

WORLD THINKING DAY

Resource Guide

girls worldwide say
“world thinking day”
 22nd Feb 2007

Introduction

World Thinking Day, February 22, not only gives Girl Guides and Girl Scouts a chance to celebrate international friendships, but is also a reminder that Girl Scouts of the USA is part of a global community—one of 144 countries in the World Association of Girl Guides and Girl Scouts (WAGGGS).

“Think globally, act locally,” is the mantra for Girl Scout leaders to encourage girls to design activities that increase cultural awareness and emphasize the positive similarities between Girl Scouts in the United States and their sisters throughout the world.

The *World Thinking Day Resource Guide*, a tool for Girl Scout leaders, includes a brief overview of World Thinking Day, information about WAGGGS, and suggested activities for girls of different age levels. The guide also includes resources on five countries that represent the five regions of the WAGGGS world.

“Discover Your Potential” is the WAGGGS theme for World Thinking Day 2007. See “Suggested World Thinking Day Activities” for ways to integrate the Girl Scout Leadership Development Program into a World Thinking Day project. A Thinking Day patch, which Girl Scouts can receive for participating in activities, can be purchased through Girl Scout Merchandise or ordered directly from www.girlscouts.org



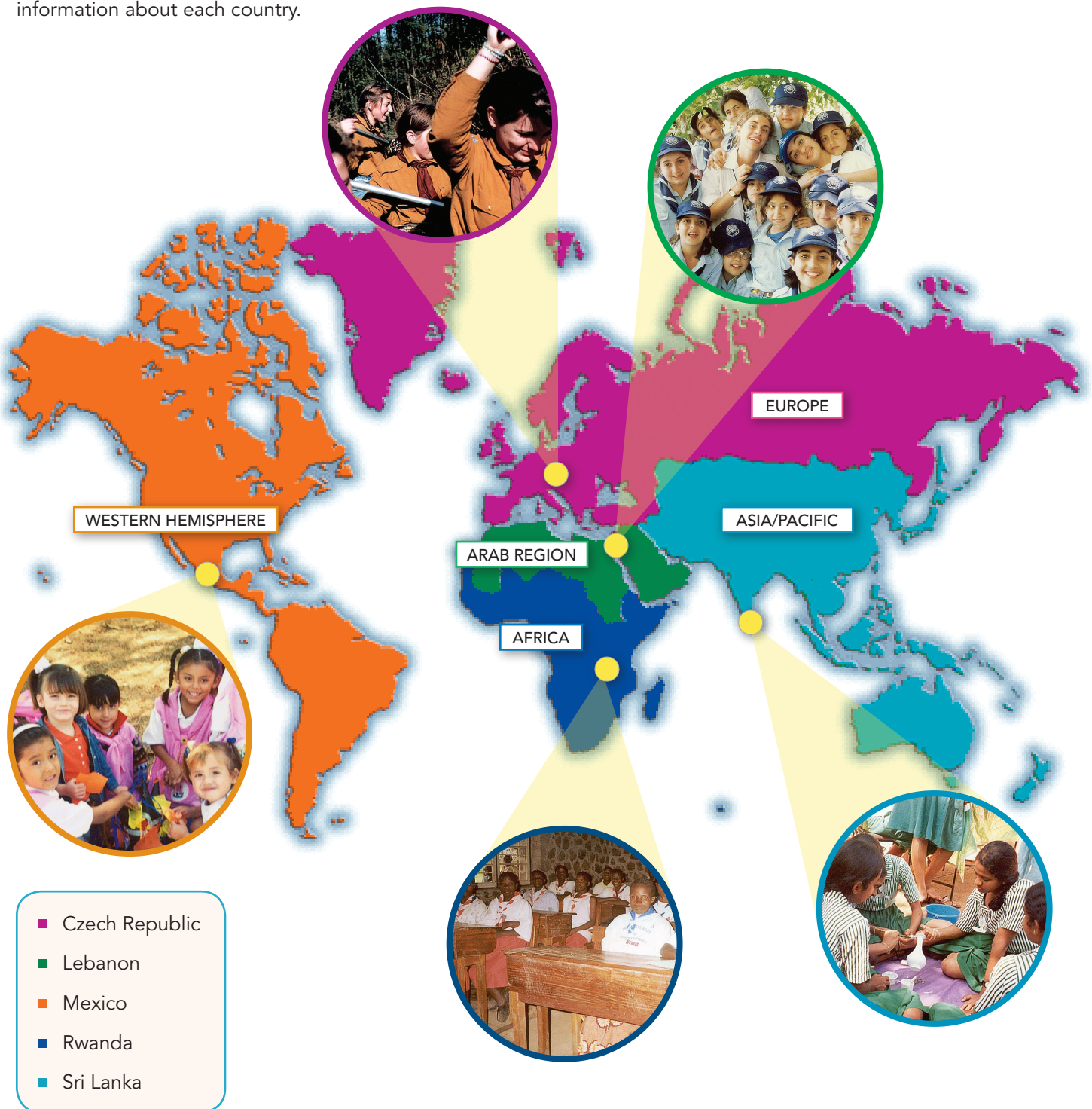
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¹Effective October 1, 2008, Girl Scout membership levels will be as follows: Girl Scout Daisy, Girl Scout Brownie, Girl Scout Junior, Girl Scout Cadette, Girl Scout Senior, and Girl Scout Ambassador. These changes were approved by the National Board of Directors of Girl Scouts of the USA in August 2006.

