

International Study Guide Series

NORWAY



Montana 4-H Center for Youth Development, Montana State University Extension

MONTANA 4-H INTERNATIONAL STUDY SERIES

The 4-H program has had an active role in Montana youth and volunteer development for almost 100 years. It is most well-known for its local emphasis, but 4-H does exist in a broader context - from a local to an international level.

The ultimate objective of 4-H international and cross-cultural programming is "peace through understanding." Extension Service efforts help young people achieve this overall goal by encouraging them to:

- realize the significance of global interdependency;
- develop positive cross-cultural attitudes and skills that enhance understanding and acceptance of people from other ethnic, social, or economic backgrounds;
- appreciate for the similarities and differences among all people;
- assume global citizenship responsibilities;
- develop an understanding of the values and attitudes of Americans.

Since the introduction of international 4-H opportunities in 1948, the Montana 4-H program has been committed to the goal of global awareness and increasing cross-cultural understanding. Cultures are becoming more dependent upon one another for goods, services, food, and fiber. Montana's role in the international trade arena is ever-growing. The acquisition of increased knowledge of the markets and the people who influence those markets is crucial to the residents of our state.

The 4-H international programs are coordinated by States' 4-H International Exchange Programs (S4-H) for participating state 4-H Youth Development programs. Funding for the exchange programs is provided on the state level by the Montana 4-H Foundation through private donations and contributions.

Additional information on youth and adult development and international opportunities through the 4-H program are available by contacting your local County Extension Office or the Montana 4-H Center for Youth Development.



The material for this study guide was updated by Devan Leo, 2012 IFYE Representative to Norway and Germany. It has been produced and distributed by Montana State University Extension and the 4-H Center for Youth Development. The publication of this study guide is made possible by Montana State University Extension and the Montana 4-H Foundation.

INTRODUCTION

This International study guide has been prepared as an introduction to your upcoming 4-H international experience. This guide is not intended to provide you with a complete study of the country; we've provided you only with basic information to aid in preparation of your study.

The purpose of the study guide is to supplement an international presentation given by an International 4-H Youth Exchange (IFYE) delegate in a classroom environment. The IFYE program is an in-depth cultural exchange program designed for young adults ages 19-30. These individuals live with host families during a 3-6 month exchange in one of over 30 hosting countries. Slide presentations focusing on their experiences and aspects of their host country can be fun and enlightening. They can, however, become much more educational if combined with study and activities included in this study packet.

The following material is provided in advance so classes have the opportunity to learn basic facts about the country. By studying in-depth about an area, youth are not overwhelmed with facts, figures, and details in a classroom presentation. Rather, they can examine the country up close and ask thought-provoking questions. Some adaptation of material may be required to best fit the age and education level of the class.

This country study guide contains:

- background information and questions for thought and discussion
- pre- and post-test
- recipes and games
- additional global awareness activities
- evaluation forms (return to the local County Extension Agent)
- map

INSTRUCTIONAL APPLICATION

This study guide approach has varied application possibilities in the classroom. Instructors may choose to present the material to students themselves or may choose a group-study approach. The class can be divided into groups of four to six students with each group studying one section of the handbook (i.e., geography, nation, people, lifestyles and customs).

Each group reads and researches its section, answering selected questions. Upon completion, groups can be assigned to deliver a cooperative report to the class members.

The pre- and post-tests are included to measure the level of learning that takes place during the study of the country. Teachers may desire to use the post-test grade as a portion of the daily grade or simply use it as a guide to what was learned.

As a teacher, you may have other resources and activities to further supplement this study guide. Libraries, travel centers, museums, ethnic restaurants, and international exchange alumni are all sources of information.

Background Information – Europe

Europe is the birthplace of Western civilization. No other continent has had such great influence on world history. From the time of the ancient Greeks, European political ideas, scientific discoveries, arts and philosophies, and religious beliefs have spread to other regions of the world. The civilizations of the United States, Canada, Latin America, and Australia/New Zealand developed largely from European civilization.

Europe has been a world leader in economic development. Great manufacturing centers have risen near Europe's many rich coal and iron deposits. Much of the continent also has rich soil that produces high crop yields. Few parts of Europe remain underdeveloped. As a result, Europeans have a high standard of living compared to that of most other people of the world. The people of Europe represent a variety of cultural backgrounds. They have spoken different languages and followed different traditions for thousands of years.

Europe occupies the western fifth of the world's largest land mass. Asia occupies the rest of this land. Europe extends from the Arctic Ocean in the north to the Mediterranean Sea in the south, and from the Atlantic Ocean in the west into Russia in the east.

The 47 countries of Europe range in size from Russia, the largest country in the world, to the Vatican City, the smallest. Compared to the United States and Canada, most European countries are small. However, there are more world powers among the countries of Europe than on any other continent.

