

EXPLORE



Global Education

GLOBE – Global Leadership Opportunities Beyond Education



texas4-h.tamu.edu

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.



EXPLORE

TEXAS 4-H GLOBAL EDUCATION



meetings.

Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H

neighborhoods to suburban schoolyards to rural farming communities. With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it's BIG! It's the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it's so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

"To Make the Best Better!"

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

Participating in 4-H

4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a "learning by doing" process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation's largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

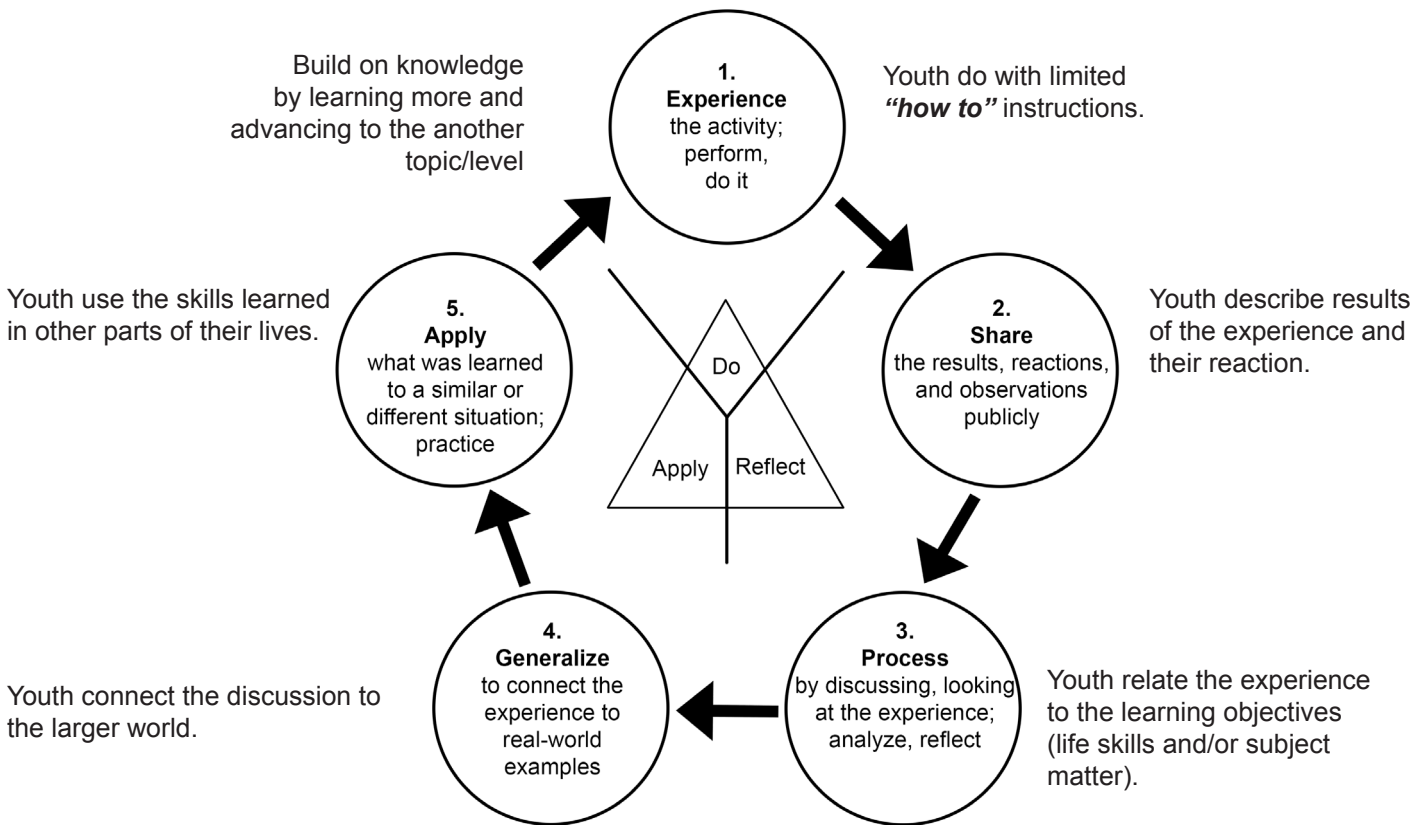
Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT Introduction of the topic, overview and exploration of content, and review of objectives





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Developed by:
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What is Culture?

**TIME:**

60 minutes

MATERIALS NEEDED:

Samples of symbols discussed in content printed large enough for participants to see.
Example: thumbs up, cross, recycling symbol

OBJECTIVES:

- Define the concepts of culture.
- Explain attributes of culture.
- Distinguish between the visible and invisible aspects of culture.
- List characteristics of their culture.

EXPLORE THE CONTENT:

What is Culture?

Culture is just one of numerous influences on behavior. It is the collective programming of the mind. Culture changes over time, it is never static, and it is always evolving. Culture is what a society creates.

When examining culture there are four components that make up the culture of a society. These include symbols, language, values, and norms. Symbols are anything used to stand for something else. A 'thumbs up' on Facebook has become an almost universal symbol for liking or agreeing with something. However, in West Africa, Iran and Greece the thumbs up signal is used to express disapproval or more commonly means 'sit on this'.

Another symbol is the cross, recognized by Christians as the symbol of their religion. Not merely two sticks of wood or stone or other material, the cross denotes faith and a belief in a higher being. The universal recycling symbol evolved in 1970 with the first Earth Day and an art contest to raise awareness of environmental issues. Created by a student at the University of Southern California, the three mutually chasing arrows are now recognized throughout the world.

The Language of a culture is the written and spoken system of words and symbols such as English, Spanish, French or Japanese. Language also includes body language, slang and common phrases. English, spoken by persons in the US and Britain, has varying words and meanings. For example, french fries in the US are called 'chips' in Britain, while US cookies are called 'biscuits' in Britain.

While speaking, making eye contact in the US, UK or Australia is seen as paying attention and showing respect. In stark contrast, making eye contact in other countries is viewed as rude or a challenge to authority. In Western culture eye contact is a basic essential to social interaction to show interest and engagement. In countries such as Japan and China, eye contact is often considered inappropriate. A student making eye contact with a professor or teacher can be interpreted as disrespectful. In a similar nature, a daughter will show respect when her father is speaking to her, by pointing her eyes downward. For many African and Latin American cultures, intense or direct eye contact is seen as aggressive, confrontational and extremely disrespectful.



Values are a third dimension of culture to consider. Values are the culturally defined standards for what is good or desirable. In the US, individualism is valued and persons are rewarded for achievement. There is a culture of competition. In countries where collectivism is valued and collaboration has greater priority, the 'good of the group' is valued more. In the US, if a man or woman is promoted in their job, they seize the opportunity. Whereas, in a collective culture, the person would seek counsel and approval from the family to ensure the promotion is desirable for the whole family.

