**Life Skills:**
Communication, Leadership

**What to Do:**
Examine news media headlines and discuss global interdependence

**Measuring Success:**
Youths will become more aware of global interdependence through discussion of local and international headlines.

**Audience:**
6th - 12th grades

**Time Involved:**
30 - 60 minutes

**Group Size:**
5 - 30 (break groups larger than seven into groups of three to seven)

**Preparation and Materials**
- Current newspapers and magazines
- Newsprint for writing headlines
- Tape or flip chart
- Markers
- Copies of news grid from the lesson

**Introduction**
No matter where we live — in a small town, a big city or a farm — global issues or crises touch our lives every day. Sometimes the effects at home are immediate. At other times, the effect may not be apparent for months or years. When you read globally related articles in the local newspaper or see them on TV, think about how these events affect children and families in your local area and around the world.
The Activity

Today, we're going to create some local and international headlines that represent things that have or could happen. *(Write the headlines on a large chart.)* Examples are:

- Local Corn Crop Badly Damaged by Hail
- Oil Prices Increase by 10 Percent
- AIDS Vaccine Discovered in France
- Threat of Terrorism Activities on the Rise
- Chemical Plant Exploses in Mexico

*(Discuss these events.)* How would these events affect you? How do you think they affect others? Now, we're going to select several real headlines from newspapers. *(Write the headlines on a large chart.)*

Reflect/Discuss

Share What You Did

How would we become aware of different situations if not for the news media? Let's try to find the same event covered in two or more newspapers or magazines and compare them. Are they different? What facts are the same?

*(Compare the most well-covered topics in local and national media.)* How many of our stories pertain to global issues at each level? What U.S. policies (such as farm or trade) affect people in other countries? How do these policies affect you and your community?

Tell What's Important

We're going to divide up into small groups and analyze each of these headlines using the news grid. *(Distribute a grid to each group.)* Use the grid to separate parts of the issue into manageable study segments. For example, you could look at the effect of an explosion at a chemical plant in Mexico by dividing the results into various levels. You might start by looking at the effect it would have on you and your family (personal). You could explore the influence on the areas around the explosion (local). Then, study the impact on Mexico (national). Finally, consider the world (global). You also could stop at any step along the way.

You also could explore the social effects on people close to the chemical plant explosion in Mexico. Perhaps you could study the local economic consequence of the explosion. Or pursue the political issues that might arise. Other areas to examine could be the physical environment, education, social or cultural implications.

Generalize to Your Life

As we use this method, you'll begin to see how events or issues are connected. *(Have youths discuss the effects that actual world events have on their lives. Use the grid to identify the impact on all levels.)*
Apply What You Learned
As a group, propose a possible solution to a problem that you analyzed, researched or discussed. How can YOU make a difference on a personal, local, national or global level on any element: social, economic, political, physical environment, educational or cultural? (Develop an action plan.)

More Challenges
• Have youths make a scrapbook of international news clippings that they felt affected either our nation or their community. Look for articles in magazines and newspapers.
• Invite an international resource person to address the group. Some possibilities are:
  International 4-H Youth Exchange participant (IFYE), exchange student, former Peace Corps volunteer, visiting professor to or from another country, international business representative, anyone else with knowledge of another country and/or culture. Ask the speaker to discuss the following:
  • How events happening in the United States affect his or her country or host country.
  • How fully or accurately the media in his/her country covers international issues and how people become aware of global issues in that country. Compare the speaker's description with your experiences with media.
  • Local impact in his/her country of any recent world headlines and how they affect daily lives from a social, political, economic, environmental, educational or cultural standpoint. What is the effect of those same headlines on youths' own communities?

Handout: Analyzing Issues and Impacts of Headlines or Events is on the next page.