

International Study Guide Series

Denmark



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 Kendra Burchak 2011 IFYE Representative to Germany and Denmark. 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 has been 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

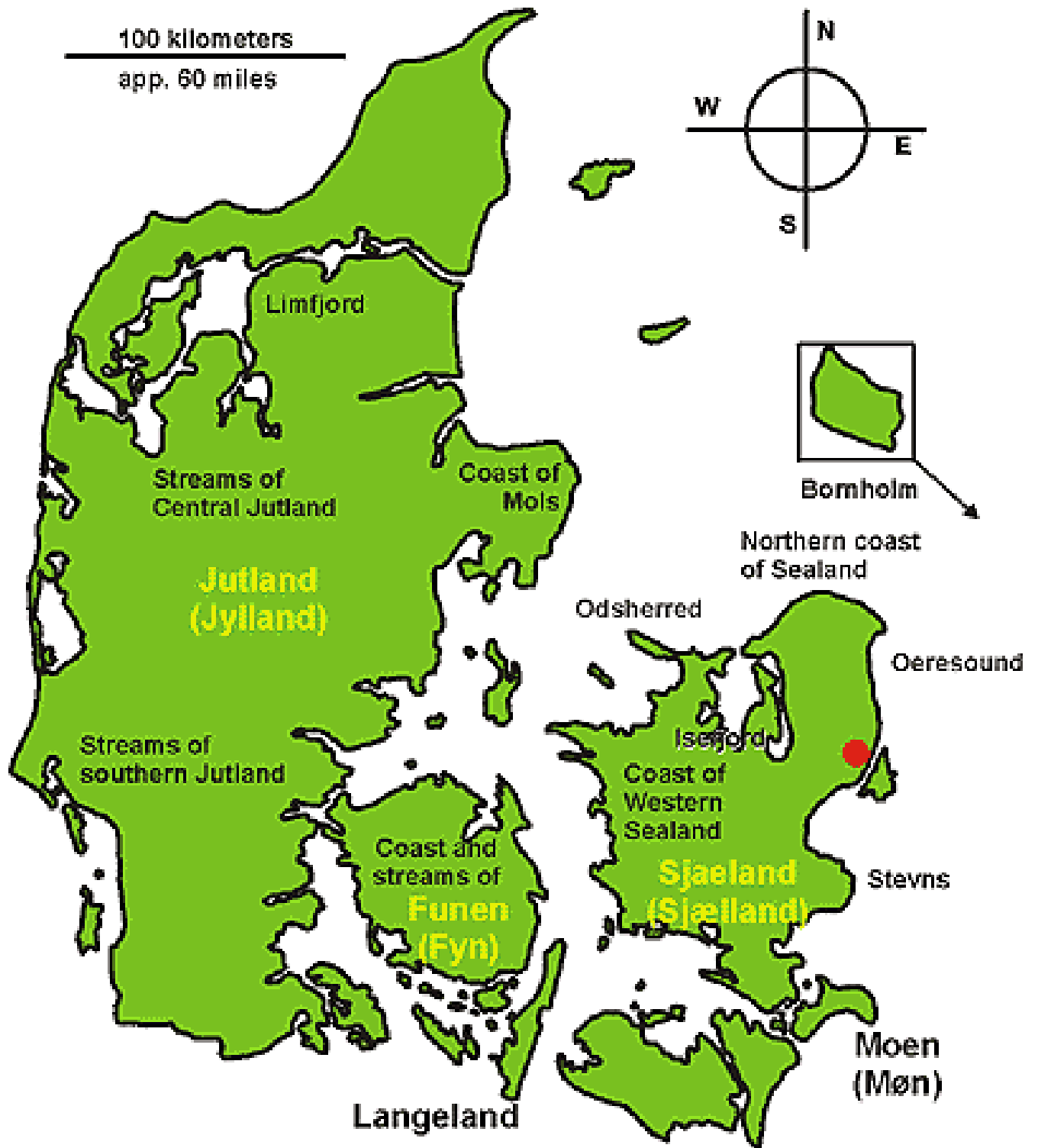
Europe is the birthplace of Western civilization. No other continent has had such great influence on world history. From the time of the ancient Greeks, European political ideas, scientific discoveries, arts and philosophies, and religious beliefs have spread to other regions of the world. The civilizations 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