Values help determine the character of a society. If a group is centered in community, love and generosity, so will be the culture of the group. Whereas if the society is aggressive and focused on power or control, the culture may lean in another direction.

Norms are the expectations of behavior within a culture. In the US, it is normal to stand in line for use of restroom facilities. When other persons don't follow those norms of behavior, we tend to become frustrated, upset or angry. Some norms become rules or laws while others may just be unwritten rules of etiquette. 'When you drive, this is how you drive - on the right side of the road, observing speed limits and other directional signs and such.' 'When you greet someone, you extend your right hand and offer a firm handshake.'

Culture is the result of people interacting with one another and is constantly evolving and changing. There are layers of culture that are part of your learned behavior and perceptions. Remember, culture is learned. The first layer is the body of cultural traditions that shape your society; your shared language, traditions and beliefs. The second layer is your subculture. Within a complex society like the United States, examples of subcultures include ethnic groups such as African Americans, Mexican Americans, and Asian Americans. These groups share a common identity, food traditions, dialect or language and possibly other facets of their ancestral background. The third layer is a cultural universe where learned behaviors are shared by all of humanity collectively. Having art, distinguishing between good and bad behavior, having a concept of privacy, raising children in some form of a family unit, grouping people based on their age and gender - these are all universal cultural traits.

DO:

Provide each participant with a copy of the Worksheet #1 Features of Culture. Ask the participants to complete the worksheet by filling in an example for each feature of culture. Work through a few of the features with the participants to ensure they understand that they are being objective observers of their own taken-for-granted customs.

REFLECT:

- After the participants have completed the worksheet, discuss the various aspects of culture. The worksheet items have been grouped into five general themes.
- Celebrations: What kinds of celebrations are important in your family? In the United States? Do you know of celebrations in other countries?
- Greetings: How do you generally greet people you don't know? How do you greet people you do know? Have you observed greetings among other persons?
- Beliefs about hospitality: How do you show hospitality in your community? In your school? In your home?
- The role of family: Is there a particular age at which you celebrate an important event in your life with your family or community? Have you ever been to a Quinceanera or a Bar Mitzvah?
- Attitudes about personal space and privacy: How important do you feel it is to have personal space and privacy?

APPLY:

- If you were asked to describe your culture - what would you include?
- How is your culture different than someone in your class at school?



- What conclusions can you begin to draw about the culture of the United States?

REFERENCES:

- Peace Corps, Cloverdell World Wise Schools. (2016). Worksheet #1: Features of Culture. Retrieved from <https://www.peacecorps.gov/educators/resources/features-culture/>
- Skuza, J.A. & Russo, J.P. (2014). WeConnect: A global youth citizenship curriculum. St. Paul, MN: University of Minnesota.

Features of Culture

Directions: For each feature of culture, think of one example common to people in the United States or in the country where you were born. Use another sheet of paper if you need more space to write.

1. Styles of dress	16. Concept of fairness
2. Ways of greeting people	17. Nature of friendship
3. Beliefs about hospitality	18. Ideas about clothing
4. Importance of time	19. Foods
5. Paintings	20. Greetings
6. Values	21. Facial expressions and hand gestures
7. Literature	22. Concept of self
8. Beliefs about child raising (children and teens)	23. Work ethic
9. Attitudes about personal space/privacy	24. Religious beliefs
10. Beliefs about the responsibilities of children and teens	25. Religious rituals
11. Gestures to show you understand what has been told to you	26. Concept of beauty
12. Holiday customs	27. Rules of polite behavior
13. Music	28. Attitude toward age
14. Dancing	29. The role of family
15. Celebrations	30. General worldview

Poverty and the Impact on Communities



EXPLORE THE CONTENT:

Defining hunger, while it may seem an easy black and white definition, it is in fact, a difficult task. There are many definitions of hunger but it is the experience of hunger that creates the variability in the definitions. Merriam-Webster defines hunger as a craving or urgent need for food. Wikipedia has a definition for the social and political aspects of hunger and also a definition for the physical state of hunger. The United States Department of Agriculture (USDA) recommends that the word hunger should refer to a potential consequence of food insecurity that, because of a prolonged, involuntary lack of food, results in discomfort, illness, weakness, or pain that goes beyond the usual uneasy sensation.

USDA goes on to specifically define and make distinctive the terms food insecurity and hunger. Food insecurity refers to a household level economic or social condition where there is limited or uncertain access to adequate amounts of food. Hunger, on the other hand, is the individual level physiological and/or physical condition that results from food insecurity.

For a family then, Food Security means all members have access at all times to enough food for a healthy, active life. This means, at a minimum:

1. Readily available nutritionally adequate and safe foods,
2. The ability to acquire these foods in a socially acceptable manner.

When item 1 and 2 are not both met, you have Food Insecurity. When you have food insecurity you will have hunger. Both of these are a direct consequence of poverty and thus all are interconnected.

Poverty is not only an issue for developing countries; it is a United States of America issue. 46.2 million people in the US in 2011 were living in poverty. That means one out of every seven persons. Children experience poverty in greater proportion than other sectors with one out of every five or 16.1 million children living in poverty – in the US!

The federal government defines poverty based on family size. A family of four earning less than \$24,000 annually is considered living in poverty. To adequately provide for a family of four, researchers estimate \$46,000 is needed annually just to minimally survive. Single household incomes usually fall well below the

TIME:

30 – 45 minutes

MATERIALS NEEDED:

Poverty Quiz

OBJECTIVES:

- Examine the meaning of the terms – hunger, food security and poverty.
- Examine how hunger, food security and poverty are connected and how they impact a society.



poverty level, especially if there are children in the home. A single wage earner at minimum wage of \$7.25 per hour in a full-time, 40 hour/week job earns just \$15,080.

Poverty crosses all demographics, all ethnicities. White, African American, Mexican American, Irish American – poverty impacts all with little regard for cultural connections. Poverty according to the American Heritage College Dictionary is (1) the state of being poor; lack of basic materials goods; (2) Deficiency in amount; scantiness.

An interesting account of poverty can be found in the 11 minute video documentary Enough: A Kid's Perspective created by 12-year old Zoe Greenberg. As she states, 'this is not the truth, but what people say is the truth'. The video can be shown to start a conversation about poverty in the United States. <http://www.classism.org/programs/k12/enough-movie/>

DO:

Have members complete the Poverty Quiz individually. After completion, review the answers by sharing Poverty in the US PowerPoint and discussing. (Power Point maybe access at the following link: <http://texas4-h.tamu.edu/projects/international-travel>)

REFLECT:

- As you think of people living in poverty, is the United States one of the first countries that comes to mind?
- Were you surprised at the rate of poverty among children in the US?
- What issues contribute to the rate of poverty?

APPLY:

- What role does a community play in addressing the needs of its citizens?
- What role does an individual play in addressing the needs of their neighbor?
- How could you help address poverty on a local level? What steps would you take?
- How could you contribute to a global issue?

