

# Children Around the World Guide



## WinterPromise

**Ebook Version Printing Instructions:** You can print this resource in its entirety or just the schedule grids. Print the pages single-sided in color or black and white, and hole-punch or bind on the left side.

**Digital License Information:** Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

**Printed Version:** This resource is licensed to your immediate family and may be copied only for them.

Copyright 2007-2018. **WinterPromise Publishing.** All Rights Reserved.

Welcome to ...

# WinterPromise



Hello! We are happy you have chosen to share part of your homeschool journey with us! We here at WinterPromise Publishing would like to take a moment to share the promises that we make to you as you begin this year's school session.

## *We promise ...*

- That you will enjoy the people, places, and events that you will be introduced to this year.
- That your children will benefit from all the interaction they have with you, not a video teacher or a computer professor.
- That you will be actively, enjoyably engaged in learning, just as much as your children will be!
- That you will meet people whose personal integrity and walk with God will challenge your own spiritual life and give you opportunities to share Christ's work with your children.
- That you will not be bogged down in paperwork, but have time for real life!
- That you will receive help any time you need it by contacting us directly!
- That your children will learn to love learning!

## *A few tips as you begin - -*

- Be sure to take advantage of the many aspects of learning available to you in this guidebook. This guide is written with far more to do than you will need, so that you can choose not to do some assignments each week. However, all of the different resources in the program offer a chance to advance some skill or introduce some new concept. Many families find they enjoy picking and choosing to do some of the things each week, but they don't always choose to do the same things. In other words -- they use all the aspects of the program some of the time!
- As you use WinterPromise, you will find that your guidebooks allow you to assemble a master guidebook that will allow you to just "open and go" with homeschooling each day. Your language arts guide has a wide margin so that it can be holepunched on the opposite side to lie on the left-hand side, while your main guidebook lies open on the right, and thus face each other. Most parents keep each week's resources together by week. Some establish coordinating weekly files for worksheets or other resources, so they have everything right at hand!
- Mark each assignment in pencil with your student's initials in the box on the weekly grid when he has completed it. This creates a written record of what your student has done this year.
- Whatever you do, don't skip reading the introductory pages to your guidebooks. They contain indispensable material, some of which is not repeated elsewhere. You'll want to take advantage of the helps these pages contain!

To learn more about the emphasis of this program, see page 44 of this guide. It is our sincere hope that while you explore different cultures this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.

Sincerely,  
Kaeryn Brooks, Author



# Introducing . . . Children Around the World

## ***What's in My Program Guide?***

You'll want to know what is in your guide, so here's a breakdown of what you are receiving!

### ***Introductory Pages***

- Resources for This Program
- Other Resources
- Assembling & Using Your Guide
- Overview of Learning Goals & Methods
- Get Acquainted with This Year's Resources
- Making the Most of the Study Schedules
- Preparing for This Study

### ***Activity & Reinforcement Planning***

- The Cultural Gatherings
- Planning Your Gatherings
- Cultural Gatherings Planning Chart
- More Helps for a Great Year
- Even More Helps

### ***Teaching Techniques & Helps***

- Teaching Effectively Using C. Mason Ideals
- What Do I Do About Grading?
- Charlotte Mason and Multiple Intelligences
- But My Kids Have Different Learning Styles!
- So How Do I Stay Organized?
- What About Narration?
- Can I Involve My Junior High Student?
- I Think I Still Have More Questions!
- Country Card Games and Cards
- Emphasis of "Children Around the World"

### ***Guide Pages & Appendices***

- Overview of Studies
- Weekly Schedules for 36-Week Year
- Student Study Schedules for all Weeks

## ***Quick Start Highlights!***

### ***• Make Sure You Have All Your Resources***

Use the "Children Around the World" lists on pages 4-5.

### ***• Assemble Your Guide***

See these great tips for assembly and creating weekly resource folders on page 6.

### ***• Discover Learning Goals & Methods, and Get Acquainted with This Year's Resources***

A quick overview is on pages 7-9. This overview gives you insight as to what each resource should accomplish for your child, and includes a brief set of learning goals and methods.

### ***• See What You Can Do to Prepare for This Study***

You'll discover how to set goals, prepare printed materials, how to utilize key resources, gather supplies, and adapt it all for your family on pages 10-14.

### ***• Take a Look at This Year's Activities***

You can decide what really interests you, and use these pages as an overview for keeping on track this year, on pages 15-21.

### ***• LATER, When You Have More Time, You Can Make Use of Other Helps***

We've provided resources to help you involve an older learner, teach effectively using Charlotte Mason ideals and narration, adding additional fun and activities to your planned year, and staying organized with good scheduling and easy record-keeping. These pages follow those listed above, and come before your weekly schedules. They're here to help you feel prepared for a great year!



# Children Around the World    Week 1

## Hello, World!



### Cultural Gathering Summary: My Own Family Celebration

Plan a family “Togetherness” night that includes your family’s favorite meal, a family trivia quiz, games your family loves and more.

Entertainment:

Game: Family Trivia Quiz

Game: Favorite Family Board or Group Game

Music: Favorite Family Music

Food: Favorite Family Meal & Dessert

### Activity Highlights: Starting Your Travel Diary

As your student completes World Travels Diary pages, they make use of several learning styles. Filling out the pages reinforces what students have learned by having them complete key information.

Several types of pages are included in the Travel Diary. This week, you’ll fill out information in pages from the “Introduction & Continents” file. This file features all the introductory pages you can complete in Week 1, plus the pages you’ll complete on weeks you focus on a continent.

### Important Map Information:

**A Great Online Resource:**

**[National Geographic Mapmaker](http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1)**

[http://education.nationalgeographic.com/education/mapping/outline-map/?ar\\_a=1](http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1)

Some of the geography assignments your student will complete this year require blank country outline maps, or map answer keys. While we suggest getting a good quality atlas, we also recommend that you make use of this easy-to-print map tool online when appropriate. With Mapmaker, you can format the map with or without labels.



### Meaningful Discussions:

- Day 1:**    **Many Lands - Introduction**  
Discuss all the aspects of what culture is, and how it affects people’s lives.
- Day 2:**    **Working Children - Pages 6-7**  
What impresses you about Iqbal? Does his life challenge you? How?
- Day 3:**    **Many Lands - Things Children Need**  
What four things do children need to survive? Why are they important?
- Day 4:**    **Many Lands - Understanding Other Cultures**  
Discuss the poem in today’s reading, line by line. Talk about what your family does, what you do because of what you believe, and what is most important to your family.





# Children Around the World Hello, World!

## Week 1

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>ORAL DISCUSSION</b>				
<b>HISTORY STUDY</b>				
<b>Children of Many Lands - Print</b>	Hello, World!	Things Children Need to Survive	Understanding Other Cultures	Things Children Need to Grow Up Well
<b>Children of Many Lands - Ebook</b>	Hello, World! & More About Culture	Things Children Need to Survive to Children Need Food & Safe Homes	Understanding Other Cultures & Everyone Enjoys Their Own Culture	Things Children Need to Grow Up Well & Time to Play & Love
<b>CULTURAL STUDY</b>				
<b>Material World</b>	Read "Methodology," explaining as needed Page 11	Complete the "Material World" Statistics Chart Activity Help 1	Televisions & meals of the world - Pages 36-37, 176-177	Take a look at the toilets of the world Pages 224-225
<b>Working Children</b>		Introduction: One Easter Morning Pages 6-7		
<b>GEOGRAPHY STUDY</b>				
<b>Travel with Me! Map &amp; Figures</b>	Post up your "Travel With Me" Maps	Place Continent Labels	Place Ocean Labels	<b>GEOGRAPHY REVIEW:</b> See Notes Student Geography Worksheet 1-1
<b>5th GRADE &amp; UP: Draw Your World</b>	Complete together "Lesson: Continents"	Complete together "Lesson: Oceans"	Complete together "Lesson: Latitude & Longitude"	Review together "Lesson: Latitude & Longitude"
<b>OPTIONAL: National Geo Student Atlas</b>	The Earth In Space Pages 4-5	Learning About Maps: Map Projections Pages 6-7	Learning About Maps: Reading Maps Pages 8-9	Learning About Maps: Types of Maps Pages 10-11
<b>READING TOGETHER</b>				
<b>Mandy</b>	Spring: Chapters 1-2	Spring: Chapters 3-4	Spring: Chapters 5-6	Spring: Chapters 7-8
<b>TRY THESE OTHER CULTURAL EXPERIENCES</b>				
<b>Fun &amp; Traditions from Many Lands General Multicultural Activities</b>	World Travels Museum Gen Multicultural Activities - Page 1		Paper People Chains Gen Multicultural Activities - Page 1	
<b>PREPARE FOR THIS WEEK'S CULTURAL GATHERING</b>				
<b>My Own Family Celebration &amp; Dedication</b>  <b>See Week 1 Cultural Gathering Planning Guide</b>	« EASY » CULTURAL PRESENTATION: Family Trivia Quiz	« EASY » GATHER SUPPLIES: Prepare the family dinner table for your family's favorite meal, and a Bible.	« EASY » PLAN ENTERTAINMENT: Favorite Family Game Favorite Family Music Bible Reading Dedication Prayer Time	« EASY » PLAN MENU: Family Favorite Meal Great Dessert
<b>Notes</b>				