Denmark is located in Northern Europe between the North Sea and the Baltic Sea. It is neighbored by Germany to the south and the seas on every other side. Across the water is Norway to the north, Sweden to the east, and the United Kingdom all the way to the west. Denmark is a Scandinavian country as are Norway, Finland, Iceland and Sweden.

Size

The country of Denmark consists of the main island know as "jutland," the capital island and 405 tiny islands, 100 of which are inhabited. The largest islands are Funen, Zealand and Bornholm. This part of Denmark is approximately 16,632 square miles, about 1/8 the size of Montana. However Denmark also owns the largest island in the world, Greenland, and the small archipelago in the North Atlantic, as well as the Faroe Islands. When these are added together, Denmark's total size jumps to over 857,000 square miles; that is almost six times larger than Montana.

Land and Climate

Denmark consists of mostly flat, low plains and is mostly surrounded by sea. The highest point is Mollehoj which is 170.86 meters (560.6 feet) above sea level. The northernmost city is Skagen. The climate is in the temperate zone. The winters are not particularly cold, with mean temperatures in January and February of 0.0 ° Celsius (32° F). The summers are cool with a mean temperature in August of 15.7 ° Celsius (60° F). Denmark has an average of 121 days per year with precipitation, on average receiving a total of 712 mm per year; autumn is the wettest season and spring the driest. Because of Denmark's northern location, the length of the day varies greatly. There are short days during the winter with sunrise coming around 8:45 a.m. and sunset 3:45 p.m., as well as long summer days with sunrise at 4:30 a.m. and sunset at 10 p.m.

Geography Questions to Think About

1. What are the other four Scandinavian Countries?
2. Traveling at 55 mph, how long would it take to travel from, Denmark's most northern city to its most southern city? From Denmark's most eastern city to the city farthest west?
3. Why are both Celsius (C) and Fahrenheit (F) temperatures given in this guide?
4. How high is the highest point in Montana? What points in Montana compare to the highest point in Denmark?
5. The state of Montana includes an area that is 147,138 sq. miles. Compare the size of Montana with Denmark.

THE NATION

History

Denmark has been a monarchy for as long as it has existed. Despite many wars and invasions, because of its location, Denmark is very stable. During the days of the Vikings (9th-11th centuries), Denmark was a country of great power and ruled over Norway, Sweden, Finland, Iceland, and England. Sweden and Finland left the union in 1520, Norway in 1814 and Iceland in 1944. Denmark remained neutral during World War I, but was invaded and occupied by Nazi Germany from the beginning of World War II until liberation by the British in 1945. Throughout the country, many landmarks can be seen which remind citizens and visitors of Danish history from the Vikings to the present.

Denmark is active in world affairs. In 1949 Denmark joined in forming the North Atlantic Treaty Organization (NATO). They also joined the European Free Trade Association in 1960 and the European Common Market in 1973.

Government

Denmark is Europe's oldest monarchy firmly established for more than a thousand years. In 1849 Denmark adopted its first written constitution thus turning the government into a Representative democracy. Since the death of King Frederik IX in 1972 to the present, the throne has been held by his oldest daughter, Queen Margrethe II, born in 1940 and married to Frenchborn Prince Henrik, born in 1934. The Royal couple has two sons, Crown Prince Frederik (b. 1968) and Prince Joachim (b. 1969). Under the pseudonym of "Ingahild Grathmer," Queen Margrethe pursues her interests in art. One of her most remarkable works is her original illustrations for Tolkien's *The Lord of the Rings*.