GEOGRAPHY

LOCATION

Norway is located in Northwestern Europe on the Scandinavian Peninsula with the northern third of the country being in the Arctic Circle. The country is bordered by the Norwegian and the North Seas, the Arctic Ocean, and the countries of Sweden, Finland, and Russia.

SIZE

Norway has over 2125 miles of coastline with widths varying from 4 to 280 miles. The total area of the country is 125,182 square miles (324,000 sq. km.). If Norway was to make a 180 degree turn on an axis, the northern tip would reach all the way to Rome.

LAND AND CLIMATE

Although Norway is far north, it has a mild climate averaging 63 degrees F in the summer and 24 degrees F in the winter. In winter, inland areas are colder than coastal areas. During summer months, coastal areas are cooler than inland areas. In the north, there is 24 hours of daylight from May through July and no sunshine from November until January.

The highest mountain is Glittertinden at 8,104 feet in the Jotunheimen mountain range. There are about 15,000 miles of fjords, bays, and peninsulas. Norway has hundreds of glaciers. The Jostedal Glacier is one of the country's largest, measuring 300 square miles.

NATURAL RESOURCES

The current number one industry involves the large oil and gas fields offshore in the North Sea. About 25% of Norway is comprised of forests consisting of spruce, fir, pine, oak, ash, beech, birch, elm, and willow trees. Forestry and logging provide an important industry to Norway. There are three hundred thirty five (335) million cubic feet of timber cut each year. The country produces petroleum energy and has mines consisting of iron ore, pyrite, ilmenite, lead and zinc. Another major industry for Norway is fishing. Cod, herring, mackerel, haddock, and capelin are caught on the coast. Inland fish include salmon and trout.

GEOGRAPHY--QUESTIONS TO THINK ABOUT

- 1) How does the country of Norway compare in size to the State of Montana? To your county?
- 2) Norway is one of four Scandinavian Countries. Can you name the other three?
- 3) The timber industry has played an important role in the history of Montana. How does it compare to Norway's timber industry in volume?
- 4) Can you explain why northern Norway receives 24 hours of daylight in June and July?
- 5) What is a fjord?

THE NATION

HISTORY

The word Norway means "the Way Northwards." Vikings entered the North country sometime around the 800's. They lived mostly on the coastline with the fjords providing protection from enemy forces. Trading was very important to the Vikings. The Oslo fjord was a major commercial center in the 800's. The first political leader of Norway was Harold Fair Hair who ruled from 872 to 940, making treaties with chiefs all over the north. Norway went through several leaders after the death of Sigurd I in 1130, the last descendant of Harold Fair Hair. The country then entered a state of turmoil. It wasn't until 1217 when King Haakon IV took over that the country earned stability. However, the black plague and famine hit in the middle of the fourteenth century and wiped out almost half of the population. In 1319, the Royal line died out and Norway entered a period of Union with the country of Denmark. By 1814, as a result of the Napoleonic wars, Norway separated from Denmark and joined the country of Sweden. In 1905 Sweden recognized Norway's independence.

The Norwegian government offered the throne to Danish Prince Carl in 1905. His son, King Olav V reigned until 1991. King Harold V is currently the reigning monarch.

Norway remained neutral during World War I. However, because of German invasion in World War II, the Norwegians became involved in the war. Norway was a signer of the North Atlantic treaty in 1949 and was a founding member of the United Nations. The first UN General Secretary, Tygve Lie, was Norwegian.

GOVERNMENT

Under the Norwegian system of government, the parliament (*or Storting*) is made up of 165 seats with members from the 6 major political parties. Norway is divided into 19 counties consisting of 439 municipalities. Local elections are held every four years, midway between parliamentary elections.

The functions of the King are mainly ceremonial. Political leadership is a council made up of a prime minister chosen by the political parties. The Storting is divided into two chambers called the Odelstring and Lagting, which meet either separately or jointly.

ECONOMY

Norway is one of the richest developed countries in the world. Exports of goods and services account for about 45% of its Gross National Product (GNP). Metals, pulp, paper products, chemicals, shipbuilding, and fishing are the most significant traditional industries.

Norway's emergence as a major oil and gas producer in the mid 1970's transformed the economy. This development has led to greater increases in Norwegian production costs and

wages as compared to the other countries of Western Europe.

Hydropower provides nearly all of the gas and most of Norway's electricity, much of which is exported to trading partners.

Because only about 3% of the land can be cultivated, agriculture provides only about 2.4% of the GNP. Products include livestock, dairy products, grain, potatoes, vegetables, fruits, furs, and wool.

SOCIAL WELFARE SYSTEM

Each community has a social welfare board of a least five members. Under the National Health Insurance Plan, free hospital care is provided with funeral costs included. Everyone receives free dental care until the age of 18 and then a fixed rate is paid toward expenses. The citizens of Norway must pay extremely high taxes on all goods to make this free health care possible.