### PARENT NOTE: NATIONAL GEOGRAPHIC ATLAS

Sometimes, introductory material will be recommended for reading to help learn about basics of mapmaking, finding places, and more. You may be working with a different atlas. For this reason, we will give a summary of what the pages cover, as many atlases would have similar material for you to read. This week, the passage "The Earth in Space" covers material about Earth's place in the solar system, the earth's axis and planetary orbits around the sun. The passage "Map Projections" covers material about different map projections and how they depict continents onto a flat surface, while "Reading Maps" gives practical information about latitude, longitude, understanding absolute location on the earth's grid and reading map legends. "Types of Maps" covers physical, political, & thematic maps.

### IMPORTANT NOTE! Student Geography Worksheets

If you don't have the National Geographic Student Atlas, you can use maps from the internet to help your student with these assignments.

Most of the maps they'll need can be printed from a site listed in the front of the Student Geography Worksheets.

### GEOGRAPHY WORK THIS WEEK

#### Travel with Me! Map & Figures Assignments:

**Day 1** - Post up the maps and go over where the equator, north pole, and south pole are in relationship to each continent.  
**Day 2** - Label the continents and talk about each one.  
**Day 3** - Find the world's oceans on each map and talk about each one. Decide where to place each ocean label.

#### WEEKLY GEOGRAPHY REVIEW

Review the continents and oceans by cutting apart the squares on Student Geography Worksheet 1-1. Fold each rectangle, put into a bowl, and have student pull out one at a time and locate it on the plain world map from their Travel-with-Me Student Map Set.

# Working on My Own!

## Children Around the World

### Week 1



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>COUNTRY STUDY</b>				
"Make-Your-Own" World Travel Diary	Complete Your Journey Begins!	Complete "Create Your Own Passport"	Complete "Create Your Family Tree"	
<b>GEOGRAPHY STUDY</b>				
Student Markable Map		On your world map, label all the continents & oceans		
Student Geography Worksheets				Student Geography Worksheet 1-1
5th GRADE & UP: Draw Your World	Complete Sketch 1: Label the Continents	Complete Sketch 2: Label the Oceans	Complete Sketch 3: Find the Continent	Complete Sketch 4: Find the Capital Cities
<b>BIBLE</b>				
Prayer & Personal Involvement Journal	Read "What is It All About?" Page 9		Record Details About Your Life Page 10	
<b>MY CULTURAL GATHERING ASSIGNMENT - WRITE IT IN</b>				
<b>LANGUAGE ASSIGNMENT</b>				
<b>MATH ASSIGNMENT</b>				
<b>SCIENCE ASSIGNMENT</b>				
<b>Notes</b>				

### Geography Work This Week

#### Weekly Geography Review

You will pull out one rectangle at a time from a bowl of locations your parent has prepared and locate it on your world map in your Travel-with-Me Student Map Set.

# Children Around the World    Week 2

## Welcome to Europe



### Cultural Gathering Summary: Communists & Capitalists

Play the game “Communists & Capitalists” as outlined in the Cultural Gathering Planning Guide.



### Activity Highlights: Starting Draw Your World

As your student completes “Draw Your World,” they make use of several learning styles. Students will use visual and hands-on skills, and cultivate their memorization skills, which increase with use.

This resource is designed for older students using this program. Be sure you work closely with your student as they begin, to help them with any initial adjustment they require with their drawing or recall.

### Europe Map



### Meaningful Discussions:

- Day 2:**     *Many Lands - The Great Exporter*  
Discuss some ideas or culture that is a part of your family’s life that is an export from Europe.
- Day 2:**     *Many Lands - A Leader in Culture Change*  
Talk about the impact of the Renaissance or the Reformation to your family’s life.

### If You'd Like to Learn More:

To find out more about Europe, look for books or websites on these topics:

- Magna Carta
- Renaissance
- Reformation
- Industrial Revolution





# Children Around the World

## Welcome to Europe

# Week 2

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>ORAL DISCUSSION</b>				
<b>HISTORY STUDY</b>				
<i>Children of Many Lands</i>	Where is Europe?	The Great Exporter		A Leader in Cultural Change
<b>CULTURAL STUDY</b>				
<i>Material World</i>	Map of the World - Show where we're going Page 4-5		"Introduction" (Summarize) Page 6-8	
<i>Working Children</i>	Chapter 1: What is Child Labor? Pages 8-9	Chapter 2: Country's Development Pages 10-13		
<b>GEOGRAPHY STUDY</b>				
<i>Geography Resources</i>	<b>DRAW YOUR WORLD:</b> Talk Through & Explain Sketch 5 Assignment	<b>TRAVEL with ME MAP:</b> Label Europe's Waters & Landforms (blue & green labels)	<b>DRAW YOUR WORLD:</b> Talk Through & Explain Sketch 6 Assignment	<b>TRAVEL with ME MAP:</b> Label Europe's Countries & Provinces/Cities (red, pink, yellow labels)
<b>OPTIONAL:</b> <i>National Geographic Atlas</i>	Learning About Maps: Time Zones Pages 12-13	Physical Systems: The Physical World Pages 14-15	Physical Systems: Earth's Geologic History Pages 16-17	Physical Systems: Earth's Land & Water Features, Pages 18-19
<b>READING TOGETHER</b>				
<i>Mandy</i>	Spring: Chapters 9-10	Spring: Chapters 11-12	Summer: Chapters 1-2	Summer: Chapters 3-4
<b>TRY THESE OTHER CULTURAL EXPERIENCES</b>				
<i>Fun &amp; Traditions from Many Lands</i> <i>General Multicultural Activities</i>		Your Name's Meaning Gen Multicultural Activities - Page 1	Family Profile Pages Gen Multicultural Activities Page 1	
<b>PREPARE FOR THIS WEEK'S CULTURAL GATHERING</b>				
<i>Communists &amp; Capitalists</i> <i>See Week 2 Cultural Gathering Planning Guide</i>	« EASY » Create a World Travels Museum See "Fun & Traditions in Many Lands" Page 3	« EASY » GATHER SUPPLIES: Gather supplies for the "life happenings" for "Communists & Capitalists"	« EASY » PLAN ENTERTAINMENT: Just the game, this week, as outlined in your "Cultural Gathering" Worksheet	« EASY » PLAN MENU: Your choice this time.
<b>Notes</b>				

### Geography Work This Week:

#### Weekly Geography Review

**REVIEW 1:** Using maps from your National Geographic Atlas (or the maps you printed from the site recommended in the front of the Student Geography Worksheets OR the introductory notes from Week 1), have student fill in their European Student Markable Map with the names of the 22 countries listed on Geography Worksheet 2. If they'd like to add more countries, they may.

**REVIEW 2:** Review the European countries by preparing the European student map for use. On the map, write in the first letter of the countries listed below onto the map, with a line after it, and see how many of the 22 your student can fill in. A list for them appears in their Independent Study Sheet notes.

Portugal  
Spain  
Poland  
France

Romania  
Netherlands  
Ukraine  
Germany

Russia  
Switzerland  
Finland  
Italy

Sweden  
Greece  
Norway  
Romania

Hungary  
Ireland  
Austria  
Iceland

Czech Republic  
United Kingdom

### National Geographic Atlas

"Physical World" covers what features are shown in a physical map. "Earth's Land and Water Features" covers the mountains and other features that appear both on land and underwater. The other two are fairly straightforward.

