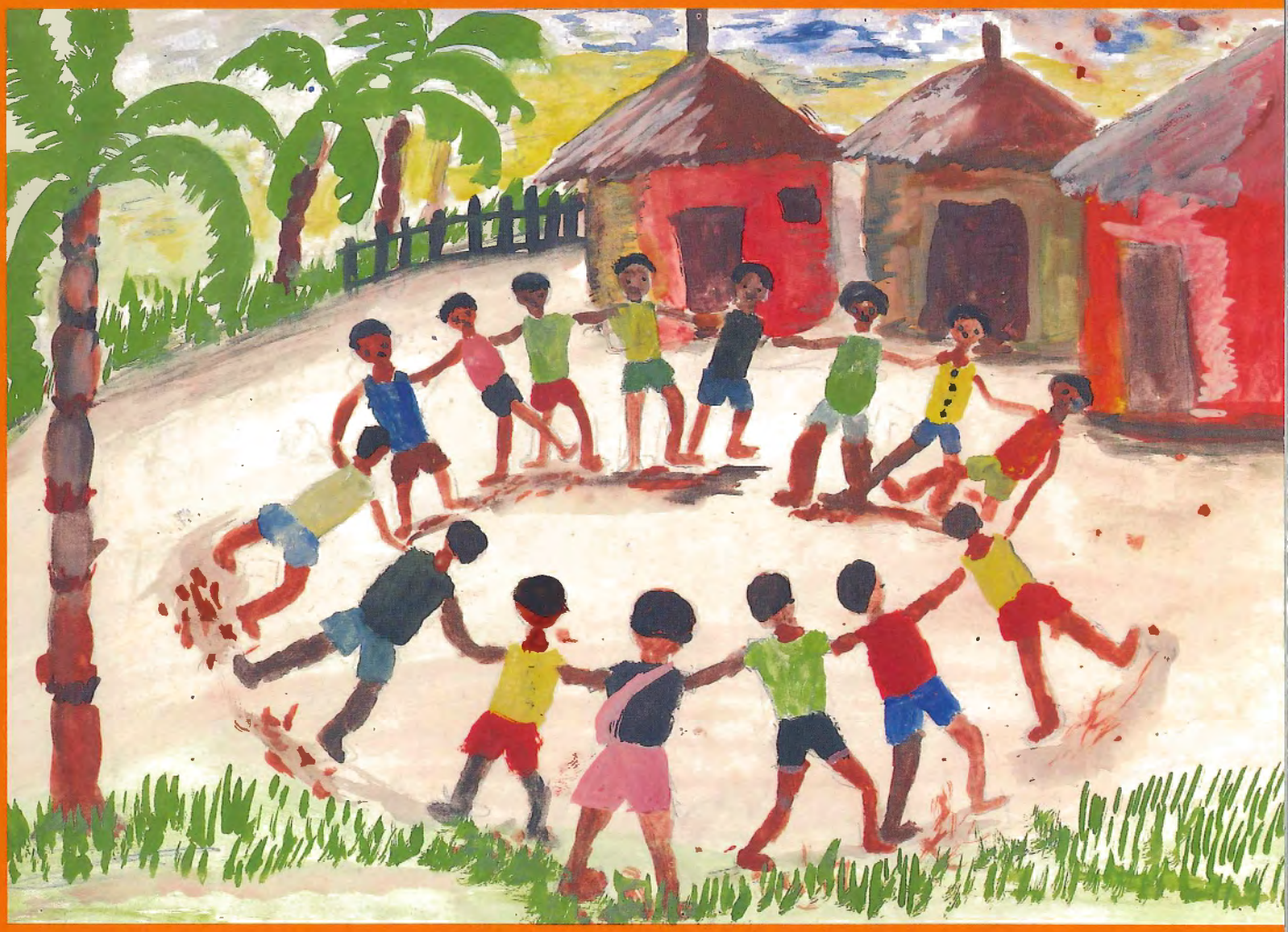
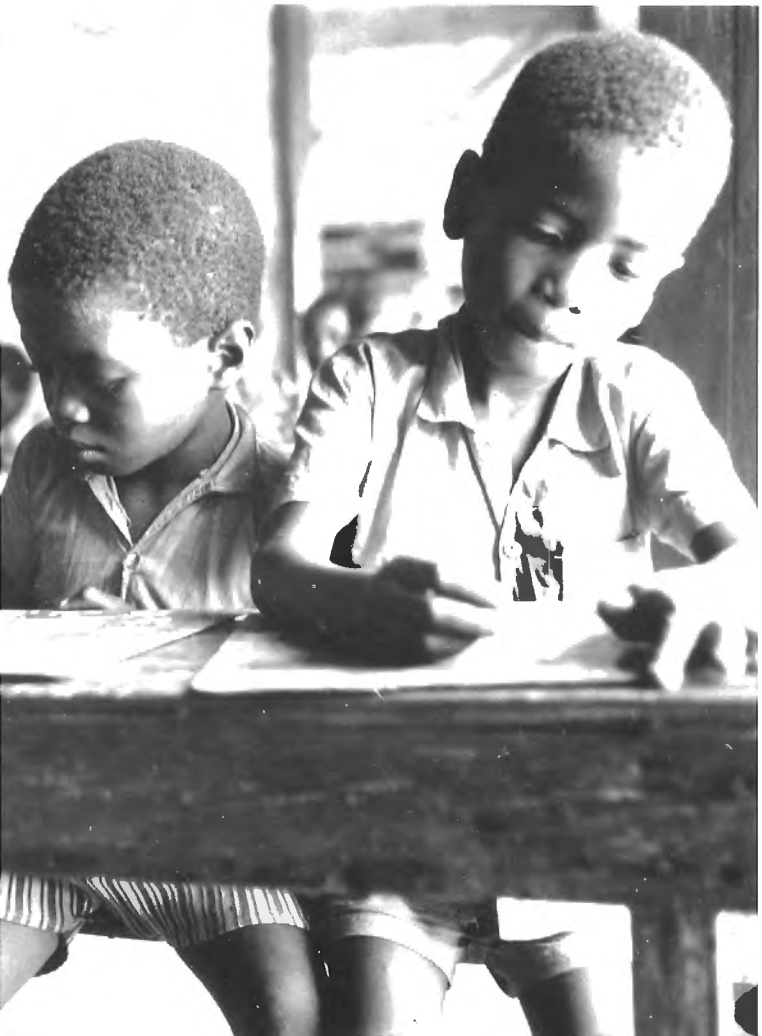
Activity Book

See Me, Share My World



Understanding the Third World through Children's Art



1 Where do you live?

Join us for a journey around the world. This book contains drawings, photographs, stories, games and other fun things to do. You will meet new friends in six countries and learn about the countries where they live.

First, who are you?

My name is _____ . At school my friends call me _____ . I have _____ hair. My eyes are _____ . I am _____ inches (_____ centimeters*) tall, and weigh _____ pounds (_____ kilograms*). I have _____ brothers and _____ sisters. I go to _____ school. My friends are _____ . My favorite activity is _____ .

*Can you convert your height and weight into centimeters and kilograms? One inch equals 2.5 centimeters; one pound equals .45 kilograms. Centimeters and kilograms are part of the *metric system* used by many countries to measure length and weight.

Children you will meet

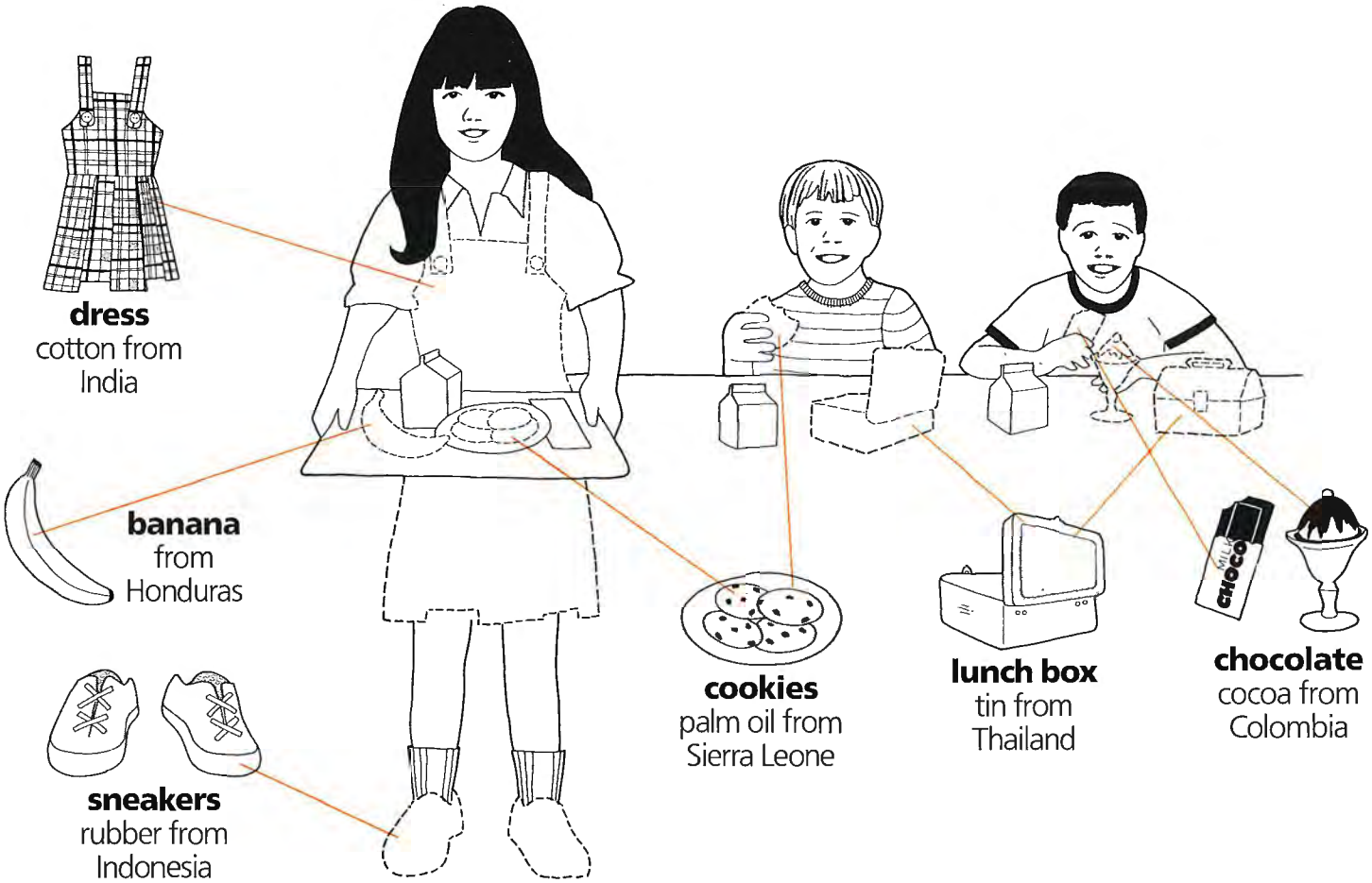
Look through the photographs to the left. What things do you have in common with children in other countries? In what ways are you different?

