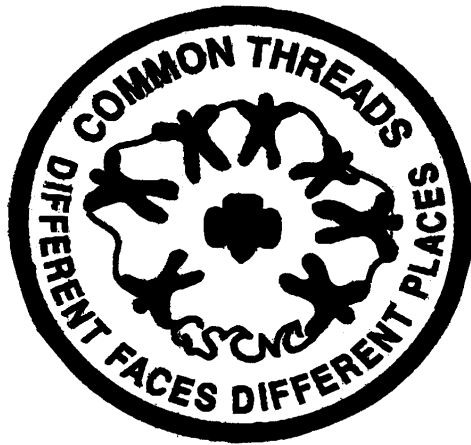


COMMON THREADS



PATCH PROGRAM

Every culture enriches our lives with it's own unique beauty and wisdom. Yet, we all share the same hopes and dreams, the same need for love and home and kinship.

*These are the **Common Threads** that bind us together as one family in one world.*

People to People International

GIRL SCOUT COUNCIL OF THE NATION'S CAPITAL

TABLE OF CONTENTS

Purpose.....	1
Requirements.....	2-4
Religious Holidays.....	5
Girls, Boys and Older People Activity.....	6
Teaching Racial Understanding and Appreciation.....	7
Directions For Making a Dreide.....	9,10
Directions for Making a Piñata	11
Name the Article Game for Identifying Ethnic Articles of Clothing.....	12-15
Good Etiquette Toward Persons With Disabilities.....	16
The World In a Chocolate Bar Activity.....	17-18
Service:Ways to Help Refugees.....	19-20
Activities for Promoting Peace and Understanding.....	21-22
Suggestions for Developing a Peace Ceremony.....	23-24
Take Refuge Board Game.....	25-26
Contemporary Issues Lending Library Resource Reservation Form.....	27
Resources Section.	28-29
Program Links.....	30-31
Glossary.....	32-33
Evaluation.....	34

COMMON THREADS PATCH PROGRAM

PURPOSE: To help girls become citizens with understanding, acceptance, appreciation and respect for other cultures in a global society by:

- ◆ giving them the opportunity to learn about prejudice, stereotyping and racism and the effects they can have on relationships.
- ◆ helping girls look forward to meeting people by learning to value their differences rather than prejudging them because of their differences.
- ◆ encouraging feelings of pride in a girl's own heritage and background by giving her opportunities to learn more about herself.

People of all cultures and ethnic backgrounds share basic needs that are common to all of us. These include shelter, a sense of community, a desire for happiness, good health, love and acceptance, dreams and expectations, clean water to drink and air to breathe. These commonalities or *Common Threads* bind us together as a human family. Within each culture, however, there are different traditions of cuisine, arts, rituals, clothing, language and recreation.

After girls explore both common threads and different traditions, they will understand that people of different cultures share many needs but also express their traditions in a variety of ways.

In this patch program, you may find references to activities that are used by ethnic groups that may also reflect a religious observance or practice. Our purpose is not to promote a particular religion but to encourage girls to explore different varieties of cultural activities. Some of the material in this booklet has been distributed before in other programs but is included here for convenience in working with this patch program.

SUGGESTIONS FOR TROOPS WORKING ON COMMON THREADS

Brownie Girl Scouts may be able to experience *Common Threads* by having families in their own troop or service unit do many of the activities together .

Junior Girl Scouts might go on field trips or ask people from cultural centers to share their common threads.

Cadette and Senior Girl Scouts could focus more specifically on several cultures so that they might plan a cultural awareness day for a Service Unit or Association.

REQUIREMENTS

This patch program is designed for Brownie, Junior, Cadette and Senior Girl Scouts. The requirements vary in degree of difficulty to accommodate this multi-level approach. They range from the simplest exercise for Brownies to a more complex service project for Senior Girl Scouts. However, the more difficult activities can be adjusted for younger girls and vice versa.

Brownie Girl Scouts should do *four* activities including those that are starred (*).

Junior Girl Scouts should do *six* activities including those that are starred (*).

Cadette Girl Scouts should do *eight* activities including those that are starred (*).

Senior Girl Scouts should do *eight* activities including the ones that are starred (*) and #16.

1. Write down your family traditions in foods, celebrations, music, handicrafts, recreation, language and clothing. Share these with girls in the troop. Add your favorite new traditions to your family list. Correspond with grandparents, other relatives and friends. Find out the way they have changed and the way they have stayed the same. Ask these individuals how traditions occurred when they were younger. Compare the old traditions with the present ones to see if you would make changes in how these traditions occur.

*2. With the troop or family make your own calendar of family observances and celebrations. Now add some the observances and traditions of cultures other than the ones represented in your troop or family. What are other celebrations or observances going on at the same time as yours? Which of these other holidays or customs would you like to observe? Included in the resource list on page 5 is a calendar of practiced religious holidays celebrated in many other cultures.

OR

Share a list of the special observances in your family having to do with birth, baptism, coming of age, marriage, anniversaries and death. Compile this information into a troop list. Explain the rituals as they are listed. Which ones have you never heard of before? Which ones would you like to learn more about? Select one of interest to you and write a page describing the event, draw a picture or make a diorama. Learn how these events are celebrated in three cultures different from those represented in your troop.

3. An appreciation and understanding of cultural differences can help to prevent embarrassment and anger. Find out about greetings in cultures other than your own. Act them out with members of your troop. How does it feel to greet people in an unfamiliar language or with a gesture that is unfamiliar? How do you think girls from cultures other than yours would feel about greeting people the way you do?

4. Language is not only spoken. Body language can tell us a lot about people's feelings even before we speak. With your troop mates, make a list of feelings you have had when meeting a group for the first time, meeting someone important or someone you didn't really want to meet. Use body language to act out some of these feelings to prepare you and your troop for greeting strangers with kindness and understanding. See if you can guess what feelings are being expressed. How do you respond to people when they demonstrate friendship, anger, bossiness, shyness, fear? How would

you respond to someone who greeted you in a strange way.

*5. When statements are made like, “All girls are “, “All boys are “ or, “All older people are “, this is called stereotyping. A stereotype is an idea that all people who have some characteristic in common are the same way. Stereotypes are generalizations people sometimes make and attitudes that people have based on incomplete information. It is one basis for prejudice. These attitudes sometimes make “pictures in our heads” that are exaggerated. Such pictures can either be favorable or unfavorable. With your troop do the activity, “Girls, Boys and Older People”, on page 6 of this booklet.

OR

Keep a Pluralism Journal. Record positive and negative stereotypes that are projected in newspapers or magazines and television. Pay special attention to the portrayal of women, minority groups, and people with disabilities. Bring your written records and clippings to a troop meeting to discuss your findings. Discuss ways to avoid stereotyping people.

6. Women are changing the world. Interview three women in leadership positions from three different cultures or ethnic groups. Find out what their major accomplishments are, what they would change in their lives if they could and who their role models were.

7. Use the yellow pages to see how many ethnic restaurants you can find. As a troop, visit various ethnic restaurants for the purpose of tasting foods from many countries or have a food tasting party where everyone in the troop brings her favorite ethnic recipe. Invite families and share what you have learned about cultures other than yours from this activity. Discuss what different ethnic groups have contributed.

8. The surnames Smith, Brown and Jones are very common names in the United States. Since Smith is a name based upon an occupation it appears in many languages. Smith in French is Ferrier, in Spanish Herrero, in Hungarian Kovacs, in Polish Kowalczyk, in German Schmidt, in Dutch Smit and in Italian Ferraro. Find the most common names in your ethnic group and list them. Look at the white pages of your telephone directory and see which names are more common. Check the same names in telephone directories of other cities. Find out what they mean. Share what you have learned with your troop. Try your public library for directories of other cities.