REFERENCES:

- Income, Poverty, and Health Insurance Coverage in the United States: 2010. U.S. Census Bureau website: <http://www.census.gov/prod/2011pubs/p60-239.pdf>



The Poverty Quiz

- True False 1. If you were to put all the poor people of the United States onto one land mass and call it a state, it would have a greater population than California or Texas!
- True False 2. The world is a better place now than before. It is evident. There were fewer people living in poverty in 2011 than in 2009.
- True False 3. If poor people would just get a job, they wouldn't have to live in poverty.
- True False 4. One of every five children in America lives in poverty.
- True False 5. Adults who have regular work, but remain poor – the “working poor” – are finding it more difficult to lift themselves out of poverty.
- True False 6. The government says that a family of four is poor and living in poverty if it earns at least \$25,000 per year.
- True False 7. The federal minimum wage is now \$7.25 per hour.
- True False 8. During a 36 month period almost 33% of Americans live in poverty for at least two of those months.
- True False 9. The White or the Caucasian race represents the majority of people living in poverty in the US.
- True False 10. The number of people living in poverty continues to increase, but the number of people in extreme poverty is going down.
- True False 11. Children in a single parent home, specifically a single mother are more likely to experience poverty than the children of married couples.
- True False 12. Approximately one quarter of persons with annual incomes of less than \$25,000 and living in poverty also had no health insurance in 2011.

The Poverty Quiz - ANSWER KEY

- True** False 1. If you were to put all the poor people of the United States onto one land mass and call it a state, it would have a greater population than California or Texas!
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- True** False 12. Approximately one quarter of persons with annual incomes of less than \$25,000 and living in poverty also had no health insurance in 2011.

Poverty in the US

Where do you fit in the picture?

Poverty in the US



Where do you fit in the picture?

United States of America

- 46.2 million people living in poverty in 2011
- One out of every seven persons



16.1 million
Children in poverty



One out of every five!

Poverty Quiz
Question #1

True or False: If you were to put all the poor people of the United States onto one land mass and call it a state, it would have a greater population than California or Texas!




TRUE

2016 US Population Statistics

314 million in 2016

Population by States

1. California – 38 million
2. Texas – 26 million
3. New York – 19 million



The state of Poverty

46.2 million

Top 10 States with the Highest Poverty Rate, 2011

1. Mississippi	22.6%
2. New Mexico	21.5%
3. Louisiana	20.4%
4. Arkansas	19.5%
5. Kentucky	19.1%
6. Alabama	19.0%
7. South Carolina	18.9%
8. District of Columbia	18.7%
9. West Virginia	18.6%
10. Texas	18.5%

Poverty Quiz: Question #2

True or False: The world is a better place now than before. It is evident. There were fewer people living in poverty in 2011 than in 2009.

FALSE

- In 2009, 43.6 million people in the United States were living in poverty.
- In 2011, that number INCREASED to 46.2 million.
 - That is an increase of 2.6 million people!
 - Just think.... The city of Houston, Texas has a population of 2.2 million living in it.
- In the United States one out of every seven persons is living in poverty.

Poverty Quiz: Question #3

True or False: If poor people would just get a job, they wouldn't have to live in poverty.

FALSE

Children, the elderly and persons with chronic illness or disability are statistically more poor than others.

In fact, over two-thirds of all Americans living in poverty depend on someone else in the household to bring in money on which to live.



Children experience poverty more than anyone.

Poverty Quiz: Question #4

True or False: One of every five children in America lives in poverty.

TRUE

The Ugly Picture of Poverty

- In the year 2011, 16.1 million or about 1 out of every 5 children lived in poverty.
- Children in America have higher poverty rates than in many industrialized nations.
- In 2011, children represented 23.9% of the total US Population (about ¼)
- In that same year, 2011, children represented 34.9% of all the people living in poverty in the US.

Poverty Quiz: Question #5

True or False: Adults who have regular work, but remain poor – the "working poor" – are finding it more difficult to lift themselves out of poverty.

TRUE

- The working poor in America grew poorer during 2010, with incomes dipping farther below the poverty line than in any other year in the new millennium.
- Poverty rates in rural America tend to be greater as there are fewer opportunities for higher wage paying jobs.

Poverty Quiz: Question #6

True or False: The government says that a family of four is poor and living in poverty if it earns at least \$25,000 per year.

FALSE

- The federal government puts the 2011 poverty line at \$23,021 for a family of four with two children.
- Researchers estimate that meeting basic needs for an average family of four would actually require about \$46,000 annually.



Poverty Quiz: Question #7

True or False: The federal minimum wage is now \$7.25 per hour.

TRUE



The federal minimum wage increased from \$6.55/hr to \$7.25/hr on July 24, 2009.



A single mother working full-time at minimum wage earns just \$15,080 annually

Poverty Quiz: Question #8

True or False: During a 36 month period almost 33% of Americans live in poverty for at least two of those months.

TRUE

Many Americans tread just above the poverty line every year; barely hanging on.



Poverty Quiz: Question #9

True or False. The White or Caucasian race represents the majority of people living in poverty in the US.

TRUE

White Americans make up the majority of people in the US living in poverty -- 19.2 million.



However, this figure comprises only 9.9 percent of the total white population.

By comparison the rate of poverty for African Americans in 2011 was 27.6%.



That equates to one out of every four African Americans living in poverty.

For Hispanics, the poverty rate in 2011 was 25.3%.

Poverty Quiz: Question #10

True or False: The number of people living in poverty continues to increase, but the number of people in extreme poverty is going down.

FALSE

The number of people living in extreme poverty, those with incomes below half the poverty line, was 20.4 million in 2011.



Community food banks, soup kitchens and similar programs rely on government thresholds to provide service for those in need.

Poverty Quiz: Question #11

True or False: Children in a single parent home, specifically a single mother are more likely to experience poverty than the children of married couples.

TRUE

Children under 6 years old are particularly vulnerable to poverty.



Single female parent, live in poverty at rate of 57.2%

Whereas married couple and family, live in poverty at rate of 12.1%

Poverty Quiz: Question #12

True or False: Approximately one quarter of persons with annual incomes of less than \$25,000 and living in poverty also had no health insurance in 2011.

TRUE

Health Insurance in the US

- o Annual incomes less than \$25,000 => 25.4% were uninsured
- o Annual incomes \$75,000 or greater => 7.8% were uninsured
- o Total number of uninsured persons was 48.6 million in 2011.



What is Hunger?

- Merriam-Webster: a craving or urgent need for food
- Wikipedia: social and political aspect versus physical state of hunger

What is Hunger?

- USDA: should refer to a potential consequence of food insecurity that, because of a prolonged, involuntary lack of food, results in discomfort, illness, weakness or pain that goes beyond the usual uneasy situation

Food Insecurity

- Refers to a **household** level economic or social condition where there is limited or uncertain access to adequate amounts of food

Hunger

- Refers to the **individual** level of physiological and/or physical condition that results from food insecurity.

