

International Study Guide Series

LUXEMBOURG



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 more than 75 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
- appreciation 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 International Programs Committee for participating state 4-H Youth Development programs. Funding 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 compiled by Jacob Smith, 2008 Representative to Scotland and Luxembourg. 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 IFYE delegate in a classroom environment. The IFYE (International Four-H Youth Exchange) 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-tests
- additional global awareness activities
- evaluation forms (return to the local County Extension Agent)
- map which can be used as an overhead transparency

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.

Geography

Location

Luxembourg is located in Western Europe. It is between three large countries: Belgium, France and Germany.

Size

Luxembourg is one of the smallest countries in the world. The country is 998 sq. miles (2,586 sq. kilometers) and nearest to the size of Rhode Island in the United States. It is 82 km (51 miles) long by 57 km (35 miles) wide. The population is about 500,000 people and the country's capital is Luxembourg City which has a population of 80,000.

Topography

Luxembourg is divided geographically into two regions: The hilly Ardennes in the North and expansive farm lands and scattered forests through the South. Luxembourg is an extension of the Belgian Ardennes in the North (known as Eislek). And in the South, Luxembourg acquired its characteristics from the Lorraine Plateau (also known as Bon Pays-the good land).

Climate

Luxembourg's climate is mostly cool and rainy. They receive on average 40 inches (1000mm) of rain. Weather patterns are very similar to the Pacific Northwest. There is a moderate summer from mid-June to mid-August and mild winters with a lot of rain and some snow around January or February.

Questions:

1. What countries border Luxembourg?
2. What state is closest in size to Luxembourg?
3. How do Luxembourgers refer to the Northern and Southern regions of their country?
4. What region of the U.S. has weather patterns similar to Luxembourg's?

The Nation

History and Government

Luxembourg means “little castle” or “fortress,” a name which came from the battlements of the capital city, which came to be known in Europe as the Gibraltar of the North. Since 1839 Luxembourg has been a politically independent country. But, before this time, Luxembourg was controlled by many European countries. Luxembourg was an important acquisition for these countries because of its strong fortress, which was established in 963 A.D. by Count Sigfreid III – Count of the Ardennes.

In 1867 Luxembourg was recognized as a neutral state by the Treaty of London. After German occupation of the country during WW II, Luxembourg joined the North Atlantic Treaty Organization (NATO) and forfeited its political neutrality.

The country of Luxembourg is a representative democracy in the form of a constitutional monarchy, with the grand duke as the chief of state. The Grand Duke shares the decision-making for the welfare of the state with ministers of government (or appointed advisors) as well as the Chamber of Deputies who are elected every five years. Like Congress or the House of Representatives in the United States, the Chamber of Deputies in Luxembourg supervise the legislative branch of the government. No bill can be passed or enacted without approval by both the Chamber of Deputies and the Grand Duke. In Luxembourg all citizens are required to vote.

Economy

Luxembourg has a stable, high-income economy - benefiting from its proximity to France, Belgium, and Germany - that features solid growth, low inflation, and low unemployment. The industrial sector initially was dominated by steel but has become increasingly diversified to include chemicals, rubber, and other products. Growth in the financial sector, which now accounts for about 28% of GDP, has more than compensated for the decline in steel. Most banks are foreign owned and have extensive foreign dealings. There are approximately 150 banks in Luxembourg. Agriculture is based on small family-owned farms. The economy depends on foreign and cross-border workers for about 60% of its labor force. Although Luxembourg, like all EU members, suffered from the global economic slump in the early part of this decade, the country continues to enjoy an extraordinarily high standard of living - GDP per capita ranks second in the world, after Qatar. After two years of strong economic growth in 2006-07, turmoil in the world financial markets has slowed Luxembourg's economy in 2008, but growth will remain above the European average. Luxembourg's basic unit of currency is the euro (€) divided into 100 pennies. The bills are 5€, 10€, 20€, 50€, and 100€, which are commonly used. There are also 200€ and 500€ notes which are not commonly used. The coins come in 1, 2, 5, 10, 20, and 50 cents as well as 1 and 2 euro coins.