Alike	Different

Clockwise from top left: help from an older sister in India; bringing eggs home in Colombia; taking care of baby brother in Thailand; and studying hard in Sierra Leone.

Connections

What are some of the ways that you depend on people in other countries? Look at the children below for clues. Do children in other countries depend on you too?



Check your connections

Can you think of more ways that you are connected to other countries? Use the checklist to find out. Check the ones that apply to you.

_____ I have relatives in another country. Where?

_____ I play with toys made in another country. Where?

_____ I speak another language. Which one(s)?

_____ I have clothes that were made in another country. Where?

_____ I read about other countries in the newspaper. Which ones?

Can you think of other connections? _____

Before you finish eating this morning, you've depended on more than half the world.
– Dr. Martin Luther King, Jr.

Make a collage

Find pictures in magazines that show your links to different countries. Cut and paste them together to make a "Connections" collage.

Match the country with its location

1. Colombia	a. North America
2. Honduras	b. Southeast Asia
3. India	c. West Africa
4. Sierra Leone	d. Central America
5. Thailand	e. South America
6. United States	f. South Asia

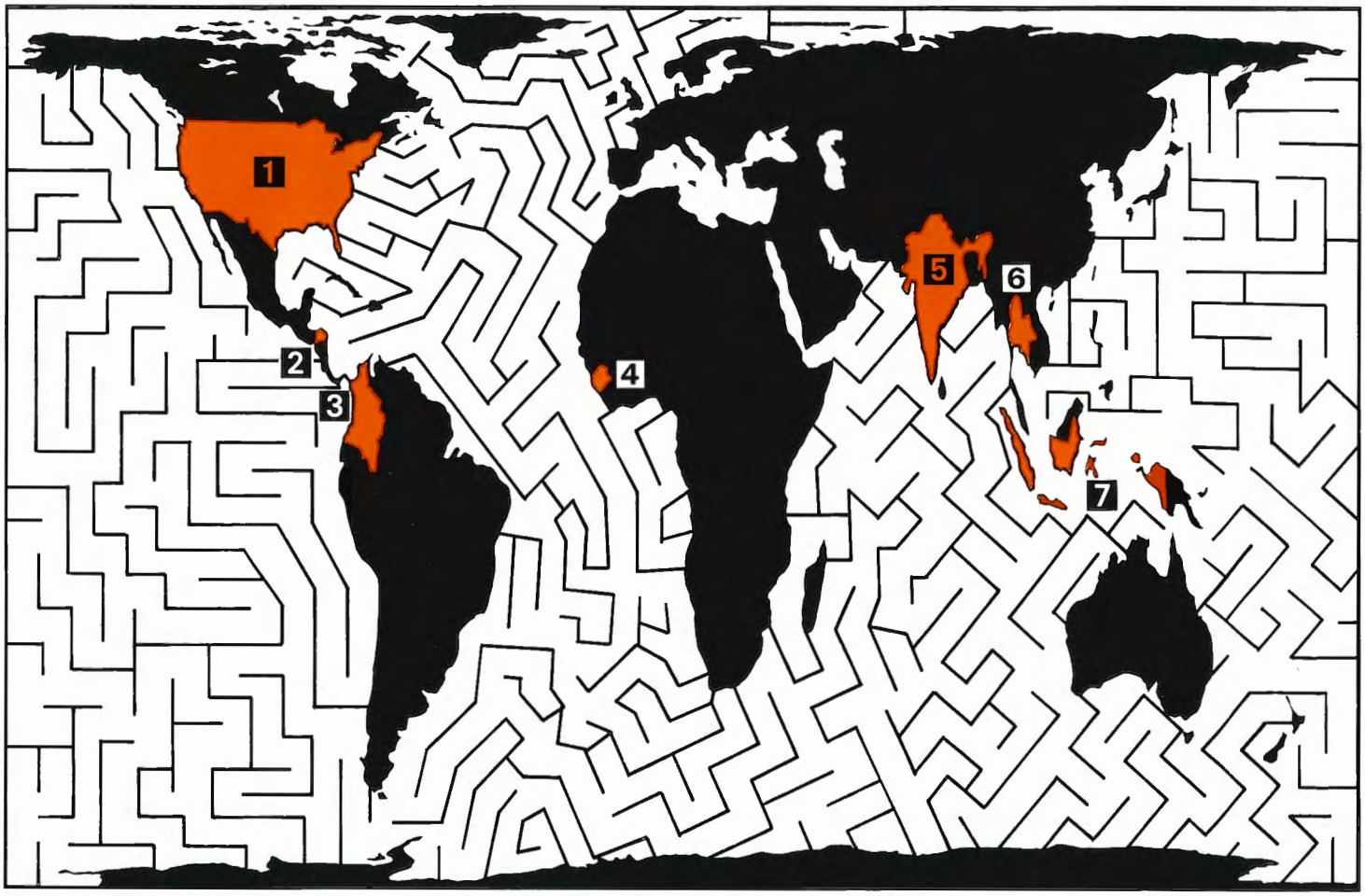
Be a detective

Guess the mystery country. Then, make up your own clues using a map or world almanac.

I am the third largest country in Asia. I am made up of more than 13,000 islands stretching along the equator 3,000 miles southeastward from Asia toward Australia. I am

_____

(Hint: I am one of the countries noted on the world maze.)