Queen Margrethe II serves primarily a ceremonial function. Her most significant formal power is appointing the prime minister and members of the Cabinet, who with her hold, the executive branch of government. The Legislative branch rests with a bicameral parliament (Folketing), although bills do require the monarch's signature to become law. All Danish citizens over 18 are able to vote for the members of Folketing. The Folketing is made up of 179 members representing 14 different political parties.

Transportation and Communication

Rail traffic and ferry services continue to be important, even though there is an increasing number of private automobiles. About one third of the people have cars. Citizens can obtain a driver's license at age 18; however, the cost for both cars and gasoline is very expensive. Public transportation is available by trains, ferries, and buses.

Danish ships conduct almost all water transport between Danish ports in addition to extensive trade between foreign ports. The postal service, telegraph, and long-distance telephone lines are up-to-date and efficient. The press is free of government control, but some daily newspapers are associated with political parties. "DR: Denmark's Radio" and "DR tv: Dansk TV" are the only channels in the country. Broadcasting of these channels is organized as a self-

governing public corporation run through the state. Channels from neighboring countries and local community stations can also be tuned in along with the increasing popularity of expensive satellite antennas.

The Nation - Questions to Think About

1. What is a monarchy and who is the present monarch in Denmark?
2. Which country liberated Denmark from Nazi Germany?
3. How many television channels do they get in Denmark? How many in America?
4. What is an export? What is an import? Name some products that are exported from and imported to Denmark? Name some for the United States.

ECONOMY

Money

Denmark, Norway, and Sweden all use the same name for their currencies, but the value differs in each country. The Danish "kronen" is divided into 100 "ore." There are coins of 5, 10, and 25 ore, 1, 5, and 10 kr., and notes of 20, 50, 100, 500, and 1000 kr. At present exchange rates (January, 2012 - rates change daily) 5.8165 Danish Kronen are equal to one American dollar.

Denmark is the world's second largest beer producer and third largest meat producer. Its main agricultural outlets are dairy cattle, swine, fowl/poultry, sheep, and mink furs. Other chief products include grains and root crops. Meat and dairy products are Denmark's biggest exports. One-third of Danish agricultural harvest is used in Denmark; two-thirds is exported mainly to European countries, but also to Japan and America. Lumber and natural wood products are exported throughout Europe. Imports to Denmark include machinery equipment, fuels, consumer goods, and raw materials.

Employment

Denmark has a shortage of natural resources, but has long been renowned for high quality agriculture production. Some 70% of the total land is given over to agriculture. However, in the last 25 years the country has experienced an industrial revolution and now specializes in advanced manufacturing industries. Today much of the population is engaged in industry, but agriculture still accounts for 6% of the country's total work force. 90,000 families own, work, and live on family farms. Unemployment is about 4.2%.

Business Hours

The average work week is about 40 hours distributed over five days, the third shortest work week in the world. Most businesses, including schools, have several short breaks during the day instead of one long lunch hour as in the United States. Wages and working conditions are determined jointly by employers and employees for a two-year period. Adjustments of salary and conditions are made at six-month intervals according to the standard-of-living index.

LIFESTYLES

Religion

The Constitution of Denmark declares that the national church of Denmark must be the Evangelical Lutheran church, and about 96% of the people are members. Every town in Denmark has its own church, all built in the traditional style. More as a part of tradition, than religion, all children are christened and confirmed into the church. Most Danes still do not have a strong intellectual attraction toward religion, so church attendance is low except on holy days and special occasions. Complete tolerance is extended to every religious sect. About three percent of the people belong to other Christian churches and one percent is non-Christian. Only large cities will have churches of other religions.