Food Security

- All members of a family have access at all times to enough food for a healthy, active life.
 - At a minimum,
- Readily available nutritionally adequate and safe foods,
- The ability to acquire these foods in a socially acceptable manner.

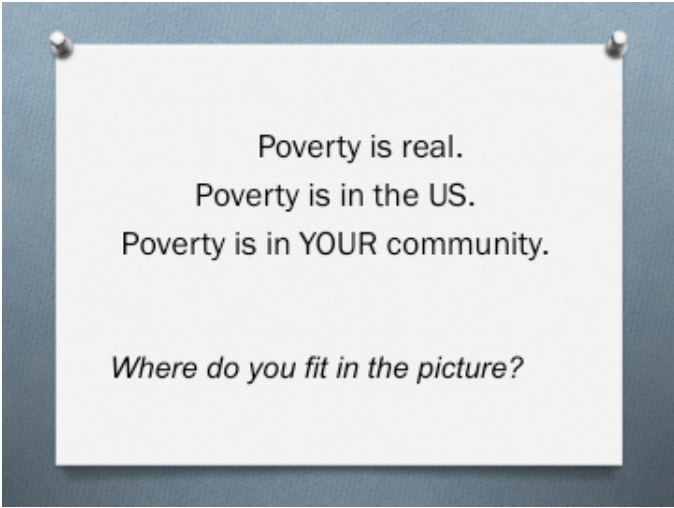
Poverty



No Food Security



Hunger



Poverty is real.
Poverty is in the US.
Poverty is in YOUR community.

Where do you fit in the picture?

Hunger Awareness

**TIME:**

45 minutes

MATERIALS NEEDED:

- Slips of paper that state, "First World", "Second World" and "Third World". Make approximately 10% Third World, 30% Second World and 60% First World. (For a class of 30: 3 slips-First World, 9-Second World, and 18-Third World.)
- Rubber cones (or something similar to use as markers for a walking course)
- Empty, plastic water bottles (equal to the number of Second and Third World participants)
- Unopened, plastic water bottles (equal to the number of First World participants)
- Several gallon jugs of fresh water (to accommodate the number of Second and Third World participants)
- Box of cocoa powder
- Several boxes of crackers
- Toppings for the crackers (examples: cheese, salami, jelly, fruit, etc.)
- Plastic utensils to put toppings on the crackers
- Paper plates and napkins
- Small cooler of ice
- Trash container

OBJECTIVES:

- Learn the meaning of hunger.
- Experience what it is like to live at different levels of economic privilege and its relation to hunger.

EXPLORE THE CONTENT:

Place the youth into three groups. Give each group a sheet of flip chart paper and a marker. Ask them to discuss and then write down their definition of hunger. Share the following with the group.

WHAT IS HUNGER?

People have a general idea, but definitions vary. Examples include:

- The Merriam-Webster Dictionary's definition – Hunger is a craving or urgent need for food.
- The United States Department of Agriculture's (USDA) recommendation – "...should refer to a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness, or pain that goes beyond the usual uneasy sensation."

The USDA stated that while this is how they would define hunger, there is no good way to measure that definition because it is an individual-level physical condition that may, or may not, result from food insecurity. What is food insecurity? It is a household-level economic and social condition that refers to the lack of access to enough food to fully meet basic needs at all times and caused by a lack of financial resources. For example, a household would be considered to have very low food security if at times during the year the eating patterns of one or more household members were disrupted and food intake reduced because the household lacked money and other resources needed to feed them.

Ask the group: How did your definitions of hunger compare with the official definitions? Where they similar or different? Explain.

DO:**Three Worlds**

This activity will help increase youth's awareness of hunger and the privilege that many people take for granted in countries such as the U.S. Youth will also learn that not all people in the U.S. have the same degree of food security.

**In case of bad weather, be prepared to conduct the activity inside, designating a walking area for members of the second and third world countries to walk around.

Preparation:



- Set up a walking area using the cones (or use a school or community track if available).
- In the front of the room or outdoor area, set up a table with the cooler of ice, paper goods, utensils and food.
- Put enough unopened water bottles in the cooler to equal the amount of First World participants.
- On the farthest side of the walking course, set up a table with the jugs of fresh water. Fill 2/3 of the jugs with the cocoa. This is in an effort to make the water appear cloudy and contaminated.

Completing the Activity:

Provide the youth with the following background information:

- Hunger is the body’s way of knowing it is running short of food and needs to eat something. Hunger can lead to malnutrition.
- Undernourishment describes the status of people whose food intake does not include enough energy (calories) to meet minimum physical needs. Today, nearly one in seven people do not get enough food to be healthy. This makes hunger and malnutrition the number one health risk worldwide. Hungry children are often weak and defenseless, making them unable to fight off diseases because they have a weakened immune system. Hunger and poverty claim 25,000 lives every day. Drought has been a significant reason for hunger problems in Second and Third World countries. Clean, filtered water is not an option for drinking or for crops, when crops are a major source of food for most people in these countries.

Now explain First, Second and Third World:

- First World refers to developed, capitalist and industrial countries, with common political and economic interests: North America, Western Europe, Japan and Australia. These democratic countries are technologically advanced and have citizens with a high standard of living.
- Second World is a phrase used to describe industrial states and regions, such as Russia, Eastern Europe, some Central Asian countries as well as China.
- Third World includes all other countries generally referred to as developing countries, such as nations in Africa, Asia and Latin America. It includes capitalist, communist and very poor countries.

Directions:

1. Have each participant draw a slip of paper from a basket. The paper will say one of three groups: First World Group, Second World Group or Third World Group. Each group of youth should form together.
2. Invite the First World group to come up and relax, get a water bottle out of the cooler, and select some snacks. Invite them to go back for seconds. Have them sit down and watch the other two groups.
3. Next, invite the Second World group to get an empty water bottle and ask them to walk a lap around the course then fill their water bottle with the fresh water from the jugs. Ask them to walk (“walk back from the water well to their village”) around the course one more time. When they get back to the starting point (their village) hand each youth a cracker with a slice of cheese. Tell them that’s all they get.
4. Finally, ask the Third World group to get an empty water bottle and walk the course two times. Ask them to fill the bottles with the cloudy water and walk (“back from the water well to their village”) around the course two more times. Explain that the cloudy water is just cocoa powder and water mixed, but it represents the contaminated water that would come from many Third World countries. Give the youth one cracker for every four people. Instruct them to share.
5. Explain that most youth in the U.S. are fortunate to live in a country where they have enough to eat. While there are many impoverished people in the U.S., poverty in developed and developing nations can be very different. Many children from these countries do not have a choice of what to eat and are lucky to get a few crackers a day.
6. After reflection, if time permits, let the students who were members of the Second and Third World countries get



more crackers and their choice of toppings, along with fresh water.