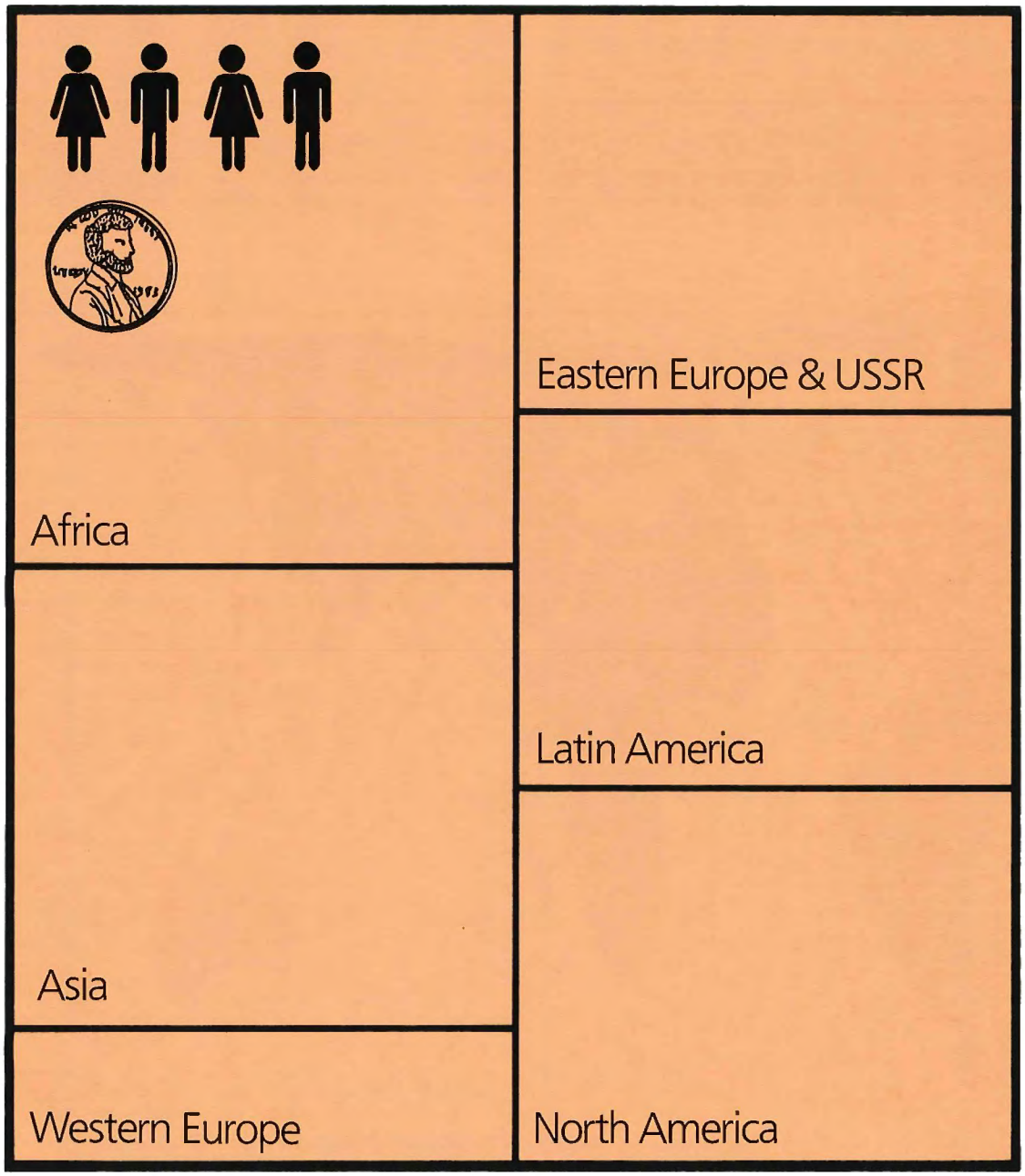


Journey to faraway places

Mark an X where you live on the world maze. Then draw your way from *USA* 1, to *Indonesia* 7, stopping on the way in *Honduras* 2, *Colombia* 3, *Sierra Leone* 4 (See-air-ah Lee-own), *India* 5, and *Thailand* 6. You will soon be meeting children who live in all these places.

Another way of looking at the world

Imagine the world as a room filled with 40 children and each area of the room represents a different part of the world. Using the facts shown below, fill in the number of children for each world region. Then, pass out the pennies. The pennies stand for wealth. Africa is done for you.



In the real world, the countries with the fewest pennies are sometimes called *developing* countries. The countries with the most pennies are sometimes called *developed.*

Facts:

WORLD REGION	CHILDREN	PENNIES
Africa	4	1
Asia	23	7
Latin America	4	3
Western Europe	3	10
North America	2	12
Eastern Europe & USSR	4	7

?

Questions:

1. Which regions have the fewest children and the most pennies?
2. Which regions have the most children and the fewest pennies?
3. Do you think that this is fair? Why? Why not?
4. What would you do to change the situation?

Do children have rights?

Do you think that children around the world should have certain basic rights?

The United Nations has declared so. If you were a member of the United Nations, what children's rights would you declare? (See "United Nations Declaration" in answer key.)

Kid's Bill of Rights

All children should have the right to:

1. _____
2. _____
3. _____
4. _____
5. _____

Developing and developed countries: what's the difference?

Developing countries often do not have the resources to provide citizens with basic needs, such as food, housing, education and health care. Developed countries can supply their citizens with these things even though some people may not have the money to afford them.

Look at the map on page 12 and find the listed countries. Then answer the questions below.

Questions:

1. Why do you think developing countries are sometimes called *the South?*
2. Why are developed countries sometimes called *the North?*
3. Which two developed countries are not in the North?

Developing countries are also called the *Third World*

The United States and its allies are the *First World* and the Soviet Union and its allies are the *Second World.* What might be some of the problems with all these names?

All good people agree,
And all good people say,
All nice people, like Us, are We
And everyone else is They:
But if you cross over the sea,
Instead of over the way,
You may end by (think of it) looking on We
As only a sort of They!

(from Rudyard Kipling's poem *"We and They"*)

2 What do you eat?

We eat a lot of different foods. Children in developing countries generally depend on food grown in their communities. In this station you will also see how food is important to people in many ways.

Your title

_____

_____

This drawing is by Yovanny Sanclemente Restrepo from Colombia. It tells us a story about an important food in Colombia. Can you guess what the food is? Give this drawing a title.

Here is what Yovanny (yo-vah-nee) writes: In my home town farming is the most important thing we do. Our parents are farmers. They grow vegetables and fruit in order to make a living.

To have a good harvest first you have to plow the earth and then you plant a seed. After you plant the seeds you must water them so that they grow. You have to spray them to kill the bugs that might destroy them. When the corn is ripe comes the time of harvest.

The corn is used in many ways. We can eat it in the form of *"arepas"* (corn bread), *"envueltos"* (a softer form of corn bread) and soups, or we can sell it in the market so that other people can eat it. You can also feed animals with it.

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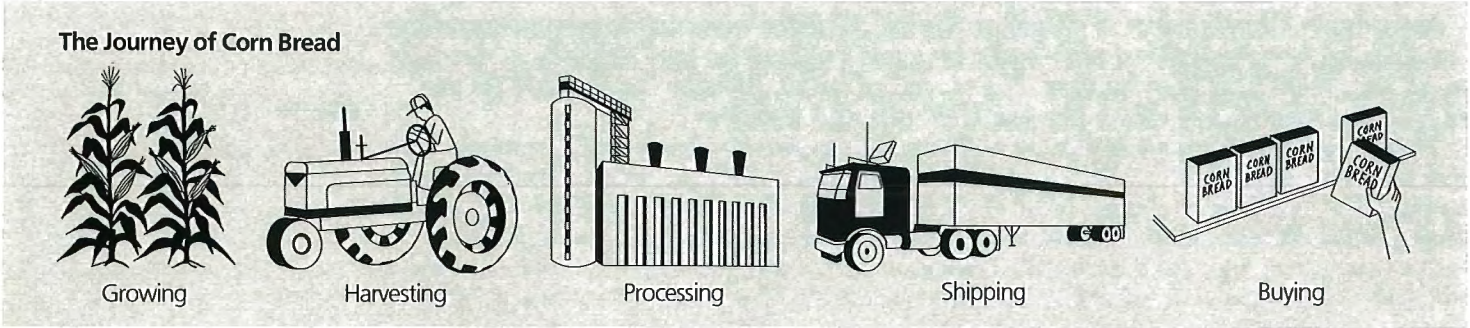
Questions:

1. What scenes do you see?
2. What things make corn grow?
3. How might Yovanny's father produce more corn?

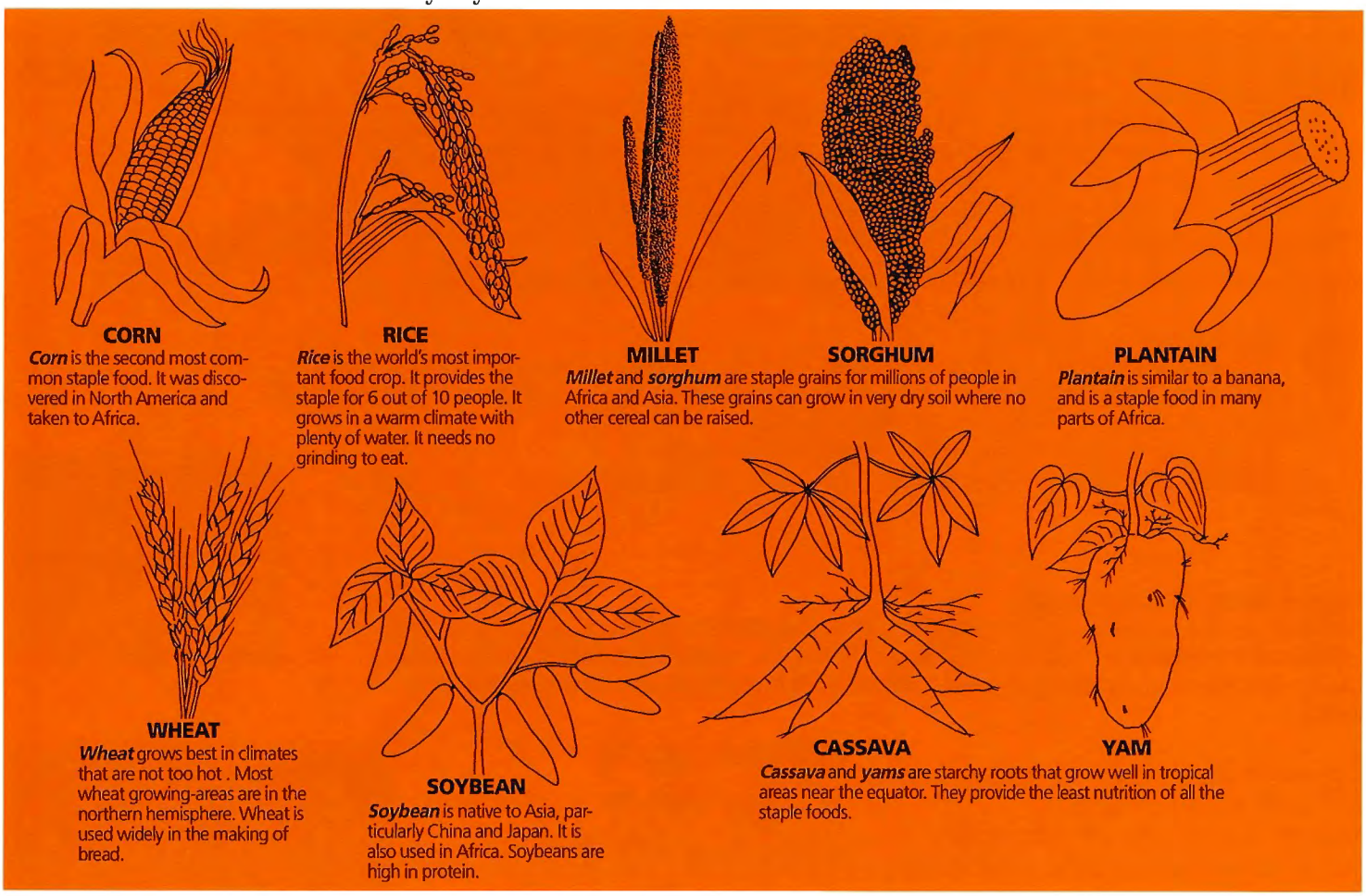
What's your favorite food? _____

Draw the journey it takes to get to you. (Hint: use the drawing of the corn bread to give you ideas.)



