

NAME _____ AGE (as of January 1 of the current year) _____

COUNTY _____

CLUB NAME _____ ADVISOR _____





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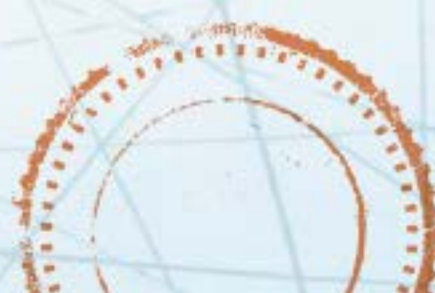
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Note to the Project Helper

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of different cultures.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

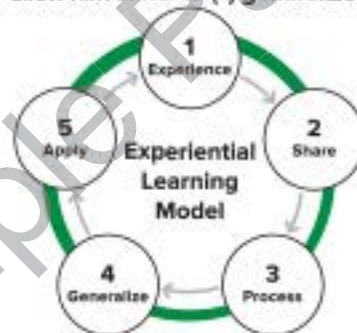
1. Positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the *Ohio 4-H Volunteer Handbook* available online at ohio4h.org. On a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about 4-H around the world.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are recorded on the accompanying pages. The member then (2) shares what he or she did with the project helper and (3) processes the experience through a series of questions that allow him or her to (4) generalize and (5) apply the new knowledge and skill.



Pfeffer, J.W., and J.E. Jones. *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- After each project area is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.



Member Project Guide

Welcome to 4-H Around the Globe, where curiosity about other countries and interest in all things 4-H come together!

This intermediate-level project takes a look at 4-H through an international lens, with close-ups of Ghana, Kosovo, Nicaragua, and South Korea. Key factors, such as climate, make each country different, and dedication to 4-H makes all the programs the same.

This project also can be used as an introduction for youth who would like to visit other countries through one of 4-H's or another group's exchange programs.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

The amount of time for each activity varies, but the project is easily completed within one year.

Project Guidelines

Step 1: Complete **all seven** activities and **all** of the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all seven** activities and **all** of the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
PROJECT AREA: Green and Growing		
1. Where in the World Is 4-H?		
2. Clovers From Abroad		
Talking It Over		
PROJECT AREA: Nations and Discovering		
3. Climate and Crops		
4. Population		
Talking It Over		
PROJECT AREA: Culture and Communicating		
5. Language		
6. "I Pledge . . ."		
7. Learn by Doing		
Talking It Over		



Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to a different culture or an international topic.
- Help organize a club meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit. For example, submit a proposal to present at a conference about the activities you completed. Or, research 4-H in another country and prepare a paper or poster about what you found.
- Participate in county judging.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Demonstration</i>	<i>I taught my club members how to say "good morning" in these languages: Twi, Spanish, Korean, and Albanian.</i>	<i>5/5/YR</i>	<i>D.H.</i>

Step 3: Leadership and Citizenship Activities

Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about a different country and culture.
- Help another member prepare for his or her project judging.
- Host a workshop about how 4-H is both similar and different to 4-H in your club.
- Encourage someone to enroll in *4-H Around the Globe*.
- Arrange for a speaker who has traveled abroad to visit your club. Alternatively, arrange for your club to virtually meet with 4-H youth in another country.
- Plan your own leadership/citizenship activity.



Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Organized a club field trip to an ethnic restaurant.</i>	<i>6/12/YR</i>	<i>D.H.</i>

Step 4: Project Review

All finished? Congratulations! After you've completed the activities in this book you are ready for a project review. This process helps assess your personal growth and evaluate what you have learned.

Use this space to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.

Where in the World Is 4-H?

Did you know **youth clubs** similar to 4-H exist in other countries? In fact, a version of 4-H has been introduced to nearly 80 countries around the world! (Seventy-one are listed below and another six are mentioned in More Challenges.) In this activity, you will take on the role of a **cartographer** and locate countries with a history of 4-H.



Words in **bold** throughout this book are defined in the glossary.



WHAT TO DO

Choose 10 countries from each of the four regions on the following pages. Use a green pencil or crayon to color in the country on the map, and then label it using a different colored pen. How many countries can you find without looking at a map? When you need a hint, search for a map online or look at a globe.

LEARNING OUTCOMES

Project skill: Identifying countries on a map Life skill: Processing information Educational standard: NCSS 9. Global Connections (Middle Grades), Processes: Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. Success indicator: Locates 40 countries with past or current 4-H-like programs

