

**CULTURAL
AWARENESS
PATCH PROGRAM**



**DELAWARE-RARITAN GIRL SCOUT COUNCIL, INC.
SERVICE CENTER: 108 CHURCH LANE
EAST BRUNSWICK, NJ 08816**

CULTURE – WHAT IT IS AND WHAT IT DOES

Culture is defined as a total way of life of a social group that has developed in a particular place over a period or time. It is an essential part of the human element that shapes the potential of a child for learning. All Cultures have some form of family for nurturing or the young, a language for communication purposes, an economic system for physical survival, and a religion. All cultures have standards for acceptable behavior, values and beliefs that they consider desirable, worthy and important.

Cultures survive because they have the potential for self-correction, regeneration, and rebirth. In any particular culture these patterns are interrelated. They hang together and support one another. To consider one pattern out of context may distort it's meaning.

The following 8 program sections all have a learning concept that the activities will enhance. The concept will be listed at the beginning of each section. Be sure your girls understand this before starting the activities. Each of the first 7 program sections focuses on the specific aspect of culture and may be done in any order, The 8th program section is to be done last and will link all the learning concepts to the worldwide aspects of Girl Scouting. Completion of Part I can earn the patch and should be done by Brownie Girl Scouts. Completion of Part II can earn the yellow segment and should be done by Junior Girl Scouts. Completion of Part III can earn the red segment and should be done by Cadette and Senior Girl Scouts. Do not start Part II or III without completing the previous parts if they have not been worked on.

HOLIDAYS AND CELEBRATIONS

SECTION I

Learning Concept: Every Culture has certain annual celebrations that are special to it. Two days that are commonly celebrated throughout the world are birthdays and New Year's Day.

ACTIVITY

Part I: Take a look at how 2 or more cultures observe birthdays and New Years Day celebrations. Explore and discuss the customs for each. What other holidays are celebrated in these cultures? Start a scrapbook, using notes, drawings and pictures collected during your exploration.

Part II: Share each troop member's family customs and traditions surrounding birthdays and New Years Day celebrations. Discuss what you have learned about each other, highlight the different traditions and compare similarities and differences. Add your notes, pictures and other interesting facts about our finds to your scrapbook.

Part III: Write a play, skit, puppet show or story about holidays or celebrations of 2 cultures and share it with a group of younger children. Add your notes, play, skit, etc. to your scrapbook.

Ideas for follow-up activities:

1. Pick other cultures, perhaps 1 a month and celebrate a birthday or the New Year as authentically as possible.
2. Have girls compile a calendar of local activities focusing on Cross Cultural themes, such as the St. Patrick Day parade, the Greek Orthodox Church Bazaar, performances of various ethnic cultural events, street fairs, ethnic holidays and celebrations.
3. Develop a Girl Scout custom for a birthday and New Year's Day celebration. Make it a tradition for your troop.

FOOD AND HERITAGE

SECTION II

Learning Concept: All people share with one another the need for food; however, what is considered edible can vary from culture to culture. What one culture may consider unsuitable for human consumption, another culture may consider a delicacy.

ACTIVITY

Part I: Choose 2 or more ethnic groups or cultures and research foods and customs that are traditional to these cultures. Find out why these foods are traditional to these cultures. Start a recipe file of International dishes. Add your notes, pictures, drawings and recipes to your scrapbook.

Part II: Learn about the food that is a cultural tradition to members in your troop. Have each girl prepare a food dish that is a traditional to her culture and have a food tasting and sampling party. . Add the recipes to your recipe file and the cultural customs for each to your scrapbook.

Part III: Select recipes from ethnic groups in your community and compile into a cookbook. Share this cookbook with others. Learn to cook at least 4 ethnic dishes from your cookbook. Talk about your feelings on foods you tasted for the first time.

Ideas for follow-up activities:

1. Prepare a display of cooking and serving utensils that are traditional to ethnic or cultural groups, e.g. woks, chopsticks, etc.
2. Have girls learn to cook dishes that reflect someone else's heritage. Be familiar with the customs that surround each meal, e.g. How it is eaten? What eating implements are used?
3. Select recipes that use the name main ingredients, such as corn, grains, rice. Make the recipes and talk about similarities and differences.
4. Share with each other your own food preferences. Talk about why you prefer certain dishes to others.

FOLKTALES AND FOLKLORE

SECTION III

Learning Concept: Folktales are part of a culture's method of passing along its own traditions, values and codes of behavior to younger generations and to people new to the group. Although these stories (yarns) may be written, often they are transmitted orally in as many variations as there are storytellers. Folktales can be found in all cultures. The history and development of this country are rich in the oral traditions of folklore.

ACTIVITY

Part I: Explore 1 culture's traditions by reading or listening to 2 or more folktales. Afterwards, discuss the values behind the folktales. Place notes, drawings, pictures or stories in your Scrapbook.