EMPLOYMENT

The cooperative movement in Norway is very old, having started in the 1870's. It extends throughout the farming and fishing industries and allows farmers to buy machinery and supplies at lower prices. There is little unemployment in Norway although work is seasonal. The trade union movement is strong and is directed by the National Federation of Union (founded in 1899). The Norwegian Employer Confederation was also set up in the 1900's to help and protect Norwegian workers.

RETIREMENT

A "Peoples Pension Plan" guarantees a standard of living during retirement close to that achieved during the individual's working life.

TRANSPORTATION

There are more than 40,000 miles of roads in Norway, which allows travel by car, bus and bicycle. The government owns most of the railroads, which are run by electric power. Only about 20% of the trains are run by diesel power. Waterways are an important means of transportation for Norway. Ferries carry people and timber down the fjords. Air transportation is also available via international carriers.

THE NATION-QUESTIONS TO THINK ABOUT

- 1) What industries are important to the economy of Norway?
- 2) How is the Norwegian government similar to that of America? How is it different?
- 3) What would be some pros and cons to the Norwegian Social Welfare System that provides total medical care for all of its citizens? Do you think this kind of system would work in the United

States?

4) How were the Vikings important to Norway's history?

5) How do major means of transportation in the U. S. and Montana compare to that of Norway?

6) What are exports and imports? Given the natural resources of the country, what kinds of goods would you expect to be imported to Norway?

LIFESTYLES

POPULATION

There are approximately 4,274,030 people (34 people/square mile) in Norway; 57% of this total is located in urban areas. Approximately half of the population lives in villages of less than 200 people. Except for Iceland, Norway has the lowest average population density in Europe. There is a growth in population density of about 3% each year.

LANGUAGE

Norwegian is the official language of Norway. There are two dialects or forms called *Bokmaal* and *Nynorsk*. Bokmaal is used in most cities, towns, and schools. The Sami people in Northern Norway speak a different language from the rest of Norway and this is known as Lapp language. The majority of Norwegians speak English and a few also speak German and French.

PEOPLE

Most Norwegians are from a common ethnic background - Germanic. Physical features of a typical Norwegian are tall and blond with a narrow face and eyes that are usually blue or gray. However, the Lapps that live in northern Norway have Oriental features, dark hair and eyes and are much shorter. The Lapps belong to a tribal system and their heritage has been traced to Asia. A traditional occupation in Lapland is herding reindeer, much like raising cattle in Montana.

RELIGION

Under the Norwegian Constitution, the Evangelical Lutheran Church is the established church of the country. However, the citizens of Norway have complete religious freedom.

EDUCATION

Education is free through the University level and is compulsory from ages 7 to 16. Students usually attend school thirty-eight weeks each year, attending five days a week. At least 12 months of military service and training are required for every eligible male.

DIET

Norwegians eat 4 or 5 times a day with usually only one hot meal. They start out their day by eating bread with a variety of jams, cheeses, and sandwich toppings. Dinner is served usually

early afternoon. Boiled potatoes are almost always served with a variety of meats such as pork, beef, lamb or fish. Norwegians eat a lot of fish including herring, lutefisk, cod, salmon, and klippfisk. Many also like hotdogs, pizza and barbeque. Often on Saturdays, porridge is served for dinner. Porridge is a very popular dinner and dessert food in Norway. Sweets and desserts are often eaten on Sunday after dinner. Bread with sandwich spreads are served late afternoon and just before going to bed. Of course, this changes from household to household just as it does in America.

DATING AND MARRIAGE

Dating and marriage has changed greatly in Norway during the last decade. Most young people now will live together and maybe have one or two together children before marrying. Some women will keep their maiden name as well as take the name of their spouse. Most of the children's names also contain the mother's maiden name. Many children today are now being given the names of their great ancestors of the 18th and 19th centuries.

FAMOUS NORWEGIANS

- Leif Ericson -a mariner and explorer who discovered North America about 1000 AD.
- Odd Hassel-a chemist who won the Nobel Prize in 1969.
- Camilla Collett -a novelist and pioneer for women's rights in Norway.
- Sonja Henie -a figure skater and actress, Olympic Gold Medalist in 1928, 1932, and 1936.
- Armauer Gerhard Henrik Hansen -a physician who discovered the cause of Leprosy.
- Liv Ullman -an actress.
- Edvard Grieg -a famous music composer.
- Bjornstjerne Bjornson -a poet and politician who wrote the words to Norway's National Anthem and was awarded the Nobel Prize for literature.
- Alfred Nobel – founder of the Nobel Prize

LIFESTYLES--QUESTIONS TO THINK ABOUT

- 1) Norwegian meal consists of fish. Why is this? Why don't Montanans eat as much fish in comparison?
- 2) How is the education system in Norway similar to or different from that of the U.S. and Montana?
- 3) Compare the population density of Montana to that of Norway.