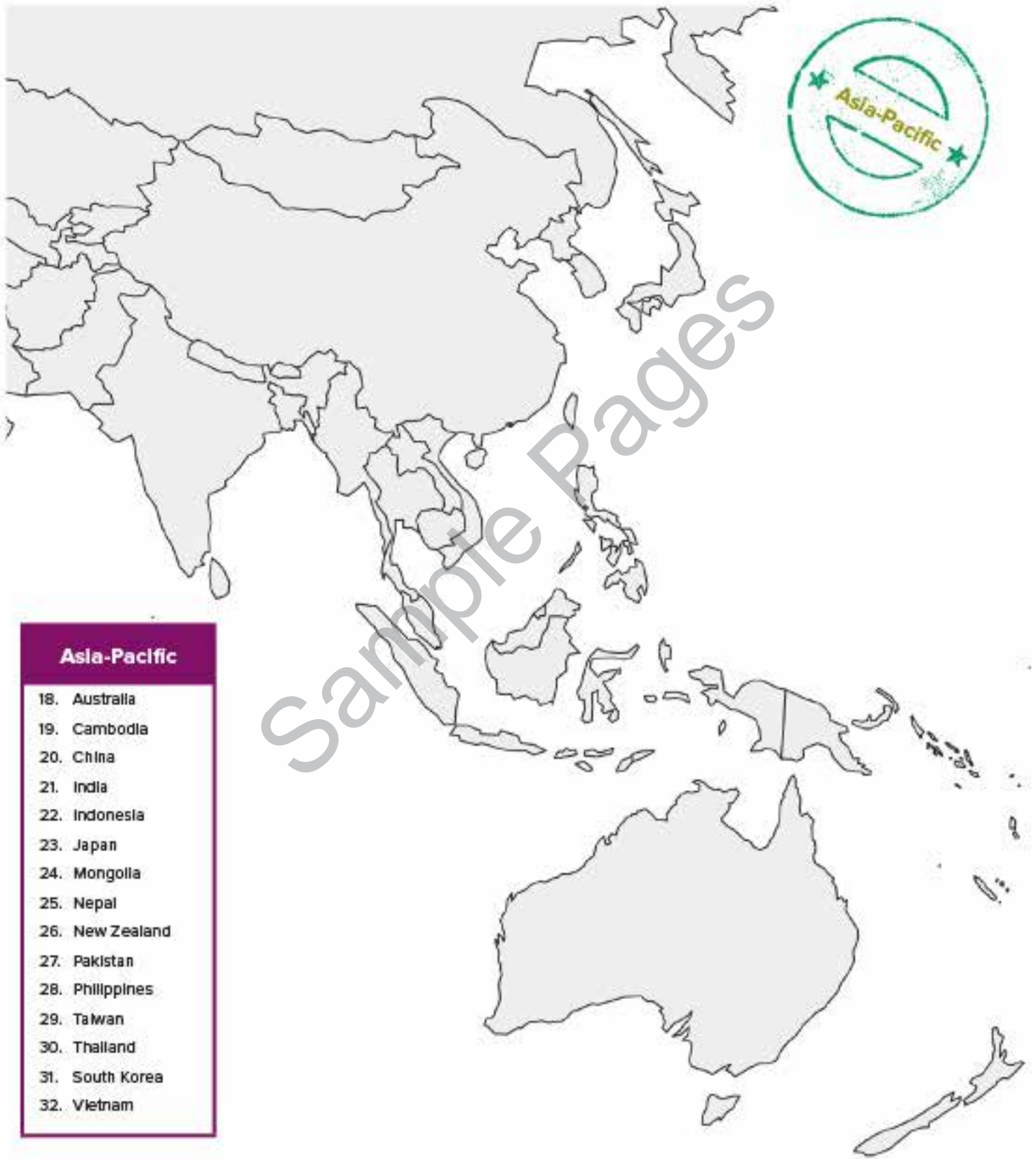




Africa

1. Angola
2. Cameroon
3. Egypt
4. Ethiopia
5. Gambia
6. Ghana
7. Kenya
8. Liberia
9. Malawi
10. Namibia
11. Nigeria
12. Senegal
13. South Africa
14. Tanzania
15. Tunisia
16. Uganda
17. Zambia





Asia-Pacific

- 18. Australia
- 19. Cambodia
- 20. China
- 21. India
- 22. Indonesia
- 23. Japan
- 24. Mongolia
- 25. Nepal
- 26. New Zealand
- 27. Pakistan
- 28. Philippines
- 29. Taiwan
- 30. Thailand
- 31. South Korea
- 32. Vietnam



Europe

- | | |
|--------------------|-----------------|
| 33. Belgium | 45. Latvia |
| 34. Croatia | 46. Netherlands |
| 35. Czech Republic | 47. Norway |
| 36. Denmark | 48. Poland |
| 37. England | 49. Romania |
| 38. Estonia | 50. Russia |
| 39. Finland | 51. Slovakia |
| 40. Germany | 52. Slovenia |
| 41. Greece | 53. Sweden |
| 42. Hungary | 54. Switzerland |
| 43. Ireland | 55. Ukraine |
| 44. Kosovo | |





The Americas

- 56. Argentina
- 57. Bahamas
- 58. Belize
- 59. Brazil
- 60. Canada
- 61. Costa Rica
- 62. Guyana
- 63. Haiti
- 64. Jamaica
- 65. Mexico
- 66. Nicaragua
- 67. Paraguay
- 68. Peru
- 69. Puerto Rico
- 70. United States
- 71. Venezuela

Check your responses in the answer key on pages 46 and 47.

Source: simplemaps.com



More Challenges

Check online to locate these “bonus” countries by putting a small star on the map in their approximate location and labeling them: Barbados, Dominica, Grenada, St. Kitts-Nevis, St. Lucia, and Trinidad and Tobago. Share your map with your project helper.



BACKGROUND

The four H's stand for head, heart, hands, and health. Their origin can be traced to youth clubs started in the early 1900s in the United States. Mr. A. B. Graham started the Boys and Girls Agricultural Club in 1902 in Ohio, which is considered one of the first 4-H-like clubs. Rural youth clubs started to develop across the United States and by 1912 began calling themselves 4-H clubs. These clubs were created to help youth apply the knowledge they learned in school through hands-on, real-world projects like growing corn in plots. The clubs were also a way to introduce new knowledge and skills to increase local food production. Part of the success of 4-H is because youth are more willing than older adults to experiment and try new things. “Learning by doing” has evolved and spread to all corners of the globe since 4-H was founded in 1902.



Did you know?

According to the National 4-H Council, approximately 7 million youth are involved with 4-H around the world. Six million youth are in the United States and 1 million youth are in other countries.

RESOURCES

Want to learn more about 4-H around the globe? Visit 4-H LEARNS—Global 4-H Network at 4-h-learns.org/global4hnetwork and National 4-H's 4-H Around the World at 4-h.org/about/global-network.