Part II: Talk about folktales that are pertinent to a family member or heritage of members in your troop. Discuss the main characters of the folktale(s) and the values the folktale(s) convey. Add the details to your scrapbook.

Part III: Learn some tips on how to be a Storyteller. Produce a play, skit or puppet show on 2 folktales and Share with a group of younger children.

Ideas for follow-up activities:

1. Have girls create illustrations about the folktales they have heard, using art medium of their choice.
2. Have girls act out folktales for other troops or Community groups, e.g. nursery schools, library reading groups, etc.
3. Have girls draw pictures or collages of folktales and display in your community.

ARTS AND CULTURE

SECTION IV

Learning Concept: People everywhere express themselves through art. In all societies, one can find a reflection of a culture's history, traditions, and values through its dance, theater, visual arts, music, and folk arts.

ACTIVITY

Part I: Research all the art aspects listed above of one ethnic group. Learn a song, a dance and do a folk art project traditional to this culture. Add the words to the song, steps to the dance, notes, pictures or drawings to your scrapbook.

Part II: Examine reproductions or paintings, sculpture or artifacts representative of 2 selected ethnic groups. Discuss your reactions and preferences of the art forms with members of your troop. Learn two songs, two dances, and do a folk art project from each culture selected. Add the information to your scrapbook.

Part III: Produce a poetry, music or art program from 2 Selected ethnic groups. Share the program with a younger group of children. Share your feelings through a progressive poem, graffiti sheet, drawing or collage.

Ideas for follow-up activities:

1. Have girls research several other poets and select one they enjoy the most.
2. Have girls try to write a poem as they imagine a specific poet would write the poem.
3. Give girls draw pictures or collages, highlighting poets and poems, music and musicians or dance and dancers.

HOW THEY PLAY

SECTION V

Learning Concept: Play touches all aspects of life. Throughout history it has been a universal element in all cultures. Through play, children learn healthy competition, fair play, and cooperativeness. Play helps children explore adult roles, acquire skills, and develop physically, emotionally and socially.

ACTIVITY

Part I: Research 2 cultures and learn how children of that culture play and what games they play. Learn to play a game from each culture. Add the game to your scrapbook.

Part II: Share your favorite game with other members of your troop. Tell how you learned to play, who taught you and the rules of the game. Compile your troop games and make a games booklet for each troop member. Add the booklet to your scrapbook.

Part III: Make a collection of games played around the world. Start a games file. Make some games into handouts and share these with a group of younger children through a games day.

Ideas for follow-up activities:

1. Let the girls, individually or as a group, develop their own games. Create a game, including the name of the game, the equipment needed, the number of players, the object and the rules. Then let them try it out.
2. Discuss the importance and similarity of games and game playing.
3. Research the history of the games typical in your community.
4. Play games from several cultures that were not selected.

GREAT WOMEN! GREAT MEN!

SECTION VI

Learning Concept: In every culture, certain individuals distinguish themselves through great achievements. They are the investors, the great artists, or the great leaders. Many people from different ethnic and cultural groups have contributed to the development of our country; its cities, towns, and communities. These contributions are in all areas of endeavor, such as science, art and literature, government, and human rights,

ACTIVITY

Part I: Examine the achievements of women and men of 2 cultures who have contributed to society, e.g. Golda Meir, Ghandi. Find out about their lives and why they became famous. Create a picture about these women and men. Display this information in your community or share with another troop/group. Add the information to your scrapbook.

Part II Learn about the lives of 2 women, one in the past and one in ton present, who have been instrumental in contributing something of importance to world history. Discuss what you have *learned and* what impressed you about each woman. Make a display of the information you have collected (pictures, collages, drawings, etc.) and share it with another troop/group or display in your community. Add the information to your scrapbook.

Part III: Write a story or dramatize the life of a woman you feel has made an important contribution to the science, arts or human rights. Share your efforts with other members of your troop/group and with another troop/group in your community or council.

Ideas for follow-up activities:

1. Make drawings, paintings or collages of woman important in history. Display in your community.
2. Develop skits about specific contributions made by individuals or groups.
3. Tape brief biographies that can be used to create listening centers at your local library.

COSTUME AND DRESS

SECTION VII

Learning Concept: In every culture there are native costumes that are traditional for holidays and religious celebrations. Many cultures have adapted a specific style of dress due to weather, where they are located, etc.

ACTIVITY

- Part I:** Explore 2 cultures, how they dress for daily living and what costumes they wear for special occasions. Visit a museum or look at 9 costumes from each culture, dress a life size paper doll in the vestiture of one of these cultures. Add your notes, drawings, or pictures to your scrapbook.
- Part II:** Discuss with members of your troop the special costumes and dress of your heritage. Have each member draw or create a costume pertinent to their heritage. Add the pictures or drawings to your scrapbook.
- Part III:** Make a collection of drawings, pictures or dolls, dressed in native dress of at least 5 different cultures. Display your collection somewhere in your community, e.g. school, local libraries, stores, etc.

