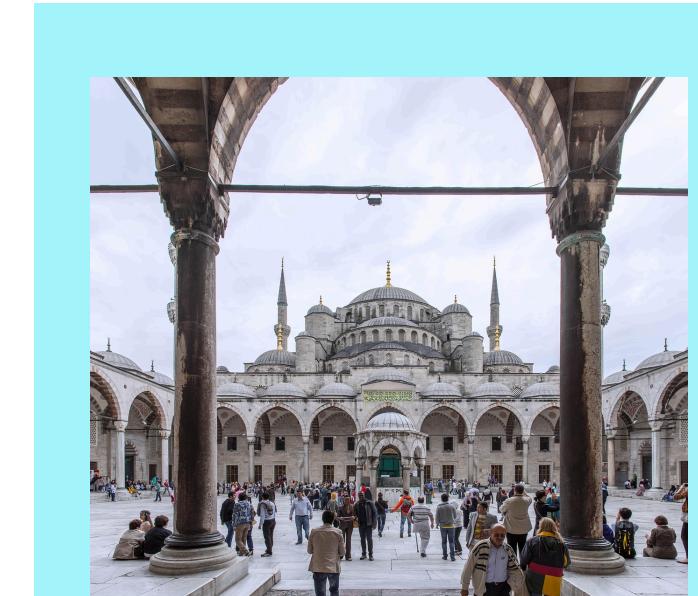
- Preparation for your Exchangee's arrival section of manual.
- The Arrival section of manual
- During the Stay section of manual
- After Departure section of manual
- Resources section of manual

Or

An **educational display board** (standard display board size of 4 ft. by 3 ft.) illustrating what you learned from your experience covering the following information:

- Preparation for your Exchangee's Arrival section of manual.
- The Arrival section of manual
- During the Stay section of manual
- After Departure section of manual
- Resources section of manual

Provide information on at least one demonstration or public speaking experience that you gave on your global citizenship project. Please record this information on the Demonstration page in the e-Record. Be specific on audience, topic, visual aids, etc. Note: The display board could be a visual aid for your Global Citizenship demonstration or speech.



Responsibilities of Each Member in this Unit

- 1 Be a member of a host family for an incoming delegate from another country or culture.
- 2 Make and exhibit a notebook or display board 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.

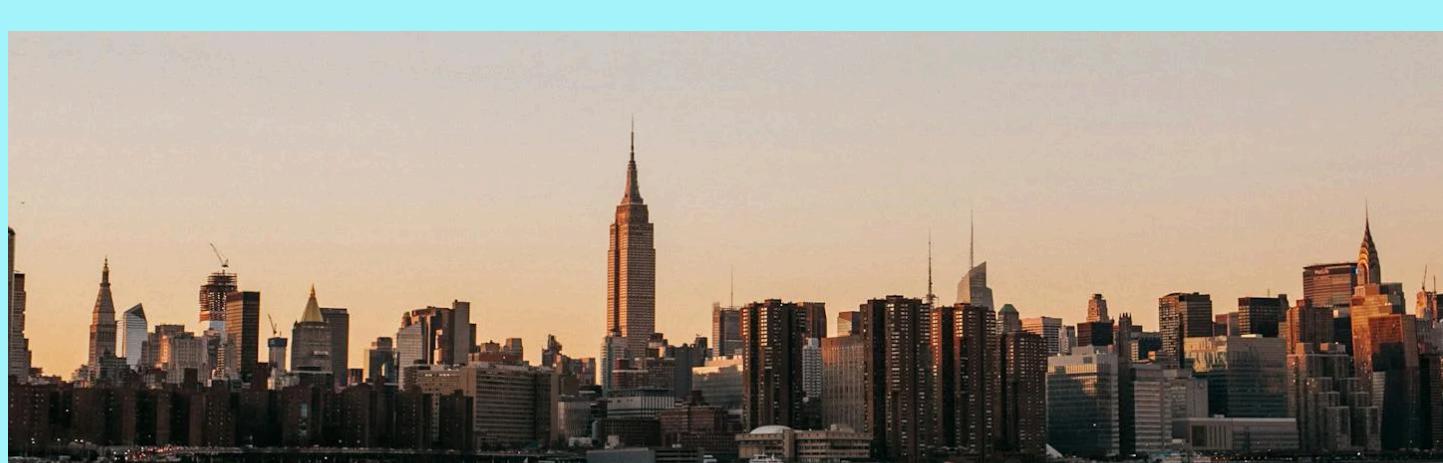
Notebook Organization

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 they 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?