Education

School is mandatory in Luxembourg from the ages of six to fifteen, although many students continue after the mandatory age at a vocational or technical school such as agriculture school. Luxembourg has one of the most rigorous school programs in Europe which requires students to learn three languages as well as math, sciences and history. The government provides a free education for everyone. There is one university in Luxembourg City, but most students leave the country to attend university in Belgium, France, or Germany. Students go to school five days a week. Luxembourg has almost no illiteracy.

Transportation and Communication

Many Luxembourgers depend on the country's railway system. There are 170 miles of railroad tracks (about 270 kilometers) that connect the country with its surrounding neighbors. The country has an excellent bus system with very comfortable buses as well as rental cars available. Just outside of the capital city, there is an international airport.

Luxembourg also has an important role in communications. The country is the home of Radio-Television Luxembourg (RTL) which is one of the most powerful stations in the world and broadcasts all over Europe.

Health and Medical Facilities

Luxembourg has a private care medical system. Individuals are free to choose their own physicians. Everyone pays a portion of their paycheck into a fund, and when they go to the Doctor the government then pays part of their costs. There are excellent benefits provided by the government for both the elderly and large families.

Questions:

- 1) How many years are students required to attend school in Luxembourg? In our state?
- 2) What does the name Luxembourg mean?
- 3) Who established the fortress of Luxembourg called the "Gibraltar of the North?"
- 4) What is a constitutional monarchy? How is it similar to the government systems of the United States?
- 5) What is the North Atlantic Treaty Organization (NATO)?
- 6) What are Luxembourg's three principle industries?
- 7) What are the Benelux countries? And the European Economic Community? What is their purpose?
- 8) What is illiteracy?

The People

General Attitudes

Although the country is small, attitudes are different depending upon the region. People of the north or Eislek have very simple lifestyles; most are farmers and have a slower lifestyle oriented around the family. Luxembourgers from the center of the country and the Moselle Valley are very gregarious or friendly people. Their home is your home and most people are welcomed over a hot cup of coffee. People from the Moselle (the wine region of the country) love to sing, dance and drink wine before the harvest begins, but when the grapes ripen on the vine, they are a hard-working serious people. Residents of Luxembourg City and the industrial south lead a more pressured lifestyle. As with most "city people" there tends to be a more individualist attitude.

Population and Ethnic Groups

There are 500,000 people living in Luxembourg. This means there are a little less than 500 people per sq. mile in Luxembourg (there are 58 people per sq. mile in the U.S.). As of 2008, there were an estimated 11.77 births for every 1,000 people living in Luxembourg (the U.S. has 14.18 per 1,000). Women are expected to live about 82.67 years and men about 75.91 years (in the US it is 81.13 for females and 75.29 for males). There are a number of ethnic groups that live in Luxembourg. Luxembourger 63.1%, Portuguese 13.3%, French 4.5%, Italian 4.3%, German 2.3%, other EU 7.3%, other 5.2% (2000 census)

Language

The language spoken daily by Luxembourgers is a dialect called Letzeburgesch. This is a mixture of both French and German. The official language of the country is French and all government proceedings are conducted in French. But, German is the primary language used for both newspapers and radio broadcasts.

Religion

Roman Catholic 87%, other (includes Protestant, Jewish, and Muslim) 13% (2000)

Questions:

- 1) What is the official language of Luxembourg? And the language spoken daily or in the homes? And the press?
- 2) What is the population of Luxembourg? What percentage of the population comes from other ethnic groups and what are they?
- 3) Does religion play a big part in the countries lifestyle? In the United States?
- 4) What is a life expectancy rate and birth rate? Why are they important?

Lifestyles

Family

Family ties in Luxembourg are generally very strong. Extended families are not uncommon with grandparents, aunts and uncles all living in one home with the nuclear family. Generally, children remain at home until they are married and are supported by their mother and father. Because family life is strong, parents have great influence over social and professional choices of their children. However, there is a growing trend of independence and some are leaving home to study and work in -foreign countries.