REFLECT:

- For the youth that were members of the Second and Third World countries, how did it feel to get your food and water after watching the First World group have a variety of food and cold water without any effort?
- For the youth that were members of the First World countries, share what it was like to be in that group and watch your peers have such a different experience.
- Will you have a better appreciation of people living in Second and Third World countries after this experience? Explain.

APPLY:

- Can you identify hunger issues in your community?
- What could you do to make others aware of hunger concerns in your community?
- Explore various ways to help end hunger problems in your community.
- Develop and implement a service learning project to aim at alleviating hunger issues in your community.

REFERENCES:

- Kansas State University. (2013). 4-H Empowering Youth to End Hunger in Their Communities Toolkit. (pp. 17-19 and 64-67). Adapted by Charlene Belew (2016).



History of the Coffee Trade



EXPLORE THE CONTENT:

The history of commerce, buying and selling, between Latin America and The United States is a story of opposing interests and values. This activity focuses on the history of coffee growing in Guatemala with a case study illustrating the dominance of U.S. corporations, and the vulnerability of developing nations that rely heavily on one, primary export crop. Youth will construct timelines showing important events in Guatemala's history. In doing so, the participants will explore economic exploitation, which means, the act of using another person's labor without offering them adequate payment.

DO:

PROCEDURE

1. Construct a Timeline of the Coffee Industry

Inform the youth that they will be learning about the history of the coffee industry, focusing on the country of Guatemala as a case study. A case study is the a process or record of research in which detailed consideration is given to the development of a particular person, group, or situation over a period of time. The case study will allow the youth to look at one specific example. If the youth tried to look closely at all of the counties where coffee is grown, the amount of information would be overwhelming. Thus, a case study helps control the data while still looking at the topic in depth.

Distribute "The Story of Coffee" handout and read through it with the youth, identifying how European countries brought coffee to Latin America and served as the first market for Latin American coffee exports. Tell the youth they are going to construct a timeline of the coffee industry.

Ask the youth:

- When did the history of the coffee as an export crop begin for Guatemala (around 1860)? Write this date on the left side of the butcher paper taped to the wall.
- Draw a line starting at the date and extending to the end of the paper, about 15 feet. Tell the youth that this line represents the history of the coffee industry in Guatemala.
- What date should go at the other end of the line (the present date)? Write the current year at the other end of the line.
- Help the students determine a scale for the timeline (if the

TIME:

45 - 60 minutes

MATERIALS NEEDED:

- "The Story of Coffee" handout
- Set of Event Cards cut apart
- Paper-clipped into four lettered groups (A, B, C and D)
- "The Guatemalan Economy" handout
- 15 ft. piece of butcher paper
- Tape
- 5 blue and 5 orange highlighters

OBJECTIVES:

- Describe the historical economic and political influence of the U.S. on Latin America.
- Explain how dependence on a small number of exports makes a developing country's economy vulnerable to price fluctuations and disasters.
- Construct and interpret a timeline.



line is 15 ft. long and represents about 150 years, the scale would be 1 foot = 10 years). Mark off the decades on the timeline.

- Divide the participants into four groups, designating them as groups A, B, C and D. Give each group one-fourth of the Event Cards, a blue and or orange highlighter and the “Timeline Instructions” handout. Point out that the letters on the event cards indicate their group. Go over Part 1 of the instructions with the youth. Allow time for groups to complete their work, circulating among the groups and providing assistance as needed.

2. Analyze the Timeline

When youth have completed construction of the timeline, go over Part 2 of the “Timeline Instructions” handout. Allow time for the youth to study the timeline and report to their groups.

Conduct a group discussion of how the timeline illustrates the two points below:

- Economically developed countries in the Northern Hemisphere had a major effect on the history of the coffee industry in Guatemala (evidence is provided by the cards with information about German emigrants in Guatemala, prohibition in the U.S., the Great Depression, World War II, U.S. training of rebels who overthrew the Guatemalan government in 1954, U.S. support for the military dictators, Guatemala participation in the International Coffee Agreement and loans to Vietnam from the World Bank).
- The economy of Guatemala was vulnerable when coffee prices dropped or the crop was damaged by a natural disaster (evidence is provided by the cards with information about the volcanic eruption in 1902 and the price drop in 2002, among others).

REFLECT:

Distribute the “The Guatemalan Economy” handout and ask the group the following questions:

- What are some actions the Guatemalan government might take to change the economy’s weakness?
- What do low Gross Domestic Product (GDP) per capita, a population below the poverty line, differing values of imports and exports, and a country’s debt say about their economy?
- Which of these facts might change if Guatemala worked to develop new products for export?

APPLY:

- Can you identify both the social and the economic needs in the community you live in?
- What could be a plan to address those needs in ways that are useful and in the best interests of the community over the long run? The idea is to find ways to improve the standard of living for the people in the community, while making sure the economy is productive and sustainable.

REFERENCES:

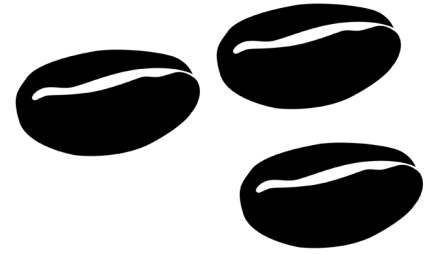
- Heifer International. 2004. Get It! Global Education to Improve Tomorrow. Adapted with permission by Charlene Belew (2016).



THE STORY OF COFFEE

Resource from:

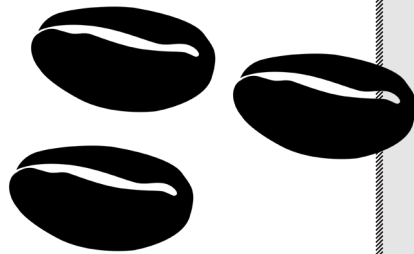
Get It, Global Education to Improve Tomorrow
Curriculum Guide, Grade 6-8, Heifer International



People began drinking coffee long before Starbucks and Folgers became popular.

There are many colorful stories about the birth of coffee. One such story claims that in 850 CE, an Ethiopian goat herder (from the region of Kaffa where the name coffee originated) noticed that his goats acted friskier after eating the little red berries on the local shrubs. Later, it was determined that these shrubs were coffee shrubs.

Even if this story is fabricated, we do know that slaves from present-day Sudan ate these red berries as they were taken into Yemen and Arabia. By 1475, the world's first coffee shop opened in Constantinople, Turkey. Since then, coffee has been the source of conflict, cooperation and conversation around the world.



Coffee in Arabia

The first coffee houses in Arabia were called keveh kanes. They became popular places to play chess and talk politics. These coffee houses were banned many times because national leaders became concerned about the political discussions that surrounded the chess games. But the coffee houses always returned. As Islam spread, so did coffee. Eventually, coffee houses began appearing in the Western World.