THE WIDE WORLD OF GIRL GUIDES AND GIRL SCOUTS

SECTION VIII

Learning Concept: As members of a worldwide movement with a membership over eight million girls and women in 129 countries around the world, Girl Scouts belong to a sisterhood that encompasses many social, ethnic and religious groups.

ACTIVITY

- Part I:** Learn about Girl Scouts Beyond your troop. Learn the facts about your service unit, Service Area, and Council, e.g. number of Daisy, Brownie, Junior, Cadette and Senior Girl Scout troops. Learn about the W.A.G.G.G.S. pin. What does each symbol stand for? Contribute to the Juliette Low World Friendship Fund. Add the information to your scrapbook.
- Part II:** Learn about Girl Scouts in the state of New Jersey and the United States. How many councils are there in each? What are the National centers and where are they located? How does the U.S.A. fit into the W.A.G.G.G.S.? What are the 4 World Centers? Contribute to the Juliette Low World Friendship Fund. What is it and what is the money used for? Add the information to your scrapbook.
- Part III:** Map the 129 member countries of the W.A.G.G.G.S. Explore Girl Guiding in 2 countries and learn about what they have in common with Girl Scouts of the USA. How does the and Law compare to the Promise and law of our country? Contribute to the Juliette Low World Friendship Fund. Display your map somewhere in your community.

Ideas for follow-up activities:

1. Have girls link the activities done previously, into the Try-Its, Badges, Signs and Interest Projects of the Girl Scout Program.
2. Have girls develop a wide game using the knowledge learned in previous activities and share this with other troops as a way of introducing them to the multicultural society we live in.
3. Develop a multicultural Bingo Game.

Sample Bingo Game

Play music from another culture.

Name of person _____ Culture _____

Knows or is learning a second language.

Name of person _____ Language _____

Enjoys eating foods from other cultures.

Name of person _____ Culture _____

Has traveled or lived in another country.

Name of person _____ Country _____

4. Have girls contact by phone or by letter, individual organizations and compile a directory on their areas of expertise or the services they can provide to Girl Scouts.
5. Have girls collect various resources, e.g. newspaper articles, magazines, books and pamphlets and donate them to the troop, council, library as a directory or resource file.
6. Learn about the lives of famous Women Who have been Girl Scouts.

RESOURCES

Local libraries, yellow pages, chamber of commerce, ethnic and religious organizations, local branches of International Exchange organizations, newspaper articles, books and pamphlets on ethnic groups.

GIRL SCOUTS OF THE USA RESOURCES

Brownie, Junior, Cadette and Senior Girl Scout Handbooks
World Games and Recipes
The Wide World of Girl Guiding and Girl Scouting
Trefoils Around the World
Girl Scout Badges and Signs
Passport to Adventure: The World Centers
Leaders Magazine, Winter 1987

THE WIDE WORLD OF GIRL GUIDES AND GIRL SCOUTS

SECTION VIII

Facts for this section

The Delaware-Raritan Girl Scout Council is divided into 4 Service Areas and 3 clusters, consisting of 34 Service Units.

Call your Service Unit Director to find out facts about number of troops and how many girls they serve in your Service Unit.

As of September 30, 1994, the Delaware-Raritan Girl Scout Council Served 11,346 girls and 3,581 adults (Call your Membership Manager (732) 821-9090 for updated information.) As of September 30, 1994, the Delaware-Raritan Girl Scout Council's total troops are 1009; Daisy - 113, Brownie - 480, Junior - 288, Cadette, - 92, Senior - 36.

W.A.G.G.G.S stands for the World Association of Girl Guides and Girl Scouts.

The W.A.G.G.G.S. pin symbols are as follows:

Blue stands for the Sky above, Gold stands for the sun that shines on all children, the Trefoil stands for the 3 parts of the Girl Scout Promise, the compass needle points the way to go, the 2 stars stands for the Promise and Law with the base flame standing for International Friendship.

New Jersey there are 13 Girl Scout Councils and in the United States there are 333 Girl Scout Councils.

The National Centers are Edith Macy Conference Center in Briarcliff Manor, New York and Juliette Low's home in Savannah, Georgia. National Headquarters is at 420 Fifth Avenue, New York 10018-2702.

The four world centers are
Olave Center Pax Lodge, London, England
Our Cabana, Morelos, Mexico
Our Chalet, Abelboden, Switzerland
Sangam, Poona, India

SECTION VIII THE WIDE WORLD OF GIRL GUIDES AND GIRL SCOUTS

What method did you use to collect for the J.L.W.F.F.