Dating and Marriage

Couples usually date from three-to-six years before they marry, and parental approval plays a big factor in dating. Before couples marry, the man is usually well established in a profession, or has finished higher education at the university. Living with someone before marriage is not widely practiced.

Social and Economic Levels

Luxembourgers lead a very comfortable lifestyle with one of the highest standards of living in the world. They are rated the 4th highest on the 2008 Quality of Life Index. The country maintains a per capita GDP of \$79,400. Only 4.4 percent of the working population is unemployed. Almost all Luxembourgers live in a home instead of apartments. It is customary for young couples to build the home they will live in before they marry. Many remain in that same home for the duration of their life. Almost all Luxembourgers own the typical luxuries: cars, televisions, radios and telephones.

Diet

Breakfasts are light. They include coffee with bread, butter and jam. Some families have "weisse caisse" (white cheese) and cold cuts, or "kichelsher" (sweet rolls). The main meal of the day is between 12:00 and 2:00 o'clock. The first course is always soup, followed by meat with boiled potatoes and vegetables (pork and sausages are very popular). If salad is served, it is eaten after the large portion of the meal. Dessert is usually served with the noon meal and coffee always follows. Many families have a 4:00 o'clock coffee hour with some type of baked goods. And then, a light evening meal with breads, cheeses and cold meats is served with coffee around 7:30 or 8:00 o'clock. You are expected to take seconds or thirds. Almost every family plants a garden and lives off of it through the summer and part of the winter.

Recreation and Sports

Because Luxembourg is centrally located to other countries, people love to travel. On Saturdays, many people enjoy dancing at a "bal," which almost always includes drinking Luxembourgish wine or beer. During the summertime bicycling and swimming or hiking through the many forests are very popular activities. Both soccer and handball are the most popular organized sports.

Holidays

Luxembourgers celebrate most major American holidays as well as feast days and religious holidays of the Catholic Church. These include: New Year's Day (January 1), Carnival (3 weeks in February), Easter and Easter Monday, Our Lady of Luxembourg Pilgrimage (early May), The Ascension (40 days after Easter), Mother's Day (late May), National Holiday (June 23), Assumption of the Virgin Mary (August 15), Wine Festival (3rd weekend in September), Father's Day (Late October), All Saint's day (November 1), Saint Nicholas Day (December 6), Christmas (December 25).

Work

Because Luxembourgers eat their big meal at 12:00 o'clock, most businesses have a two hour break from 12:00 to 2:00 o'clock. Normal business hours are 8:00 to 12:00 and 2:00 to 6:00 Monday through Saturday.

Questions:

- 1) What type of influence do parents in a Luxembourgish family have are family ties very strong? How does this differ from the United States?
- 2) When does the average Luxembourgish couple marry? How does this affect social and economic levels?
- 3) What is a standard of living? Is the standard of living in Luxembourg high or low? In the United States?
- 4) What type of foods are included in the Luxembourgish diet?
- 5) When do Luxembourgers eat their big meal? In your opinion, do you think this is healthy?
- 6) What do Luxembourgers do that is similar to recreation in the United States? What do they do that is different?
- 7) What is a nuclear family? An extended family?

Customs and Courtesies

Greetings

When entering a room you acknowledge others by saying Moien or Bonjour. A handshake is common and expected among friends on the street or at a social gathering. When arriving or departing from a group of people, Luxembourgers shake everyone's hand, especially at a party. Close friends will kiss each other alternating cheeks three times.

Visiting

It is customary when invited to someone's home, that people bring a gift of wine or flowers. At special meals, up to five courses can be served and guests are expected to have a second helping. Luxembourgers eat continental style with the fork in the left hand and the knife in their right. Both hands should remain above the table through the duration of the meal.

When dropping by a home unannounced, visitors should expect to stay for coffee or a drink, as they are almost always offered.

Dress and Personal Appearance

The dress is similar to that of the United States. Men do dress up a little more by wearing a collared shirt. A clean and fresh shaven appearance for men is most respected.