The Five Regions of WAGGGS

This year, the Czech Republic, Lebanon, Mexico, Rwanda, and Sri Lanka were chosen to represent the five regions of WAGGGS — Europe, Arab region, Western Hemisphere, Africa, and Asia/Pacific. See the “Resources” section for information about each country.



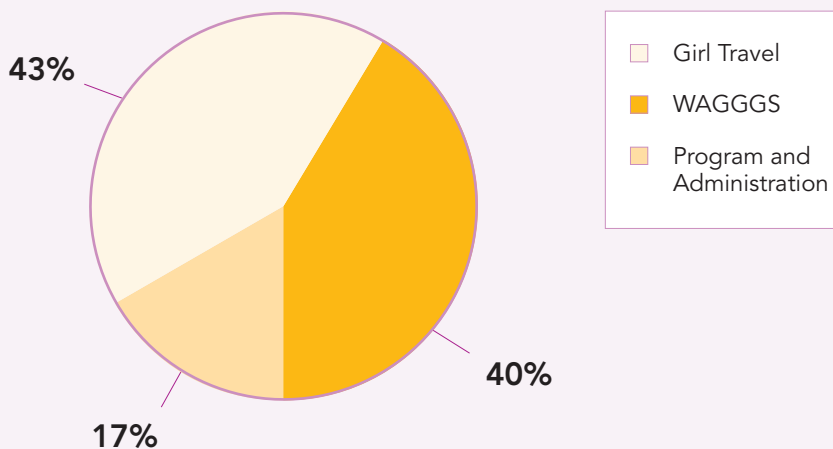
The Juliette Low World Friendship Fund

Girl Scouts in the United States are encouraged to contribute one dollar to the Juliette Low World Friendship Fund (JLWFF) on World Thinking Day. Each dollar helps make it possible for girls and young women in the United States to connect with their counterparts in other countries. Last year, nearly 200 Girl Scouts received travel scholarships to participate in international events.

The WAGGGS portion of the fund supports:

- relief work after natural disasters.
- international development projects.
- program training and educational materials.
- rural development projects.
- regional and subregional events and trainings, which give member organizations opportunities to meet and cooperate.

JLWFF-WHERE YOUR DOLLAR GOES



To learn more about contributing to the JLWFF, contact your local Girl Scout council or visit http://www.girlscouts.org/juliette_low_fund.

WAGGGS

Fact Sheet

Worldwide Movement

WAGGGS, which was formed in 1928, is the largest and most diversified youth movement for girls and young women in the world. As a global youth movement with member organizations in 144 countries, and representing 10 million girls worldwide, WAGGGS is in a unique position to promote cross-cultural understanding. Through its international education programs, Girl Guides/Girl Scouts:

- explore other countries and cultures through activities, projects, and exchanges.
- appreciate the similarity and diversity of peoples and cultures.
- gain an understanding of world events, their implications, and their consequences.
- broaden friendships.

Objective

The Girl Guide/Girl Scout Movement provides girls with opportunities for training in the development of character, responsible citizenship, and service to the community.

Fundamental Principles

WAGGGS is an educational organization based on spiritual values and is open to all girls without distinction of creed, race, nationality, or any other circumstance. Members of WAGGGS adhere to the fundamental principles of the original Promise and Law, although the wording may be adapted.