#### IMPORTANT NOTE! National Geographic Atlas

"Earth's Geologic History" covers what plates cover the earth's surface and how our planet's topography is changed by geologic activity. Parents, please note that there is evolutionary material and "millions of years" references in the captions of the four illustrations at the bottom of the page. Please discuss with your student appropriately or skip this material.

# Working on My Own!

## Children Around the World

### Week 2



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>COUNTRY STUDY</b>				
<i>"Make-Your-Own" World Travel Diary</i>	Complete "First Stop: Europe"	Complete "Flags of Europe"	Complete "A Little About Europe"	Complete "Views of Europe"
<b>GEOGRAPHY STUDY</b>				
<i>Student Markable Map</i>		Geography Review #1 Using Student Geography Wksht 1-2		Geography Review #2
<i>Student Geography Worksheets</i>		Student Geography Worksheet 1-2		
<i>5th GRADE &amp; UP: Draw Your World</i>	Complete Sketch 5: Use a Grid to Make a Map		Complete Sketch 6: Make a Thematic Map	
<b>BIBLE</b>				
<i>Prayer &amp; Personal Involvement Journal</i>	Complete "What Do You Take for Granted?" Page 11			
<b>MY CULTURAL GATHERING ASSIGNMENT - WRITE IT IN</b>				
<b>LANGUAGE ASSIGNMENT</b>				
<b>MATH ASSIGNMENT</b>				
<b>SCIENCE ASSIGNMENT</b>				
<b>Notes</b>				

#### Geography Work This Week:

**REVIEW 1:** Using maps from your National Geographic Atlas (or the maps you printed from the site recommended in the front of the Student Geography Worksheets), fill in your European Student Markable Map with the names of the 22 countries listed on Geography Worksheet 1-2. If you'd like to label more countries, you may.

**REVIEW 2:** Your parent will have filled in the first letter of the countries below on your Europe Markable Map. On the

map, write in the names of the countries in their correct places, using the list below as a help.

Portugal  
Czech Republic  
Spain  
Poland  
France  
Romania  
Netherlands  
Ukraine

Germany  
Russia  
Switzerland  
Finland  
Italy  
Sweden  
Greece  
Norway

Romania  
United Kingdom  
Hungary  
Ireland  
Austria  
Iceland

Culture ❖ History ❖ Tradition



of

Many Lands



By Kaeryn Brooks ❖ Illustrated by Chien Yi Chu



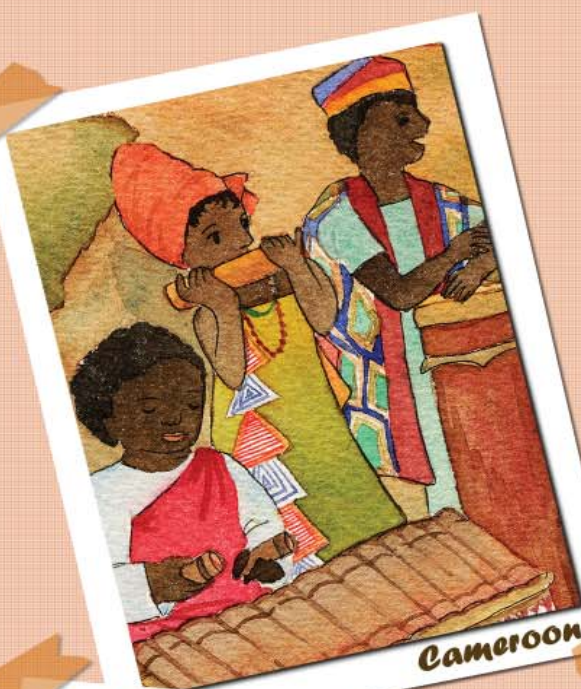
# CHILDREN OF MANY LANDS



Written by Karen Brooks  
Illustrated by Chien Yi Chu

WinterPromise Publishing  
[www.winterpromise.com](http://www.winterpromise.com)  
Copyright 2007-2012.





Cameroon



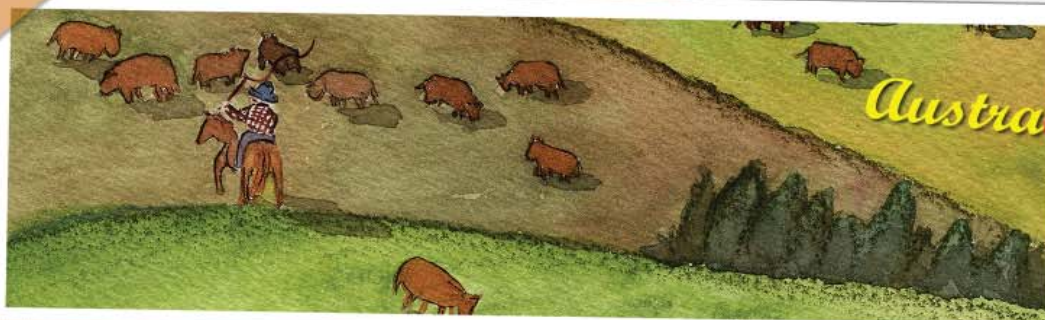
The United States Of America



Japan



Germany



Australia



# INTRODUCTION

## Hello, World!

Are you ready to begin a world-traveling adventure? Visit exotic places? It's time to start your journey around the world! You'll get to know other kids around the world -- boys and girls whose lives are very different from yours in some ways, but very much like yours in others. The world is a very big place, so we'll be stopping off in a different country about every week.

You will discover this year that children in different countries often think differently about the world than you do. Children in other places think about the world based upon what is normal in their culture.



What is culture? What does that mean? Culture is all the things that make up a way of life for a group of people. The ideas a group of people have about what is right and wrong is culture, and often includes a set of religious beliefs. Culture is partly language, and what words -- both written and spoken -- mean to a group of people. Culture is about people creating groups within their groups to enjoy, groups like families, clubs, schools, and churches. Culture is all the ways people use to cooperate in work groups or community projects, and what they use for money or trade.



## More About Culture

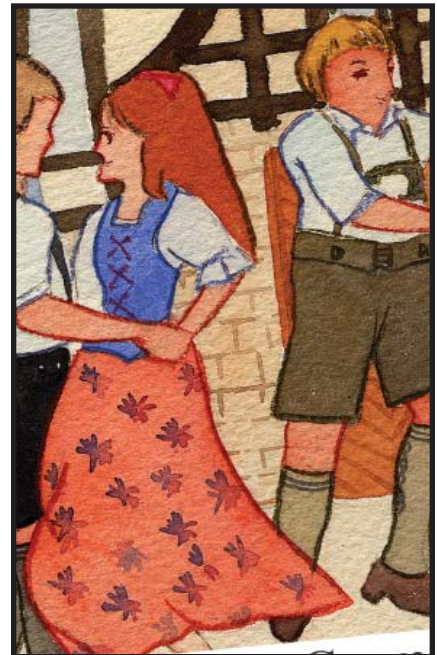
Culture is also about who's in charge at home or out in public. Government and laws are part of culture, and so is who makes decisions in a family or in a workplace. How people are rewarded for following laws, or punished for breaking them is also culture.

Culture is about what people think and do in private, as well as in public. It affects how people think, what ideas they think are good for their families or community, and what ideas are considered evil.

Culture is how people dress, what they do to their hair or teeth, what kinds of homes they build and what kind of food they eat. When a parent takes care of a child, or throws a party for a special occasion -- that's culture, too.

In fact, pretty much everything you can see or touch is part of your culture, and is part of the way you think. This year, you'll not only get to see pictures of faraway places, you'll also get to know a lot about the culture of many people around the world.

So, get ready for a fantastic adventure!  
Let's find out about culture!



# Things Children Need to Survive

See how quickly you can gather these four items from around your home!

A cup of water

A plate for food

A picture of your house

A toothbrush

These four things will remind you of the four most necessary things to every child for survival - water to drink, food to eat, a safe home, and health care to lead an active life.

## Children Need Water

Water is probably something you take for granted. If you are thirsty, you only have to walk to the nearest sink, turn on the faucet, and fill a glass with good water. But that's not true for many children around the world. Many children get the water they need from a community pump, or draw the water out of a nearby river or lake. Sometimes this water is not as clean as it ought to be for drinking, and this can make people sick; in fact, about a million children each year die from sickness caused by dirty conditions and unsafe water. Every time you visit a bathroom, the water you flush down the drain is equal to the amount of water some people have to get by with for their whole day's supply!