9. What customs are followed in your ethnic group when a child is given a name? Explain the custom of naming a child after a father, relative or friend. What other sources, such as the Bible and holy books, are used for names? Learn about how names for children are derived in three other cultures.

10. What is the difference between emigration and immigration? Pretend that you are emigrating to America from a country in Asia or Africa. Pick a date for your emigration. How old are you at the time of your emigration? Pretend you are keeping a diary. When you arrive in America, record your first three days. Include your feelings and impressions, remembering that your age will make a big difference. Share your diary with your troopmates.

OR

Play the Take Refuge game on page 28.

11. Invite a resource person from the community to demonstrate a holiday custom of a culture other than those represented by the members of your troop. For example, this may be a demonstration by a Ukrainian person of intricate egg painting called pysanky; it may be teaching a folk dance, a game or a holiday song such as the Hora or Dreidel game; it may be attending a performance by a cultural performing arts group.**OR

Learn which cultures are represented in your school or community. Invite people from at least two cultures to visit your troop meeting to share their customs. Make a list of questions that will teach you about how they live, what food crops they grow, what their main products are and how they dress and why.

12. For many, ethnic and religious groups' holidays are often the time when special games are played or certain toys are used. The Mexican "piñata" is used at Christmas, and the dreidel spinning top is used at Hanukkah. Is there such a game or toy in your family which is especially enjoyed at a holiday? Share this game with your troop. Play games from three cultures other than your own. Directions for making a dreidel and a piñata are on pages 9-12.

13. What ethnic articles of clothing have names you have never heard before, such as fez, kilt, chador, jerkin, galabia, toque, dashiki, dhoti? What are these pieces of clothing and how are they worn? With a partner learn the names of these unfamiliar garments and in what part of the world they are worn. Work in teams to see how many of the mystery items on the flash cards each team can identify. See pages 13-18. Add your own flash cards to the game.

14. Do the Chocolate Bar Activity on pages 19-21 of the booklet which shows how countries are dependent on each other.

OR

Try the interdependent/cooperation games in Silver Bullets or Cowstails and Cobras II to see what it is like to be dependent on someone else in order to achieve a common goal. Think of how countries need to cooperate when they provide important materials or parts to each other to advance technology around the world.

15. People with disabilities are not different in an overall sense. For example blind people are not necessarily hard of hearing. With friends from your troop see what it would be like in surroundings where you would not be able to reach the telephone, drinking fountain, door handles, elevator buttons. How well can you get around without being able to see? Wear a blindfold for at least an hour. Try reading words by seeing them in the mirror? How long does it take to figure out what they are? Or write your name on a piece of paper held against your forehead. Can other girls recognize it as your name? For more activities see Focus on Abilities, GSUSA, available at the Girl Scout Shop or Service Unit Library.

16. Promoting peace and understanding between cultures is not an easy task. What can you, your family, your Girl Scout troop, or your community do to help? Do one of the service projects listed in Ways to Help on page 23 or make up your own intercultural service project intercultural service project and include a description of it with your evaluation.

RELIGIOUS HOLIDAYS

Religion	Holiday	2001	2002	2003	
Baha'i*	Period of the Fast Begins	March 2	March 21	March 21	
	New-Ruz (Baha'i New Year)	March 21	April 21-May 2	April 21	
	Feast of Ridvan	May 23	May 29	May 29	
	Anniv. of Declaration of the Bab	May 29	July 9	July 9	
	Anniv. of Ascension of Baha'ullah	July 9	October 20	October 20	
	Anniv. of Martyrdom of Bab	October 20	November 12	November 12	
	Anniv. of Birth of Bab	November 12	November 26	November 26	
	Anniv. of Birth of Baha'ullah	November 26	November 28	November 28	
	Day of the Covenant	November 28			
	Anniv. of the Ascension of Abdu'l-Baha				
Islamic*	Observance of all Baha'i holidays starts at sundown the day before.				
	Isra & Miraj	January 9	January 28	January 28	
	Lailatul Bara'at	February 12	March 13	March 13	
	1st of Ramadhan	March 13	March 20/21	March 20/21	
	Eid ul-Fitr	March 20/21	May 20	May 21	
	Lailatul Qadr	May 20	June 10	June 10	
	Day of Arafat (The Hajj) Eid ul Adha	May 21	August 12	August 12	
	Ashura	June 10			
	Eid C. Mladun Nabi	August 12			
	Roman Catholic	The Solemnity of Mary	January 1	January 1	January 1
Ash Wednesday		February 28	February 13	February 13	
Good Friday		April 13	March 29	March 29	
Easter Sunday		April 7	March 30	March 30	
The Ascension		May 24	May 9	May 9	
Pentecost		June 3	May 19	May 19	
The Assumption		August 15	August 15	August 15	
All Saints' Day		November 1	November 1	November 1	
Immaculate Conception		December 8	December 8	December 8	
Christmas		December 25	December 25	December 25	
Hindu*	Vishwakarma Jayanti	February 5	March 10	March 10	
	Maha Shivratri	March 10	March 26	March 26	
	Holi	April 19	April 19	April 19	
	Rama Navmi	July 3	July 3	July 3	
	Guru Purnima	July 19	August 2	August 2	
	Dussehra	August 19	August 8	August 8	
	Raksha Bandhan	August 19	August 11	August 11	
	Radhan Chhath	August 11	August 11	August 11	
	Shilsha Salam	August 11	August 29	August 29	
	Nag Panchami	August 29	September 8	September 8	
Janmashtami	September 8	October 13	October 13		
Ganesh Chaturthi	October 13	October 16	October 16		
Dussehra	October 16	October 30	October 30		
Navratri Starts	October 16	October 16	October 16		
Sharad Purnima	October 30	November 2	November 2		
Diwali	November 2	November 10	November 10		
Rama Ekadashi & Vagh Barach	November 10	November 11	November 11		
Dhan Terash	November 11	November 12	November 12		
Kali Chaudash	November 12	November 25	November 25		
Tulsi Vivah	November 25				
Protestant	Ash Wednesday	February 28	February 13	February 13	
	Good Friday	April 13	March 29	March 29	
	Easter Sunday	April 15	March 31	March 31	
	Pentecost	June 3	May 19	May 19	
	Christmas	December 25	December 25	December 25	
	Jewish Footnotes	* Sabbath-like work restrictions.			
		First 2 days and last 2 days			
		** Sabbath-like work restrictions.			
		*** Sabbath-like work restrictions, first 2 days			
		Buddhist*	New Year's Day (Shusho E)	January 1	January 16
Shitran, Shoon Memorial Day (Ho-on-ko)			January 16	February 15	February 15
Nirvana Day (Nehan E)			March 21	March 21	March 21
Higan (Higan E)			April 8	April 8	April 8
Dudday Day (Hamamatsuri)			May 21	May 21	May 21
Shitran, Shoon Day (Shuso Golan E)			July 15	July 15	July 15
Bon	September 1		September 23	September 23	
BCA Founding Day (Beikoku Bukkyo Kaikyo Kinenbi)	September 23		December 8	December 8	
Higan (Higan E)	December 8		December 31	December 31	
Bodhi Day (Jodo E)	December 31				
Eastern Orthodox	Lent begins	February 26	March 4	March 4	
	Sunday of Orthodoxy	March 4	March 4	March 4	
	Palm Sunday	April 8	April 28	April 28	
	Western Easter	April 15	March 31	March 31	
	Orthodox Easter	April 15	March 31	March 31	
	Ascension of Christ	May 24	June 13	June 13	
	Pentecost	June 3	June 23	June 23	
	All Saints' Day	June 10	June 30	June 30	
	Nativity of Christ	December 25	December 25	December 25	
	Jewish	Purim	February 26	March 18	March 18
Passover*		March 28-29	April 17-18	April 17-18	
Shavouth** May 17-18		June 6-7	June 6-7	June 6-7	
Rosh Hashanah**		September 18-19	September 7-8	September 7-8	
Yom Kippur***		September 27	September 16	September 16	
Sukkot***		October 2-3	September 21-22	September 21-22	
Shemini Atzereth-Simhath Torah**		October 9-10	September 28-29	September 28-29	
Hanukkah		December 10-17	November 30-December 8	November 30-December 8	
Note: All Jewish holidays and observances, with the exception of some feasts, begin on the evening of the previous day.					
Educational Services					

“GIRLS”, “BOYS” AND “OLDER PEOPLE”

LEARNING OUTCOME: Girls will be able to define the word “stereotype” and discuss ways that stereotypes can limit people.