CULTURE

Norwegians are deeply reflective people. They have produced generations of excellent thinkers, diplomats, artists, workers, sailors and explorers. Their habits, mannerisms, and traditions are proof that Norway is certainly a land of enchantment.

HOLIDAYS

Holidays are important in Norway. The most important day to Norwegians is May 17. This is the date the Norwegian constitution was signed.

The midsummer festival of St. Hans (or John) is held in honor of the sun. Bonfires are lighted on midsummer's eve and houses are decorated with birch boughs symbolizing the new life that marks springtime.

July 29 is named in honor of St. Olav, the patron saint of Norway. The day commemorates the death of Olav Haraldson at the battle of Stiklestad near Trondheim in the year 1030.

Christmas is perhaps the favorite holiday in Norway. The old saying in Norway is that Christmas lasts until Easter because nobody wants to end the festivities. A special Christmas beer called Juleøl is brewed and many pork dishes are prepared. It is a tradition to have at least seven varieties of cookies in each home and a sweet bread called Julekake.

DRESS

Clothing is similar to that worn in the United States. Sweaters are commonplace in the winter, light shirts, etc. for summer. On special holidays, weddings and festive occasions, the native dress is worn. The women wear different colored woolen skirts. The dresses and vests are embroidered with flowers that indicate which part of Norway they are from. A white shirt and silver jewelry complete the Norwegian native dress.

RECREATION

Skiing is the most popular sport in Norway. It is not only recreational, but is also used as a means of transportation in the wintertime. Norwegians also enjoy ice skating, tobogganing, and curling.

Summertime fun includes hiking, swimming, sailing, fishing, and camping. Sailing and rowing are important skills learned by young Norwegians.

CUL TURAL ACHIEVEMENTS

Norway ranks among the top nations in the number of books printed per capita, even though Norwegian is one of the world's smallest language groups. Norway's most famous writer is the dramatist Henrik Ibsen. Norwegians are noted for telling folktales, composing music and writing

literature and trolls are an important part of the culture. "Three Billy Goats Gruff" is a famous Norwegian tale that is told to young people all over the world.

Sculpture has a long history in Norway beginning with Stone Age carvings and including the Vikings' and present day works of art.

A well-known craft in Norway is rose maaling or rose painting. Jewelry making has traditionally been a Norwegian specialty. After all, the Vikings were excellent goldsmiths who made highly decorative bracelets and necklaces. Another unusual art is the production of postage stamps using landscape, ships and other subjects.

CULTURE--QUESTIONS TO THINK ABOUT

- 1) In what ways are our holidays similar to or different from those celebrated by the Norwegians?
- 2) What holidays would you list as important holidays to Americans?
- 3) How does the recreation of Norway compare to that in Montana? What is curling?
- 4) Does America have a native costume? What might an American costume look like?
- 5) Can you name other Norwegian tales that have become famous world-wide?

QUESTIONS FOR ADDITIONAL STUDY AND THOUGHT

- 1) What is the capital of Norway?
- 2) What does the Norwegian flag look like? Do the colors symbolize anything?
- 3) What is the Norwegian currency called? What does it look like and what is the exchange rate with the U.S. dollar?
- 4) What are major tourist attractions in Norway?
- 5) What kind of wildlife can be found in Norway?
- 6) Discuss the importance of providing foreign languages in Norwegian schools. Compare this with the importance in American schools. Give reasons for your response.
- 7) What does "culture" mean? What is the culture of Montana? Is it different from or similar to the culture of the U.S. as a whole?

4-H IN NORWAY

The Norwegian 4-H Program (4-H Norge) has existed since 1926, after a man from Norway traveled to the United States to study the American 4-H program.

The symbol of the Norwegian 4-H is a four-leaf clover. The four, component H's represent: 1) Clear Head, 2) Good Heart, 3) Clever Hands, 4) Good Health. When one is 10 years old, he or she becomes a 4-H candidate and picks a project but does not become a 4-H member until age 12. The maximum age is 19.

There are about 850 clubs with a total of 23,000 members. Club sizes average from five to 150 members. Members can take projects in the areas of horticulture, agriculture, forestry, animal care, home management, and craft and leadership work.

Norwegian 4-H is sponsored by 33 private organizations in Norway. Each member also pays annual dues of 37 Kroner or \$3.40. The Norwegian 4-H Program has more than doubled in size and popularity during the last 10 years. 4-H is everybody's club, rural and urban people alike.

PRE AND POST TEST ON NORWAY

Directions: Select the one best answer for each of the following questions.