Original Girl Guide Promise

On my honor, I promise that I will do my best:

- To do my duty to God and the King
(or)
God and my country
- To help other people at all times
- To obey the Guide Law

Original Girl Guide Law

- A Guide's honor is to be trusted.
- A Guide is loyal.
- A Guide's duty is to be useful and to help others.
- A Guide is a friend to all and a sister to every other Guide.
- A Guide is courteous.
- A Guide is a friend to animals.
- A Guide obeys orders.
- A Guide smiles and sings under all difficulties.
- A Guide is thrifty.
- A Guide is pure in thought, word, and deed.

Origin of World Thinking Day

February 22 was the birthday of both Lord Baden-Powell, the founder of Boy Scouting, and his wife, Lady Baden-Powell, the former World Chief Guide of the Girl Guide/Girl Scout Movement.

WAGGGS

Fact Sheet

The World Trefoil Pin

Every part of the World Trefoil pin, a unifying symbol of WAGGGS, has a meaning:

- The golden trefoil on a bright blue background represents the sun shining over all the children of the world;
- The three leaves represent the threefold Promise as originally laid down by the founder;
- The base of the stalk represents the flame of the love of humanity;
- The vein pointing upwards through the center of the trefoil represents the compass needle pointing the way;
- The two stars represent the Promise and Law.



The World Flag

The three golden orange squares represent the threefold Promise. The white blaze in the corner symbolizes world peace, which all Guides and Girl Scouts work for in their families, communities, and the wider world. The flag is displayed at the four world centers, WAGGGS gatherings, and by all member organizations.



For an interactive version of the World Trefoil Pin and the World Flag, visit http://www.girlscouts.org/who_we_are/global/wagggs/explanation.asp



A Note About WAGGGS





The World Bureau of WAGGGS in London is **not** a source of information for troop programs. It is an administrative office serving the national offices of the 144 Girl Guide/Girl Scout organizations around the world. World Bureau staff will not reply to individual information requests. *Trefoil Round the World*, available at most Girl Scout shops, contains detailed information about Girl Guiding around the globe, including the history of the Movement, Girl Guide and Girl Scout names and age levels in their respective countries, symbols, and the Promise and the Law in every native language.

Suggested World Thinking Day Activities

Daisy Girl Scout Activities



Discover 	Connect 	Take Action
Girls understand themselves and their values, and use their knowledge and skills to explore the world.	Girls care about, inspire, and team with others locally and globally.	Girls act to make the world a better place.
Ask girls to remember a time when their actions caused good things to happen, and a time when their actions caused a problem. How did they feel each time?	Encourage a discussion about the ways a troop is like a family, and ways girls can be like sisters to each other.	Choose a small service project, such as raking leaves, and talk about the impact on the neighborhood.
These three activities can go toward earning the Ten Petals of the Law. Source: <i>The Guide for Daisy Girl Scout Leaders</i> , p. 23.		

Brownie Girl Scout Activities

Discover 	Connect 	Take Action
Girls understand themselves and their values, and use their knowledge and skills to explore the world.	Girls care about, inspire, and team with others locally and globally.	Girls act to make the world a better place.
In a group, take turns sharing an experience about when you or someone else was treated unfairly because of a difference. How did you or the other person feel? What did you do? What could you have done to fix the situation? Discuss what you would do if a friend said something bad about someone's culture, religion, or race.	As a troop, choose a problem that affects people everywhere in the world (e.g., pollution, violence, hunger, illiteracy, disease). Discuss possible solutions with your friends, family, or community leaders. Then vote on the best way to handle the problem.	Find an individual or group in your community that helps people in other countries. (e.g., religious groups, colleges, universities, and other nonprofit organizations). Invite someone from the group to a meeting to discuss the problems, what is being done about them, and how you can help.
These three activities can go toward completing the Citizen Near and Far Try-It. Source: <i>Try-Its for Brownie Girl Scouts</i> , p. 148.		


Suggested World Thinking Day Activities

Junior Girl Scout Activities

Discover 	Connect 	Take Action
Girls understand themselves and their values, and use their knowledge and skills to explore the world.	Girls care about, inspire, and team with others locally and globally.	Girls act to make the world a better place.
Choose a country where Girl Guiding/ Girl Scouting exists. Learn a game, song, craft, recipe, or activity unique to that country and share it with others. (See the "Resources" section.)	Find out about a problem in a country that affects girls your age (e.g., hunger, poverty, illiteracy, or another issue). Share what you learn with others and think of ways girls in the WAGGGS could help solve this problem.	Create a display for your troop, council, school, or library, showing how Girl Scouts are part of a world sisterhood.

These three activities can go toward completing the Girl Scouting Around the World Badge.
Source: *Junior Girl Scout Badge Book*, p. 3.