Questions:

- 1) What is expected when arriving or leaving a party?
- 2) How do close friends greet one another? How is this different from the United States?
- 3) What should you bring to someone's home when you are invited for dinner or a party? Why do people give a gift to their host?
- 4) How should women dress in public? And men? At a formal affair?
- 5) Why do you think clothing styles are more casual in the work place?
- 6) Do you think there is a big difference in how people are expected to look and act between the United States and Luxembourg? What is different?

Questions for Additional Study

- 1) What other countries are about the same size or smaller than Luxembourg? How are they similar? How are they different?
- 2) Do you know someone from another country? How are their customs similar or different from yours?
- 3) Did your parents or grandparents come from another country? How does their background influence your customs or traditions at home?
- 4) What other foreign forms of government do you know of besides a constitutional monarchy and how do they operate?
- 5) What is a coat of arms? What is its origin?
- 6) What affect did World War II have on Luxembourg and the people living there today?
- 7) What aspects of Luxembourg do you find most interesting? Where would you like to visit?

Additional Activities to Do

- 1) Get into small groups and role play different forms of governments (constitutional monarchy, democracy, anarchy, dictatorship), and discuss the effects of each.
- 2) Have each participant research and share with the group a custom. This custom can be the "Custom of the Day."
- 3) Design your own coat of arms.

Say it in Letzeburgesch

Good morning	gooda moy-en	Gudde Moien
Good Night	gudd New-ischt	Gudd Nuecht
How are you?	Vee gay ik	Wei geet et lech?
Thanks, I'm all right.	Mer-cee it gate	Merci, et geet.
You're welcome	gare ger shit	Gar geschitt
Are you hungry?	boss du hungerish	Bas du hongrech?
I am sick	esh sine crank	Ech sin krank.
I like ice cream	esh un gare glass	Ech hun gar glace.
Can you help me?	can dish hellef	Kans du mir helefen?
Sleep well.	shloaf good	Schlooft gutt.
I am tired.	esh sine mit	Ech sin mit.
Grandma	boom-ee	Bomi
Grandpa	boo-pee	Bopi
I'm going to the store.	esh sine boutique fwueren	Ech gin an de boutique fueren.
How much is this?	vut kasht	Wat kscht et?
No problem.	Kine prob-lame	Kein problem.
Good Bye	Ah-dee	Addi

Partial responses to Study Guide Questions, Pages 3-9.

Geography

- 1) Belgium, France and Germany.
- 2) Rhode Island.
- 3) Eislek (North) and Bon Pays (South).
- 4) The Pacific Northwest.

The Nation

- 1) Little castle or fortress.
- 2) Count Sigfreid III --Count of the Ardennes.
- 3) A constitutional monarchy has a royal subject as the head of state and this person shares the decision making of the government democratically with his appointed advisors and the Chamber of Deputies who are elected. The U.S. has an elected head of state, appointed advisors and elected members of both Congress and the House of Representatives.
- 4) A coalition of countries whose main objective is to be a mutual peace keeping force for smaller nations.
- 5) Banking, steel and tourism.
- 6) Belgium, Netherlands and Luxembourg. A group of Western European nations who want to share their economies. All groups want to share their economies to become stronger economically and politically.
- 7) Nine years./Nine years.

- 8) A person that does not know how to read or write.

The People

- 1 French, Letzeburgesch, German.
- 2 500,000/ Luxembourger 63.1%, Portuguese 13.3%, French 4.5%, Italian 4.3%, German 2.3%, other EU 7.3%, other 5.2%.
- 3 Personal Question.
- 4 Life expectancy: How long a person is expected to live? Birth Rate: The number of births that occur within a certain population each year. These help scientists to predict the populations of the future, they also help us estimate how fast or slow a population will grow.