Comparing food

Staple foods are foods that people eat often and that provide a large part of their energy. Staple foods vary from place to place due to differences in geography and climate. Look at the pictures of staple foods around the world. Do you see food that you eat every day?



Some children do not get the *balance of foods* needed for good health. Other children may not have *enough food* to give them energy.

List the foods you eat in a day Does your diet include a balance of foods?

_____

_____

_____

Food and Folklore

"The Half-Gold Badger," a folktale from India

There is a badger who roams throughout India in search of a great act of generosity. You would recognize this badger right away because half of his coat is made of gold.

Long ago he lived outside a village in Northern India. One year, the rains came late. Families knew it would be a difficult season and cut back on how much food they ate every day. What little they had would have to last them until the crops could be harvested. But the rains did not come and the crops did not grow.

The badger watched the house of the *Gopals* (Go-pals) with growing concern. They were not wealthy. Each day the badger saw the mother, *Karuna* (Car-oo-na), as she fed her family – first her husband, then sons, then daughter. And each day she took less and less food for herself so that the little food they had stored might last longer.

One day, a traveller arrived from a distant land. Looking at him, the badger knew that the situation was worse where he had come from. The badger saw him go from house to house asking for food. House after house turned him away, knowing they could barely feed their own families.

Finally, he came to the house of the Gopals. Although Karuna did not have as much food as many of the others, she had a big heart. She invited the traveller to join them for their daily meal – a small bit of rice and *lentils*. The traveller sat down gratefully. He had not eaten in many days. Because he was a guest, Karuna fed him first. She carefully took food from each of their bowls to feed him. The traveller ate eagerly and asked for more.

Her family tried to hide their disappointment. A second serving for the traveller meant less food for them. But Karuna took the burden of this on herself and gave the traveller her own share of food. The badger watched sadly. Karuna looked weak. Now she was going still another day without eating.

After the meal was done and all were asleep, the badger went and rolled in the few crumbs that had fallen to the ground. These crumbs had taken on the power of Karuna's generosity and they turned half his coat to gold.

And so, the half-gold badger roams India to this day. He is searching for an act of generosity as great as Karuna's so that he might turn the other half of his coat to gold.

Notes: Karuna means generosity in Hindi, a language of India. *Lentils* are a kind of pea.

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Questions:

1. Why is the badger "half-gold"? (In many cultures generosity is an important value. People believe that if you are generous, you will be rewarded. In these countries, food is one of the greatest gifts a person can give.)

2. Can you think of occasions where food is shared?

3. Draw or tell your own story about an act of generosity.

Can you think of any nursery rhymes about food?

This little piggy went to market...

Jack Sprat could eat no fat...

Food comes in many forms

Indians value cows because they give milk, butter, fertilizer, dung-fuel, and can be used as work animals. Without the cow many Indian villagers would die. Here is a Indian nursery rhyme about the cow. Try to read it in Hindi, a language spoken in India.

Cow, cow, give milk
Milk, milk, give yogurt
Yogurt, yogurt, give buttermilk
Buttermilk, buttermilk, give butter
Cow, cow, give milk

गाय गाय दूध दे
दूध दूध दही दे
दही दही लस्सी दे
लस्सी लस्सी मक्खन दे
गाय गाय दूध दे

दे = DAE = GIVE
गाय = GAH-YEE = COW
दूध = DOOD = MILK
दही = DUH-HEE = YOGURT
लस्सी = LUH-SEE = BUTTERMILK
मक्खन = MUH-KUN = BUTTER

?

Questions:

1. Do you know how these different milk products are made?

2. Can you think of another common food made from milk?

3 Who teaches you?

When you think of learning, you probably think of school and your teachers there. There are also people outside of school who teach you important things – people like your mother, friends, brothers and sisters. In this station you will see how children in developing countries learn.

This drawing is called "In the Classroom". It was drawn by Sullay Kamara (sul-lay kam-ar-a), of Sierra Leone. Here is what Sullay writes: We are in the classroom and we are learning mathematics — the first lesson of the day. There are both boys and girls in our classroom. We all like our teacher because he teaches us well and he does not flog us.

How is this classroom like yours? How is it different? Complete the list below and draw a picture of your classroom.

Alike	Different
_____	_____
_____	_____

Can you count or write in Spanish, Hindi, Krio or Thai ?

SPANISH	1	2	3	4	5
	Uno	Dos	Tres	Cuatro	Cinco
HINDI	१	२	३	४	५
	Ek	Dho	Teen	Char	Panch
THAI	๑	๒	๓	๔	๕
	Nung	Sorng	Sarm	See	Ha
KRIO	1	2	3	4	5
	Wan	Tu	Tre	Fur	Fiv

Literacy: what does it mean?
lit-er-a-cy= 1. ability to read and write
2. learning and culture; education

This is the definition given in the *New Scholastic Dictionary of American English*
What definition does your dictionary give?

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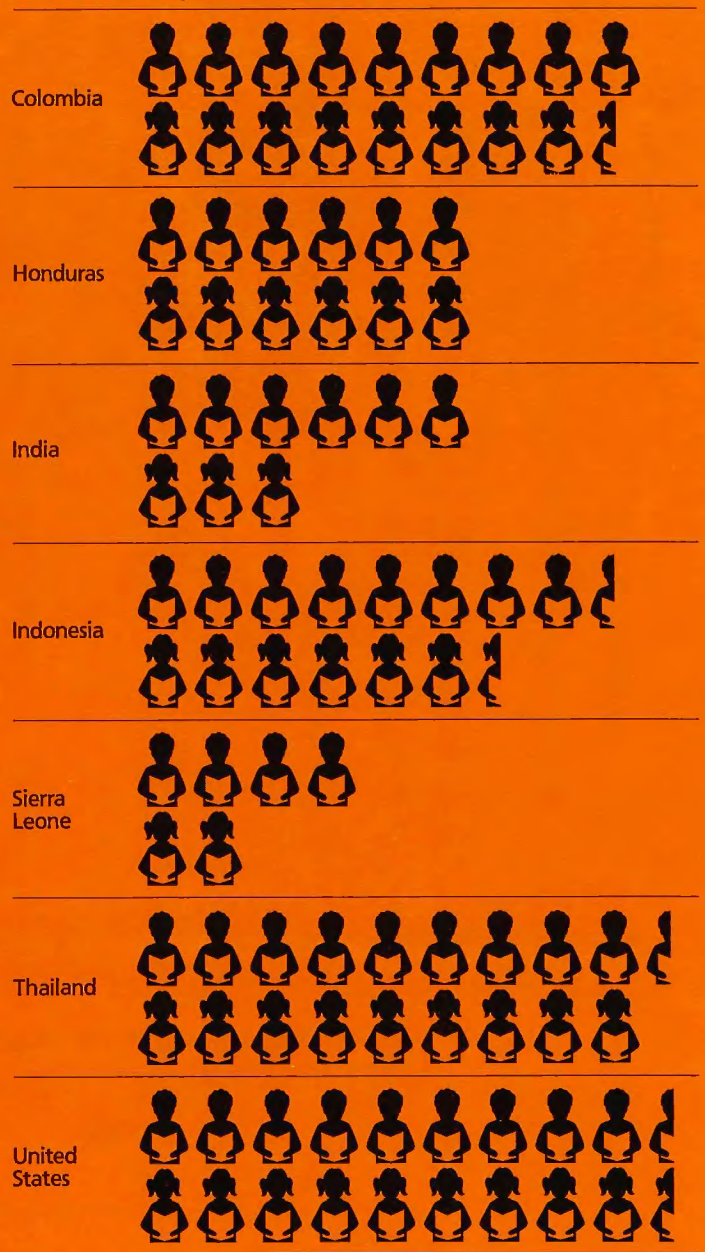
Questions:
1. Which country has the highest literacy rate?
2. Which has the lowest?
3. How would your life be different if you couldn't read or write?
4. How would you explain the difference between the literacy of boys and girls?

The chart below shows the literacy rate (how many boys and girls out of every ten can read) in each of the countries listed. How would your life be different if you couldn't read and write?



Abdulai's Day

Abdulai (ab-doo-lie) like other children in the *Bombali District* in Sierra Leone begins his day by sweeping the *compound* and, with his older sister, fetching the drinking water. He then joins his friends on their mile-long walk to school where classes begin at 8:30 in the morning.

There are forty children in Abdulai's class. They work hard although the classroom is often very hot by mid-morning. At noon, Abdulai is feeling hungry and today he is lucky enough to have saved a few pennies from selling wood to buy fried cakes or *groundnuts.*

At 2:00 in the afternoon school ends and Abdulai is off to his father's rice farm, a half mile from his village. Here, he helps his older brother and his father to scare birds away from the crop. For this activity, a small stick and palm leaf house is built on stilts.