Much of the popularity of coffee within the Arab/Islamic world was due to the fact that adherence to the tenets of Islam forbade the consumption of alcoholic beverages. In Islamic society, coffee houses served as socially and culturally acceptable gathering places, where ideas and information could be freely exchanged - much in the way bars and taverns serve as places to meet and exchange ideas in Europe and North America.

Coffee in Europe

Dutch traders brought back coffee shrubs in 1616. Coffee shrubs were grown in greenhouses in Holland. These plants were grown purely as "specimens" in botanical collections - and not for agricultural purposes, the climate in Europe being too harsh for coffee cultivation. However, the taste for coffee was established. In 1652, the first coffee house opened in England, where such establishments became known as "penny universities." Admission and a cup of coffee cost a penny. The first mainland European coffee house opened in Venice, Italy, in 1683. One of the most famous coffee houses, Caffe Florian, opened in 1720 and is still serving coffee today.

THE STORY OF COFFEE

Resource from:

Get It, Global Education to Improve Tomorrow
Curriculum Guide, Grade 6-8, Heifer International



Coffee in North America

The first reference to coffee in North America dates back to 1668. The Boston Tea Party was planned in a coffee house called The Green Dragon. In defiance of the tax on tea, drinking coffee was considered an act of revolutionary patriotism. The New York Stock Exchange building began as a coffee house. It wasn't until 1720 that coffee was actually cultivated in North America. Gabriel Mathieu de Clieu, a French naval officer, was serving his country in Martinique (an island in the Caribbean). On leave in Paris, he decided to take a coffee shrub with him when he returned to duty. The king refused to let anyone take a coffee shrub out of the country, so Mathieu de Clieu ended up stealing one. According to his journal, he kept the shrub in a glass box on the ship to keep it warm and protect it from the salt water. The shrub survived pirates, violent storms, jealous fights (in which one branch was torn off), and even a bout of water rationing. de Clieu planted the shrub in Martinique, surrounding it with thorny bushes and placing slaves to guard it. His efforts paid off - he began selling coffee, became very wealthy, and by 1777 there were 18 to 19 million coffee shrubs thriving in Martinique.

Coffee in Latin America

The Dutch helped to spread coffee into Central and South America. It first arrived in the Dutch colony of Suriname in 1718, and then headed to French Guyana and Brazil. The British introduced the shrub to Jamaica in 1730. Some of the most famous and expensive coffee in the world is grown in Jamaica.

In 1760, Spanish priests brought coffee to Guatemala while trying to spread Catholicism. However, coffee did not become an important crop right away. Indigo plants, used to make indigo dye, were originally a much more important export crop. But locusts wiped out the indigo plantations. After that, other exports became important, especially after Guatemala became independent in 1821. By 1835, the government was offering prizes to farmers who could produce a lot of coffee. The dye industry took another hit in 1850, when new artificial dyes wiped out the market for natural dyes. By 1860, Guatemala's economy relied heavily on coffee exports. In the early years of growing coffee, almost all of Guatemala's coffee exports were sold in Europe. Over time, this shifted and now most Guatemalan coffee is exported to the U.S.

Event Cards

A Late 1980s-Early 1990s

Vietnam receives large loans from the World Bank. The nation triples its output of beans from 1995-2000. The supply of coffee rises, and the worldwide price for coffee falls.



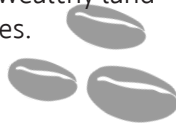
A 1920s

Prohibition - outlawing of alcoholic drinks - in the U.S. increases the demand for coffee. The U.S.'s position as a major importer grows.



A 1944-1954

Known as Ten Years of Spring, during the period the government of Guatemala pays more attention to poor working people and gives less favor to wealthy land owners and foreign companies.



A 1880-1900

German emigrants become important coffee growers in Guatemala. They seek German investment to help build a railroad from their farms to the ports.



B 1880s

Coffee has become #1 export crop. Coffee accounts for 80 percent of all Guatemalan exports.



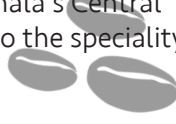
B 1929-1939

The Great Depression cuts the market for coffee. Guatemalan coffee exports decrease for the first time.



B 1970s-80s

Specialty coffee roasters (Peet's Coffee, Starbucks) start selling high quality roasted coffee in the U.S. and over the years gain public loyalty to high quality coffee. Interest in specialty coffees in the U.S. and Europe open new possibilities for exporters. Guatemala's Central Coffee Office promotes regional coffees to the specialty coffee shops.



B 1954

A group of Guatemalans trained by the U.S. government overthrows the Guatemalan government. The U.S. company, United Fruit, played an important role in convincing the U.S. government to take action.



Event Cards

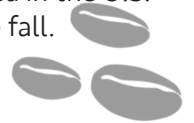
C 1988

Guatemalan coffee wins first prize at Paris World's Fair



C 1939-1945

European markets are cut off by World War II. Due to transportation difficulties during wartime, coffee imports decrease and coffee is rationed in the U.S. Guatemalan exports of coffee fall.



C 2002

The price for coffee drops drastically. Coffee drops out of its long-time place as Guatemala's number 1 export. More than 250,000 workers in the coffee industry are put out of work.



C 1954-1985

Military dictators rule Guatemala. The U.S. supports these dictatorships, but also tries to nudge these governments toward allowing more human rights and democracy.



D 1902

A volcano erupts in western Guatemala. Ash buries many farms, and coffee exports drop by 75 percent. Affected farms do not recover for 20 years. Drifting ash fertilizes the soil in other countries, resulting in production increases there.



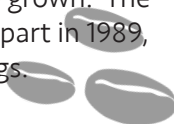
D 1945

Following World War II, the European market reopens, pushing Guatemalan exports up.



D 1960

Guatemala establishes a Central Coffee Office. Three years later, it joins the International Coffee Organization. This organization tries to stabilize the price of coffee by controlling how much coffee can be grown. The International Coffee Agreement falls apart in 1989, resulting in major price swings.



D 1868

Guatemalan government give away 1 million coffee plants to small farmers. At the same time, it begins modernizing its ports and building roads and a railroad, all to help get coffee to markets in Europe.



THE GUATEMALAN ECONOMY

Examine the statistics about the economy of Guatemala in 2002-2003. Then answer the questions that follow.

GROSS DOMESTIC PRODUCT PER CAPITA	\$4,100
UNEMPLOYMENT RATE	7.5%
POPULATION BELOW POVERTY LINE	75%
EXPORTS	\$2.763 billion
IMPORTS	\$5.749 billion
TOP EXPORTS	<ul style="list-style-type: none">• coffee• sugar• bananas• fruits and vegetables• cardamom• meat• clothes• petroleum
TOP EXPORTS (COUNTRIES THAT BUY FROM GUATEMALA)	<ul style="list-style-type: none">• U.S. (59%)• El Salvador• Nicaragua
TOP IMPORTS	<ul style="list-style-type: none">• fuel• machinery and transportation equipment• construction materials• grain• fertilizer
IMPORT PARTNERS (COUNTRIES THAT SELL TO GUATEMALA)	<ul style="list-style-type: none">• U.S. (34.3%)• South Korea• El Salvador• China
DEBT	\$5.6 billion

Questions:

1. What are some actions that Guatemalan government might take to change the economy's weakness?
2. Which of these statistics suggest that the Guatemalan economy faces serious problems?
3. Which of these facts might change if Guatemala worked to develop new products for export?