Lifestyles

- 1) Family ties are generally strong and parents exercise the right to guide family members in decision making.
- 2) After dating approximately 3-6 years and when the man has an established career or has finished the university.
- 3) The quality of lifestyle that a population enjoys. Both the U.S. and Luxembourg generally enjoy a high standard of living.
- 4) Breads, cheeses, meats especially pork potatoes, vegetables and some sweets.
- 5) Between 12:00 and 2:00./Personal Question.
- 6) Travel, swim, hike and participate in organized sports./ Luxembourgers dance much more than people in the U.S.
- 7) A nuclear family consists of only your mother, father, brothers and sisters. An extended family includes the nuclear family and possibly, grandparents, aunts, uncles, cousins.

Customs and Courtesies

- 1) That you shake hands with everyone in the room.
- 2) With three kisses alternating cheeks. People in the U.S. generally shake hands, hug or sometimes kiss.
- 3) Flowers or wine to be polite and complimentary to the hosts.
- 4) Women almost always wear skirts and men jackets. Dresses, coats and ties are mandatory.
- 5) Possibly, if people feel more relaxed at work their work production will increase.
- 6) Subjective response

Questions for Additional Study

Country	Size	Pop.	Gov't System
Prin./Andorra	462 sq. km.	50,000	Co-principality
Antiqua/Barbuda	*	75,200	Democracy
Bhutan	*	1,145,000	Monarchy

Burundi	*	4,500,000	Socialist
Fiji	100 islands	691,000	Const. Monarchy
Liechtenstein	62 mi.	28,000	Const. Monarchy
Monaco	465 acres	30,000	Const. Monarchy
Suriname	62,500 mi.	390,000	Parlm. Republic
Tonga	169 islands	100,000	Const. Monarchy
Vatican City	108.5 acres	800	Monarchy
Western Samoa	1,173 mi.	158,000	Westminster

*size figures unavailable

1) Subjective

2) Subjective

3) Subjective

4) *Monarchy*: A form of government where by a sovereign, such as a king or emperor is the sole and absolute ruler of the state. *Democracy*: A form of government by the people, exercised either directly or through elected representatives. *Socialism*: A form of government in which the producers of goods possess political power for both producing and distributing the goods. *Communism*: A form of government where there is a social system characterized by the absence of classes. It emphasizes common ownership of the means of production and subsistence. *Anarchism*: A theory about governments that all forms of government are oppressive and undesirable, and should be abolished.

5) The coat-of-arms is normally thought of today as a symbol of a family or order of people that is usually worn on a shield or crest of armor. The coat-of-arms was used in both tournaments and battles during medieval times to identify a person to a certain group or party. In the 13th century, before the coat-of-arms evolved into an insignia on a man's shield, it was displayed on a coat or tunic which a man wore over his armor. At this time, most coat-of-arms were painted or embroidered onto the cloth.

6) The battle which ended World War II, The Battle of the Bulge was fought in part, in Luxembourg. As a result many of the villages and much of the countryside was destroyed and required reconstruction. The war left many people in Luxembourg and all over Europe poor and homeless. Today, the Luxembourg people fondly recall the American soldiers who lived in their homes and helped to protect their country. As a result, there are many memorials to those soldiers who lost their lives in Luxembourg, especially to General George Patton who lead the offensive which ended the war. Annually, Luxembourgers pay their respect to those who fought in World War II on Memorial Day and Veteran's Day with military parades and visits to the many grave sites.

7) Subjective

KNOWLEDGE ACTIVITY

OBJECTIVE: To clarify participants' understanding of countries and cultures of the world through their knowledge of geography.

- 1) Divide the group into small groups of 4-6.
- 2) Give each group a sheet of newsprint and magic markers and assign a continent.
Example: Europe, North America, Africa, South America, Asia.
- 3) Tell groups to put as much information on the maps as possible: countries, rivers, oceans, mountains, deserts, natural resources, industries, customs, foods and include information about current events related to the continent.
- 4) Give ½ minute notice before end of drawing time.
- 5) Either have one person from each group explain their map OR send everyone around the room to look at all the others.