Part A: On a piece of newsprint or a blackboard make three columns, Girls, Boys, and Older People. Ask if girls have ever heard people say, “All girls (are or do)...”, “All boys (are or do) or “All older people (are or do) As girls come up with examples, list them on the newsprint. Ask them if they think such statements are true? Do you know of boys, girls, or older people who are different from those statements or do other things? Where do you think such ideas come from? How do you think they might affect people?

Part B: Define stereotype -Point out that statements like “All boys...” or, “All girls...” or, “All older people “ are “stereotypes”. A stereotype is an idea that all people who have some characteristic in common are the same way. It is one basis for prejudice. “Stereotypes “ are generalizations people sometimes make based on incomplete information. These attitudes sometimes make “pictures in our heads” that are exaggerated. Such pictures can be either favorable or unfavorable.

Part C: Divide the troop into pairs. Give them five minutes to answer the following questions: Are there things you would like to do but don’t because girls don’t do them? How do you feel about the different expectations for boys and girls? Do you think there are real differences between boys and girls in their ability to do things? What are they? Have the girls trade places and answer the same questions. Give them five more minutes, then ask for volunteers to share with the group their responses to the questions.

Part D: Discuss the following questions:

- ◆ What do you think it would be like to be a girl or a boy who is different from people’s stereotypes? How do you think they might feel?
- ◆ Refer to the list of stereotypes about older people. Do you think these ideas ever influence the way you act or feel toward older people?
- ◆ What kind of stereotypes do you think adults have about all kids? (All kids are...)
- ◆ Does it matter if we stereotype people? Do you think there are any ways people can be hurt by it?

Part E: Summarize: Stereotyping interferes with our ability to respect other people and appreciate differences.

Variation: In pairs, have the girls ask each other, “Which TV or movie character would you like to be and what do you like about that character?” Have them share their characters with the troop. Did anyone choose a character because of characteristics they have observed in other people, such as, she was blonde and blondes always have more fun? How many characteristics have to do with looks? Behavior? Situation? Have the girls list stereotypes in children’s books and television programs.

TEACHING RACIAL UNDERSTANDING, APPRECIATION AND TOLERANCE

It is easy, in the course of an activity that incorporates Native North American stories and ideas, to unintentionally fall into common practice of using language and conduct that show disrespect for native cultures. This is more likely to occur during the excitement around a campfire. The best approach is to involve local Native peoples when planning and conducting activities. Teach tolerance and appreciation for culture differences that can enrich and expand all of our lives. A few simple do's and don'ts help to avoid this common problem.*

Don't say "dress like Indians." This is offensive to native peoples just as putting dark makeup on for Martin Luther King Day would be to African Americans. Costumes prompt children to make war cries and to do other things that mock native peoples.

Do study and try to understand the unique and valuable customs of native peoples and learn from them while maintaining the context of your own culture, habits and dress. Have the children speak to local Native people around the campfire. Explain that, like many other people who live in North America, many native people are of mixed ancestry and there is no way to tell if someone is Native simply by looking at them.

Don't refer to Native Americans with words like "savages," "war-loving" and "primitive." This reinforces the fallacy that native cultures are somehow backward, warlike and less advanced and civilized than people of European and other ancestry.

Do discuss the particular language and customs of local Native peoples and those from whom the stories come. Help the children to understand these peoples as the unique cultures that they are.

Don't instruct the children to "sit Indian style," "walk Indian file" or to stop acting like a "bunch of wild Indians." Refrain from having the children refer to each other with words such as "squaw" and "brave." These words are offensive to native peoples and they imply that native languages and cultures all use the same forms of speech. Many words are completely misunderstood. To be called a "squaw" is considered an insult and implies that women are beasts of burden and public property.

Do use simple, direct language like "walking single file," "sit on your bottoms and cross your legs" and refer to "boys" and "girls."

Don't speak of Native North American cultures as if they only existed in the past. They have a history and are here among us today. Contemporary native peoples often dress and look much like the general culture in which they live. They do not tend to wear loin cloths, headdresses and other native costumes except at museums and special ceremonial occasions.

Do discuss that Native North Americans live in the modern world. They work at jobs, go to school, play sports, drive cars and have family lives in our contemporary world. Some live close to the traditional ways and others are more immersed in modern culture.

Don't speak as if Native North Americans are of one large culture. Not every native culture traditionally lived in tepees and rode around on horses hunting buffalo as many plains peoples did historically. There are over 250 distinct cultures in Native North America, each with its own language, customs, beliefs and ways of living in the world.

Do refer to each Native person by his her tribal name. Discuss the language, beliefs and customs of each culture as the distinct, unique people that they are, closely connected to their local environment.

Don't belittle sacred ceremonies and beliefs by trying to imitate them or adapt them to an activity. These are the heart and soul of native cultures and are easily trivialized by misunderstood mimicry. They are meant to be conducted by members of a particular culture only. Would you, for the fun of it, conduct part of a Catholic communion service or a Buddhist meditation around a fire with the children?

Do invite local Native people to visit with the children to discuss their beliefs and ceremonies. Study native ways and as a lesson to be understood without being imitated and practiced. Encourage children to learn more about their own spiritual tradition and how their beliefs support our being close to, and caring toward, Earth and other people -for example Judaism, Islam, Christianity, Hinduism, Buddhism or Bahaism.

* This list is adapted, with permission, from material produced by the Institute for American Indian Studies, 38 Curtis Rd., P.O. Box 1260, Washington, CT 06793, as found in **Native American Source book: A Teacher's Resource on New England Native Peoples** by Barbara Robinson (Concord, Mass.: Concord Museum, 1988), 167. For ordering information, contact: Concord Museum, 200 Lexington Rd., P.O. Box 146, Concord, MA 01742.

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Make a Dreidel

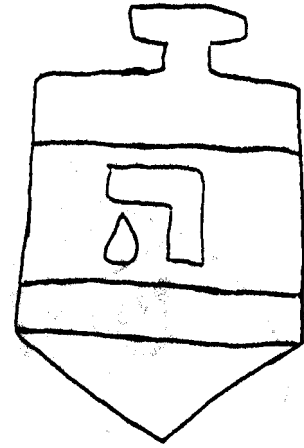
Games are part of special days in some families.

Materials:

dittoed copies of the dreidel pattern from heavy paper, like oak tab

Procedures:

Before having girls make their own dreidels, explain the significance of them to the Jewish people. Be sure children understand the legend that accompanies it.