For several hours he watches the farm, scaring off birds and monkeys with a sling and stones and entertaining himself by playing a small *ballangie.*

When the sun sets and the birds go to bed, Abdulai is called for the evening meal of rice and *plasas.* This is eaten out of a common bowl with the male members of the family. The day is drawing to a close and on the walk back to the village they stop to bathe in the river.

Tonight, back in the compound, much to the delight of the children, the village elders will sit around to tell stories of battles and past heroes. The children listen and eventually fall asleep to the sound of old tales.

Vocabulary:
Bombali (bom-bal-ee) *District:* an area in northern Sierra Leone.
compound: houses and courtyard where extended family lives.
groundnuts: British word for peanuts.
ballangie (ball-an-gee): a small instrument similar to a xylophone.
plasas (plas-is): a sauce of meat, fish, or greens.

Make a schedule of Abdulai's day. Compare it to your own.

Abdulai's day	My day

What is a proverb?

In Sierra Leone they say "proverbs are the daughters of experience." Proverbs give important lessons in a few words.

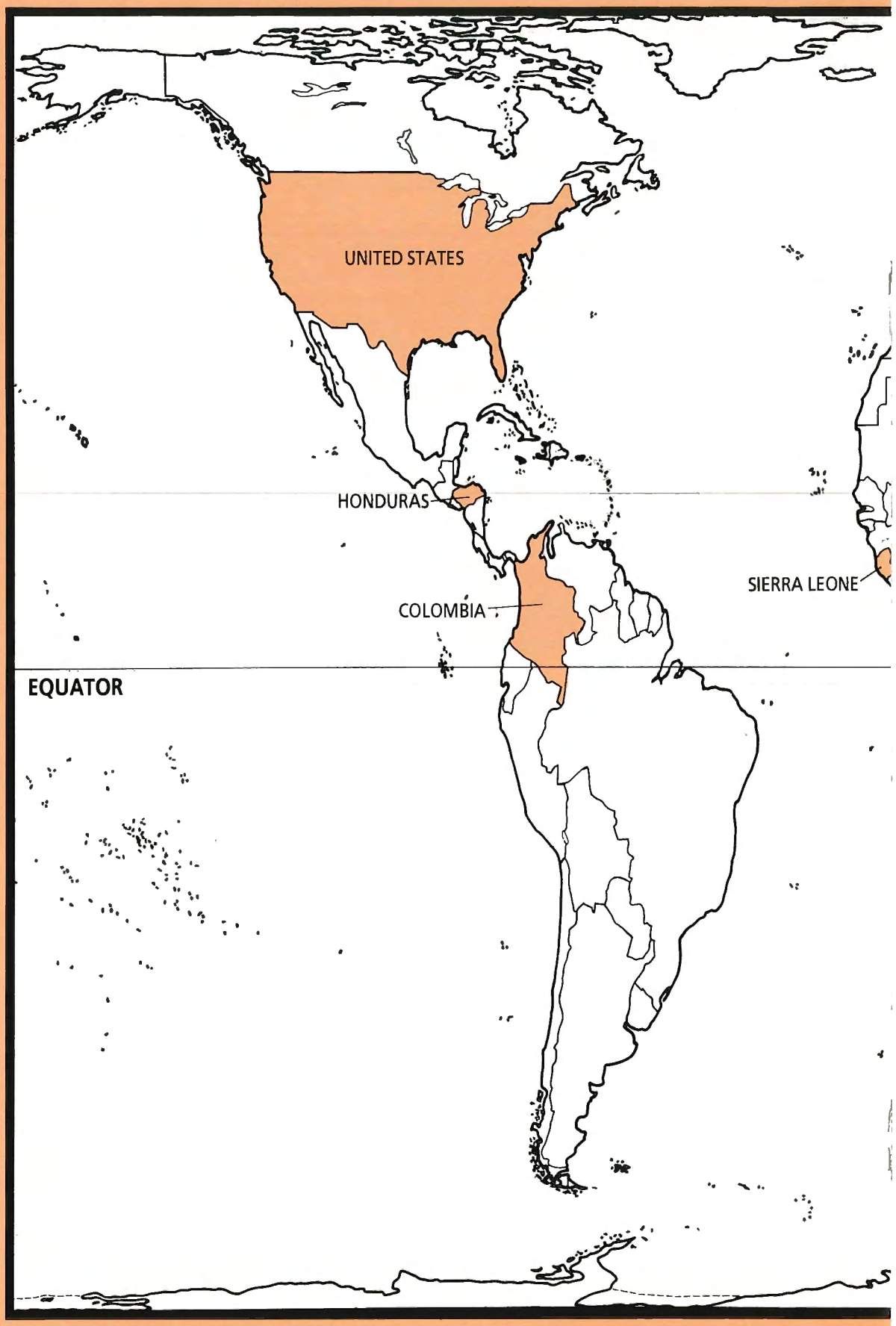
Can you match the meaning of these proverbs? Can you think of any of your own?

USA	Sierra Leone
A watched pot never boils.	However full the house, the hen finds a corner to lay in.
It takes one to know one.	Palm nuts do not ripen while you stand under a tree.
You've made your bed, now lie in it.	Only a monkey understands a monkey.
There's always room for one more.	If you climb up a tree, you must climb down the same tree.

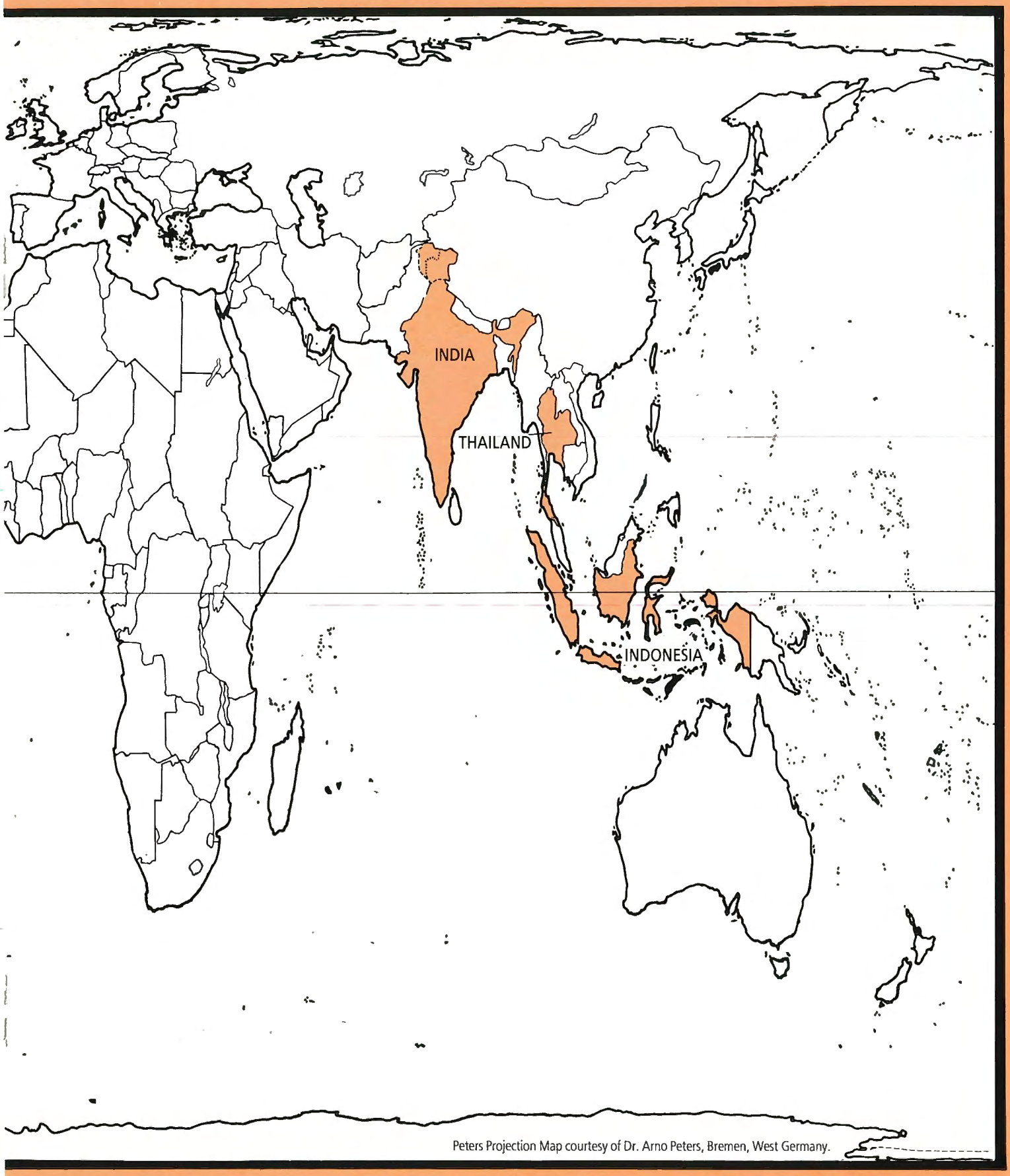
Where are the developing countries?
Use the map to find these countries. Are they developing or developed?

Honduras
United States
Canada
Colombia
India
Indonesia
Sierra Leone
Japan
New Zealand
USSR
Thailand
Australia

Over two-thirds of the world
Developing countries make up over two-thirds of the world. Shade in the developing countries in Central and South America, Africa and Asia.