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, homelife, 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

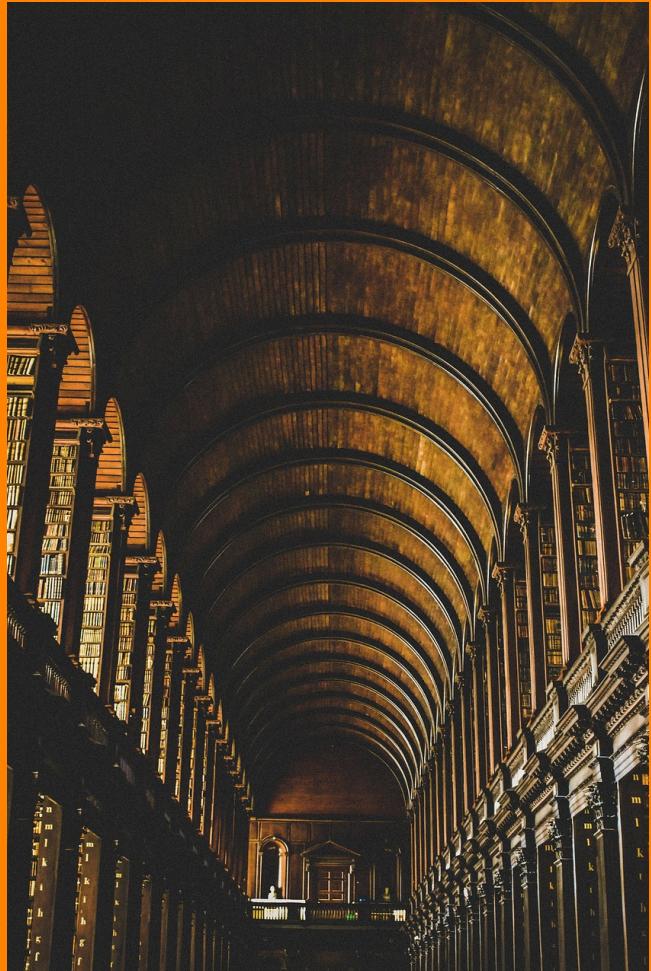
List the resources used throughout your project (CultureGrams, encyclopedias, internet, books, etc.).

Display Board Organization

If you decide to create a display board instead of a notebook, you should organize information on your display to identify the topic(s) you've studied and highlight things you have learned through brief descriptions, bulleted items, or images. Include the following sections on your display board:

- Preparation for your Exchangee's Arrival section of manual
- The Arrival section of manual
- During the Stay section of manual
- After Departure section of manual
- Resources section of manual

If you use images, please add captions to explain what the pictures are showing. If you use pictures that you or a family member did not take themselves, please also cite the source of the image. List any references for where you found your information either on the display board or in your record book story.



International Experience in Another Country

UNIT

Exhibit Requirements

All exhibits will consist of the following:

A **sturdy three-ringed notebook** including a completed Global Citizenship e-Record with the following information:

- Before Departure section of manual
- During the Stay section of manual
- In-depth Observation section of manual
- Return to the United States section of manual
- Resources section of manual

Or

An **educational display board** illustrating what you learned from your experience covering the following information:

- Before Departure section of manual
- During the Stay section of manual
- In-depth Observation section of manual
- Return to the United States section of manual
- Resources section of manual

Provide information on at least one demonstration or public speaking experience that you gave on your global citizenship project. Please record this information on the Demonstration page in the e-Record. Be specific on audience, topic, visual aids, etc. Note: The display board could be a visual aid for your Global Citizenship demonstration or speech.