Power and Privilege - What Does it Get You?



EXPLORE THE CONTENT:

Do you ever think of yourself as having power? Have you ever considered that where you were born, the family you were born to and your gender gives you a source of power? At the same time, those three basic ideas – where you are born, the family you are born to and your gender can also put you at a perceived disadvantage. In the United States, the dominant group of Native English speakers has power and privilege that a group of non-English speakers would not have. Power and resulting privilege is not earned - it is just part of who they are. Often times, as in this case, the dominant group may not even be aware of the ‘power’ they have. They generally do not see it as ‘privilege’ as they have never experienced not being part of the dominant group.

TIME:

45 - 60 minutes

MATERIALS NEEDED:

- Power Flower Handout – 1 for each participant
- Colored pens, pencils, markers or crayons

OBJECTIVES:

Youth will:

- Identify power and the relation to society
- Identify privilege and the relation to society
- Recognize the effects of power and privilege in their own lives as well as those around them

Privilege is found at all levels of personal, interpersonal, cultural and institutional interactions. Privilege is a special advantage or right that a person is born into or acquires during their lifetime and is not available to everyone in society. Persons in dominant groups have the advantage, the benefit and are often favored at the expense of those persons in less dominant or target groups. In the US, privilege is granted to people who belong to one or more of these socially identifiable groups:

- White people
- Able-bodied people
- Heterosexuals
- Males
- Christians
- Middle class people
- English-speaking people.

These privileges are all unearned and granted to persons in the dominant group whether they want them or not. Therefore, for many, the privilege is usually ‘invisible’ to those that have it. They may also believe that others could have these same privileges if they only worked hard to earn them.

Privilege and power are closely related: Privilege often gives a person (or group) power over another. What is Power? A good definition of ‘power’ is ‘the ability to get what you want.’ Individuals and groups both want to have power and also want to demonstrate their power. It is human nature. The ‘power’ we have is related to various characteristics or socially identifiable characteristics.





DO:

The 'Power Flower' activity will help each person to identify their individual characteristics and determine whether that characteristic provides an advantage or disadvantage.

Provide each participant a Power Flower handout and coloring pens.

Explain:

This is your personal Power Flower. It has 7 petals, each representing one category of who you are in society. Each petal has an inner and an outer part. For each of the 7 segments, color the part of the petal that you best identify with. For some of the petals, i.e. Employed/Not Employed that descriptor may be more appropriately applied to the family, same with education – College Graduate vs No Post Secondary Education.

Allow enough time for each participant to complete the coloring exercise. Discuss with the participants the dominant or socially preferred characteristic within each petal. Discuss how that group achieved that privilege and associated power.

REFLECT:

- Share your own Power Flower with the participants.
- Invite participants to share their Power Flower, if they are comfortable.
- Did you struggle with any of the petals and identifying if you felt 'advantaged' or 'disadvantaged'?
- Can you see how these privileges would give one power over another?
- Before this activity, had you considered these privileges as sources of power?

APPLY:

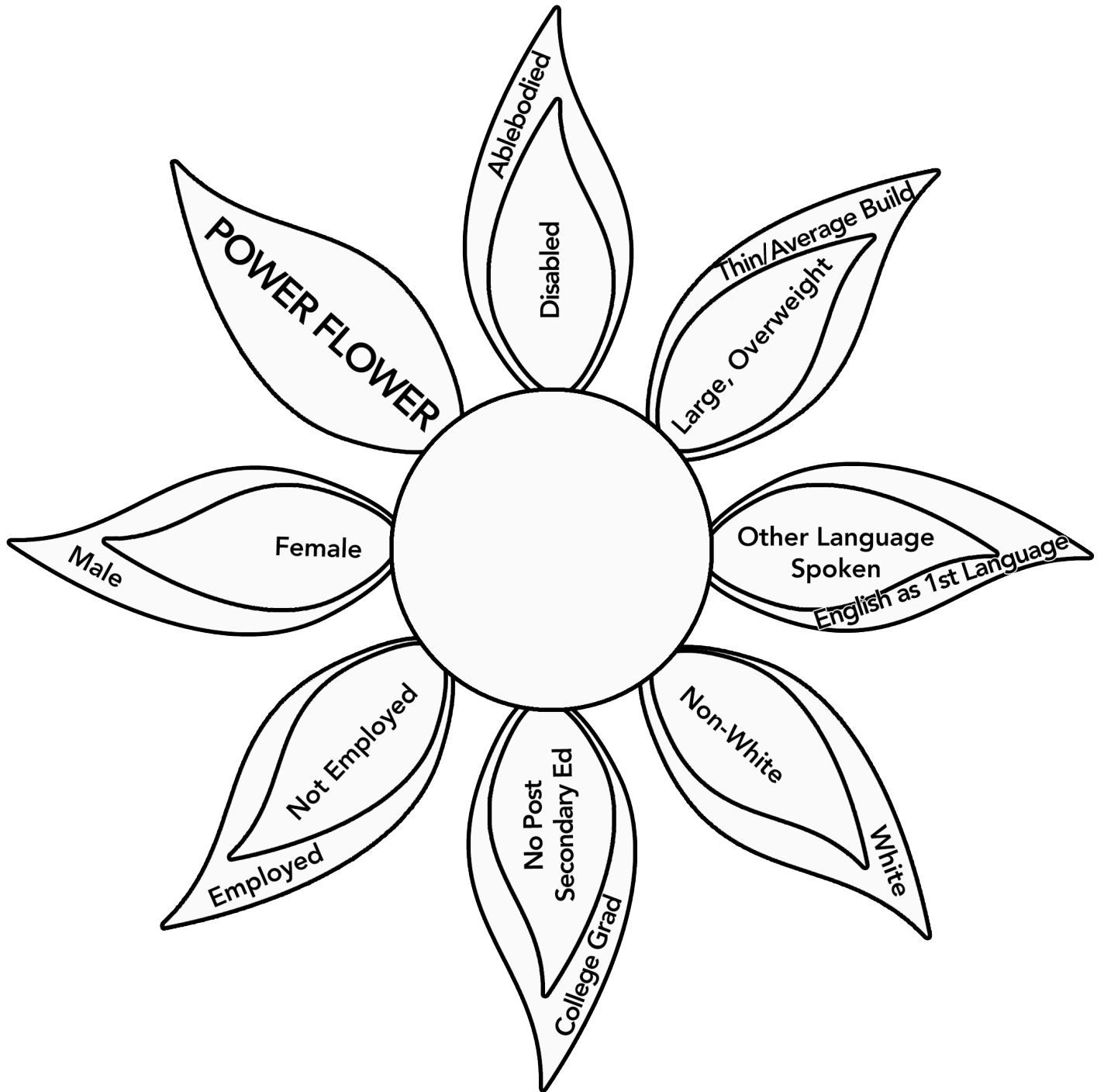
- As you look at the petals of identity, do all of the identities have the same access to power and privilege in our society?
- For each petal, which group has the most access to power?
- As a leader, does your Power Flower and what you have learned about yourself influence how you approach others?