1. Norway is a country located on which continent?
 - A. Asia
 - B. Europe
 - C. South America
 - D. Africa

2. What type of topography would you not likely find in Norway?
 - A. Forests
 - B. Fjords
 - C. Deserts
 - D. Rivers

3. What is the name given to Norwegian currency?
 - A. Gilder
 - B. Dollar
 - C. Krone
 - D. Franc

4. What climate best describes Norway?
 - A. Hot and dry
 - B. Hot and rainy
 - C. Temperate
 - D. Cold and rainy

5. Which of the following foods would Norwegian families be least familiar with?
 - A. Potatoes
 - B. Lutefisk
 - C. Tortillas
 - D. Pork

6. What religion does the majority of the population claim?
 - A. Catholic
 - B. Evangelical Lutheran
 - C. Protestant
 - D. Jewish

7. Who promoted the earliest settling of Norway?
 - A. Indians
 - B. Russians
 - C. Vikings

D. Leif Erickson

8. What role does Harald V play in the Norwegian government?

- A. President
- B. Ambassador to the U.S.
- C. Prime Minister responsible for the Parliament
- D. King

9. What does the blue cross on the Norwegian flag symbolize?

- A. Independence
- B. Trade
- C. Nationality
- D. Social freedom

10. What are the Fjords of Norway?

- A. Freshwater lakes
- B. Man made reservoirs
- C. Inland saltwater arms of the sea
- D. Ferries

Answers:

- 1. B
- 2. B
- 3. C
- 4. C
- 5. C
- 6. B
- 7. C
- 8. D
- 9. A
- 10. C

RECIPES FROM NORWAY

Sprutbakkels or Spritz

1 cup margarine
2/3 cup sugar
1 egg or 3 egg yolks
1 tsp flavoring (almond, vanilla, lemon)
2 1/2 cups flour

Cream the margarine and sugar. Add the egg and vanilla. Work the flour in with your hands. Chill dough. Force through cookie press onto ungreased cookie sheet. Bake 7-10 min at 400 degrees. Makes about six dozen.

Fruktsuppe -Fruit Soup

This soup is spicy and refreshing. It's kind of like a vegetable soup in the fact that you can throw in whatever you want to if you have a basic sweet and sour mixture thickened with tapioca. Pearl tapioca works better than quick tapioca.

1 pound package unpitted prunes
1/2 pound (11 /2 c.) raisins
2 cinnamon sticks
6 cups water 4 ounces
(1 cup) dried apricots
8 ounce can unsweetened cherries and juice
3 T tapioca 1/4 cup sugar

Put prunes, raisins, cinnamon sticks, and water in a large, heavy kettle. Bring to a boil, then reduce heat and simmer about 30 minutes or until prunes and raisins are soft.

Add apricots and cook for 10 minutes or until they are plump and soft. Pour off liquid from cooked fruit into another kettle. Add juice from cherries to liquid. Then add tapioca and sugar. Cook over a medium heat, stirring often until tapioca is clear about 30 minutes.

Add thickened juice and cherries to fruit. Stir. You can add slices of oranges and lemons to this mixture for color. Serve while warm or at cold. Serves twelve.

Lutefisk

Put the serving pieces of Lutefisk in a kettle, season each pound of fish with 1/2 T of salt and place over low heat. This allows the water to be "drawn" out. Bring to a boil and remove from heat. Let steep 5 to 10 minutes. Serve at once.

Julekake (Christmas Fruit Bread)