Activities for Middle School Girl Scouts

Discover 	Connect 	Take Action
Girls understand themselves and their values, and use their knowledge and skills to explore the world.	Girls care about, inspire, and team with others locally and globally.	Girls act to make the world a better place.
Explore your family's cultural identity by tracing your roots. Create a family tree that goes back to at least your great-grandparents and that includes things of any significance, like changes in name or religion.	Plan and stage an event where each girl wears clothing representing a different country or ethnic group. Discuss what that clothing says about being female in that country or group. What roles and behaviors are expected of these women? What clothing do young women wear to school or on special holidays?	Help organize a World Thinking Day celebration that is a collaborative community activity. Use the opportunity to stress cultural similarities. (For example, styles of dress may differ but serve similar functions across cultures; or food dishes may differ from one country to the next but use the same ingredients.) Invite girls who have participated in international <i>destinations</i> or other Girl Scout travel opportunities, or have lived abroad, to share their experiences.

These three activities can go toward completing the World of Understanding Interest Project.
Source: *Interest Projects for Cadette and Senior Girl Scouts*, pp. 108–9.

Contact Speakers Match, which links returned Peace Corps volunteers with those who want to hear about Peace Corps experiences: www.peacecorps.gov/www/speakersmatch/ or call 800- 424-8580, ext. 1450.

Suggested World Thinking Day Activities

Activities for Girl Scouts in Grades 9–10

Discover	Connect	Take Action
Girls understand themselves and their values, and use their knowledge and skills to explore the world.	Girls care about, inspire, and team with others locally and globally.	Girls act to make the world a better place.
Find out about girls or women in different societies and cultures. How is your life the same or different from theirs?	Interview at least five people who have moved to your community from another country (or attend your school). Write their story or tape-record it for an oral history.	Do some research on organizations that serve immigrants and refugees in your community (e.g., schools and religious institutions). Arrange to meet with a representative to find out how to volunteer.

Activities for Girl Scouts in Grades 11–12

Discover	Connect	Take Action
Girls understand themselves and their values, and use their knowledge and skills to explore the world.	Girls care about, inspire, and team with others locally and globally.	Girls act to make the world a better place.
<p>Laws are an important way to ensure the rights of girls and women, but the laws of one country are often very different from those of another country regarding women's rights.</p> <p>Prepare a presentation on three laws that either protect women or make their lives more difficult.</p> <p>Go to www.wagggsworld.org for information on how WAGGGS advocates for global issues, such as HIV, AIDS, human trafficking, education, and health.</p>	<p>Interview a community member who has worked in a developing country. Ask questions like the following:</p> <ul style="list-style-type: none"> - What country did she or he work in? - When was she or he there? - What was life like for women in that country? Is it different now? - How did her or his work relate to the lives of women in that society? - Why did she or he choose to work in a developing country? - How did this person feel when she or he was there? <p>Contact Speakers Match, which links returned Peace Corps volunteers with those who want to hear about Peace Corps experiences: www.peacecorps.gov/www/speakersmatch/ or call: 1-800-424.8580, ext. 1450.</p> <p>Report back to your group and friends about what you learned.</p>	<p>Do some research on organizations that advocate for women and girls, and identify one that you would like to work with.</p> <p>Seek the approval of the organization to plan and carry out a project, with your group or as an individual, that will contribute to the well-being of girls in the developing world.</p> <p><i>Source: Global Girls Interest Project. Search for Global Girls or go to www.studio2b.org/lounge/gs_stuff/ip_global_girls.asp (activities toward completing a Global Girls Interest Project).</i></p>

Suggested World Thinking Day Activities

Planning a Global Event for All Ages

Researching different cultures is a fun and inclusive way to discover, connect, and take action in celebration of World Thinking Day. And the more guests you invite, especially those from other countries, the greater the learning experience. Based on the ages and interests of the girls, consider how the following booths or activities might be incorporated or adapted when planning a global event.

Passports

- Issue passports to “travelers” to exhibits or arrange for special tours led by older girls. To make passports, set up a photo station with a digital camera, a computer, and a printer. Travelers could receive a stamp or a sticker for each booth they visit.

A Day in the Life...

- Select a country and research what a typical day is like for a girl living there. PBS’s TeacherSource (www.pbs.org/teachersource) has resources organized by subject and age level. Or visit the Cultural Profiles Project (www.cp-pc.ca/english/index.html).

Dreams for the World

- Display artwork, stories, or poems by girls that depict their hopes and dreams for the world. (Encourage all types of media—e.g., collage, drawings, paintings, videos.)