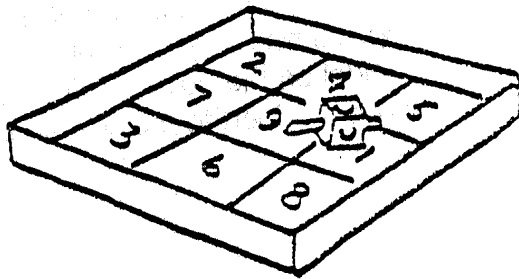
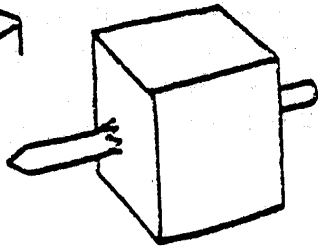
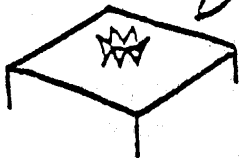
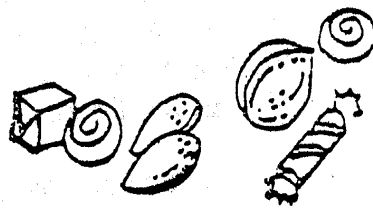
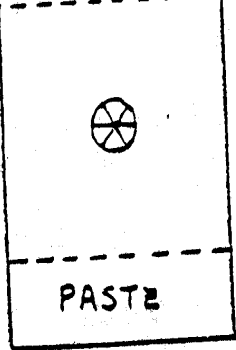
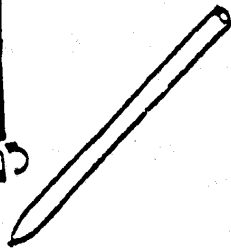
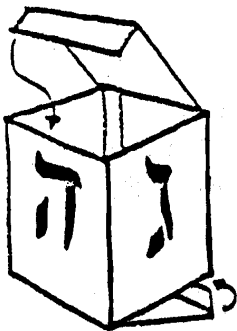
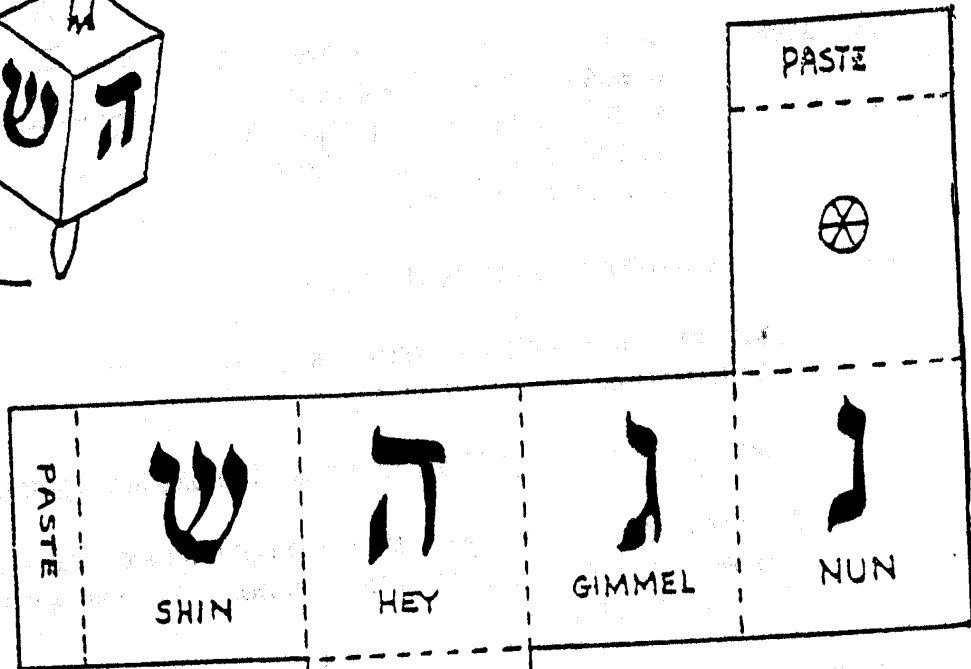
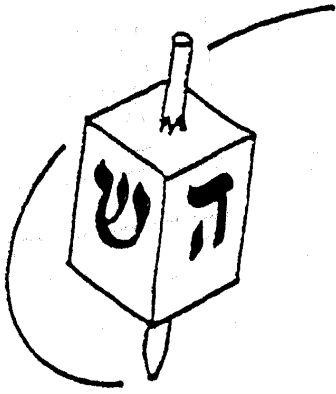
To construct the dreidel, follow these directions:

1. Cut out the dreidel pattern carefully, especially the little stars on the top and bottom flaps.
2. Fold back on all the dotted lines, and paste the dreidels together.
3. Make a blunt point on a lollipop stick and put it through the stars. If the stick doesn't stay in place, use a bit of tape. You may also use a fat toothpick or short pencil.

Games to play with the dreidel:

1. Each player puts a forfeit in the center of the table (a nut, candy, etc.). The players take turns spinning the dreidel. The letter that comes out on top tells you what you've won. Nun means nothing. Gimmel means take all. Hey means take half and shin means add to the pot.
2. You can also play for points. Gimmel -add 10 points, nun -nothing, hey -5 points, and shin -subtract 2 points. Fifty points wins.
3. Another good dreidel game is played on a large box top. Mark off a box top into nine parts and number each section. Each player in turn spins the dreidel on the box top. The number the point rests on when the dreidel stops is added to the player's score. The one who gets 100 first wins the game.

DREIDEL PATTERN



MEXICO

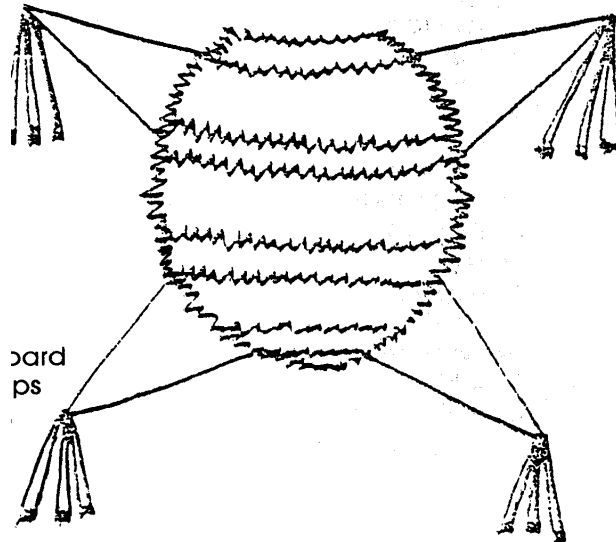
A Special Kind of Piñata

The piñata is a special part of many celebrations. It came to us from Mexico. The piñata originated in Italy and was taken to Spain by travelers. It was taken to Mexico by Spanish explorers nearly 400 years ago. It has undertaken some changes in construction, and as we know it today, it is made of papier-mâché instead of the original clay pot. It can be made in many shapes and figures, including animals and birds, but never in the likeness of a person.

<u>Materials:</u>	large balloon	tagboard
	newspaper strips	colored tissue paper
	wheat paste	glue
	wire or heavy cord	

Procedure: Construct a papier-mâché piñata (either each girl constructing her own or working in small groups to construct piñatas).

1. Blow up a large round balloon.
2. Dip strips of newspaper in wheat paste.
3. Cover balloon with three or four layers of strips dipped in paste. Dry thoroughly.
4. Cross two strands of this wire or heavy cord under balloon and join above for hanging.
5. Cut trap door at top of balloon for putting in treats.
6. Cut five cone shapes out of cardboard or tagboard. Have tissue paper strips hang out from the tip of the cones.
7. Attach cones with tape or glue to four sides and bottom of piñata.
8. Cut three-inch strips of tissue paper. Fold in half lengthwise.
9. Make fringe by cutting in from fold. Make cuts about one inch deep and one-half inch apart.
10. Open strip and reverse fold. Glue down.
11. Glue strips of fringe in overlapping layers all over piñata.



**NAME THE ARTICLE GAME
FOR IDENTIFYING ETHNIC ARTICLES OF CLOTHING**

Cut out the following countries and article names; paste them to index card. Cut out the pictures, which match, on the following three pages and make a flash card game. Have the girls identify the article and the country of origin.