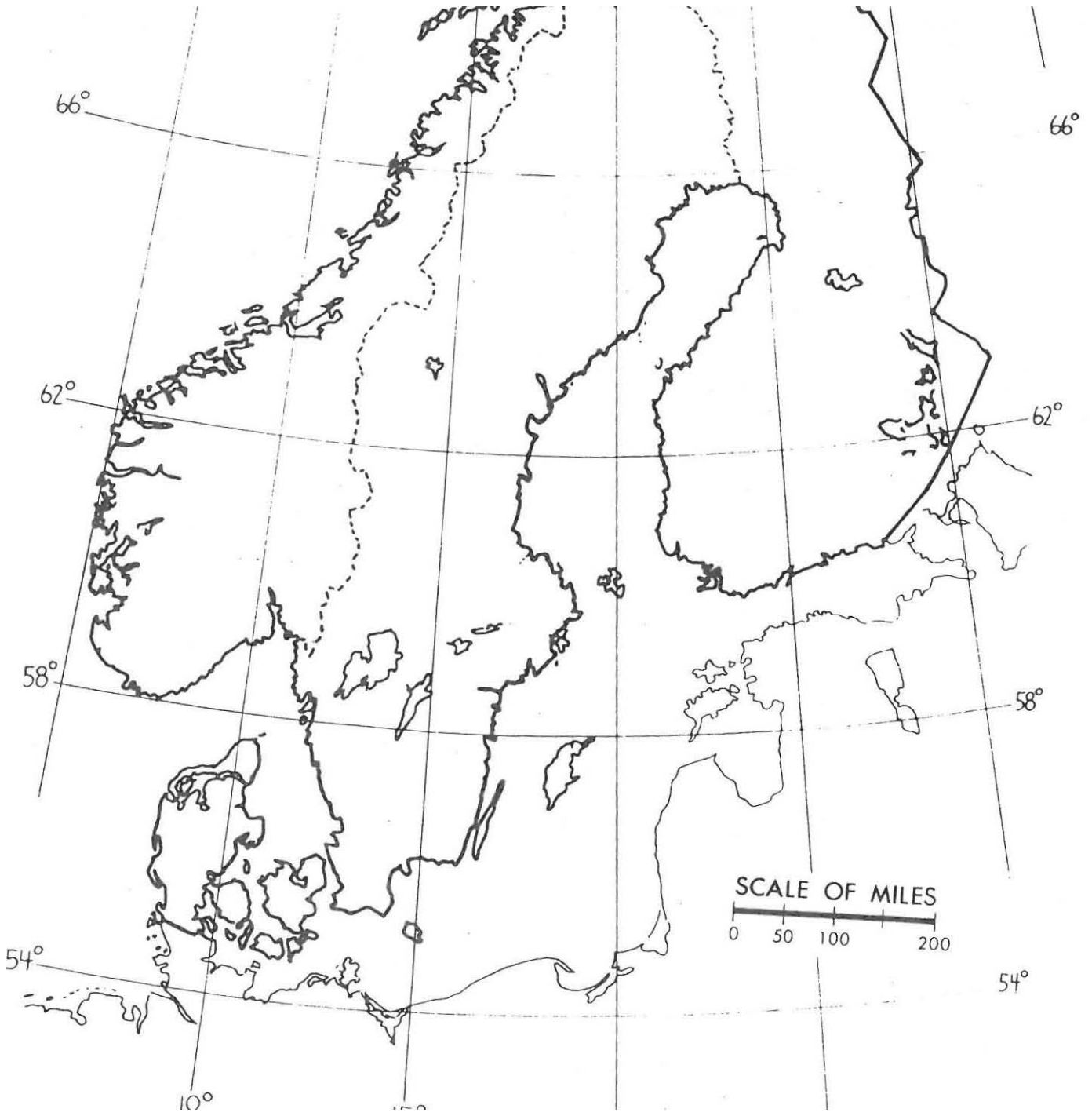
2 cups milk, scalded
1/2 c. shortening
2/3 c. sugar
2 tsp. salt
1 1/4 tsp. crushed cardamom
1 tsp. cinnamon
2 pkgs granular yeast
1/4 c. lukewarm water
2 beaten eggs
4 c. flour
1 c. raisins
2 c. glazed fruit mix
4 c. flour more

Melt shortening in hot milk. Add sugar, salt and spices. Cool to lukewarm. Add yeast softened in lukewarm water. Add eggs and mix well. Add 4 cups flour; beat well. Stir in fruits and remaining 4 cups flour. Let rise until doubled in bulk. Punch down and knead lightly. Form into 3 round loaves and place on greased, round cake pans. (Or form into 3 long ropes, braid and place on greased cookie sheet). Let rise until doubled in bulk. Bake in moderate oven (325-350) degrees about 40 minutes. While warm, brush with fat.

15°

20°

25°



ACTIVITIES

COMMUNICATING WITH GESTURES

Description: An icebreaker to show the difficulties of communicating without spoken language.

Objective: To put youth at ease about being able to communicate with others and to increase their sensitivity for using and reading gestures.

Time: 10 - 15 minutes, depending upon the number of people involved.

Audience: Both youth and/or adults, 15 - 30 persons.

Materials: 3" x 5" cards with needs to be communicated (i.e., you are tired and want to go to bed, you are hungry, you have to go to the bathroom, you have a stomachache); slides picturing emotions; slide projector and screen.

Procedure:

- 1) Played like charades.
- 2) No words are to be used between youth and/or their parents. It is the decision of the group as to who presents and who receives the message while others look on and silently try to guess.
- 3) The receiver can solicit hints from the audience if needed. The cards are not to be seen by the receiver.
- 4) If assistance is needed by the presenter, the person in charge may give him/her some hints.
- 5) Show slides depicting people showing different emotions and gestures, and have audience discuss the emotions they see on the screen.

Discussion:

1. What difficulties were encountered in this exercise? Why?
2. How can we overcome these difficulties? *By learning to "listen" to feelings and emotions as well as words.*
3. Do you think it is important to be able to communicate in other languages? Why? Why not?
4. How do you increase understanding of other cultures? (potential responses are included)
Movies and books written by people of that country, listening to music of that country, reading about their history and geography

5. What is the role of language in understanding other cultures? (potential response is included)
It provides insights into the culture through understanding the historical meaning of words, common phrases and expressions.