### TALK ABOUT IT!

A bathtub full of water uses up nine times as much water as some people have for a whole day. A washing machine uses twelve times as much. How could you conserve water?



# Children Need Food & Safe Homes

Food is another item children around the world need to survive. This year you'll find out about people who face food shortages due to a lack of rain, floods, damaged soil that won't grow crops, or war.

A safe home is also something children need, but millions of families around the world are homeless. Sometimes they lose their house in natural disasters like floods or fires, volcanoes or storms, and they cannot afford to rebuild their home. Sometimes war or violence destroys homes or forces people to leave their homes. Sometimes housing is just too expensive for a poor family to afford.

Many children live in homes made of cardboard or discarded metal, and many of them are orphans, making their way in the world with no adult to care for them. People who do not live in a safe home certainly cannot afford to pay for health care -- no doctor, no dentists, no medicines, and no vaccinations.



## TALK ABOUT IT!

Talk about how life would be if you were homeless. What would you do if you had no adult to take care of you?



# Understanding Other Cultures

You're thinking now about what culture is. Remember?

Culture is...

what you eat and how you eat it,  
where you live and how you treat it,  
how you dress and what it means,  
government or kings and queens,  
money, trade and how you lose it,  
words and speech and how you use it,  
what you think is truth and how you receive it,  
what you believe and why you believe it.

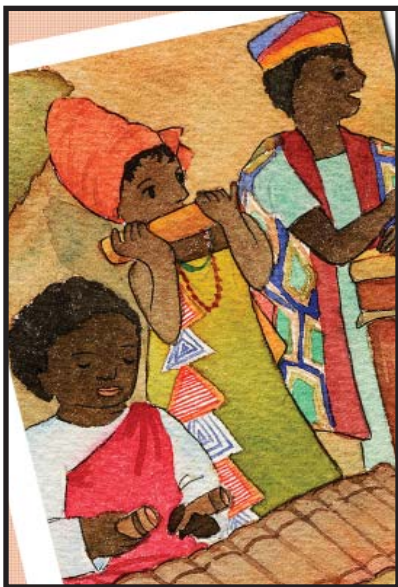


## TALK ABOUT IT!

Talk about how life would be if you were homeless.  
What would you do if you had no adult to take  
care of you?

# Everyone Enjoys Their Own Culture

As you've thought about your own culture, it may have helped you to be thankful that your parents fix your favorite foods from time to time, or that you get to wear a favorite outfit when you want to. It may even have reminded you to be thankful that you are able to believe in and do what you think is right, and prompted you to be grateful for all the ways you are able to enjoy your family and your life right now.



As you travel to other countries, it will be helpful to remember that most children around the world are also glad for their ways of life. Understanding your own culture should help you to understand that there are a lot of different ways to eat, speak, learn, dress and work. It will also help you to understand that the different ways people have of doing things are each unique and often quite wonderful.

Your travel should help you to respect these other cultures and be appreciative of all the marvelous differences. Wouldn't it be dull to visit some other place if every place were exactly the same? It's the same with culture. Culture often means people do very different things, but it makes the world a very interesting place!



# Things Children Need to Grow Up Well

See how quickly you can gather these four items from around your home!

A book

A toy

A heart

Something with your name on it

These four things will remind you of the four things children need beyond just survival - education, freedom to play, love and a personal identity.

Hold the book you found in your hand. This can remind you that children need to learn. All children need an education to be able to perform basic skills when they get older. An education gives a child the skills he'll need to get a good job and support a family. Children need to learn to read, work with numbers, learn about important events, and how to understand basic information about our world.

But not every child in the world gets to attend school; millions of children do not, and more than half of them are girls. Some of these girls are needed to help at home, while others live in cultures that do not feel girls need to be educated, or who can only afford to send the boys in the family to school.



## TALK ABOUT IT!

What kind of a life would you have in your home country if you could not get an education?



# Children Need Time to Play and Love

Having time to play is also important for a child. Play gives children time to learn about how to think on their own, invent ideas and be creative. Play develops your imagination, and helps you get along with other people. Some children around the world do not have time or energy for play, though. Perhaps they are too hungry to play, or have to work long hours and are too tired or don't have time. Some children are so busy trying to survive or taking care of their brothers and sisters that they can't play, while others are too sick or live in a place ruined by war.

Another thing all children need is love. They need simple hugs, kisses, and pats on the shoulder for a job well done. Some children do not have these things, sometimes because parents have died in war or from a disease, and sometimes because their parents cannot take care of them.

Finally, every child needs to have an identity, to feel important. From knowing their own name to developing their talents and gifts, all children need to feel there's a special place in the world for them.



## TALK ABOUT IT!

What does your family do for you? How do they make you feel special? What are you good at? Why is this important?

## FAMILY CULTURE COLLAGE

What is part of your family culture? Why not make a collage that shows memories and traditions that show your family culture?



Culture ❖ History ❖ Tradition



of

Many Lands

Northern, Western  
& Central Europe

By Kaeryn Brooks ❖ Illustrated by Chien Yi Chu



# EUROPE





# EUROPE



## Where is Europe?

When you look at a map of the world, it is easy to find the continent of Africa, or the continent of North America. They are land masses all their own. But Europe shares large land mass with Asia, so it is not so easy to point out where Europe begins and ends.

Europe is the western half of the Europe-Asia land mass. It is surrounded by water on three sides. In the north, Europe meets the Arctic Ocean, while in the west, it is bordered by the Atlantic Ocean. Europe ends in the south at the Mediterranean Sea. These borders are not hard to find.

It is Europe's fourth border -- its eastern side -- that is harder to see on a map. Europe's eastern border cuts right through Russia and Turkey, following the Ural Mountains and the Caspian Sea. You'll want to take a look at a globe to find these landmarks. This is where Europe ends in the east. It is where Asian lands begin and spread to the east.

Europe is the starting point for all our references to what is in the "west" and what is to the "east" in our world. Educated men in the Middle Ages and Renaissance began referring to the orient, or Asian lands, as the "East," because that is the direction in which they lay from European lands. When Columbus headed across the Atlantic toward the Americas, he went west, and thus, today, the Americas and parts of Europe are known as the "West." Even today these terms are used, even by Americans, to whom Asia actually lies west, not east!





# Map of Europe









## The Great “Exporter”



What makes Europe different from many other parts of the world? Europe has a history of exporting her culture and ideas to other peoples around the world. It all started with the Greeks, who spread their ideas about democracy and personal responsibility in classical writings. Later the Romans changed the world with their new ways of building roads, moving water and promoting trade; many of their ideas and laws form the basis of laws and principles still used today around the world.

During the Middle Ages, European rulers influenced politics around the world as they granted new liberties to the people under their rule, and sponsored the arts and other cultural advances. As the Age of Exploration dawned, European sailors crossed oceans, taking with them their ideas, beliefs and culture. Although their contact with other nations was not always admirable, many of their ideas and inventions were embraced by other peoples, and created lasting change around the globe.

Between 1600 and 1900, thousands of European immigrants crossed the Atlantic to make their home in North America, bringing with them their traditions and religious values. Cities in the United States and Canada were settled by people from France, Germany, England, Ireland, Norway, Sweden, Poland, Italy, Russia, and other European countries. Cities and regions far from Europe took on the culture and flavor of European countries.

During this same time period, European countries also established colonies around the globe as they explored new places, discovering valuable natural resources such as gold, silver, diamonds and timber, or lands perfect for raising sugar cane, tobacco, or livestock. These colonies produced goods that brought wealth to European nations,







and took European culture to faraway places in Africa, India, South America, the East and the Pacific Islands. Today you'll find Spanish spoken in Central America, Portugese spoken in South America, and English spoken in south and central Africa.

## **A Leader in Cultural Change**



Europe has produced some very important social ideas that have influenced much of the western world. In the Middle Ages, European rulers introduced the feudal system that was predominant throughout Europe and spread to other areas as well. Under this system, working people did not have many rights or freedoms. Even noblemen worked to make a king rich. The feudal system pushed people to fight for and demand freedoms from their rulers. The Magna Carta was a document penned by noblemen in England, forcing their king to set up certain rights for his people. Over time, ideas about freedom and self-rule, born out of the feudal system, spread around Europe and then to the world.