Global Beats

- Learn about a culture through its music, types of instruments used, and what they’re made from. Check your local library’s selection of world music or visit Smithsonian Global Sound at www.smithsonianglobalsound.org/
- Schedule a sing-along of Girl Guide or Girl Scout songs using the songbooks from one of the world centers.

Food Fun

- Organize an international cook-off—prepare and sample ethnic foods.
- Map the ingredients—investigate the country of origin for recipe ingredients. Display a map charting the journey of the ingredients to the U.S.
- Create a cookbook—make a recipe book, including interesting facts or quizzes about the country or culture.

Globetrotters

- Schedule girls to speak who have participated in international *destinations* or other Girl Scout travel opportunities, or who have lived abroad.
- Contact the Speakers Match at www.peacecorps.gov/www/speakersmatch/ or call 800- 424-8580, ext. 1450, to be put in touch with Returned Peace Corps Volunteers (RPCV) and invite them to speak about their experiences. Before the event, have girls research the country. What issues affect girls there?
- Invite students or faculty from abroad who are studying or teaching at local schools, colleges, or other institutions for girls to interview.
- Invite local museum educators, curators, or librarians to talk about the similarities and differences between cultures.

Suggested World Thinking Day Activities

Planning a Global Event for All Ages

Hola and Other Greetings

- Invite girls and parents of girls who speak other languages or language teachers from local schools to teach simple phrases in different languages.

Juliette Low Wishing Well

- Design a wishing well where girls can drop in coins and make wishes on behalf of Girl Guide and Girl Scout sisters around the world. Send all contributions to the Juliette Low World Friendship Fund.

Stories from Around the World

- Research legends or folktales from countries around the world. Then create and perform a play or a puppet show, or make a presentation.

Think Globally, Act Locally

- Investigate a community problem or issue that has a global dimension (e.g., pollution, poverty, or people with special needs). Organize a service project to learn more about the issue and how to address it.

For ideas on how to take action, check out *The Complete Guide to Service Learning*, by Cathryn Berger Kaye (service projects that focus on the environment, literacy, health, hunger, peace and community safety, and many others).

WAGGGS World

- Learn more about Girl Guiding and Girl Scouting in another country. See *Trefoil Round the World* or visit the WAGGGS website at www.wagggs.org.
- Display images of the four world centers. Invite girls or adult volunteers who have visited any of the world centers to present information on the countries where these centers are located and what can be done while visiting there.

Where in the World

- Research the countries of origin of imported products in a supermarket, department store, or home supply store. Have girls create and display a map that charts the products' journey to the U.S. Invite anyone involved with manufacturing, purchasing, or sales—for example, a toy manufacturer, a produce manager, a restaurateur, or a car dealer—to discuss how she or he chooses products.

World Cultures

- Visit a local museum to learn more about the similarities and differences between cultures. Share what you have learned with others in culture booths that feature dances, crafts, games, art, and music from countries or regions of the world. Invite anyone from the community who may be able to display crafts, perform traditional dances, or offer other information about the culture of a country.



Be a Good Global Citizen

Encourage girls to think of their WAGGGS counterparts as sisters who share many of the same interests, concerns, and needs. Remind them to show respect for different cultures, and to share accurate information, not opinions.

Resources

NOTE: Please choose the resources that are most appropriate for your age group.

Czech Republic

In the Czech Republic, a central European nation southeast of Germany, puppetry is an art form with a rich tradition reaching back to the 1700s. The country's history is rich, too—and turbulent. In the twentieth century alone, Girl Guiding was disbanded three times because of the country's turmoil. Still, the Czech Republic flourished. Use the resources below to discover more about life in the Czech Republic, including its beautiful landscape and intriguing culture.

Websites

General Resources

CIA World Factbook: <https://www.cia.gov/cia/publications/factbook/geos/ez.html>

Information and statistics on the geography, people, government, military, and important issues.

A Cultural Profile Project: www.cp-pc.ca/english. Family life, traditions, spirituality, and communication.

Official website of the Czech Republic: www.czech.cz/

Information on the Czech Republic's history, foreign policy, economy, tourism, sport, arts, and folk culture.

Wikipedia: http://en.wikipedia.org/wiki/Czech_republic

Information and further links on the Czech Republic's history, geography, economy, and culture.