ABA
NIGERIA

FEZ
TURKEY

YARMULKE (yar'mol-ko)
ISRAEL

DHOTI (dho'ti)
INDIA

SELF TIED TURBAN (tur' ban)
MONROVIA, LIBERIA

TALLET (ta e' lip)
ISRAEL

SOMBRERO (Som bre' ro)
MEXICO

SARONG (sa rong')
MALAYSIA

SARONG
VIET NAM (HIGHLANDERS)

AO DAI (OW Y AI)
VIET NAM

SARI
INDIA, PAKISTAN

SERAPE (Se ra' pe)
MEXICO

BOLERO (bo le' ro)
ALBANIA

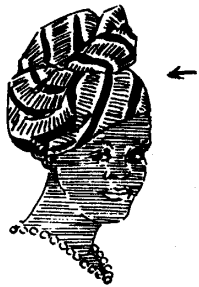
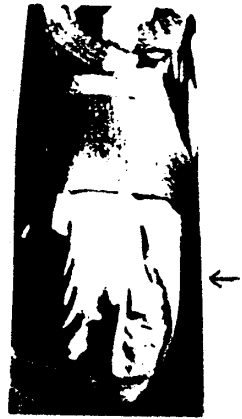
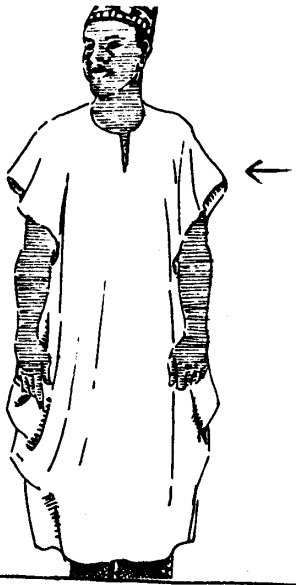
KILT
SCOTLAND

CHALWAR
ALBANIA, TURKEY

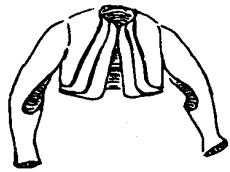
PROSTHESIS (pros 'the sis)
AN ARTIFICIAL DEVICE TO REPLACE A
MISSING PART OF THE BODY

CHADAR
IRAN

KIMONO AND OBIAGE (ki mo'no, obi)
JAPAN





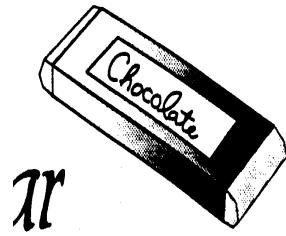


GOOD ETIQUETTE TOW ARD PERSONS WITH DISABILITIES

Twelve Basic Rules

1. Speak directly to a person who has a disability, not to his or her assistant (interpreter, aide, spouse, parent, friend, etc.).
2. When talking with someone who has a disability, do not limit your conversation to things related to the person's disability. Instead, speak of topics about which you would talk with anyone (e.g., the lecture or sermon just given, the weather, the upcoming football game).
3. Do not refer to a person in a wheelchair as "confined" to the wheelchair. The more acceptable terminology is "wheelchair user" .
4. Do not ask embarrassing questions. If a person who has a disability wants to tell you about his or her situation, you will be told.
5. Do not stare or be disconcerted if you see a wheelchair user stand up and start walking. Some wheelchair users are able to do limited walking, but for major mobility, must rely on a wheelchair.
6. Do not be concerned if you find yourself saying words such as "see" to a person who is blind, or "hear" to a person who is deaf. These are acceptable ordinary words which will not cause offense.
7. Avoid words such as "victim", "stricken with", "crippled", "mute", "deaf and dumb", "afflicted " , etc.
8. If you are with a person who uses an adaptive aid such as a cane or crutch, do not let a child move or play with it. Such aids are very costly, and if broken, may take a long time to repair. In addition, the person who needs them must be able to reach them quickly.
9. Do not assume that because a person is deaf, he or she cannot use the telephone. Many deaf persons have a mechanical device called a TDD (telecommunication device for the deaf) which enables them to type phone messages over the telephone network.
10. When having a meal with a person who is visually impaired or physically challenged, do not offer help with cutting food. The person will ask you, or will ask the waiter or waitress for help if he or she needs it.
11. When conversing with a person who is hearing-impaired or has a hearing loss, look directly at that person rather than his or her interpreter. Try to have your face in the light. Do not chew gum, or talk with anything in your mouth. Do not shout. If the person does not have an interpreter, and does not lipread, and if you neither sign nor fingerspell, do not hesitate to write.
12. Do not make up your mind ahead of time about what a person who has a disability cannot do.

The World in a Chocolate Bar



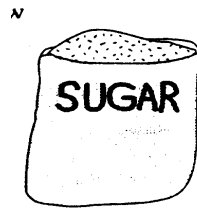
Time required: 20 minutes






Materials required: One chocolate bar with almonds and a world wall map. (A Hershey's bar has been suggested here as an example. Feel free to use any brand, but note that further research may be necessary prior to presenting the lesson.)

Background information: People are connected with many distant places by resources they use from around the world. Using a chocolate bar as an example, Girl Scouts can learn about some of the raw materials needed to produce a common product, and begin to understand global interdependence. In this lesson they learn about the climatic conditions that are necessary to grow those raw materials, where those climatic conditions exist, and some of the ways each ingredient travels from its place of origin to place of manufacture and place of consumption.

Activities:

Hold up the chocolate bar. Ask who can tell where the chocolate bar came from. (Answers will vary: a nearby store, a chocolate factory, etc.) Explain that the chocolate bar was made in one of the Hershey plants in the United States, such as Oakdale, California; Naugatuck Connecticut; Hershey, Pennsylvania; or Stuarts Draft, Virginia. Ask Girl Scout volunteers to come up and point to these states on the world map.



-  Ask a Girl Scout volunteer to read the ingredients on the chocolate bar label to the group. List the main ingredients on a chart. (Ingredients include milk chocolate and almonds. Milk chocolate contains sugar, milk, cocoa butter, chocolate, soya lecithin [an emulsifier], and vanillin [an artificial flavoring].)
-  Circle the words "chocolate," "sugar," and "almonds." Ask Girl Scouts if they can identify the sources from which these three ingredients come. Write cacao bean, sugarcane, and almond tree at the top of the chart.
-  Explain that chocolate comes from cacao beans that grow on cacao trees. Cacao trees grow in wet, lowland tropics near the Equator. After cacao beans are harvested, dried, and fermented, they are transported to chocolate processing plants where they are cleaned, roasted, shattered into small pieces, and heated and ground until they turn into chocolate liquor, which in turn is made into cocoa and chocolate.
-  Explain that sugarcane is a kind of tall grass that grows in tropical and sub-tropical climates. The sturdy stalks contain large amounts of sugary juice from which sugar and syrup are made.
-  Explain that almonds come from graceful, medium-sized trees that grow in warm dry regions. Almonds, which we know as nuts, are really the kernels contained in the pits of the almond fruit, much like the pits of peaches, plums, or apricots.



Ask Girl Scouts if they can identify five source countries for each of these raw foods. Volunteers with correct answers should write the names of the countries on the chart under the appropriate raw food, and point to the countries on the world map. Note that the countries in each column have the climate necessary for growing the raw food. After completing this activity, the chart should look like this:

cacao bean

Brazil
Cameroon
Ghana
Ivory Coast
Nigeria

sugarcane

Brazil
China
Cuba
India
Mexico

almond tree

Iran
Italy
Morocco
Spain
United States

Discuss what modes of transportation might be used to move each ingredient from place of origin to place of production. (Answers may include ships, airplanes, trucks, horse-drawn carts, human transportation [on people's heads], and donkeys.)