The Renaissance began in Europe, and was one of the most important movements of social change in world history. Europeans began exploring their world using new ideas. They developed and began to use the scientific method to prove or disprove old and new theories about the universe and everyday scientific principles. Political thinkers spread new ideas about democracy, while merchants found new ways to trade and expand. Artists and sculptors found new, more lifelike ways of producing art based on newly discovered facts about the human body and space, distance, and light. Architects built fine new buildings, experimenting with new engineering techniques.

New information was added so fast, that it took years to incorporate the knowledge into the lives of common people. Everything moved forward: medicine, engineering, art, shipbuilding, trade, science, and communication.







It was also in Europe that the Reformation began. The Reformation was a call for people in the Catholic church to change old traditions to fit with Biblical teachings. You see, it started when a monk named Martin Luther, who had dedicated his life to serving God in the Catholic church, started studying his Bible to see how the Catholic church arrived at some of its teachings. He was most interested in the practice of selling indulgences, which the church sold to people in a sort of “exchange for forgiveness of sin.” Martin Luther was convinced that this was a violation of what God intended, and proposed to discuss his questions about the indulgences, among other things, at a weekly meeting at Wittenberg. He nailed up his questions, which he called theses, on the door of the church, letting everyone know what the upcoming discussion was about. His 95 Theses started a church revolution. Many people felt Luther was right. Many felt he was wrong. Luther intended to “reform” the church, and thus we call this the Reformation. However, he soon felt reformation was impossible, and he and his followers formed Protestant churches, “protesting” the Catholic church’s beliefs.

The Reformation split Europe into two camps, as whole countries used to follow just one church, their nation was made strong by common religious beliefs. Now nations struggled with how to handle having two major and opposing religious beliefs. Europe did not always do it right, but gradually people figured out how to allow people of various religious beliefs to live in peace. These ideas of acceptance and cooperation, too, have spread throughout the world.

From the mid-1800’s to the 1900’s, it was the Europeans who created the first work factories and began the Industrial Revolution that changed how the world manufactured goods for common people. It was also European reformers who led the way in abolishing slavery in the western world. Since then, Europeans have continued to influence the world’s culture, economy, and ways of thinking.

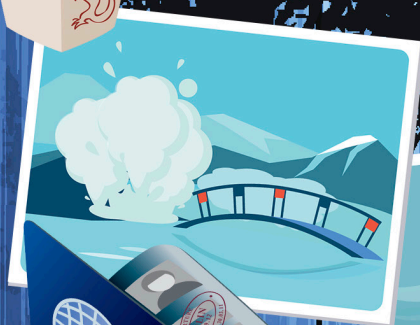
It’s a grand heritage for western culture.







# Make-Your-Own Travel Diary



WinterPromise





# How to Use this Travel Diary

NOTE: This page need not be printed.

This is the first set of pages your student should fill out for his World Travels Diary. Some of the introductory pages will add understanding to the student's study this year. Most of the pages later in the diary pertain to individual country studies, with the exception of introductory weeks on the other continents.

On the next page, you'll find out how to use the typical pages included for each country study. These pages begin with the first week you'll study in Europe: the British Isles.

Some students may particularly enjoy working with their Travel Diary. Although we include quite a few ready-made pages, some students may want to add their own personally designed pages to their Travel Diary.

Here are some additional ideas that will add zing to additional pages, if your student would like to do more.

Create your own pages:

- Write out the country's motto, anthem, or pledge of allegiance.
- Write out words or phrases from the country's primary language.
- Research basic information about the country like population, industry and agriculture.

Print photographs from the internet of:

- Famous people from history
- Famous buildings, architecture or historical places, natural wonders or landmarks
- Plant life or animals in the country
- Short articles on celebrations or traditions, favorite pastimes, or sports enjoyed by this country that particularly interest the student

## PREPARING TO USE THIS DIARY

If you have a bound copy of the travel diary, you may find it is easiest to cut apart the full-color pictures in the "Printables" section in the back, and paper clip each set to their respective region or country diary pages before the year begins. If you have a looseleaf copy of the diary, you could put the "Printables" pages in files numbered by weeks, with the other diary pages your student will complete that week. Either way, you don't have to cut out each picture, just separate one country's pictures from another in bigger blocks and file or paper clip. Students can then cut and paste them each week with ease.



# Instructions for Using Country Pages:

NOTE: This page need not be printed.

Your student can fill out all or some of these pages depending on their age. Targeted age ranges for each type of page is listed below.

These pages can be hole punched on either side of the sheet, so your student can lay pages across from each other in any configuration they like. We do recommend that the Country Map page be first, as it has the country name clearly outlined in a bold banner that nicely begins the country section.

## Country Map Pages - Grades 2-6+

On these pages, your student is instructed to fill out a country map. They should use their National Geographic Student Atlas or another comparable atlas or online resource to assist them in completing these maps. They may add color to the maps if they wish. Grades K-1 can just color the maps, instead of completing the maps, and label them with the country name and capital city.

## Flags & Facts Pages - Grades K-6+

Color in the flag on this page and fill out the facts about the nation. These facts can be found either in your atlas, or in the resource "Children of Many Lands." The question "What its people are called," is asking for a country's demonym, the name for a resident of a certain place. The word demonym comes from the Greek words for populace and name. A demonym is usually derived from the name of the locality. Therefore, the demonym for the people of Britain is British.

## Native Costume Pages - Grades K-6+

Students should fill out this page by drawing in detail on the native costumes. Information in the paragraph below the costumes will help them add the right details, and add color to the costumes according to the customs of the country.

## Folks to Know Pages & Things to See Pages - Grade Level Varies

Each of these pages includes various activities with self-explanatory instructions. Some countries may not have one or both of these pages, depending on the amount of time your student is likely to spend studying some countries.

## Culture & Traditions Pages - Grade Level Varies

Some countries may feature several of these pages, while others may only have one or two. The number of these pages included will depend on the amount of time your student is likely to spend studying each country. Countries that are the focus of "Extended Trips," for instance, are likely to have a number of pages in this section. Each of these pages includes various activities with self-explanatory instructions.

## Postcard Pages - Grades K-6+

These pages provide students with an opportunity to fill in a "postcard" telling about something they have learned about the country they are studying.

# Your Journey Begins

Make a map of the journey that is coming up this year! Label the continents in the order in which you will visit them, and draw a journey path from one to the other. Information about your travel plan is below.



## TRAVEL PLANS:

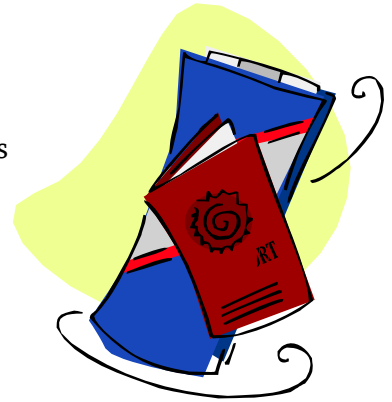
Your first stop is Europe; you can color it orange. Then you're off to the Americas, first North America, then South America. Color North America, purple, and South America, green. Next you'll head across the Atlantic to Africa; color it yellow. Head east to Asia, and color it red. We'll cover the Middle East and Arabian Peninsula (just above Africa) as part of Asia, so color it red, too. Then we'll complete our journey in Australia and the Pacific Islands. Color these pink. The oceans can be colored blue. Label all the continents and the oceans!



# Create Your Own Passport

## What is a passport?

A passport is a travel document that provides proof of who you are. It is issued by governments around the world, and requests that the passport's owner be allowed to enter or pass through other countries. Passports provide legal protection when you are traveling, because they provide information about what country you are from, and they give you the right to come back home when you are finished traveling.



Passports began as documents in medieval times that allowed travelers to visit other inland towns and cities. People did not need passports at ports along the seas and oceans, as these were considered open to travel. In modern times, passports became needed during World War I, when there was a need to keep people from freely moving between countries in this time of war. In time of war, people such as spies or foreigners up to no good become a threat, and have to be kept out. Passports help to do that. Gatherings of representatives from nations in the League of Nations, and then the United Nations, have worked together to decide what to put into a passport over the years.