Arts, Culture, and Food

Czech way of life: www.channel4.com/learning/microsites/W/wearefrom/czechrepublic/way_of_life.html

Links to Czech recipes: www.europeancuisines.com/TheRestOfEuropeTheCzechRepublic.html

Puppets as an important folk tradition: goeasteurope.about.com/od/czechrepublic/a/puppetscz.htm

Traditional costumes: www.angelfire.com/tx5/texaszech/Folk%20ways/Kroje/Kroje%20Article%202.htm

Guiding and Scouting

Czech Girl Guides: www.skaut.cz/mezinarodni/index.php?lang=en

History of Boy Scouting and Girl Guiding in the Czech Republic, with information about their Promise and Law, uniforms, age groups, songs, and favorite camp food.

History

History and legends of the Czech Republic: <http://www.myczechrepublic.com/czech-history/>

Historical information. Good for younger readers: www.historycentral.com/nationbynation/Czech/History1.html

Land

Climate: www.bbc.co.uk/weather/world/country_guides/results.shtml?tt=TT003480

Environmental issues: www.milieukontakt.nl/index.php?show=general&country_id=5#environmentalissues

Books

Cottrell, Robert. *The Czech Republic: The Velvet Revolution*. Chelsea House: New York, 2005. Detailed history on all eras, with some pictures. Good for older girls.

Lerner Publishing Group. *Czech Republic in Pictures*. Visual Geography Series. Minneapolis: Lerner Publishing Group, January 2003. Information and pictures on the land, the history, the government, the people, and the economy. Good for younger girls.

Scholastic Library Publishing. *Lands and Peoples*, Volume 4. New York: Scholastic Library Publishing, 2005.

Sioras, Efstathia. *Czech Republic: Culture of the World*. New York: Marshall Cavendish, 1999.



Courtesy of CountyReports.org

Resources

NOTE: Please choose the resources that are most appropriate for your age group.

Lebanon

Lebanon, a crossroads of civilization for millennia, is a land of vibrant cultures, traditions, customs, and religions. Located on the warm Mediterranean Sea, the country has a mild climate that supports the growth of citrus fruits, olives, beans, and other crops. Since 1937, Lebanese Girl Guides have been involved in activities ranging from farming to reforestation projects to hiking.

Websites

General Resources

CIA Factbook: <https://www.cia.gov/cia/publications/factbook/geos/le.html>
Information and statistics on Lebanon's geography, people, government, military, and transnational issues.

A Cultural Profile Project: www.cp-pc.ca/english. Family life, traditions, spirituality, and communication.

Tourism in Lebanon: www.tourisminlebanon.com/about.asp

Information about Lebanese art, climate, shopping, geography, currency, and education.

Wikipedia: <http://en.wikipedia.org/wiki/Lebanon>

Information and a variety of links on the history, geography, demographics, politics, economy, and culture of Lebanon.

Arts, Culture, and Food

The arts: www.britannica.com/eb/article-23417

Daily life: www.lebanonatlas.com/geninfo.htm

Folklore, clothing, cultural heritage, and recreation: www.everyculture.com/wc/Japan-to-Mali/Lebanese.html

Loads of recipes, both sweet and savory: <http://lebaneserecipes.com/Lebanese.htm>

Traditional handicrafts: www.destinationlebanon.com/craftsmore.asp

History

Lebanese history from 1920 to today: www.infoplease.com/ipa/A0107710.html

Land

Climate: www.bbc.co.uk/weather/world/country_guides/results.shtml?tt=TT002560

Geography: <http://www.britannica.com/eb/article-23386>

Photos: http://www.lgic.org/en/lebanon_photos.php

Books

Amari, Suad. *Cooking the Lebanese Way*. Minneapolis: Lerner Publishing Group, 2003. Information on the customs, history, people, geography, and cuisine of Lebanon.

Cahill, Mary Jane. *Lebanon*. New York: Chelsea House Publishers, 1998. The history, culture, people, and topography of Lebanon. For ages 9–12.

Roop, Peter, Margaret J. Goldstein, and Sam Schultz. *Lebanon in Pictures*. Lerner Publishing Group, 2004.

Sheehan, Sean. *Lebanon*. New York: Marshall Cavendish, 1998. Children's book with photographs about the culture, history, and geography of Lebanon.

Willis, Terri. *Lebanon*. New York: Children's Press, 2005. For ages 12 and up.



Courtesy of CountyReports.org

Resources

NOTE: Please choose the resources that are most appropriate for your age group.