Ask Girl Scouts to name countries other than the United States that manufacture chocolate. (Answers include Austria, Belgium, Canada, Denmark, France, the Netherlands, Hungary, Ireland, Israel, Italy, Sweden, Switzerland, the United Kingdom, and Germany.) Ask volunteers to come up and point to these countries on the world map. What do many of these countries have in common? (Many are industrial. And many people in those countries can afford to buy chocolate.)

SERVICE: WAYS TO HELP REFUGEES

PEACE PACKS - As a part of “Create Peace Worldwide: The WAGGGS Initiative,” The World Association of Girl Guides and Girl Scouts (WAGGGS) joined forces with the Office of the United Nations High Commissioner for Refugees (UNHCR) for a project to provide refugee children around the world with packages of school and personal items called “peace packs “. To find out where these packs should be sent, call Educational Services Department at the council office.

Before the girls start to assemble the packs they could visit a cultural center to become more familiar with the culture to which they are planning to send the troop peace pack. They may find that local refugee children can use the peace packs as well. They could hold a cultural celebration to introduce peace pack contributors to the countries’ culture. They could have each member of the troops volunteer to bring in part of the peace pack or use troop cookie funds to purchase the items. Each pack should be packed in a small box and contain:



3 activity books (approximately 96 pages)

◆ 2 pencils

◆ 1 package of non-toxic coloring pencils
or crayons

◆ 2 ballpoint pens

◆ 1 pencil sharpener

◆ 1 eraser

◆ 1 ruler

◆ 2 pairs underwear boy or girl

◆ 1 new T -shirt

◆ 1 toothbrush

◆ 1 toothed comb

◆ a Note or drawing from the girl or troop sending the peace pack.

◆ 1 new small toy such as a ball, jumping rope or frisbee (toys should have no instructions and should not be battery operated)

1 picture storybook, small enough to fit in the box

Do not send anything to eat. This allows peace packs to be stored until they are shipped. Each peace pack should be put in a plastic or paper bag and labeled Girl or Boy and age where possible. Contact the council for information about where to send peace packs.

WRITE LETTERS -to your local and national elected officials. Urge them to support refugee issues in general or solutions for specific refugee crises.

PREPARE A SCHOOL DISPLAY -Raise refugee awareness and how communities can help by making an exhibit at your local library , school, or church. Include in it photographs of refugee families from newspapers and news magazines to show that refugees are ordinary people who have

been displaced by events beyond their control. Photos of family groups fleeing the wreckage of war or living in a camp will help you do this. Explain that the greatest desire of most refugees is to survive and go back home. Until they can do that, they desperately need food, clothing, shelter, medical care and, most of all, a safe place to live. Include facts by asking "Did you know?"

POSTER CONTEST -design a poster to express the plight of refugees around the world. Perhaps the winning design could be the design on a T -shirt for a Service Unit Refugee Awareness Day that includes playing a board game in large size where girls actually walk the boxes. A sample board game is on page 33 of the booklet. Collect Peace Packs from troops. Display world maps, Play games like trying to get a group on a small marked off spot. Invite the public.

HOLD A BOOK COLLECTION AND SALE - in your neighborhood and use the money raised from selling the books to provide refugees with books.

DONATE LEFTOVER TROOP FUNDS - donations can be used for medicines, clothing or school supplies.

CONTACT A VOLUNTARY AGENCY - in your town and organize a collection of T -shirts, footballs, frisbees or toys. Refugee children often flee with only the clothes they are wearing.

BE A FRIEND TO A REFUGEE FAMILY - in your community. Your friendship could go a long way in helping them to adjust to their new society.

CONTACT A REFUGEE RESETTLEMENT AGENCY - in your area. Your city government should be able to give you their names. Since many resettled refugees struggle to learn a new language you might offer to tutor them in either their adopted language or in any other subject.

INVITE A REFUGEE - to your meeting to share his or her experiences. Hearing what he or she went through just to get to your community could change your outlook of life. Find out what a refugee's life was like before she became a refugee and what she dreams of today. You might be surprised to learn how much you have in common.

OTHER SUGGESTIONS FOR SERVICE PROJECTS

SPECIAL OLYMPICS - Enjoy the diversity and wide variety of talents in the world of the Special Olympics. Volunteer to help prepare and support participants at this great event. You will experience the joys of success and the agony of defeat as these great athletes with special needs work to achieve their goals. To volunteer call in Washington, D.C. 202 544- 7770; in Maryland 410290-7611; and in Virginia 804 644-0071.

WRITE A PLAY ON VALUING DIFFERENCES - With members of your class or troop write a play on valuing differences. Include feelings when prejudice causes girls to hurt others because of what they think they know to be true about people who are different from themselves. Put it on at a day care center, your school or community center.

ACTIVITIES FOR PROMOTING PEACE AND UNDERSTANDING

WHAT'S IT LIKE?

Everyday life in the United States and other developed nations is vastly different from day to day living in the world's many developing countries. It is very hard for anyone to imagine what it would be like to live in a developing country, but it is important that we try. Becoming aware of other humans around the world is the first step in working towards a truly global community.

Discuss the term "developing country" with your troop. Then do the following:

1. World Hunger: Who Gets What? Experience a distribution crisis. As the girls arrive, give one out of every four girls more than enough treats for herself and others. Give the other three girls only a smile and a greeting. Allow about five minutes after everyone has arrived for feelings to surface and things to happen. During this time, do not answer questions or make suggestions. Then discuss the girls' feelings -those who had none or lots, anger, hurt, desire to steal or beg desire to share? What is a solution to helping people around the world get enough to eat?

NOTE: There is enough food in the world to feed adequately every person on earth, but roughly 3/4 of our world's population do not receive enough to eat.

2. Have girls role play what they think it would be like growing up in a developing country. What was the hardest thing they would have to live without?

PEOPLE PACKAGES

This activity helps you and your friends realize that one cannot know what a person is like on the inside by only looking at her/his outer wrapping or appearance.

Materials needed: A beautifully wrapped package with something like an old rag inside and a newspaper-wrapped package with string containing a special treat for everyone.

1. Ask your friends which package they would like to receive, what might be inside each one and can they tell you what the contents are just by looking at it? Have your friends decide which one they should open.
2. Before the package is opened talk about people packages, i.e., I am ___ tall, I have ___hair, and ___eyes, ___color skin, and I am helpful, friendly, enthusiastic, etc.

3. Describe each other as people packages. Can you figure out who the “packages” are by descriptions given by your troopmates? How do the packages differ? Can you tell what people are like just by looking at them? What can’t you tell about people from their packaging.
4. Open the package. Did the girls anticipate what was in the box? When the other package is opened, share the treat. Were they surprised at the contents of the second package?
5. Conclusion: People are like packages. We can’t know what is inside a person simply by looking at her/his outer wrapping. Ask your troopmates if they have ever been wrong about someone after judging her/his outer wrapping? What are some things everyone can do to learn to know what is inside a person’s, “People Package”?

SUGGESTIONS FOR DEVELOPING A PEACE CEREMONY

Each girl may write what peace means to her on a piece of gold paper. By attaching both ends of the paper, make a “gold link” and at the same time include the next girl’s “link” to form a chain that wraps the world in peace. This symbolizes that each girl is a link to peace, and until all people strive together for peace there will not be lasting peace.