HAVE WORLD MAP AVAILABLE AT THIS TIME

Discussion of experience to follow, optional points to emphasize:

- This exercise shows how much we DON'T know about the world we live in.
- Why were some countries left out?
- Does the current news story influence our maps?
- Does a person's awareness of the shape of the country reveal that person's awareness of the shape of the culture?
- No one leaves out a country he or she has visited.
- If assigned to draw a world map, one puts his/her country in the middle.
- Adaptability of exercise to: World Map, Country Map, State Map, County Map, Town Map.
- What do persons plan to do as a result of what they learned in this exercise?
- Ways in which game can be expanded: Supplying background information on country having international music, foods, games, visitors from other countries.

BRING THE WORLD TO YOUR CLASSROOM

Activities to try in your class:

Matching Games

Famous Leaders - From magazines and newspapers, cut out pictures of famous world leaders. Depending upon the educational level of the group, have between 10-20 pictures. Have names listed on a piece of paper. Pictures are labeled with numbers. Members must place the number of the picture beside the correct name. For experienced members, do not give the list of names; let them identify the names from the pictures.

World Foods

Option 1 - From magazines and newspapers, cut out pictures of foods that are representative of different countries or regions of the world. Members must then match the food with the appropriate country.

Option 2 - List only the name of the food and have members match it with the appropriate country or region.

Option 3 - Prepare real foods that represent different countries or regions. Members may sample foods as they try to match them with appropriate countries.

Possible foods/countries are:

Staples:

Potatoes -Northern Europe
Corn -Africa
Rice -Asia
Pasta -Italy
Bread -North America
Manioc -Latin America
Cassava -Latin America
Breadfruit -Asia (tropics)

Traditional foods:

Ravioli -Italy
Herring -Sweden
Gyro -Greek
Tempura/Sushi -Japan
Jambalaya - southern U.S.
Curry -India
Beans & Rice -L. America
Borscht -Russia
Tortilla -Mexico
Steak &Kidney Pie -England

Country Culture Items

Using either pictures or items, match items of a particular country with either correct identification or use. Example - Japan

Money Matching

Option 1) - Collect money from different countries. Have members match the country with the appropriate money.

Option 2) -Have members match the name of the money with the appropriate country.

Special added activity - Get current exchange rate of major currencies and show members rates. Trace them over a time period, e.g., one month.

Language Match

Members are to match a greeting or phrase with the appropriate language (and possible countries). Examples are:

Dumela	Setswana	Botswana
Bonjour	French	France
Ohayo Gozaimasu	Japanese	Japan
Buenos Dias	Spanish	Mexico
Bonjorno	Italian	Italy

Special Activities

- 1) Group meal. After studying a particular country, prepare a meal representing that country.
- 2) International Trivia Game
- 3) Culture Kit - Develop a kit about a country that shares information about: food, education, clothing, shelter, weather, language, occupations, culture, etc.
- 4) Local History Search -Interview older residents, check records at the courthouse and libraries, tape conversations, visit cemeteries (make rubbings).
- 5) Explore global concerns:
 - Too many people
 - Pollution of water
 - Pollution of air
 - Absence of necessary research in food production to feed the hungry people of the world.
 - Lack of workable programs to preserve and protect the endangered wildlife species of the world.
 - Inability to control the use of substances with long-lasting toxic effects on natural resources and people.
 - Inability to effectively recycle valuable natural resources.
 - Failure to find and plan for alternative sources of energy.
 - Inability to use public and private money wisely to improve the general environment.
 - Inability of nations to develop workable ecological programs and systems of control and cooperation.

Invite people such as water sanitation engineers, nutritionists, game wardens or representatives of environmental action groups to talk about ecological problems, local action being taken to solve or relieve the problems, how the problems are related to each other and why environmental problems are international problems.