6. Should children learn other languages in school? Why? (potential responses are included)
Makes them more sensitive to other cultures, increases their global awareness.

7. Are there any immigrants from other countries living in your community? From which countries? Do they speak English? If not, how do you communicate with them?

8. How can communication with these people be improved? (learn their language, teach them English, ...)

Variations: Role play first meeting with host family, boy-girl, or parent-child relationships.

Source: Liz Gorham, Assistant State 4-H Leader, Extension Service, 4-H, Utah State University, Logan, UT 84322-4900; (801) 750-2198.

FINDING THE WORLD IN YOUR STATE AND COMMUNITY

Description: A map-searching activity to find names of places which have been borrowed from around the world.

Objective: Participants will learn about the influence of world cultures, geography and leaders on their state and community. Participants will learn more about state and world geography.

Time: 30 minutes.

Audience: Youth or adults, age 12 and older, any size group.

Materials: Each team of 2 - 4 will need:

- A state map
- Paper and pen or marker
- Globe or world map

Procedure: Divide the group into teams. Give each team the materials listed above. Allow each team 15 –20 minutes to search the state map for names of towns, roads, rivers, mountains, etc., which have been borrowed from other places in the world. They can be similar to a city, river, mountain or person from another country.

For example: Montezuma, Iowa - named for an Aztec ruler; Pisqah, Iowa - named after a mountain in the Middle East; Berne, Indiana - named after Berne, Switzerland; Johannesburg, Michigan - same as Johannesburg, South Africa; Upsala, Minnesota - named for Uppsala, Sweden.

The teams should make a list of these then find the country of origin on the world map or globe. After 20 minutes, have the teams share what they have found with each other.

Discussion:

1) Were you surprised at the number of similar place names?

2) Why are some of these places' names similar to those in other countries? (some potential responses are included) People migrated here from that culture. People migrated to several places from the same ethnic background. For example: Dutch people migrated to South Africa and to upper Michigan (Hence - Johannesburg). Towns were named after a person, i.e., Charleston, SC -"Charles' town;" Pittsburgh - berg or town of William Pitt. New immigrants wanted to be reminded of their homes (New York).

3) What do place names tell us about the history of our state and nation? Our own family's history?

In order to increase your knowledge of world geography, hang a world map in your home or have a globe available and look up unfamiliar place names you come across. Use a county map instead of the state map for a more local study. Use encyclopedias or world almanacs to research the history behind some of the names.

Source: "The World Around Me," selected 4-H member activities. 1986.

GLOBAL GAMES

1) Spaghetti (also known as Human Knot)

Have each participant take the hand of another participant. However, no one should take the hand of the person to her/his left or right. After everyone has grasped hands, instruct the group to "untie" the Spaghetti mass without anyone letting go of another's hand.

Note: This activity works best with a group of no more than 7/8. Form several small groups if necessary.

2) Global Pass

Use an inflatable globe as a ball. Have the group form a circle. Explain that the globe will be tossed around the circle. Whoever catches the globe must call out the name of a country that begins with the same letter as his/her name. Most individuals will quickly discover that they must take a quick look at the globe to find additional names of countries!

3) Potato Friends

Have the group form a circle. Pass out a potato to each person. Ask the participants to carefully study their new "friend." After a few minutes, have each person introduce her/his new friend to

the group by explaining some unique feature of the potato friend. Ask everyone to place the potatoes in the middle of the circle. Have someone "mix-up" the potatoes. Ask each person to find his/her original potato friend. Discuss why the potatoes became special to each person and whether or not it was difficult to find the right potato.

WHAT PERCEPTIONS DO OTHERS HOLD OF AMERICANS?

Description: A speaker will be invited to talk about his/her opinions on the U.S.A. and its people.

Objective: To build an understanding among participants that people from other cultures see the world differently. To build an awareness of the influence of the environment one lives in on opinions of other cultures.

Time: 1-2 hours.

Audience: Youth and adults, approximately 25.

Materials: None, unless person wants to use overhead projector or show some slides.

Procedure:

- 1) Invite a speaker - an immigrant, International student or visitor.
- 2) The speaker will not talk about his or her country of origin, but about how he/she looks at and thinks about the U.S.A., and whether his/her opinion has changed over time.

Discussion: Focus should be on building awareness and acceptance of differing world views.

- 1) What have you learned from the speaker?
- 2) Why do you think foreigners think this way about the U.S. and Americans? (some potential responses are included)
- 3) Media's influence.
- 4) Political differences.
- 5) Educational system.
- 6) Movies and television.
- 7) American tourists they have seen abroad.
- 8) Historical views.
- 9) Do we as Americans think the same about people in foreign countries? Can you give some examples? For example - the Soviet Union is an evil empire. They are war-mongers. Alcoholism is prevalent and they have an inefficient system. Everyone there is an atheist.