Our troop check was sent to the Service Center on:

_____ in the amount of \$ _____

_____ # of patches @ \$ _____ each =

_____ # of yellow segments @ \$ _____ each =

_____ # of red segments @ \$ _____ each =

Please add for postage \$1.00 if you want patches mailed to you.

Amount enclosed \$ _____

CULTURAL AWARENESS

PATCH PROGRAM LEADERS' GUIDE

Ways to accomplish the activities in each section

1. Decide as a group which cultures you would like to learn about.
2. Learn about the cultures you have decided on by:
 - a. Providing books, records, visuals, posters and films available on the subject.
 - b. Every community is made up of experts, people with great skills and experience, and/or knowledge in specific areas of human endeavor. The United States is made up of microglobal communities that reflect the major racial, ethnic and religious mixes of all continents. Girls and their families, volunteers, and people in the community are some of the best sources of information on the multicultural understanding with Girl Scout Troops.
3. Section VI - Great Women, Great Men - Note: With March being National Women's History Month, that might be a good time to do this section.
4. Section VII - Costumes and Dress, Part I life size paper doll. Have a large piece of paper. Each girl lies on the paper and someone outlines her body. Cut out; and the paper doll is made.
5. Section VIII - The Wide World of Girl Guides and Girl Scouts, Part I, II, and III. Facts sheets are in back of this leader's guide.
6. Part I should be done by Brownie Girl Scouts and upon completion they then earn the patch. Part II should be done by Junior Girl Scouts and upon completion; the yellow segment can be added. Part III can be done by Cadette and Senior Girl Scouts and upon completion; the red segment can be earned. If you start Part II and the previous Part I has not been done, please complete Part I before starting on Part II. The same goes for Part III. If the program has not been done previously, then complete Part I & II before starting on Part III.

RESOURCES FOR HOLIDAYS AND CELEBRATIONS

Allen, G.P. Days to Remember: Observances of Significance in Our Multicultural Society. Toronto; Ontario Ministry of Culture and Recreation, 1977

Johnson, Lois S. Happy Birthdays Round the World. Chicago: Rand McNally and Company, 1969.

Happy New Year Round the World. Chicago: Rand McNally and Company, 1988.

Lupo, Frank. A Day Around the World. New York: Abelard-Shuman, 1968,

Miller, Nina.. Children's Festivals from Many Lands. New York: Friendship Press, 1984.

RESOURCES FOR FOOD AND HERITAGE

Aliki. Corn is Maize: The Gift of the Indians. New York: Harper and Row, 1976.

Berry, Ereck. Eating and Cooking Around the World. New York: Galin Day Company, 1963.

Cole, Ann, Carolyn Haas., et al. Child Are Children: An Activity Approach to Exploring Brazil, France, Iran, Japan, Nigera, and the U.S.S.R. Boston and Toronto: Little, Brown and Company, 1978.

Cooper, Terry Touff, and Marilyn Ratner. Many Friends Cooking; An International Cookbook for Boys and Girls. New York: Philomel Books, 1980.

Perl, Lila. Rice, Spice, and Bitter Oranges: Mediterranean Food and Festivals. Cleveland: World Publishing Company, 1967.

RESOURCES FOR FOLKTALES AND FOLKLORE

Webster's 7th Collegiate Dictionary:

Folklore: 1. Traditional customs, tales or sayings preserved orally among a people.
 2. A comparative science that investigates the life and spirit of a people as revealed in their folklore.

Folktale: A characteristically anonymous, timeless and placeless tale circulated orally among a people.

Asian Cultural Center for UNESCO. Folk Tales from Asia for Children Everywhere. New York: Weatherhill, 1975.

Cole, Joanna. Best-Loved Folktales of the Word. New York: Doubleday, 1972.

Dillon, Verna Aardere. Tales of the Third Ear from Equatorial Africa. New York: Dutton, 1969.

Girls Scouts of the U.S.A. "The World of People", in Outdoor Education in Girl Scouting. 1984. Cat. No. 26-217

Information Center on Children's Cultures. U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016.

Lester, Julius. Black Folktales. New York: Grove Press, 1969.

Pellowski, Anne. The World of Storytelling. New York: R.R. Bowker Co. 1977

RESOURCES FOR ARTS AND CULTURE

Adoff, Arnold, ed. I Am the Darker Brother: An Anthology of Modern Poems by Black Americans. New York: Macmillan, 1968.

Bontemps, Arna Wendell, ed. American Negro Poetry. New York: Hill and Wang, 1963.

Busch, Terri, and June Jordan, collected by. The Voices of Children. New York: Holt, Rinehart and Winston, 1970.

Giovanni, Nikki. Ego Tripping and Other Poems for Young Readers. New York: Lawrence Hill, 1974.