Responsibilities of Each Member in this Unit

- 1 Travel as an exchange delegate or internationally with 4-H trips or your family to another country or culture.
- 2 Live with a host family or families in another country (if applicable) or spend several days touring another country with your family or a 4-H educational trip.
- 3 Make and exhibit a notebook or display board 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.

Notebook Organization

Section 1: Before Departure

How did you prepare before you left on your exchange or international trip?

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 websites, books, museums, etc.).

Display Board Organization

If you decide to create a display board instead of a notebook, you should organize information on your display to identify the topic(s) you've studied and highlight things you have learned through brief descriptions, bulleted items, or images. Include the following sections on your display board:

Before Departure section of manual

During the Stay section of manual

In-depth Observation section of manual

[Return to the United States section of manual](#)

Resources section of manual

If you use images, please add captions to explain what the pictures are showing. If you use pictures that you or a family member did not take themselves, please also cite the source of the image. List any references for where you found your information either on the display board or in your record book story.



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.
- IFYE Association of the USA, Inc. is a two-way international, rural-based, cultural exchange program that began in 1948 after WW II as a way to educate people and promote world peace through understanding. Young adults, 19-30 years of age, can participate in the outbound program and will live with host families in another country. The inbound program offers the opportunity for families in the United States to host a foreign participant in their home. Formerly known as the International Farm Youth Exchange™ and later the International Four-H Youth Exchange, IFYE currently has no ties to 4-H, but those who have aged out of 4-H may choose to apply.
- The IFYE exchanges may last two, three, or six months. As a participant in the program, you'll live and work as part of the family. You'll also move to a new family every three to five weeks, so you're able to gain a broader perspective about life in your host country.

Hosting

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

- FLEX is a highly competitive, merit-based scholarship program funded by the U.S. Department of State that operates in Armenia, Azerbaijan, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Mongolia, Poland, Serbia, Slovakia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. Over 35,000 students compete annually in multiple rounds of testing to earn a FLEX scholarship, which provides for them to spend an academic year in the United States living with a volunteer host family and attending a U.S. high school. Visit their website at <https://www.discoverflex.org/>
- IFYE Association of the USA, Inc. looks for host families each year. Their website is ifyeusa.org. Their contact page is at https://ifyeusa.org/about/contact_us.html.
- The Office of International Programs at Colorado State University – 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.
- The Colorado State University Extension 4-H office in your county – ask for information on hosting an exchange delegate through the programs listed above.



Resources

Resources in Your Community

- Your local library
- School textbooks
- Peace Corps volunteers
- Missionaries who have lived in other countries
- Students, teachers, or exchange delegates who have lived in other countries



Online Resources

CultureGrams - <https://proquest.libguides.com/culturegrams>

Exchange Programs and Initiatives - <https://www.state.gov/students/>

Content on Culture, Countries and Travel from around the world - <http://www.countryreports.org>

The World Factbook provides basic information on the history, people, government, economy, energy, geography, environment, communications, transportation, military, terrorism, and transnational issues for 258 world entities - <https://www.cia.gov/the-world-factbook/>

Interactive Websites for Kids

Globe Trottin' Kids

- Offers an interactive world map where kids can click on countries to explore geography, culture, traditions, and activities.
- Includes multicultural books, printables, and read-alouds for educators and students.

National Geographic Kids

- Features country profiles, fun facts, videos, and quizzes about geography, wildlife, and cultural traditions.
- Great for visual learners and includes games and interactive content.

Ducksters Geography

- Provides kid-friendly articles on countries, continents, maps, flags, and cultural facts.
- Includes geography games and quizzes for engagement.

Kids World Travel Guide

- Designed for young explorers, offering country facts, cultural insights, and travel tips in a fun, easy-to-read format.

4-H Pledge

I pledge.....

My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
My health to better living
for my club, my community,
my country and my world.