Hunger Awareness

- 1) Food for Thought - An activity for awareness of food distribution and world population.
- 2) World Food Day (October 16). Activities. (Window displays, news articles, food drives)
- 3) Adopt-a-child (monthly donations to pay for food, health care and education)

Resources

- State 4-H Office/County 4-H Office
- Artifacts, slides, special games
- IFYE's (lists of speakers are available from the County Extension 4-H Office)
- World Food Day, 1001 22nd St. NW, Washington, D.C. 20437
- Numerous educational materials/posters, resources
- Background notes for each country - U.S. Dept. of State, Bureau of Public Affairs. U.S. Govt. Printing Office, Washington, D.C. 20402
- Culturegrams
- Foreign Embassies and Consulates

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 boys and girls who participate in Extension-sponsored educational programs which are open to all youth regardless of race, creed, color, sex, handicap or national origin. Rural and farm youngsters have long enjoyed the benefits of Extension programs. Most people think that to participate in 4-H a youngster 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 and staff are mandated to serve all youth in Montana.

4-H is a voluntary, informal, educational program designed to meet the needs and interests of all boys and girls in Montana. Its purpose is to help youth develop to their full potential and to develop 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, making decisions, understanding the "whys", gaining new and valuable insights and knowledge.

HEART: Being concerned with the welfare of others, accepting the responsibilities of citizenship in local and our global communities, determining values and attitudes by which to live, and learning how to work with others.

HANDS: Learning new skills, perfecting skills already known, developing pride in work, and respect for work accomplished.

HEALTH: Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

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

The program you are about to participate in is a part of Montana 4-H's School Enrichment Program. The purpose of school enrichment programs is to make our educational resources available to youth and adults all across Montana. As a recognized leader in curriculum development, 4-H is able to provide a variety of programs which can enhance and enrich school programs.

You are invited as a school teacher, scout leader, recreation director, church program leader or other youth leader to consider 4-H School Enrichment programs for part of your curriculum and youth activities. This program is just one example of the many different kinds of programs that are available through your local County Extension Office. We encourage you to contact your local Montana State University County Extension Agent to find out about the other programs 4-H can offer.

Beaverhead	Dillon	683-3785	Mineral	Superior	822-3545
Bighorn	Hardin	665-9770	Missoula	Missoula	258-4200
Blackfeet Res	Browning	338-2650	Musselshell	Roundup	323-2704
Blaine	Chinook	357-3200	Northern Chey	Lame Deer	477-6498
Broadwater	Townsend	266-9242	Park	Livingston	222-4156
Carbon	Joilet	962-3522	Phillips	Malta	654-2543
Cascade	Great Falls	454-6980	Pondera	Conrad	271-4054
Chouteau	Fort Benton	622-3751	Powder River	Broadus	436-2424
Custer	Miles City	874-330	Powell	Deer Lodge	846-3680
Daniels	Scobey	487-2861	Prairie	Terry	635-2121
Dawson	Glendive	377-4277	Ravalli	Hamilton	375-6611
Deer Lodge	Anaconda	563-4035	Richland	Sidney	433-1206
Fallon-Carter	Baker	778-7110	Roosevelt	Culbertson	787-5312
Fergus	Lewistown	535-3919	Rosebud-Treas	Forsyth	346-7320
Flathead	Kalispell	758-5553	Sanders	Thompson Falls	827-6934
Flathead Res	Pablo	675-2700	Sheridan	Plentywood	765-3406
Fort Belknap Res	Harlem	353-2205	Meagher	White Sulphur	547-3612
Fort Peck Res	Poplar	768-3025	Silver Bow	Butte	723-0217
Gallatin	Belgrade	388-3213	Stillwater	Columbus	322-8035
Garfield	Jordan	557-2770	Sweet Grass	Big Timber	932-5146
Glacier	Cut Bank	873-2239	Teton	Choteau	466-2491
Granite	Philipsburg	859-3304	Toole	Shelby	424-8350
Hill	Havre	265-5481	Valley	Glasgow	228-6241
Judith Basin	Stanford	566-2277	Wheatland	Harlowton	632-4728
Lake	Ronan	676-4271	Wibaux	Wibaux	796-2486
Lewis and Clark	Helena	447-8346	Yellowstone	Billings	256-2828
Liberty	Chester	759-5625			
Lincoln	Eureka	296-9019			
Madison-Jefferson	Whitehall	287-3282			
McCone	Circle	485-2605			