Greenfield, Eloise. Honey, I Love: and Other Love Poems. New York: Harper and Row, 1978. Also available as a record from Honey Productions, Washington, D.C.

Landeck, Beatrice. Echoes of Africa, Folk Songs of the Americas. New York: David McKay, 1969.

Larrick, Nancy, selected by. I Heard a Scream in the Street: Poetry by Young People in the City. New York: M. Evans, 1970.

Multi-Ethnic Literature. 4 vols.

Vol. 1, Afro-American Authors.

Vol. 2, American-Indian Authors.

Vol. 3, Asian-American Authors.

Vol. 4, Mexican American Authors.

Boston: Houghton Mifflin Company, 1972

Warren, Dr. Fred, and Lee Warren. The Music of Africa: An Introduction. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Ebony Magazine

Essence Magazine

Fall/Winter 1984 Girl Scout Program Packet. "Women Are History: Women of color: Past, Present, and Future".

Local Library

TABS: Aids for Ending Sexism in School, 744 Carroll Street, Brooklyn, New York 11215. Posters, biographies, newsletters, etc.

"Girl Scouting and Girl Guiding can be the magic thread which links the youth of the world together."

--*Juliette Gordon Low*

The Juliette Low World Friendship Fund was established as a living memorial to Juliette Gordon Low, the founder of Girl Scouting in the United States. Each year, with the help of the Fund, the circle of friendship grows even wider... now to 129 countries. Each year, for the girl who has the opportunity to make a personal friend in another land, the world grows a little smaller.

To make this possible, Girl Scouts in the United States and those living abroad in Troops on Foreign Soil (TOFS) annually give nickels and dimes, quarters and dollars. This money that is collected - \$250,000 and more – is used to:

- ◆ help spread Girl Scouting and Girl Guiding throughout the countries of the world.
- ◆ help make possible international friendship projects, service programs, and exchange visits of Girl Scouts and Girl Guides.

In these ways, the Fund helps build the mutual understanding and good will between countries that is necessary to world peace.

Contributions to the Juliette Low World Friendship Fund are made voluntarily by girls and adults. Each troop decides on its method of giving. One troop may decide to hold a bake sale with each girl baking a bread, a cake, pastry, or cookies of another country. Another troop may decide that each girl should give a dime for each year of her life... or a penny for each kilogram of her weight... or a dime for each centimeter of her waistline...or a penny for each centimeter of her height.

Donations are often made during the month of Juliette Low's birthday (October 31) or around Thinking Day (February 22), or Girl Scout Week, in March. But they can be made at any time.

Money from the fund is used in many ways. In a recent year, two Girl Guides from the Middle East joined 26 Senior Girl Scouts in the U.S.A. to learn how to help girls and young women with disabilities. After intensive training, they helped physically handicapped girls and women have a resident camp experience, and explored careers in working with disabled people.

Through the Fund in recent years, three African Girl Guides joined Girl Scouts to learn forestry and conservation techniques by clearing paths and building foot bridges in the southern part of the United States. Local Girl Scouts and teams of Girl Guides from South America and Europe learned about the marine life along the Gulf of Mexico through tours and workshops conducted by ecology specialists.

Through the Fund, United States girls may live and work with Girl Guides abroad: perhaps at camps in Norway, Brazil, or Japan, or with families in Ghana, India, or Peru. And when an international visitor meets with a troop, or a Girl Scout returns home to tell of her experiences, even the youngest Brownie gains a sense of shared international friendship through the Juliette Low World Friendship Fund.

The Juliette Low World Friendship Fund also makes a contribution to the Thinking Day Fund of the world Association of Girl Guides and Girl Scouts. The Thinking Day Fund commemorates the birthdays of Lord Robert Baden-Powell, the founder of Boy Scouting and Olave, Lady Baden-Powell, the World Chief Guide. Girl Scouts everywhere celebrate Thinking Day on February 22, by learning about other countries where there are Girl Scouts and Girl Guides and sending thoughts and greetings to them. The Thinking Day Fund helps girls in other countries, especially poor and developing countries, to become Girl Scouts or Girl Guides by:

- ◆ Providing for the exchange of trainers between those countries where Girl Scouting and Girl Guiding are well established, and those where the movement is just starting;
- ◆ providing bicycles for trainers and leaders to reach girls in outlying areas;
- ◆ helping Girl Guides to fight illiteracy, hunger, and disease in developing countries through child care, mass vaccination, nutrition, hygiene, and sanitation training;
- ◆ providing help to survivors in times of natural disasters, such as floods, famine, and earthquakes.

The Juliette Low World Friendship Fund also helps support the four world centers located in Mexico, England, Switzerland and India. Each center attracts Girl Guides, and Girl Scouts from many lands who always find the spirit of international friendship and a warm welcome there.