Education

Schools are tax-supported and education is free. Children start school at age six in the "Bornehave Klasse" and continue, often in the same school with the same class groups, for nine years. Klasse I through Klasse 9 are compulsory for all students. Students are given the choice of moving to attend "efterskole," a boarding school for 8, 9, 10 Klasse (ages 14-17). At age 16, Danish youth must choose their next course in life. Possibilities include "Gymnasie," which is similar to a community college in the United States, several specific subject schools, the general work force, or Dansk Universitet. There are five universities in Denmark, all of which are highly competitive and difficult to get into, but once achieved, the schooling is paid for by the government.

Subjects in Danish schools are similar to those taught in American schools. However, home economics, woodworking, arts and crafts, music, and physical education are taught at all grade levels. Foreign languages are very important and English is first taught in 5 klasse (age 11) and continued every year after. German and French are also taught. One major difference between schools in Denmark and those in the U.S., is that Danish students have their own classrooms for each grade, and the teachers are the ones who move from room to room.

The People

The population of Denmark in July 2011 totaled over 5,529,888, an average of 129 people per square mile. This compares to an average of 58 people per square mile in the U.S. and approximately five people per square mile in Montana. Ethnic groups include Scandinavian, Eskimo, Faroese, and German. Danish is the official language in Denmark and it is made up of the same alphabet as is used in English, plus three additional letters. Other languages spoken fluently are Faroese, Greenlandic (an Eskimo dialect) and some German. English is the predominant second language. Many people from Turkey and Sri Lanka have emigrated to Denmark, entering the workforce and becoming part of Danish communities.

Family Life

Families in Denmark are, in many cases, still close-knit and quite stable. Engagements are usually long, and premarital sex with fiancés is common. It is also acceptable for two people to live together and have children without ever being formally married. A distinguishing aspect of the Danish culture is the importance they give the individual, a concept taught and honored in Danish homes. Generally, children are taught principles and then allowed to govern themselves. If children err they are not usually punished physically because parents feel that as individuals, children have the right to make decisions for themselves. About nine percent of the Danish population is divorced, the eleventh highest rate in the world. Danish people earn very high wages, but also pay high taxes. However, their tax dollars are well spent and people receive many government benefits such as free schooling and medical care.

The general attitudes of the Danes make them very outgoing people, casual and informal, but they do expect people to follow the rules of etiquette. Danes are very tolerant of other people and other points of view. It is very common for families to get together for "kaffe og kage" in the evenings or weekend afternoons. Coffee, tea and four or five different cookies, cakes or

rolls are shared during long friendly conversations.

Holidays

The nationally celebrated holidays in Denmark include New Year's Day; Easter (four days); Great Prayer Day followed by the Ascension; Queen Margrethe's birthday (Apr 16); Pentecost (two days); Liberation Day - World War II (May 5); Constitution Day (June 5); Midsummer Day - changing of the seasons (Jun 24); U.S. Independence Day (Jul 4); United Nations Day (Oct 24); Saint Lucia Day (Dec 13) and Christmas (Dec 25). United States Independence Day is celebrated in Denmark to honor those who emigrated to America; it is the largest July 4 celebration outside of the U.S. Family celebrations include christening, confirmation, and marriage through the church. Birthdays are celebrated by raising the Danish flag and eating "Fodselsdag lagkage" -- birthday cake and "Boller og chokolade" -- special buns with hot chocolate.

Diet and Table Manners

Food is in ample supply. Cereals, milk, cheese, meat, potatoes, vegetables, and fruit are the staples of the Danish diet. Fish is also popular. Danes are known for their "smorrebrod" (open-faced sandwiches) all over the world and they are a favorite. The unique "roebrød" is always served. It is a very heavy, whole grain rye bread. Coffee, tea, and beer are favorite drinks of adults, while kids in Denmark drink "Saftvand," a natural fruit juice and water mix.

When invited to dinner in a Danish home for the first time, it is polite to take a gift to the lady of the house. A bouquet of flowers is especially appreciated. Guests do not start eating until everyone is seated and the host invites them to begin. One should always say "vær så venlig" (please) and "tak" (thank you) when passing and receiving food. Before leaving the table one should always say "Tak for meal" which thanks the hostess for the food and gives compliments for the hospitality given. This is very common even within families. The hostess will gladly respond "Velkommen" (you are welcome!).