Mexico

Mexico, the land of the Mayas and the Aztecs, is our next-door neighbor. You might think you know all about this land south of the border, but there's plenty to discover. Did you know, for example, that Mexico gave chocolate to the world? Below are resources offering information on contemporary Mexico, including its culture and cuisine, as well as Mexican history. Don't forget to "visit" Our Cabaña: <http://www.ourcabana.org/en/home>, one of the four world centers of the World Association of Girl Guides and Girl Scouts.

Websites

General Resources

CIA Factbook: <https://www.cia.gov/cia/publications/factbook/geos/mx.html>

Information and statistics on the geography, people, government, military, and transnational issues of Mexico.

A Cultural Profile Project: www.cp-pc.ca/english. Family life, traditions, spirituality, and communication.

Mexico for Kids: www.elbalero.gob.mx/index_kids.html

Wikipedia: <http://en.wikipedia.org/wiki/Mexico>

Information on the history, geography, demographics, politics, administrative divisions, economy, and culture of Mexico.

World Almanac for Kids: <http://www.worldalmanacforkids.com/explore/nations/mexico.html>

Arts, Culture, and Food

Daily life in the city and rural areas: www.worldbook.com/features/cinco/html/wayoflife.htm

Doña Blanca, a traditional fiesta game: www.boopadoo.net/page-Mexican+Fiesta+Game:+Do%F1a+Blanca.htm

The history of chocolate: www.mexconnect.com/mex_/mexfact/mexfactchoc.html

How to make a piñata: http://nh.essortment.com/pinatamexican_rzfa.htm

Mexican culture: www.mexicodesconocido.com.mx/english/cultura_y_sociedad/fiestas_y_tradiciones/

Recipes from appetizers to desserts: www.gourmetsleuth.com/mexican_recipes.htm

History

History of Mexico, organized by era: www.mexican-embassy.dk/history.html

History of Mexico split into the periods of pre-twentieth century, modern history, and recent history: www.lonelyplanet.com/worldguide/destinations/north-america/mexico/essential?a=culture

Land

Air pollution: <http://greennature.com/article827.html>

Geography and environment: www.worldinfozone.com/country.php?country=Mexico

National Geographic tour of Mexico: www.nationalgeographic.com/mexico/a006.html

Books

Dahl, Michale. *Mexico*. Mankato, Minn.: Capstone Press, 1997.

Milord, Susan. *40 Activities to Experience Mexico Past and Present*. Minneapolis: Sagebrush Education Resources, 1999. Aimed at grades 3-7, with activities such as making Ojo de Dios, piñatas, Spanish games and recipes and historical and contemporary information.

Stein, Conrad. *Mexico: A Golden Past: A Hopeful Future*. Englewood, N.J.: Silver Burdett Press, 1996. Information on various areas of life in Mexico and a chapter on Mexican Americans.

Stein, Conrad R. *Mexico City*. New York: Scholastic Library Publishing, 2006. All about Mexico City, from bullfighting and children's games to pollution and unemployment.



Courtesy of CountyReports.org

Resources

NOTE: Please choose the resources that are most appropriate for your age group.

Rwanda

Home to the famous mountain gorillas, Rwanda is also known for its music, for traditional dances that commemorate epic stories, and for its artwork, including stunning handwoven baskets, traditional woodcarvings, and ceramics. Since 1962, when Rwanda joined WAGGGS, the Girl Guide Movement has been involved in projects ranging from running agricultural cooperatives to teaching girls vocational skills.

Websites

General Resources

CIA Factbook: <https://www.cia.gov/cia/publications/factbook/geos/rw.html>

Information and statistics on Rwanda's geography, people, government, military, and contemporary issues.

A Cultural Profile Project: www.cp-pc.ca/english. Family life, traditions, spirituality, and communication.

Official website of Rwanda: www.gov.rw/

Wikipedia: <http://en.wikipedia.org/wiki/Rwanda>

The history, geography, demographics, politics, administrative divisions, economy, and culture of Rwanda.

Arts, Culture, and Food

The arts and cultural institutions: www.britannica.com/eb/article-40776

Country profile: www.cp-pc.ca/english/rwanda/rwanda_eng.pdf#search=%22traditional%20rwanda%20culture%22

Eating and cooking in Rwanda: <http://www.cp-pc.ca/english/rwanda/eating.html>

Hotel Rwanda: Information on the PG-13 film, including a teacher's guide: www.hotelrwanda.com/main.html

Images of Rwanda: http://rwanda.ded.de/cipp/ded/custom/pub/content.lang,2/oid,1284/ticket,g_u_e_s_t/~Pictures.html

National Ballet of Rwanda: http://findarticles.com/p/articles/mi_m1083/is_8_78/ai_n6142333/pg_1