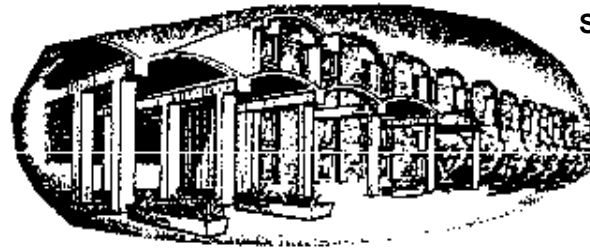
When Girl Scouts in the United States give to the Juliette Low World Friendship Fund, they are reaffirming the Girl Scout Law that they are sisters to Every Girl Scout. When they stand in a friendship circle at the end of a troop meeting, they know that they are truly joining hands with Girl Scouts and Girl Guides all over the world.

Girl Scouts of the USA
420 Fifth Ave.
New York, NY 10018-2702

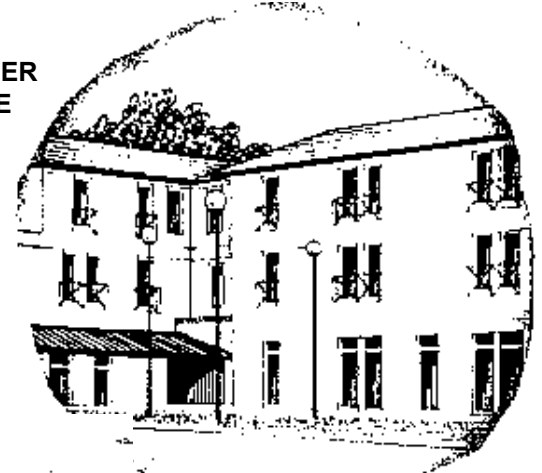
OUR CHALET



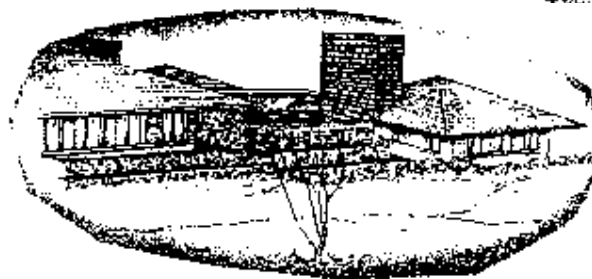
SANGAM



OLAVE CENTER
PAX LODGE



OUR CASANA



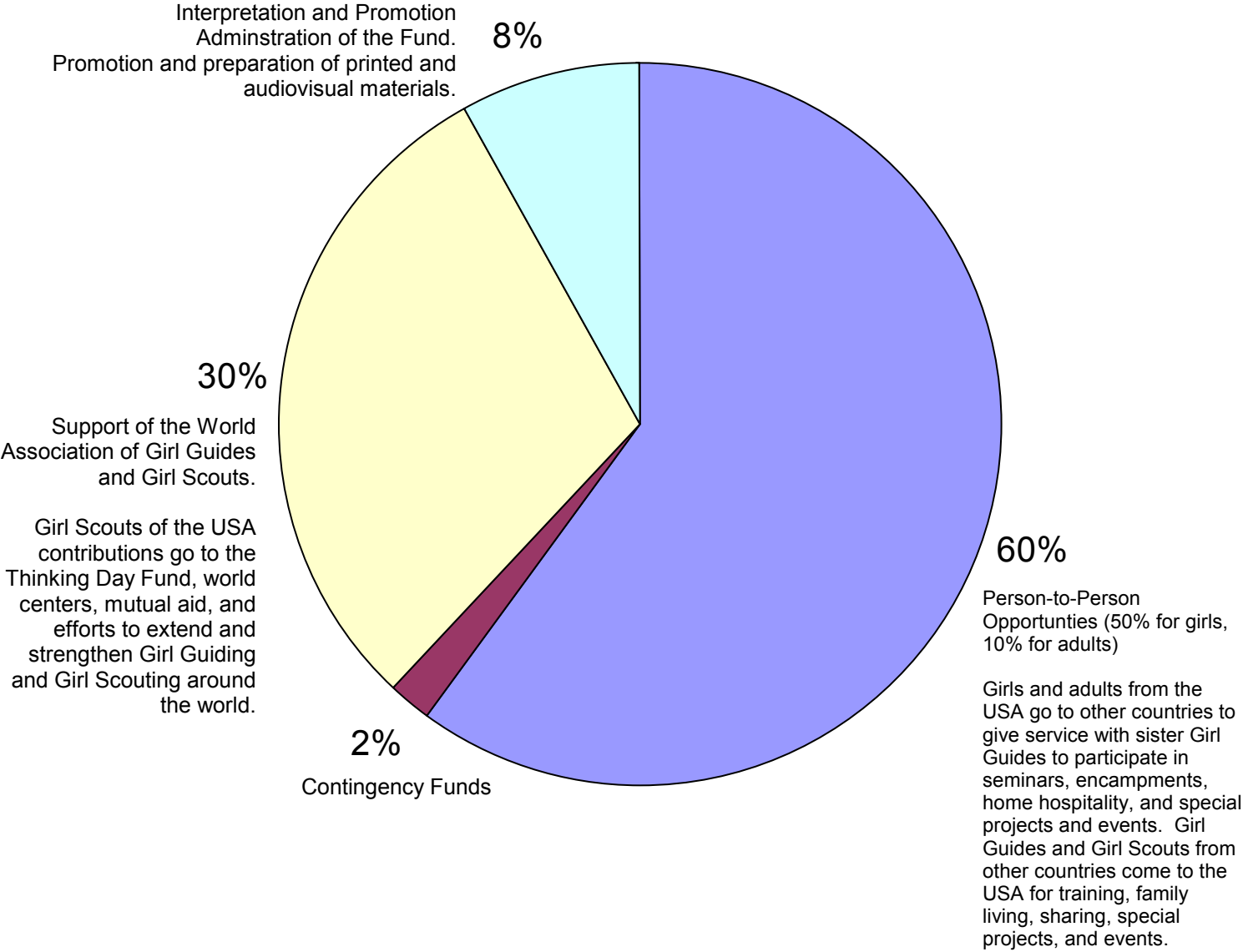
WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