Cultural and Leisure Activities

The Danish people are avid readers and the country is one of the leading book buying nations in the world. The popular fairy tale stories written by Hans Christian Anderson (1805-75) originated in Denmark, and are now told all over the world. Denmark has a wealth of cultural activities. The Royal Danish Ballet, many art museums, porcelain and ceramics from the Royal Factories, and Bjørn Wiinblad lithographs are just a few. The Danes also have a great love for music. Jazz is popular and the Copenhagen Jazz Festival has acquired an international reputation. Copenhagen (København in Danish) also houses the exciting Tivoli Gardens, an amusement park with rides and shows. Sports are enjoyed, but most sports are played on an amateur level. Although many sports enjoyed in the U.S. are also enjoyed in Denmark, "fodbold" (soccer) is probably the most popular. Going to cinemas and discotheques is common with teenagers. During vacation time most Danish people travel inside and outside their country.

Greetings

When entering a room or a home in Denmark, everyone is greeted. A handshake is the most common form of greeting among adults. Younger people and close friends usually nod or wave and say "Davs," (short for "Goddag" - good day), the equivalent of "hi" in English. The Danish people are informal and very friendly, but their code of etiquette is more formal than in the U.S. Naturally, good manners are the key to getting along with the Danish. Usually only close friends use each other's first names.

Dress

Because of the cool, rainy climate and constant brisk winds, coats are an everyday must. Casual clothes are acceptable for most occasions; however, in semiformal situations, women should wear dresses instead of pants. It is still customary for men to wear coats and ties to church, special dinners, meetings, and indoor concerts.

For farm families, it is most common to have work clothes which are worn all week while doing chores, and then to change when work is complete or for a trip to town. Special wooden shoes unique to Denmark are "traesko" and they are still popular today.

Lifestyles - Questions to Think About

1. What is the official language of Denmark? What other languages are spoken there? Where is "Dutch" spoken? (Hint: it is not in Denmark.)
2. What are some pros and cons to the Danish Social welfare system of providing total medical and dental care for all citizens?
3. What is the difference between religions in the U.S. and in Denmark?
4. "Bornehave Klasse" in Denmark's schools is the equivalent of what in America?
5. How many years of schooling are compulsory for Danish youth? For youth in America?
6. Discuss the importance given to foreign languages in Danish schools. Compare with American schools. Give reasons for your responses.
7. Why is U.S. Independence Day celebrated in Denmark?
8. Are the table manners described in Denmark more formal than those you practice at home?
9. What are some of the stories written by Hans Christian Anderson? How many have you read?

QUESTIONS FOR ADDITIONAL STUDY AND THOUGHT

1. Is Denmark an important country militarily? Why or why not?
2. What are the major tourist attractions in Denmark? In what cities are they found?
3. What does the Danish flag look like? What do the colors symbolize?
4. Who can vote in Denmark? Find out when voting rights were granted.
5. What role do the major parties play in the political system in Denmark?

6. What kind of wildlife can be found in Denmark?
7. What does "culture" mean? What kinds of things act as an influence on a country's culture?
8. Discuss the importance of providing foreign languages in Danish schools. Compare this with the importance in American schools. Give reasons for your responses.

PRE AND POST TEST ON DENMARK (Mark the best response for each question).