The front of a passport gives the name of the country that issued it, along with a coat of arms or other symbol. Inside, a title page also names the country, and has a note asking or requiring help for the holder. It might say, "(Your country) requests to all whom it may concern to allow the holder to pass without delay or hindrance and in case of need to give all lawful assistance and protection." Inside a passport would be a photograph, a date of birth, the holder's nationality and other personal information for identification. After that, a number of blank pages are included for foreign countries to stamp the passport when you enter or leave a country. Each passport also has a number that identifies whose passport it is. United States passports are written in English, French, and Spanish.

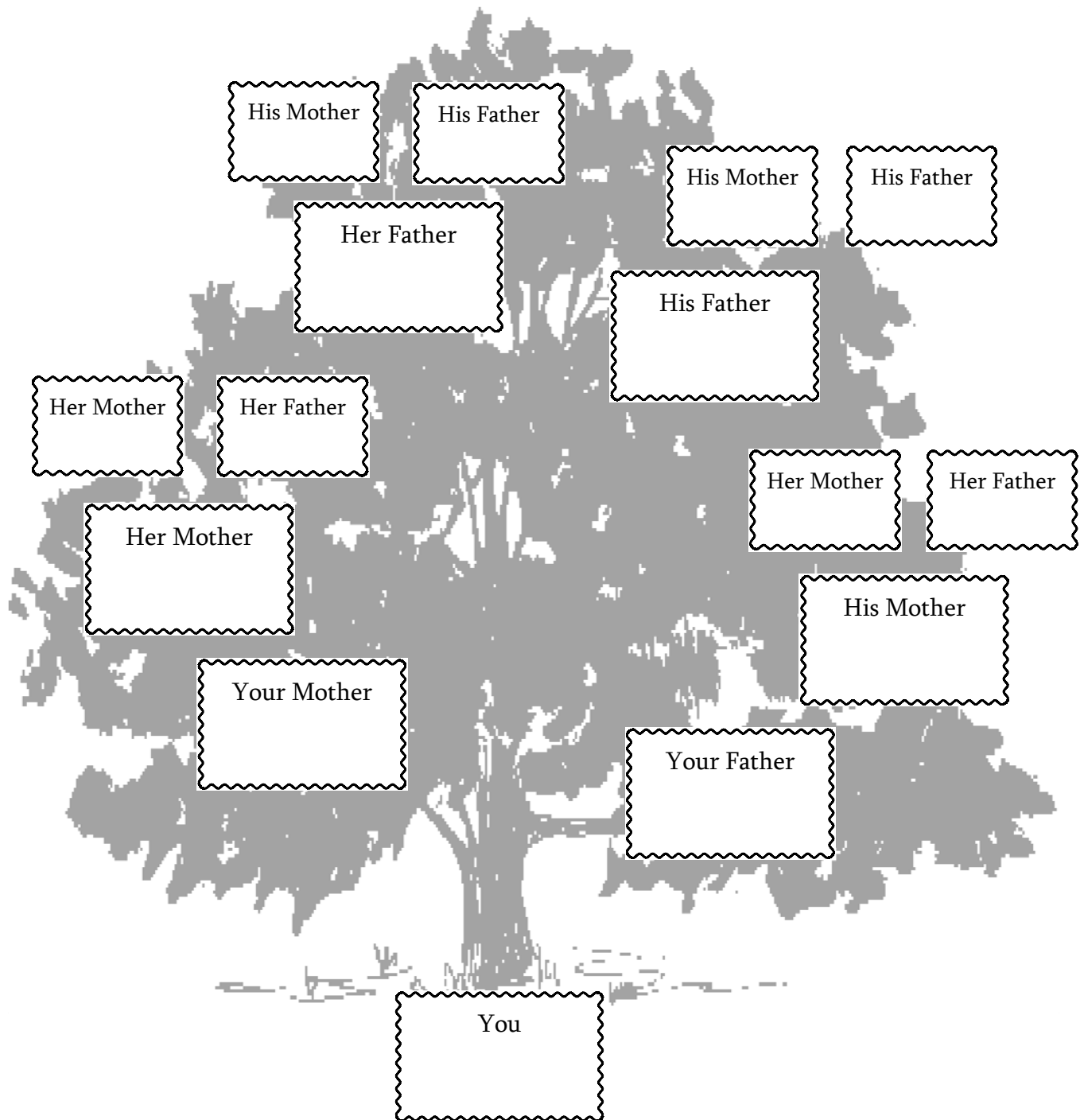


## Activity:

Using one of the covers provided in the colored pages in the back of this resource, create your own passport! Two covers are provided, so you can choose which one you like. Cut out the cover, and attach it to several sheets of plain white paper cut to the same size. Attach the papers to the cover. Include the information talked about above. Include personal information, a photograph, and more!

# Create a Family Tree

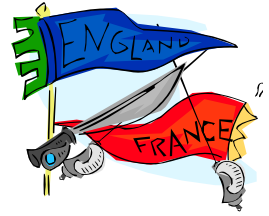
In each box below, write your family member's name, where they were born, and their date of birth.







# First Stop: Europe!



## Welcome to Europe!

Europe is made up of many different countries. Below, use your atlas to label each country we're studying in Europe on the map. Then, label the bodies of water important to Europe. If you are an older student, label as many of the countries below as you can with the help of your atlas.

### European Countries

#### You'll Study:

England  
Scotland  
Ireland  
Switzerland  
The Netherlands  
France  
Germany  
Poland  
Russia  
Romania  
Spain  
Portugal  
Italy  
Greece

#### Bodies of Water:

Atlantic Ocean  
Mediterranean Sea  
Barents Sea  
North Sea  
Black Sea  
Aegean Sea  
Baltic Sea





# Flags of Europe

Use the flag forms below for flags of each of the countries you'll visit in Europe! You can either paste in the flags you'll find in the back of this diary, or draw and color each below according to your world atlas. Label each flag with the number marked on that country.

\_\_\_ United Kingdom

\_\_\_ Ireland



\_\_\_ Switzerland

\_\_\_ The Netherlands

\_\_\_ Spain

\_\_\_ Portugal

\_\_\_ France

\_\_\_ Germany

\_\_\_ Poland

\_\_\_ Russia

\_\_\_ Romania

\_\_\_ Italy

\_\_\_ Greece

# A Little About Europe

Europe is really quite fascinating! It's a great place to begin our journey. Throughout human history, Europe has been home to hundreds of individual cultures. Many of these cultures have shared and spread their ideas across continents and even oceans. Many of the ideals that have shaped the world we know today began in Europe.



Europe has always been considered a separate continent from Asia, though some geographers scratch their heads and wonder why. Europe is more like a peninsula attached to Asia than a separate continent of its own. The dividing line that divides Europe from Asia runs south along the Ural Mountains and the Ural River in western Russia, to the Caspian Sea, then along the Caucasus Mountains, and west to the Black Sea. However, culturally, Europe has always had a distinct and entirely different flavor from the continent of Asia. Perhaps this is why it has always been considered a continent of its own.

Europe has the world's largest and densest population of any continent, except Asia. Hundreds of different ethnic groups speak over 160 different languages. The Roman Empire once ruled much of Europe, and spread its culture and its state religion, Christianity, over the continent. The Reformation also took hold in Europe, transforming Christianity throughout Europe. Islam did take hold in the Middle Ages in some parts of Europe, but today, followers of Islam live mostly in Albania and that small part of Turkey that is considered part of Europe.

After the Middle Ages, country boundaries solidified that are largely the same today, as rulers strengthened their power and created true nations. Some of these nations built empires as they traded and established colonies around the globe. This gave some European nations a lot of prestige, power, and wealth, and allowed them to dominate other people groups and promote the spread of European culture to many other places. Europe got another boost when it led the way in bringing about the Industrial Revolution. Machines in Britain and elsewhere spread to other parts of the world, introducing an industrialized society that changed just about everything.

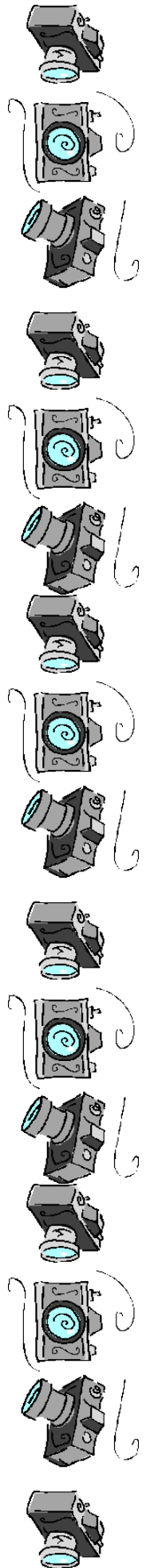
Today, many European countries are part of the European Union that has established a unified currency between participating countries -- the euro. At the same time, many European countries have had a revival of interest in their native culture, music, language, and traditions.