Why does this map look different?
Try to spread an entire orange peel on a flat surface. It's not easy. Map-makers have the same problem trying to represent the world (a round object) on a map (a flat surface). There will always be some distortions. The "Mercator Map" that you are familiar with distorts the size of countries but is good for navigation. This map, the "Peter's Projection," shows the true size of countries but makes them appear longer than they actually are. All maps challenge us to think about the way we look at the world.



Peters Projection Map courtesy of Dr. Arno Peters, Bremen, West Germany.

See Me, Share My World

4 What keeps you healthy?

The food you eat, visits to the doctor – and many things you might not even think about keep you healthy. In this station you will find that some of the things that keep you healthy, like clean water, are not available to many children in developing countries.

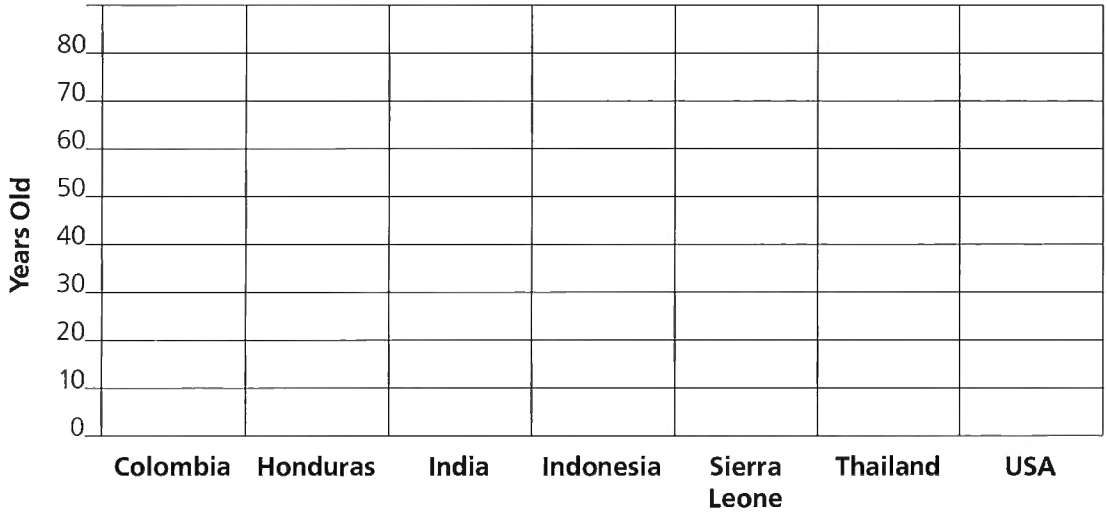
How do you measure health?

	Life expectancy at birth (years)	Under 5 mortality rate (per 1000 births)	Annual GNP per capita (US $)
Colombia	65	69	1,230
Honduras	65	111	740
India	59	152	290
Indonesia	57	120	490
Sierra Leone	42	270	310
Thailand	66	51	810
USA	76	13	17,480

Adapted from *The State of the World's Children 1989*, UNICEF

1. **Life expectancy** is the number of years that a person born in a particular place is likely to live.
   Fill in the graph below with life expectancy figures for each of the countries. Which countries have the shortest life expectancy?
2. **Under 5 mortality rate (U5MR)** is the number of children per 1,000 who die before their fifth birthday.
   Match the Under 5 Mortality rates for each of the countries on the chart at left with the pie charts on the next page. Which countries have the highest rates?
3. **Gross national product (GNP) per capita** is the value of all goods and services produced in a country divided by the number of people who live there.
   Fill in the GNP per capita figures in the spaces on the next page (some are given for you).

Life Expectancy



Did you know?

Mint is a major ingredient in Vick's Vapo-Rub®.

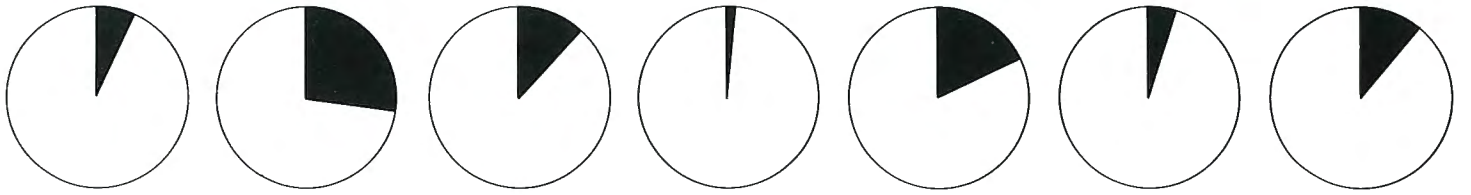
Oregano leaves stop the itching and pain of bug bites.

Garlic, crushed and rubbed on the forehead, can help headaches.

Lemon juice will soothe a sore throat and cough.

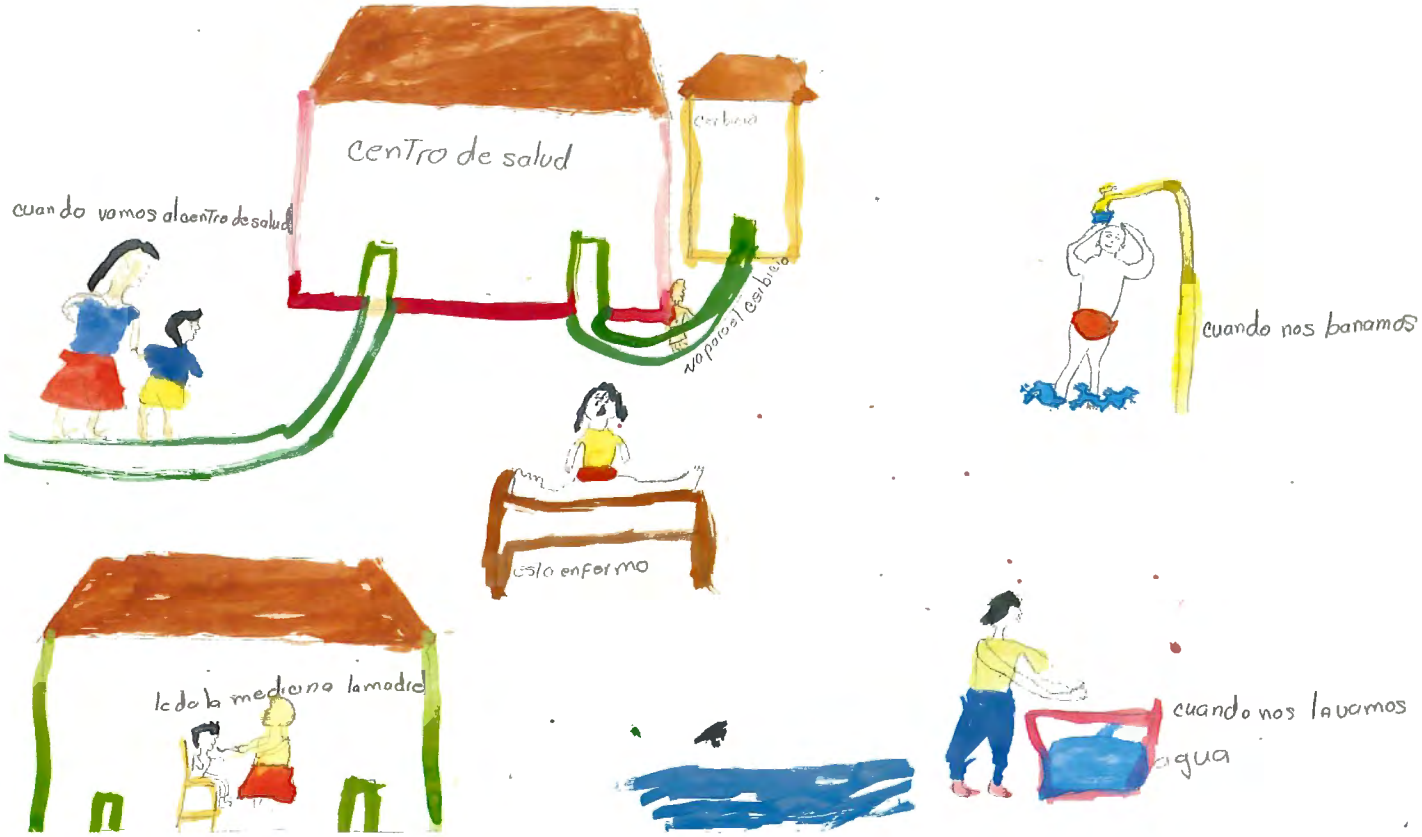
Fungi are used in the laboratory to make penicillin.

Under 5 Mortality & GNP



Country	Country	Country **490**	Country	Country	Country **810**	Country
GNP	GNP	GNP	GNP	GNP	GNP	GNP

This drawing is done by Nahilia (na-heel-ya) Damaris Castillo who lives in a village in the mountains of Honduras. Her drawing shows what happens when she gets sick.



What do her labels mean? Check the Spanish-English dictionary or find someone who knows Spanish to help you.