MEMBER ORGANIZATIONS

FEBRUARY 1995

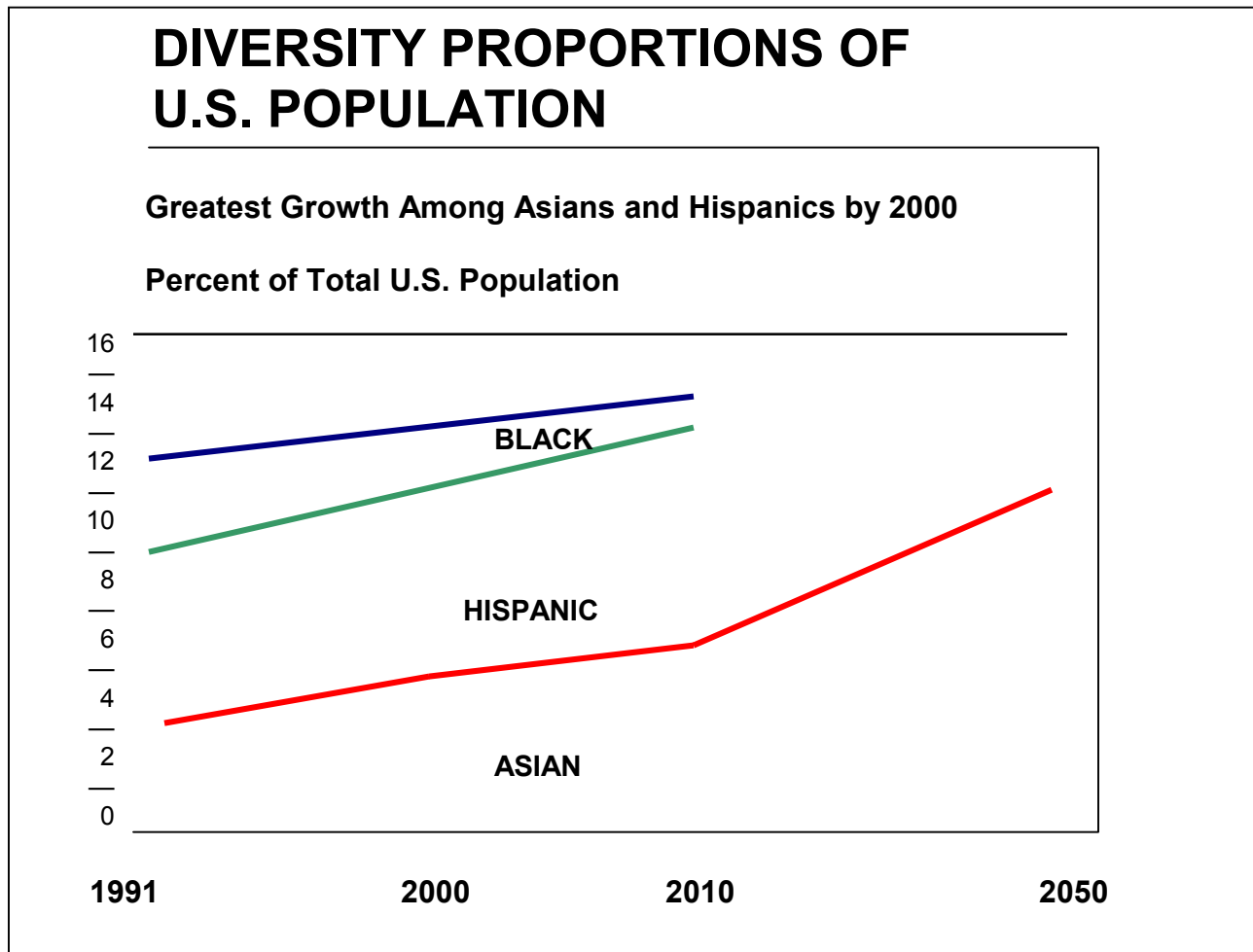
Antigua and Barbuda	Estonia	Mauritius	Sweden
Argentina	Fiji	Mexico	Switzerland
Armenia	Finland	Monaco	Taiwan
Aruba	France	Namibia	Tanzania
Australia	Gambia, The	Nepal	Thailand
Austria	Georgia	Netherlands Antilles	Togo
Bahamas	Germany	Netherlands	Tonga
Bahrain	Ghana	New Zealand	Trinidad and Tobago
Bangladesh	Greece	Nicaragua	Tobago
Barbados	Grenada	Nigeria	Tunisia
Belarus	Grenada	Norway	Turkey
Belgium	Guatemala	Oman, Sultanate of	Tuvalu
Belize	Guinea	Pakistan	Uganda
Benin, People's Republic of	Guyana	Panama, Republic of	Ukraine
Bolivia	Haiti	Papua New Guinea	United Arab Emirates
Botswana	Honduras	Paraguay	United Kingdom
Brazil	Hong Kong	Peru	United States of America
Brunei Darussalam	Hungary	Philippines	Uruguay
Burkina Faso	Iceland	Poland	Vanuatu
Burundi	India	Portugal	Venezuela
Cambodia	Ireland	Qatar	Yemen Republic
Cameroon	Israel	Romania	Zambia
Canada	Italy	Russian Federation	Zimbabwe
Central Africa Republic	Ivory Coast	Rwanda	
Chad	Jamaica	Saint Kitts & Nevis	
Chile	Japan	Saint Lucia	
Colombia	Jordan	Saint Vincents and The Grenadines	
Congo	Kenya	Samoa	
Cook Islands	Kiribati	San Marino	
Costa Rica	Korea	Senegal	
Cyprus	Kuwait	Sierra Leone	
Czech Republic	Latvia	Singapore	
Denmark	Lebanon	Slovak Republic	
Dominica	Lesotho	Slovenia	
Dominican Republic	Liberia	Solomon Islands	
Ecuador	Libya	South Africa	
Egypt, Arab Republic of	Liechtenstein	Spain	
El Salvador	Luxembourg	Sri Lanka	
	Madagascar	Sudan	
	Malaysia	Surinam	
	Malawi	Swaziland	
	Maldives		
	Malta		
	Mauritania		