We're going to visit a lot of these European nations this year, so we'll see a lot of these traditions and cultures for ourselves! It's sure to be a great trip!

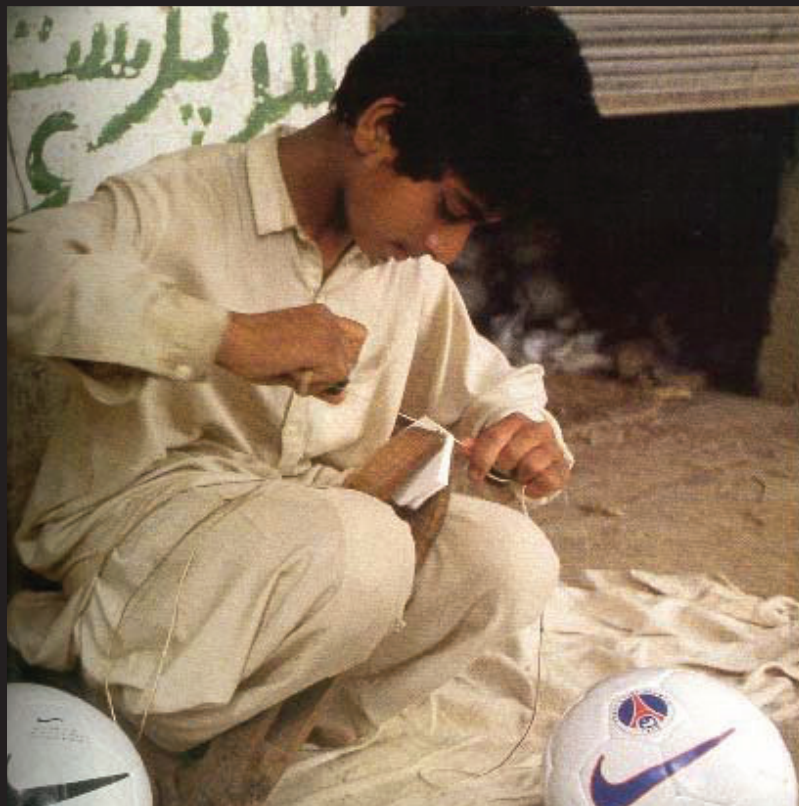


# Views of Europe

Collect and paste pictures or articles you find interesting about Europe on this page.



childhood ~ labor ~ school ~ clocks ~ support ~ exhaustion ~ poverty ~ despair ~ hope



# Working Children

**Kaeryn Brooks**  
WinterPromise Publishing



S  
t  
o  
l  
e  
n  
  
d  
r  
e  
a  
m  
s







# ***Working Children***



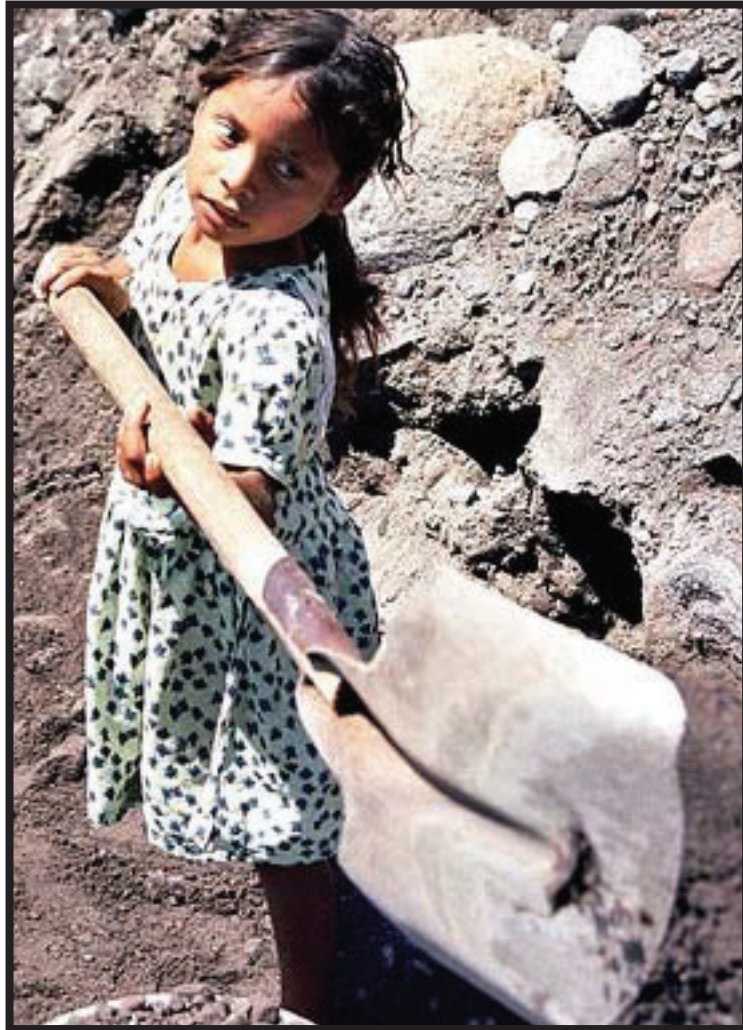
***Ebook Version Printing Instructions:*** If you'd like to print this resource in its entirety, print the pages double-sided in color or black and white, and hole-punch or bind on the left side.

***Digital License Information:*** Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

***Printed Version:*** This resource may not be copied by any means, print or electronic.

Copyright 2016. **WinterPromise Publishing.** All Rights Reserved.





# ***Table of Contents***

Introduction:	One Easter Morning
Chapter 1:	What is Child Labor?
Chapter 2:	How a Country's Development Affects Child Labor
Chapter 3:	Industrialized Countries are Also a Part of the Problem
Chapter 4:	Big Companies and Free Trade
Chapter 5:	Why Kids Work
Chapter 6:	Where is Child Labor Common?
Chapter 7:	Children Working in Fields
Chapter 8:	Children Working in Factories
Chapter 9:	Children Working on Rugs
Chapter 10:	Children Working in Mines
Chapter 11:	Children Working in Homes
Chapter 12:	Children Working on the Street
Chapter 13:	Children Working as Soldiers
Chapter 14:	Why Use Child Workers?
Chapter 15:	The International Labor Organization's Conventions
Chapter 16:	The Convention on the Rights of the Child
Chapter 17:	Effects of Labor on Children
Chapter 18:	Dreams of Working Children
Conclusion:	What You Can Do



# Introduction: One Easter Morning



A boy has died. One boy in a small village. It is Easter morning, in the year 1995, and the boy is not just any boy. His name is Iqbal.

He is twelve years old and already he has enemies. He has said too much about his life, a life of slavery in a carpet factory. One of those enemies made sure he could not continue speaking any longer.

Iqbal Masih was born in 1983. The village in which his parents lived was Muridke in Pakistan. It was a small, rural village and life there was difficult. Soon after Iqbal came into the world, his father Saif abandoned his new son, Iqbal's mother, and their other children. Iqbal's mother, Inayat, worked hard to provide for her family, but her small income as a housecleaner could not keep everyone

fed. By the time Iqbal was four, Inayat made a difficult decision. She sold him for a small amount of money to a carpet-factory owner. The amount she received would be equal to about \$12.00 here in the United States.

Twelve dollars. Many employers here in the United States pay that for about one hour's work. For twelve dollars, the carpet factory owner had a new slave to work in his factory -- a slave who received nothing in return but small morsels of food for his work.

Iqbal was chained to a loom in the factory, where he worked six days out of every week. He rose early in the morning to begin work and worked late into the night. Thirteen hours a day he toiled, making carpets, hurting his fingers, breathing in carpet dust. For six long years he worked. By the time he was ten years old, this little boy had already worked over 22,000 hours.

If you divided the twelve dollars his mother received for her son by the thousands of hours Iqbal labored, you'd have the amount of "pay" Iqbal received for his work. It is so little it is hard to imagine. Iqbal would have to work 21 hours to accumulate a single penny.

Of course, Iqbal never received anything for his work except poor food in small quantities, and beatings if he did anything that displeased the factory owner. Still, Iqbal had spirit and refused to completely cooperate.