1. *agua*
2. *nos bañamos*
3. *nos lavamos*
4. *estoy enfermo*
5. *cuando vamos al centro de salud*
6. *le da medicina la madre*

Spanish – English Dictionary

agua – *water*
al – *to*
nos bañamos – *we bathe*
nos lavamos – *we wash*
centro de salud – *health center*
cuando – *when*
estoy – *I am*
enfermo – *sick*
la madre – *the mother*
la medicina – *the medicine*
le da – *gives her*
vamos – *we go*

Questions:

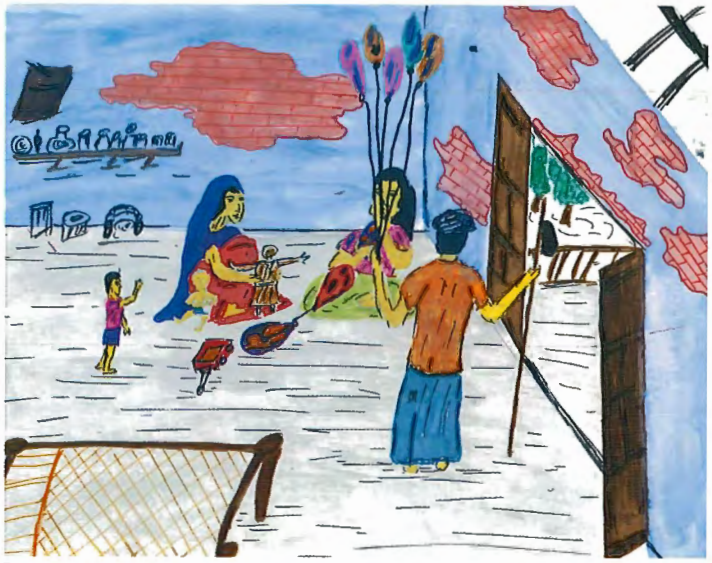
1. What happens when Nahilia gets sick?
2. What helps Nahilia stay healthy?
3. Why is water so important?
4. Can you name three ways that you stay healthy?

5 Why do you work?

There is always something that needs to be done: the trash needs to be taken out, the dishes need to be washed . . . In this station you will find that children in developing countries do a lot of important work for their families.

These drawings are done by Sushila (sue-she-la) Kumar of New Delhi, India. They show a day in the life of a balloon-selling family.

1.



2.

3.

4.

Match Sushila's descriptions to the drawings

_____ *My family earns money by selling balloons. My father has gone to the market to buy balloons. A man is selling toys on a hand driven cart and there is a beggar on the street. The shops are open and people are coming to shop.*

_____ *My father has returned to the house with the balloons he bought. My family lives in a small room (10' x 8'). The plaster of the walls has fallen at many places. I help put air in the balloons and my father knots them to make fancy shapes. My mother is making dolls to sell. My little brother is waving goodbye as my father goes to work.*

_____ *My father is selling balloons in the community. The children want to buy the balloons. A child is begging his father for a balloon as a few of the others are watching from their houses.*

_____ *It is evening. My father has sold all the balloons. He used the money to buy vegetables for our family's dinner.*

?

Questions:

1. What kind of work does Sushila's father do?
2. What work does her mother do?
3. How does Sushila help her family?

Does a full day's work buy dinner?

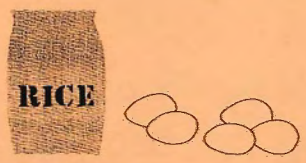
This table shows how much food daily wages can buy in each of the listed countries — if the entire amount of a day's earning is spent on food.

Colombia

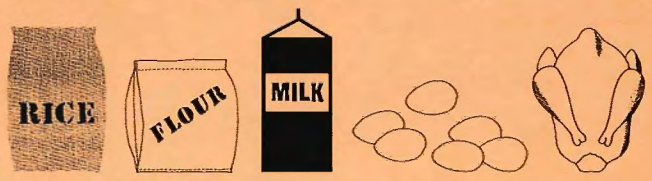
Honduras

India

***Sierra Leone**



United States



$41.55 left over

rice 2.2 lbs. / flour 2.2 lbs. / milk 1 quart / eggs (6) / chicken (whole)

*Statistics not available. Comparable West African country shown.

Do you work?

What are some of the things you do that *you* consider work? Fill out the chart. Put an "f" next to those things you think are fun and a "$" next to the jobs you are paid for. Include how much you are paid.

Work I Do	Fun (f) Paid ($ how much?)

Questions:

1. Which jobs are fun?
2. Which jobs do you get paid for?
3. Are some of the jobs more important than others? Which ones?
4. What would happen if you did not do these jobs?

What work are these children doing?

What would happen if any of these jobs were not done?

Around home fetching water is one of the most important jobs. This means a number of long walks to the well, waiting in line, and then carrying the water back.

Children also collect wood for stoves, care for younger children and sweep and clean.

On the farm work varies with the season. Children help with hoeing, weeding, harvesting and selling crops. During harvest time, village schools are often empty as children help in the fields.

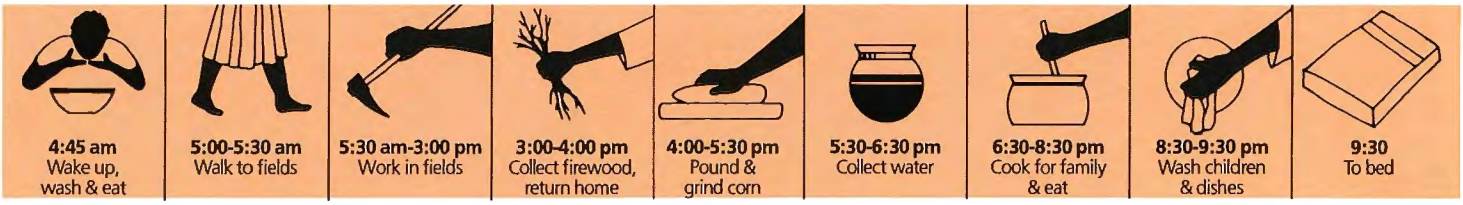
One of the favorite tasks is taking care of the chickens, goats, cows, water buffalo and other animals.

In the village families run small businesses when they are not busy farming. In the **city**, selling homemade goods can be the main source of income.

Children living in the city also find a lot of small jobs such as carrying messages and selling small items on the street.

Women's work is never done

Can you think of ways that might make a rural African woman's day shorter?



Did you know?

- Women work two-thirds of the world's work hours.
- Women produce 60% to 80% of all the food in Africa and Asia.

6 How do you have fun?

Holidays are fun. You usually have the day off from school. Sometimes, there are parades and fireworks. Often, there are special foods. Families and communities come together to enjoy themselves.

This drawing was done by Jittar (jit-tar) Lekklar of Thailand. Jittar shows us the "Songkran" celebration in his village in northeast Thailand.

Can you find?

- A woman stirring a large pot of special food.
- Two singers on the stage.
- Boxing match on a movie screen.
- A priest seated near the orange temple.
- Children bringing him lotus flowers.

Jittar says: After having finished farming, there are many festivals celebrated in the villages, such as *Songkran* in April and *Loy Krathong* in November. In celebrations, villagers do good deeds by offering food to monks in the morning, and at night there are many kinds of entertainment such as folk singers, plays and boxing.

?

Questions:

1. Are special foods prepared in your home on holidays?
2. What holiday songs do you know?
3. Do you enjoy watching or playing sports on holidays? Which ones?
4. What do you think makes this festival fun and special for Jittar?

Many festivals are related to farming and seasonal events

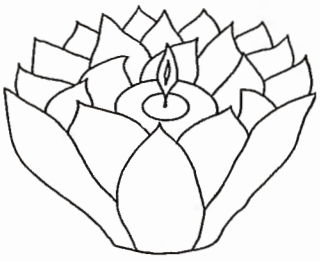
Songkran (song-kran) is celebrated at the end of the dry season. Young and old have fun throwing water at each other. At one time it was believed that throwing water would bring lots of rain and a good growing season.

Songkran is also the time of the traditional Thai New Year. In Thailand the new year is celebrated both in April, based upon the system of counting lunar months, and on January 1st, following the Roman calendar. *How do you celebrate New Year's Eve?*

Loy Krathong (loi kra-tong) occurs at the height of the rainy season. *"Loy"* means "to float" and *"krathong"* means "leaf cup."

On this special day, Thai people float *krathongs* as a way of giving thanks for water. Thai children make *krathongs,* shaped like lotus flowers, out of banana leaves or buy them in the market place. Candles or small coins are often placed in the *krathongs.* Children then light the candles and make wishes as they set their *krathongs* afloat.

If the candle stays lit for as long as you can see the *krathong,* your secret wish will come true.



Krathong

This drawing was done by Kambia Conteh of Sierra Leone. It shows the game "Bo Train." Bo is a city in Sierra Leone.

Kambia says: We play this game during moon light. We join hands and move round and round singing : *"Alata-lata, alata-lata, gbamulata. Alata-lata-lata gbamulata, Alatao."* At the end of the song everybody should remain still, anyone who moves is out of the game. This is continued until only one person remains as the winner.

Questions:

1. Why do you think Kambia and her friends play this game by moonlight?
2. Do you play any games similar to "Bo Train"?
3. What games did your parents and grandparents like to play ?

What's your favorite holiday?
What makes the day special? How is it similar to or different from Jittar's?

Alike	Different
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Example:
Pumpkin
huge, friendly
laugh, treat, trick,
scared, surprised, full, happy
Jack-O-Lantern

Write a *cinquain* (sink-ain)
A five line poem describing your favorite festival day.

Line 1: _____
(one word, a noun)

Line 2: _____
(two words, adjectives)

Line 3: _____
(three words, verbs)

Line 4: _____
(four words that show feeling)

Line 5: _____
(one word, a synonym for line one)

Question from a Thai child: I've heard about a man in red suit who has a white beard and is led by dogs or deer through snow to give the children some gifts. What is he called? Please let me know his history. (Letter to a U.S. friend.)