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

2. Which part of Denmark is not an island?
 - A. Fuene (Fyn)
 - B. Zealand (Sj Hand)
 - C. Jutland (Jylland)
 - D. Bornholm (Bornholm)

3. The climate in Denmark is most associated with being:
 - A. Cool and wet
 - B. Hot and dry
 - C. Hot and humid
 - D. Cool and arid

4. What type of land best describes Denmark?
 - A. Dry deserts
 - B. Rugged cliffs
 - C. Tall mountains
 - D. Flat rolling terrain

5. What form of government is used in Denmark?
 - A. Apartheid
 - B. Democratic with president
 - C. Constitutional monarch with parliament
 - D. Communist

6. What role does Poul Schluter play in the government of Denmark?
 - A. President
 - B. King
 - C. Prime Minister
 - D. Secretary of State

7. Which is not a common source of income on a Danish family farm?
- A. Dairy cattle
 - B. Cotton fields
 - C. Swine
 - D. Grain/cereal crops
8. Which religion does the largest portion of the population claim?
- A. Lutheran
 - B. Catholic
 - C. Islamic
 - D. Protestant
9. What currency is used in Denmark?
- A. Gilder
 - B. Peso
 - C. Kronen
 - D. Mark
10. Which of the following countries does not neighbor Denmark?
- A. Norway
 - B. Sweden
 - C. Germany
 - D. Luxembourg
11. With which type of food would Danish families be most unfamiliar?
- A. Cheese
 - B. Pork
 - C. Potatoes
 - D. Tortillas
12. The national sport in Denmark is:
- A. Skiing
 - B. Soccer
 - C. Tennis
 - D. Baseball

ANSWERS

1 - c, 2 - c, 3 - a, 4 - d, 5 - c, 6 - c, 7 - b, 8 - a, 9 - c, 10 - d, 11 - d, 12 - b

RECIPES

DANISH MEATBALLS (Frikadeller)

- 1/2 pound ground veal
 - 1/2 pound ground pork
 - 1/4 cup milk, or as needed
 - 1/4 cup finely grated onion
 - 1 egg
 - 1/4 cup bread crumbs, or as needed
 - 1/4 cup all-purpose flour
 - 1/4 cup seltzer water
 - salt and pepper to taste
 - 1/4 cup margarine
1. Mix the veal and pork together in a bowl, and stir in the milk, onion, and egg. Mix the bread crumbs into the meat. Sprinkle in the flour, and knead well to mix. Stir in the seltzer water, season to taste with salt and pepper, and mix well. The mixture should be very moist, but not dripping.
 2. Chill the meat mixture for 15 to 30 minutes in the refrigerator, to make the meatballs easier to form.
 3. Heat the margarine in a large skillet over medium heat.
 4. To form meatballs, scoop up about 2 1/2 tablespoons of meat mixture with a large spoon, and form the mixture into a slightly flattened, oval meatball about the size of a small egg. Place the meatballs into the heated skillet, and fry for about 15 minutes per side, until the meatballs are well-browned and no longer pink in the center.

HOT POTATO SALAD (Varm kartoffelsalat)

- 3 cups sliced cooked potatoes
- 1 large onion
- 3 tbs. butter
- 1 tsp. salt
- 1/2 tsp. pepper
- 3 tbs. vinegar
- 3 tbs. water
- 1 tbs. sugar

Directions

Heat butter and cook onion over low heat. Add vinegar, water, salt, pepper and sugar stirring constantly. Add diced potatoes, simmer 5-10 minutes.

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 stomach ache); 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 to 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? Watch movies or read books written by people of that country, listen to music of that country, read about their history and geography
5. What is the role of language in understanding other cultures? 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? Makes them more sensitive to other cultures, increases their global awareness.

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

8. How can communication be improved with those who do not speak English as their first language?

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 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) Ask the speaker to talk about but about his/her impressions of the U.S. 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.?
- 3) What is the media's influence?
- 4) What are the political differences?
- 5) How is the educational system different?
- 6) What kind of movies and television are available?
- 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, alcoholics and have an inefficient political system.
- 10) How can we increase awareness between different cultures in the world? Invite foreign visitors to your schools and social gatherings. View films and television documentaries. Read books by foreign authors. Travel abroad.
- 11) Why is an understanding of the countries and cultures of the world important to us? 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. after returning.

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

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" and gain 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.