Recipes from Rwanda: <http://fooddownunder.com/cgi-bin/search.cgi?q=rwandan>

Rwanda's culture, including traditions, dancing, and arts and crafts: <http://www.rwandatourism.com/culture.htm>

History

Brief outline of Rwandan history, focusing especially on the 1994 genocide: <http://history1900s.about.com/gi/dynamic/offsite.htm?site=http://www.infoplease.com/ipa/A0107926.html>

History of the 1994 genocide and its causes: <http://news.bbc.co.uk/2/hi/africa/1288230.stm>

More detailed outline of the whole of Rwandan history: <http://www.answers.com/topic/history-of-rwanda>

Land

Climate: http://www.bbc.co.uk/weather/world/city_guides/results.shtml?tt=TT000520

Environmental issues and landscape: www.rwandagateway.org/article.php3?id_article=178&lang

Images of the Rwandan countryside, animals and people: www.trekearth.com/gallery/Africa/Rwanda/

Books

Foster, F. Blanche. *East Central Africa: Kenya, Uganda, Tanzania, Rwanda, and Burundi*. New York: Franklin Watts, 1981.
The geography, history, industry, and way of life of these five East African nations.



Courtesy of CountyReports.org

Resources

NOTE: Please choose the resources that are most appropriate for your age group.

Sri Lanka

Sri Lanka, an island nation in the Indian Ocean south of India, is endowed with ancient temples and heritage sites. The country was devastated by a tsunami in 2004, and is still troubled by fighting between the Sinhalese and Tamil Tigers. Girl Guiding came to Sri Lanka in 1917 when the country, then known as Ceylon, was a British colony, and now plays a vital role in providing a place where Sinhalese and Tamil girls can get to know one another.

Websites

General Resources

CIA Factbook: <https://www.cia.gov/cia/publications/factbook/geos/ce.html>
Information on Sri Lanka's geography, people, government, and military, and its current issues.

A Cultural Profile Project: www.cp-pc.ca/english. Family life, traditions, spirituality, and communication.

Sri Lanka Tourist Board: www.srilankatourism.org/lang/en/traveller/facts_at_glance.php

Information on Sri Lanka's population, ethnic mix, and government, as well as interesting facts, such as the national flower.

Wikipedia: http://en.wikipedia.org/wiki/Sri_Lanka

Information and links on the history, geography, demographics, politics, administrative divisions, economy, and culture of Sri Lanka.

Arts, Culture, and Food

Art, music, and dance: www.info.lk/srilanka/srilankaculture/srilankaart.htm

Classical dances, masks, ancient customs, and food: <http://asiarecipe.com/srilanka.html>

Dance, handicrafts, architecture, and art: <http://sri-lanka.saarctourism.org/art-of-sri-lanka.html>

Kabaddi, a traditional game: <http://library.thinkquest.org/11372/data/kabaddi1.htm?tqskip1=1&tqtime=0410>

Photos: www.infolanka.com/photo/

Traditional recipes: www.infolanka.com/org/srilanka/food/recipes.html

Young girl who was once a Tamil fighter and left the group:

www.thehumanist.org/humanist/articles/Mitchell-SeptOct06.pdf#search=%22girl%20tamil%20fighters%22

History

Brief history, focusing especially on the civil war: www.factmonster.com/ce6/world/A0861291.html

Detailed historical information: www.britannica.com/eb/article-214602

Land

Climate: www.bbc.co.uk/weather/world/country_guides/results.shtml?tt=TT002810

Geography: <http://countrystudies.us/sri-lanka/30.htm>

Images and information about Sri Lanka by locale: www.srilankatourism.org/lang/en/traveller/nature_main.php

The tsunami's effect on the environment: www.nature.org/pressroom/press/press1797.html

Books

Bennett, Gay. *A Family in Sri Lanka*. New York: Lerner Publishing Group, 1985: Depicts life in a small Sri Lankan village. For ages 7–10.

Hoffman, Sara E. *Sri Lanka in Pictures*. Minneapolis, Minn.: Twenty-First Century Books, 2006.

Wettasinghe, Sybil. *The Umbrella Thief*. La Jolla, Calif.: Kane/Miller, 1987: A folktale for ages 5–8 about a man who travels repeatedly to the city, and each time his umbrella is stolen—by a monkey.

Zimmerman, *Sri Lanka*. New York: Scholastic Library Publishing, 1992. The geography, history, culture, industry, and people of Sri Lanka.



Courtesy of CountyReports.org