REFERENCES:

- Power Flower: Adapted from original source: Adapted from Lee, E. (1985). Letters to Marcia: A Teacher's Guide to Anti-Racist Education. As cited in Educational Activism Resources for Change 2009. OISE/UNICEF/OSSTF.)



POWER FLOWER



Global Leaders in Action

**TIME:**

60 minutes

MATERIALS NEEDED:

- Children's book 'Because a Little Bug Went Ka-Choo' by Rosetta Stone
- Service-learning guide – see reference list

OBJECTIVES:

The 4-H member will:

- Understand the term interdependence
- Demonstrate leadership as a global citizen
- Design a service-learning project

EXPLORE THE CONTENT:

The world continues to grow and develop at an increasing pace. With this increase, the interdependence of nations, societies and economies also grows. When one country or society has something that another wants, they become mutually dependent upon one another. Actions in one nation, or by one society, can have positive or negative consequences on the other. Actions of one individual can have an impact on others. Watch or read 'Because a Little Bug Went Ka-Choo' by Rosetta Stone to visualize the term interdependence.

A citizen is defined as a person who identifies with a city, state or country and their right to live, work and participate politically in a specific geographic area. To be a global citizen means to extend that reach and be responsible for people, places and things around the world, beyond your own little world. Global citizenship goes a step further, to believing that your individual actions impact others.

Encouraging youth to be part of the interconnected global community and make a plan for action demonstrates global leadership. The Service-learning guide, Use Your Hands...For Service! Leaders 4 Life Youth Leadership Program from Texas A&M AgriLife Extension 4-H L4L.005 is available online and provides a framework to strategically create that plan.

DO:

Have youth develop an individual or group project to address a specific community need. The Service-learning guide mentioned above is a helpful resource that outlines the sequential steps to follow and helps youth create a plan for success.

REFLECT:

- Individuals or groups share their plans.
- Are there particular logistics you encountered when creating the plan?
- What barriers are you concerned about?
- How does it feel to work through the steps?

APPLY:

Individuals or groups implement their service plan and complete the cycle by focusing on evaluation, celebration and recognition.





Discuss individually or in a group:

How or why is each step in the process important for success?

1. Community Need/Voice
2. Learning Objectives
3. Youth Voice and Planning
4. Orientation and Training
5. Meaningful Action
6. Reflection
7. Evaluation
8. Celebration and Recognition

How could the steps used in the completion of the service learning project be beneficial in other tasks or projects you hope to accomplish?

REFERENCES:

- Use Your Hands...For Service! Leaders 4 Life Youth Leadership Program. Texas A&M AgriLife Extension 4-H L4L.005



Service Learning Guide

Step 1: Community Need/Voice

- Research your community, what is going well? Where are there gaps in services? Talk to community members and ask their opinions.

Step 2: Learning Objectives

- What do you want to gain from the experience? Service-learning has a direct educational connection to specific learning objectives that could be on a personal, social or intellectual level. The objectives could be related to a 4-H project or activity.

Step 3: Youth Voice and Planning

- Involve other youth in the planning process where possible and especially if those youth will be involved in the implementation of the project. Including their voice in the planning process encourages greater buy-in and ownership.

Step 4: Orientation and Training

- When it's time for the actual implementation, an orientation and training for all participants ensures that everyone is 'on the same page'. Remind the group of the overall objectives and goals of the activity, their individual roles in the plan and discuss any specifics about rules or guidelines for the site. If there are specific skills or tools that volunteers will need, be sure to cover this during the orientation.

Step 5: Meaningful Action

- Work the plan! Carry out the service plan.

Step 6: Reflection

- True service-learning involves reflection. Use this time to examine what was done and to extract lessons from the experience. Was a community need met? Were the learning objectives met or exceeded? Reflection can be ongoing, it does not only occur at the end of the project or activity. Multiple types of Reflection activities allow multiple types of learners to share their experiences, you may have written reflection, interviews, artistic interpretations, etc. Be creative in designing ways for individuals to reflect upon the activity and what they learned through the process.

Step 7: Evaluation

- Evaluating a process helps to strengthen it. Evaluate what went well and also areas that need improvement. The evaluation could be a formal written type instrument or could be a verbal discussion among the team. You may also have an evaluation with the recipients of the service as well, to gauge the impact of the service with them.

Step 8: Celebration

- Celebrate your success! Involve community members and partners that assisted in the process, look back at everything that happened along the way. Take photos, visit with people, share experiences, reflect on the experience from start to finish.



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ⊗ ⊖ ⊕

4-H Explore
Project Book Evaluation - Global Education

1. Please read the statement in the left column of the table below. Bubble in the circles that describe your level of understanding **BEFORE** attending this program. In the section on the far right, bubble in the circles that describe your level of understanding **AFTER** attending this program. You will have two bubbles per row.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
As a result of participating in the Global Education project lessons and activities...	1	2	3	4	1	2	3	4
I understand the four components that shape a culture of a society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the same words and symbols of various cultures can have vastly different meanings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the link between poverty and hunger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the connection between privilege and power.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how a symbol in one culture may mean something completely different in another culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that hunger is not only an individual physical state, but also has social and political aspects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the difference between hunger and food insecurity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that not all individuals have the same opportunities and could have more perceived privilege than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT:	Yes	No	Unsure
As a result of participating in the Global Education Project lessons and activities...			
I would be interested in hosting an international exchange student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be interested in participating in an exchange program in the next two years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify hunger issues in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will plan a service project to help with hunger issues in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify social and economic needs in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES:	Strongly Disagree	Disagree	Agree	Strongly Agree
As a result of participating in the Global Education Project lessons and activities...				
I am more comfortable working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more willing to listen to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more comfortable speaking with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my abilities as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ⊗ ☐ ○

3. What is the most significant thing you learned in the Global Education project?

Please tell us about yourself.

Gender: Female Male

I consider myself to be: African American White
 Asian American Other
 Native American

I consider myself to be: Hispanic Non-Hispanic

Grade: 3rd 5th 7th 9th 11th
 4th 6th 8th 10th 12th

Most of the time, you live . . .

Farm or ranch Suburb of city between 50,000
 Town less than 10,000 Central city/urban center with more than 50,000
 City between 10,000 - 50,000

Please provide any additional comments below.