Toys around the world
Many toys from developing countries are made by hand from natural materials. Children play and learn from whatever is around. In India, colorful cows, fish and other animals are made of carved wood.

Musical instruments are an important part of festivals everywhere
- drums from cans
- flyswatter *(ilukere)* out of crepe paper strips – Africa
- shakers *(maracas)* – Latin America
- thumb piano *(sansa)* – African rhythm sticks

Games around the world
Piñata is a festival and party game that comes to us from Italy by way of Spain and South America.

The *"pignatta"* was first used in Italy during the 16th century as a form of entertainment at masquerade parties. It was a way of playing tricks on a blindfolded person. Italian traders brought the custom to Spain. From there the *piñata* traveled with Spanish explorers to South and Central America.

Today, children in Colombia, Honduras and the United States enjoy playing *piñata* at birthday parties and other festival celebrations.

What's your favorite game?
Draw a picture of it. What materials do you need to play? Write down the instructions so others can play.

Whew!
You've just finished your special journey around the world! Sit back a moment and think about all you've seen and done. Here are just a few of the things:
• You can find Sierra Leone and the five other countries the art has come from on the map. You can name ways that Rhode Island is connected to developing countries.
• You know that people in Colombia raise corn, and you know something about staple foods.
• You can count to five in Spanish, Krio, Hindi and Thai, and know something about literacy rates.
• You know what happens when Nahilia of Honduras gets sick and have compared Under Five Mortality Rates.
• You've seen how much work people your age do in developing countries and how many families still do not make enough money to have a good meal every night.
• You've shared festivals and games with your new friends overseas and found that, though things might look and sound different, there are a lot of things you have in common.

And you've learned much, much more . . .

But what does it all mean? Does it end here?
Of course not — you knew that. This is just the beginning. You saw the artwork of children in other countries. You did activities for each of the stations. All those station themes — Where do you live? What do you eat? Who teaches you? What keeps you healthy? Why do you work? and How do you have fun? — play a part in everyday life. Here are some things that you can do to show how they are all related.
• **Make a collage.** You can choose your topic. Maybe you would like to pick a country (or more) and show how all the themes fit into a child's life. You can compare that to your own life. Use pictures from magazines, headlines from newspapers, and objects from here and abroad to make your collage colorful and meaningful.
• **Create a mural.** Work with the other students in your class to make a mural that shows the different themes and countries. Perhaps you would like to share it with other classrooms — or maybe the whole school. Work together to show everyone what you know.
• **Put on a play.** Join with other students in your class to write and perform a play. Maybe each of you can be a child in a different country. You can act out figures in the community: someone can be a school teacher, and someone else can be a rural doctor. Or you can act out a day in the life of a family like the balloon man's.
• **Reach out to your community.** There are many people in Rhode Island who are from the countries you have studied. Find someone who has lived in Colombia or Thailand and invite them to speak to your class about their country. Or pick a theme that you are particularly interested in and invite a local expert to come in and talk to you about it.

We hope you enjoyed this book!
We want to know what you liked (and what you didn't like) and why. Send a letter to *See Me, Share My World* 155 Plan Way, Warwick, RI 02886, and let us know.

See Me, Share My World, began in Rhode Island. Next, we will make it available to students, like yourself, across the United States. As one of the first people to use this program, your opinions are *very* important to us.

Tell us:
- What artwork did you like best and why?
- What activity did you like best and why?
- Were there any activities that you did not like? Which ones?
- What more would you like to know?

Resources and Answer Key

Getting started
Ask the librarian at your local library to help you find books about developing countries. *National Geographic Magazine* and *World* are good sources of current photographs. The *World Almanac* provides up-to-date facts. Or are you interested in stories? Check this sampling to see what you like.

The Adventures of Spider: West African Folk Tales. Arkhurst, Joyce Cooper.
Honduras. Carpenter, Allan.
The Cow-Tail Switch and Other West African Stories. Courlander, Harold.
Folk Tales from Asia for Children Everywhere. (UNESCO series)
A Family in Colombia. (Series also includes India and Thailand). Jacobsen, Peter.
Proverbs of Many Nations. Kelen, Emery
Take a Trip to Thailand. (series also includes India). Lye,Keith.
People. Spier, Peter.

Write a letter to find out more about developing countries.
Address your letter to the information officer at an embassy. Sometimes they will send maps and pictures. Be sure to:

- Identify yourself.
  (I am a student at _____ school in _____ Rhode Island. I am _____ years old.)
- State clearly what it is you want.
  (I am writing to get information on _____ .)
  (I would like to know _____ .)
- Thank the person to whom you are writing.
- Be very neat.
- Remember to put your return address on the letter!

Embassy of Colombia
2118 Leroy Place, NW
Washington, DC 20008

Embassy of Honduras
Suite 100, 4301 Connecticut Ave, NW
Washington, DC 20008

Embassy of India
2107 Massachusetts Ave., NW
Washington, DC 20008

Embassy of Indonesia
2020 Massachusetts Ave.,NW
Washington, DC 20036

Embassy of Sierra Leone
1701 – 19th Street, NW
Washington, DC 20009

Embassy of Thailand
2300 Kalorama Rd., NW
Washington, DC 20008

Pen-pals
You can exchange letters and drawings with a child in a developing country. Send a self-addressed stamped envelope to the Information Center for Children's Cultures (U.S. Committee for UNICEF, 331 East 38th St., New York, NY 10016). Ask for a list of pen-pal organizations.

Answer Key

p. 3 **The United Nations** *Declaration of the Rights of Children* (1957)

- The right to affection, love and understanding.
- The right to adequate nutrition and medical care.
- The right to free education.
- The right to full opportunity for play and recreation.
- The right to a name and nationality.
- The right to special care, if handicapped.
- The right to be among the first to receive relief in times of disaster.
- The right to be a useful member of society and to develop individual abilities.
- The right to be brought up in a spirit of peace and universal brotherhood.
- The right to enjoy these rights, regardless of race, color, sex, religion, or national or social origin.

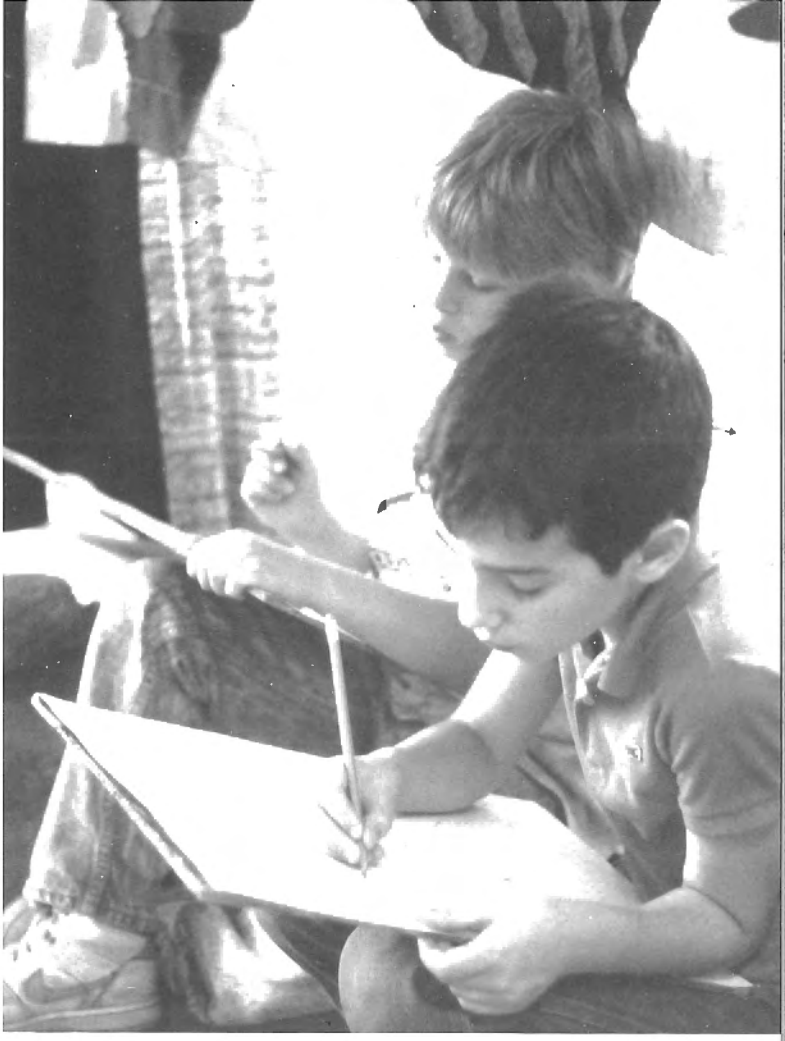
p. 3 World maze
Country and location: 1. e; 2. d; 3. f; 4. c; 5. b; 6. a
Mystery country is Indonesia.

p. 11 Proverbs: 1.b; 2.c; 3.d; 4.a

p. 12 Developing countries: Colombia, Honduras, India, Indonesia, Sierra Leone, Thailand. The others are developed. Most developing countries are located south of developed countries, except for Australia and New Zealand. With the name Third World people might think that it is third best. Names are misleading.

p. 15 1. water; 2. we bathe; 3. we wash; 4. I am sick; 5. when we go to the health center; 6. the mother gives her medicine

Students in Providence, Rhode Island learn about children overseas through *See Me, Share My World.*



see me, share my world

A Global Education Project of Foster Parents Plan

See Me, Share My World
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