Distribution of the Juliette Low World Friendship Fund



TOTAL U.S. POPULATION INCREASES ARE EXPECTED INTO THE TWENTY-FIRST CENTURY

The U.S. population climbed to 256.6 million as of January 1, 1993, exceeding the growth rate projected by the Census Bureau in 1988. This 1993 estimate is based on the 4.1 million births, minus 2.2 million deaths, and net immigration of 846,000. The annual rate of growth accelerated from 0.9 percent in the 1980s to a 1.1 percent rate in April 1990. This trend has continued into the early 1990s.



DIVERSE POPULATIONS WILL INCREASE AT ACCELERATED RATES IN THE COMING DECADES

Racial and ethnic minority populations in the United States have been growing and will continue to grow well into the twenty-first century. The immigration flow into the United States has escalated due to the immigration act of 1990, which allows greater numbers to come into the country than were permitted into 1980. It is estimated by the year 2000, net immigration will account for over 60% of the population increase since 1991 an added 8.8 million people and by 2010 an added 21 million people.

CULTURAL AWARENESS PATCH PROGRAM

Activities Record and Patch Order Form

Please share your troops experience with us by completing this form and returning it to the address above.

Name: _____ Troop: _____

Address: _____ Service Unit _____

_____ Phone # _____
Town State Zip

Check one: _____ Brownie _____ Junior _____ Cadette _____ Senior

Please list briefly what cultures were studied and what activities were done:

SECTION I: HOLIDAYS AND CELEBRATIONS

SECTION II: FOOD AND HERITAGE

SECTION III: FOLKTALES AND FOLKLORE

SECTION IV: ARTS AND CULTURE

SECTION V: HOW THEY PLAY

SECTION VI: GREAT WOMEN! GREAT MEN!

SECTION VII: COSTUME AND DRESS