SONGS:

Reach Out in Love! Song for the International Year of the Child, Pip Rogers
World Hunger Grace, music Rev. Robert J. Crocker, Our Chalet Songbook, WAGGGS
Weave, Rosemary Crow
Circles of Life, Michael Caduto
Heavenu Shalom Aleichem, Sing Together Songbook, GSUSA
Dona Nobis Pacem, Girl Scout Pocket Songbook, GSUSA
Peace of the River, Girl Scout Pocket Songbook, GSUSA
No Man is an Island, Sing Together Songbook, GSUSA
Sing for Joy, Susan Stevens, Our Chalet Songbook, W AGGGS
This is My Song, (Finlandia), words by Lloyd Stone, music by Jean Sibelius
I Want to Live in a Friendly World, Girl Guides of New Zealand
Let There Be Peace on Earth, Sy Miller and Jill Jackson, Our Chalet Songbook II,
WAGGGS

Songs could be followed by the following poem:

There shall be peace on earth,
But not until each child shall daily eat his fill,
Go warmly clad against the winter wind
Learn his lessons with a tranquil mind
And thus release from him hunger, fear and need,
Regardless of his Color, Race or Creed,
Look upwards smiling to the skies,
His faith in man reflected in his eyes.

Followed by the song, A Plea for One World, Our Chalet Songbook, WAGGGS

OR

Poem: “A Heart Made of Bread” by Anna Soldi, Age 11 of Italy

I saw at the baker’s a heart made of bread, big, hot and fragrant and I thought: “If I had a heart of bread, how many children could eat? For you, my friend, who are hungry, for you a mouthful of my heart’s bread, And for you, and for you, and for you.” It’s not enough to say “poor mite” if you see a child in tears. If my heart was made of bread,	how many children could eat! And you who are in command, what’s keeping you back, why don’t you make bombs of bread? At the end of the battle each soldier, joyfully would take back home, A basket of golden bombs fragrant and crusty. But this is a dream, and my hungry friend is still in tears. If only my heart was made of bread!
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Next, choose from readings from *The Way of Understanding*, Sarah Louise Arnold

Be quiet. Take things as they come;
Each hour will draw out some surprise.
With blessing let the days go home:
Thou shalt have thanks from evening skies.

Owen Meredith

Peace

Worry and hurry are twin taskmasters. Do not hire yourself out to them. They are robbers, and you will be the loser. Remember the old words, "In quietness and in confidence shall be your strength"? Prove the truth of them in your own living and you will be on the road to that peace which passeth understanding.

CLOSING:

Hands Around the World Circle:

Group forms a circle and stands in pairs. The partner on the left takes one step forward toward the center of the circle. Both circles join hands. The outside circle raises hands and the inside circle steps back under the raised hands. Outside circle lowers hands.

Then sing, "Let There Be Peace On Earth".

This game is inspired by the real-life drama of refugees who must flee out of fear for their lives and liberty.

Materials:

- a die
- a gameboard (copy the adjoining page)
- playing pieces for two to four players
- a copy of the game pieces to cut out
- a piece of cardboard
- glue

Glue the playing-piece tokens to the cardboard and cut out the tokens. Fold each token along the solid line. Glue the base of, each token to a small piece of cardboard to form a stand. Color each token a different color with a crayon or felt-tip marker.



Playing the Game:

After each player has chosen a token, the players throw the die to determine who will go first. The others follow in order. If you land on a black square, you must follow the instructions for that square. The first player to land exactly on square 58 is the winner. If you throw a number that is higher than the one you need, move to square 58 and continue the count by moving backward from square 58. Then, wait for your next turn and try again.

- 3. Your father opposes the ruling party, so its members burn your house. Return to 1.
- 6. The police catch your family leaving town in the middle of the night. Miss a turn.
- 9. Your family flees, but your mother needs to rest. Wait till the others pass.
- 11. Bombs explode around you. Miss a turn while you run for cover.
- 14. You need to look for food. Go back to 12.
- 16. You discover a shortcut. Go to 20.
- 19. You are lost. Return to 17.
- 22. You meet cousins who are also fleeing. All take shelter in 21.
- 26. You encounter a minefield and must detour. Go back to 23.
- 28. The police search for you. Hide in 27.
- 32. You are stuck in a barbed-wire fence. Miss one turn.
- 34. The police arrest you and send you back to your town. Return to 1.
- 38. As you cross a river your boat springs a leak. Miss a turn.
- 40. You are so hungry that you take food from a field. A farmer chases you back to 39.
- 44. You run across soldiers shooting at each other. Take shelter 42.
- 48. Border guards won't let you cross into a safe country. Miss two turns.
- 51. You try another checkpoint and meet a United Nations High Commissioner for Refugees (UNHCR) protection team. Move forwards a space.
- 53. You wait to be interviewed on your claim to refugee status. Go back to 50.
- 57. In a camp, you wonder if you will be forcibly sent back home. Miss two turns.

The Winner:

If you are the first to land on 58, you are accepted as a refugee and given asylum in the host coun-

CONTEMPORARY ISSUES LENDING LIBRARY RESOURCE RESERVATION FORM

Please complete the top portion, attach security deposit (\$10 per book, \$25 per video) and mail to GSCNC, Training Department, 2233 Wisconsin Avenue, N.W., Washington, D.C. 20007 at least three weeks before your intended date of use.

Today's Date _____ Date Needed _____

Assn _____ Service Unit _____ Troop Level _____ Troop Number _____

Leader's Name _____

Address _____

City State Zip Code

Day Phone () _____ Evening phone () _____

Pick up: ___ Council Office ___ Mobile Van Location _____

Return to: ___ Council Office ___ Mobile Van Location _____

AUTHORIZATION TO USE MATERIALS:

_____ is authorized to pick up the above item
on _____
at _____ and
return to _____
on _____

Council Signature / Date

To be completed upon receipt of materials:

I certify I have received the above mentioned resource materials and I understand that I am liable for any damage or loss to the materials.

Leader's signature Date

FOR OFFICE USE ONLY

Resource type: _____ book _____ reference _____ video _____ program kit

Other: _____ VALUE _____

- security deposit received _____ amount returned on _____
- *consultation required _____ not required _____ consultation date _____
- consultant _____ consultation completed _____

RETURN DUE DATE _____ DATE RETURNED _____ INITIALS _____

RESOURCES SECTION

CULTURAL CENTERS

American Indian Society of Washington, DC
Bob Tenequer
4309 N .Pershing Drive, Apt #3
Arlington, VA 22203
202 205-8353

Arlington County Central Entry for Refugees
800 South Walter Reed Drive
Arlington, VA 22204
703 358-5590

Arlington County Extension Service
Multicultural Programs
3308 South Stafford Street
Arlington, V A 22206
703 358-5590

Legal Assistance for Asylum Seekers
P.O. Box 2652
Merrifield, VA 22116
703 573-1109

Carecen (Centro Para Refugiados
Centroamericanos)
3112 Mt. Pleasant Street NW
Washington, DC 20010
202 328-9799

Center for Multicultural Human Services
701 W. Broad Street
Falls Church, VA 22046
703 533-3302

Department of Indian Education
Urban American Indian Group
Anthony Thompson
2805 Arlington Drive #204
Alexandria, V A 22306
202 260-1574

Ethiopian Community Development Council
1036 South Highland Street
Arlington, V A 22204
703 685-0510

Indo-China Project
2001 S Street NW 740
Washington, DC 20009
Research Libr. on Vietnam, Laos, Cambodia
202 483-9222

Islamic Center of Northern Virginia
10560 Main Street
Fairfax, V A
703 273-4488

Jewish Community Center
8900 Little River Turnpike
Annandale, VA 22003
703 323-0880

Korean Association of Greater Washington
7004 Little River Turnpike
Annandale, V A
703 354-3900

Korean Cultural Center
12540 Falls Road
Potomac, MD 20854
301 309-0919

Mexican Cultural Center
2829 Sixteenth Street, NW
Washington, DC 20009
202 728-1681

Native Youth Aliance
Nathan Philips
202 234-8631

Diocese of Arlington
Migration and Refugee Services
915 South Wakefield Street
Arlington, V A 22204
703 979-7010