10) How can we increase awareness between the different cultures in the world? (potential responses are included) Invite foreign visitors to our schools and social gatherings, films and television documentaries, increased flow of information, read books by foreign authors, travel abroad.

11) Why is an understanding of the countries and cultures of the world important to us? (potential responses are included) Modern communication has made the world a small place, increased foreign trade, increased flow of information, increased travel, to understand people in our own country, we are all world citizens, we can learn a great deal from other cultures.

Variations:

1) Ask an American that has lived and worked overseas to talk about his/her preconceptions about the host country and how his/her opinions changed over time.

2) Ask an American that has lived and worked overseas to talk about his or her opinion about the U.S.A. after coming back.

Source: The Values Americans Live By. L. Robert Kohls, Executive Director, The Washington International Center, Washington, DC, April 1984.

Name of Presenter: _____

Country Presented: _____

County: _____

Grade: _____

Number of students: _____

Was the packet used? Yes ____ No ____

MSU Extension faculty members continually seek to improve the quality of their educational programs. You can assist with this by completing this questionnaire. Thank you in advance for your candid evaluation.

Directions: Circle the number of the following items that indicates how you would rate the program and prepared materials, with 5 being excellent and 1 being poor.

Evaluation of educational packet:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Was of educational value | 1 | 2 | 3 | 4 | 5 |
| 2. Content was relevant | 1 | 2 | 3 | 4 | 5 |
| 3. Packet was easy to use | 1 | 2 | 3 | 4 | 5 |
| 4. Presenter is well prepared and organized | 1 | 2 | 3 | 4 | 5 |

5. How did you use the packet with your class?

6. Do you feel the packet could be used as an educational resource without an IFYE presentation?

Yes ___ No ___ (Comments)

7. Average score on post-test, if used: Post test _____

8. Suggestions for improvement or implementation (use back):

Name of Presenter: _____

Country Presented: _____

County: _____

Grade: _____

Number of students: _____

Your assistance in evaluating the classroom educational presentation is greatly appreciated. Responses will be used for future programs and may be shared with state sponsors.

PRESENTATION OF MATERIAL:

Please rate the following items, with 5 being excellent and 1 being poor.

Delivery	1	2	3	4	5
Quality of Presentation	1	2	3	4	5
Organization	1	2	3	4	5
Length	1	2	3	4	5
Topics Covered	1	2	3	4	5
Interest Generated	1	2	3	4	5
Enthusiasm Demonstrated	1	2	3	4	5

Other comments.

EDUCATIONAL VALUE:

Do you feel that one area should have been covered in greater (or less) detail to make this presentation more educational? Any other comments or suggestions:

Please return to:

Your County 4-H Agent or
 Stephanie Davison
 210 Taylor Hall
 Bozeman, MT 59717



MONTANA 4-H IS...

4-H is a division of the Montana State University Extension Service cooperating with the United States Department of Agriculture and your local county government. 4-H members are those youth who participate in Extension-sponsored educational programs that are open to all regardless of race, creed, color, sex, sexual orientation, handicap or national origin. Rural and farm youth have long enjoyed the benefits of Extension programs. Many people think that to participate in 4-H you must live on a farm. However, 4-H has broadened its scope over its long history and rural youth are not our only audience. In fact, 4-H is active in every city and town in Montana, and well over half of all 4-H members live in urban areas.

The mission of Montana 4-H youth programs is to educate youth and adults for living in a global world through experiential programs using the resources of the Land Grant University and the U.S.D.A. Cooperative Extension Service's programming. Staff is mandated to serve all youth in Montana.

4-H is a voluntary, informal educational program designed to meet the needs and interests of all youth in Montana. Its purpose is to help them to develop their full potential and a positive image of themselves. Thus, 4-H is a human development program and seeks to teach five pro-social skills:

- Fostering positive self-concept
- Learning decision-making and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities – local and global

The emblem of 4-H is well-known: a green four-leaf clover with a white "H" in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. As a teacher/leader of this program, you will help your youngsters develop their:

- HEAD:** Learning to think, make decisions, understand the "whys", gaining new and valuable insights and knowledge
- HEART:** Being concerned with the welfare of others, accepting the responsibilities of citizenship in local and our global communities, determining values and attitudes by which to live, and learning how to work with others
- HANDS:** Learning new skills, perfecting skills already known, developing pride in work, and respect for work accomplished
- HEALTH:** Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time

This four-fold development is vital to every individual. All four of the "H's" should become an important part of the goals youth identify as they participate in 4-H sponsored activities and programs.