Southeast Asia Resource Action Center
16th Street NW, 3rd Floor
Washington, DC 20009
202 667-4690

Vietnamese Refugee Center
5908 Columbia Pike, Suite 201
Bailey's Crossroads, V A 22041
Chinh Pham 703 931-7231

National Museum of African Art
9th and Independence Avenue, SW

National Museum of American Art
8th and G Streets, NW

MUSEUMS IN DISTRICT OF COLUMBIA

National Museum of Natural History
10th and Constitution, NW

Smithsonian Institution
202 357-2700

National Portrait Gallery
8th and F Streets, NW

Anacostia Museum
1401 Fort Place, SE
Arts and Industries
900 Jefferson Drive, SW

Renwick Gallery
17th and Pennsylvania Avenue

Freer Gallery of Art
12th and Jefferson Drive, SW

Frederick Douglas Home
1411 W Street, SE
202 426-5960

Hirshom Museum and Sculpture Garden
8th and Jefferson Drive, SW
on Independence Avenue

National Geographic Society
17th and M Streets, NW
202 857- 7689

National Air and Space Museum
9th and Independence Avenue, SW

National Museum of Women in the Arts
1250 New York Avenue, NW
202 783-5000

EMBASSIES -Check listings in local telephone directories.

RELIGIOUS RECOGNITIONS -Look in Green Pages for descriptions and national contacts.

PUBLICATIONS

GSCNC Contemporary Issues Lending Library, see page for the reservation form for the following publications:

- Ethnic Pride, Greta Barclay Lipson and Jane A. Romatowski
- MultiCultural Review, Vol.1, Number 2, by Brodart Co., Books and Services, Williamsport, PA.
- Tolerance is Not Enough, an Essay by Frederick G. Adams, Foundation News.
- Network for Public Schools, Winter Holiday, 1992, Vol. 18 No.3, published by the National Committee for Citizens in Education.
- Burkina Faso, Haiti, India-, Insa Development Education Project
- Myths and Legends of the Indians of the Southwest, by Bertha Dutton and Caroline Olin

GSUSA –

- Contemporary Issues-Valuing Differences *
- Contemporar~ Issues-Girls Are Great *
- Focus on Abilities-Serving Girls With special Needs *
- American Indian Youth Awards, Call the Information Center at the council office for requirements. Indian and non-Indian girls can earn this award.

WAGGGS-

- The Four World Centres, history on all four World Centres.*
- World Games and Recipes, recipes and games from around the world.*
- Trefoil Around The World, description of Girl Scouting and Guiding in WAGGGS member countries *

OTHERS -

- Positively Different, ETR Associates, San Jose, CA. *
- Doos and Taboos Around the World, edited by Roger E. Axtell and compiled by The Parker Pen Company, WET A bookstores
- UNICEF Video: A Toy Is What You Make It-1987, This video was filmed primarily in Kenya. Lively and engaging, it features vignettes of family and school life in both urban and rural settings. It focuses primarily on children at play and making their own toys. The video contains many creative ideas for children in the United States as well. Narrated by Liv Ullmann. (25 min.)
- Cowstails and Cobras II -Project Adventure, Inc., Kendall/Hunt Publishing Company. *
- Silver Bullets -Project Adventure, Inc., Kendall/Hunt Publishing Company. *

*Sold in the Girl Scout Shop

GSUSA PROGRAM LINKS

The GSUSA handbooks all have sections on prejudice, stereotyping and peoples of the world.

Brownie Girl Scout Try-Its: Around the World, Caring and Sharing, Citizen Near and Far, Music, People of the World, Play,

Junior Girl Scout Badges: Now and Then Stories from Around the World; Celebrating People; Girl Scouting Around The World; World Neighbors; Women's Stories; The World in My Community; Folk Arts; Music Lover; Musician; Active Citizen; My Community; My Heritage; Geography; Architecture.

Cadette/Senior Girl Scout Interest Projects: Creative Cooking, Dabbler World of People, American Indian Lore, Community Time Capsule, Do You Get the Message?, Global Understanding, Games, Heritage Hunt, The Law, Understanding Yourself and Others, Women's History, Artistic Crafts, Folk Arts, Invitation to the Dance, Music.

TIE-INS TO OTHER GSCNC PROGRAMS

Peace Program Kit

Differently Able-Keeping the Pace and Hearing Awareness, Patch Program

Bee A Winner Patch Program

GLOSSARY

Beliefs -are the most basic statements of what people consider to be self-evidently true. Beliefs are statements that indicate “what things are” or “what is expected to be” and “who is to be trusted”. These statements are based on faith -faith from direct sensory experience or authority.

Culture -refers to the set of values, beliefs, traditions, norms and customs that determine or define the behavior of a group of people from generation to generation.

Customs -are rituals, habits or practices that are followed as a matter of course among people.

Disabilities -the condition of being incapacitated by illness, injury or wounds; inability to pursue an occupation because of physical or mental impairment; disqualification, restriction or disadvantage, The legal definition for each category of disability is located in the Federal Register, 42 163 August 23, 1977. These legal definitions are used to determine who is eligible for services for people with disabilities. They are also used by the judicial system in court cases. There are specific disabilities which are defined and described in Focus on Ability, Serving Girls With Special Needs, GSUSA, 1990.

Discrimination -a showing of difference in the treatment of people based upon a prejudice or stereotype.

Emigration -to leave one’s place of residence or country to live elsewhere.

Ethnic -of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.

Immigration -to come into a country of which one is not a native for permanent residence.

Pluralism -the existence within a society of diverse groups, as in religion, race, or ethnic origin, which contributes to the cultural matrix of the society while retaining their distinctive characters; also a doctrine advocating this.

Prejudice -the detrimental, preconceived judgement of individuals or groups made on the basis of skin color, culture, special patterns, mode of dress formed without just grounds or before sufficient knowledge.

Racism -an assumption that there is inherent purity and superiority of certain races and inferiority of others, It denotes any attitude, behavior, or institutional structure that subordinates persons or groups because of their color. Such practices can be intentional or unintentional.

Stereotyping -a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude, or uncritical judgment.

Traditions -are modes of behavior or thought followed by a people from generation to generation;

the passing down of elements of culture from generation to generation.

Values- are statements about “what is good” or “what ought to be”, These statements indicate an evaluation of the worth and importance of people, places, events, and situations.

**EVALUATION
COMMON THREADS PATCH PROGRAM**

Please indicate age level and the requirements completed:

Assn: _____ Brownie _____ Junior _____ Cadette _____ Senior _____

1_____	4_____	7_____	10_____	13_____	16_____
2_____	5_____	8_____	11_____	14_____	17_____
3_____	6_____	9_____	12_____	15_____	18_____

What did the girls in your troop feel they have learned about stereotyping and racism and how they can affect relationships?

What differences have the girls learned about other girls they wanted to adopt into their own culture? What do they understand about cultures other than their own that they did not know about before doing the program?

What were some of the customs the girls were able to share about their own families that were adopted by the other girls in the troop?

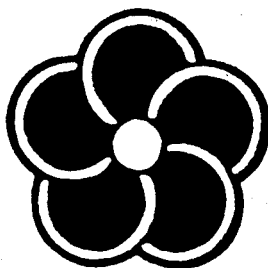
What did the girls like best about doing the patch program and why? What did they enjoy least and why?

Do they feel that they will want to earn it again in a year or two doing more activities? How long did it take to complete the program? Were the requirements done during meeting time?

If you did a multicultural service project, use the back of this sheet to describe it.

Do you plan or did you attend a COMMON THREADS EXPO?_____

Please send your evaluation with your patch order or leave it at the shop when you get your patches.



SHARE
DOLLARS AT WORK

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