One day, when he was ten, Iqbal escaped from the factory in order to attend a Freedom Day celebration being put on by the Bonded Labor Liberation Front, an organization that fights against forced labor. At the rally, speakers from the BLLF shared with Iqbal and other children about their rights. Iqbal -- spirited, bold Iqbal -- pushed his way to the front of the crowd and shared his story with the crowd right then and there. He never again returned to his life in the factory.

Instead, the BLLF helped him to start school, and later he began touring, sharing his story about life as a forced worker in the factories of Pakistan. He traveled around the world, telling kids and adults everywhere about other children who were forced to work as slaves in countries all over. Together with the BLLF, Iqbal helped to free more than three thousand Pakistani children from their work in brick, textile, and carpet factories, in steelworks and leather tanneries.

Children in the United States, Canada and other countries heard Iqbal speak in their schools. They were moved by Iqbal's stories, and shocked to hear that children around the world work when they should be free to play or to attend school. They marveled at the fact that Iqbal looked about six years old, though he was ten or eleven at the time; he was small because of how undernourished he had been in the factory. Iqbal received awards and even some prize money that he hoped to use to become a lawyer. He wanted to continue to help other kids.

But he never fulfilled that dream.

One Easter morning, April 16, 1995, Iqbal was shot outside his grandmother's home in Pakistan. He had been receiving threats from carpet factory owners, who wanted him to be quiet about his life and the lives of other children. They wanted to silence Iqbal.

Though Iqbal died, his story continues to inspire young people like you to stand up for what is right. Iqbal told his story again and again so that thousands of children around the world would not be forgotten, so their stories would be told, so that they would have the chance to have their freedom, and their dreams.

Today there are still thousands of children who work too many hours and are denied the chance to be a child, and to go to school. This book will help you understand their lives.

# What is Child Labor?



Most people who imagine child labor think of the days of Charles Dickens when children worked in mills, labored in mines, and swept out chimneys in the streets of London. Many think of the problem as largely in the past, but that is far from true.

The fact is that children all over the world are working. That is not always a bad thing. In fact, most all children are introduced to small tasks when they are young. Chances are that you began to help out around your home when you were young. You might have started with making your bed, picking up your toys and clothes, and later helped out with small chores such as taking out the trash or vacuuming rugs.

All around the world, children are introduced to small tasks and gradually work up to more demanding tasks as they get older. This is a part of normal development, and a way for kids to prepare for their adult life. Taking on some work helps a child to learn confidence in doing new things, assists in their physical development, and gives the child an understanding of how work benefits themselves, their families and even their community. The work helps to prepare children for life.

For these kids, work is just a small part of their lives. They still have plenty of time to go to school and learn other skills, and energy to play and enjoy their families and friends. As they get older, they make take on a job delivering newspapers or taking care of lawns in the neighborhood. Still, they continue to develop and grow, while still enjoying their childhood.

This is not a part of the problem we refer to as “child labor.” Child labor is work that is done by a child that is not safe for their development. The 1989 UN Convention on the Rights of the Child defines child labor as work that “is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.” Child labor involves one or more of these problems:

- a child that is forced to work
- a child that works too many hours
- a child who is unpaid or poorly paid for their work
- a child who works so much there is no time for school
- a child that works in a workplace or at a job that presents health or safety dangers
- a child who is being taking advantage of by an employer or their parents



# Let's Talk About It



## **Discuss the following as a family:**

What kinds of work are a normal part of a child's life?

What kinds of work or chores are you responsible for?

How do the kinds of work you do help prepare you to be an adult?

Why do you think children need to do things other than work?

Discuss each of the following problems that is a part of the issue of child labor.  
Talk about a situation in which each problem might happen to a child.

- a child that is forced to work
- a child that works too many hours
- a child who is unpaid or poorly paid for their work
- a child who works so much there is no time for school
- a child that works in a workplace or at a job that presents health or safety dangers
- a child who is being taking advantage of by an employer or their parents

# How a Country's Development Affects the Problem of Child Labor



It may be surprising to you that the problem of child labor is going on today. It is not a problem that disappeared when Charles Dickens stopped writing his books. Children work in factories, pick fruits in fields, or toil in dark cramped rooms. Many have jobs that are dangerous or unhealthy. Most miss out on getting an education, and all miss out on their childhood.

Many people who do know about child labor think it only happens in countries that are still developing. These “developing” countries include many countries in Africa, Asia and Latin America. They do not know that child labor is also a problem in countries we refer to as “industrialized” countries. These countries are called “industrialized,” because industries and machines in these countries have changed the working lives of many of their citizens, allowing many people to do less labor-intensive jobs than people have done in the past. Countries that are known as “developed,” or “industrialized,” include Canada, the United States, the countries in the European Union, Australia, New Zealand and Japan.

How did the separation between industrialized and developing countries come to be? That requires a trip through history. Before the development of most machines, children did do work. They learned a family craft, a work skill, or helped out around the home or even in the fields. However, most work was simply too labor-intensive to be done by a child, and thus, most children remained quite free to learn, play and grow.

Then came the Industrial Revolution. During the Industrial Revolution, new machines were invented that turned hard, heavy work into much lighter, simpler tasks. The new machinery created work that could now be done by children. At the same time, the Industrial Revolution was creating new jobs in factories in cities. Many families moved into cities only to find that they were having trouble making enough money to afford to live in the city. Their answer was to send their children to work in the factories in addition to the adults in the household.

Employers of the time loved to hire child workers. There were no laws protecting the rights of children at this time, and they could pay child workers much less than adult workers. Plus, child workers could easily be bullied into working longer hours or doing more dangerous work than adult workers.

Some countries started industrializing earlier than others. Most of these countries are the countries that we today call the “industrialized” countries. As they industrialized, the lives of average citizens often gradually improved. As things improved, these countries introduced labor reforms. They introduced laws that protected the rights of children. These laws limited the types of work children could do, how long they could work, and see to it that children get the opportunity to attend school. This helped to limit the problems of child labor in these countries, and is why we see fewer problems with child labor in industrialized countries than we do in countries that are still developing.

Developing countries are still working to see enough improvement in the lives of its citizens to take on the problems of child labor. Often, the poverty of an individual family is why children work in the first place.



But the poverty of many individual families is often linked to how well-developed a country is as a whole. This is clear when you look at a chart that shows how the lives of individual families differ whether they are in developing or industrialized countries.

On the next page is a chart of development indicators that tell some pretty important things about countries around the world. The numbers are published by UNICEF, an organization that keeps track of the lives of children around the world. The chart reflects numbers published in their “State of the World’s Children Executive Summary” for 2009.

Looking at the chart on the next page, it is clear that children born in developing countries have a number of disadvantages to overcome. They are far more likely to be born into poverty, often extreme poverty. They may not have access to clean water or sanitation facilities. Fewer children in developing countries have the opportunity to complete primary school. Many more children have to work. Worst of all, children are much less likely to survive, let alone reach adulthood. These disadvantages make it clear that developing countries have many societal problems that contribute to the problem of child labor.



However, it is also good to remember that the problem of child labor is not limited only to developing countries. Even in industrialized countries, children can be found working in terrible conditions, giving up their education and dreams for the future.

Take a look for yourself at the chart below and consider the problems that may contribute to children working around the world.

### **Development Indicators for Industrialized, Developing, and Least Developed Countries**

from the UNICEF, State of the World's Children Executive Summary, 2009

- = data not available \* = excludes China and Nigeria

<b>Indicators</b>	<b>Industrial- ized Countries</b>	<b>Developing Countries</b>	<b>Least Developed Countries</b>
Gross national income per capita expressed in U.S. dollars, (2007)	\$38,579	\$2,405	\$491
Percentage of people who live on less than \$1.25 a day	0%	25%	54%
Out of every 1000 live births, the number of children who die before their fifth birthday	6	74	130
Life expectancy at birth in years	79	67	55
Out of every 100 people in the region			
this many have access to adequate sanitation	100	53	33
this many have access to clean water	100	84	62
this many children out of 100 finish primary school	97	74	60
Percentage of child labor - boys	-	17%*	31%
Percentage of child labor - girls	-	15%*	28%

# Let's Talk About It



## **Discuss the following as a family:**

The gross national income per capita is the average amount earned per year per person. This helps to indicate the level of poverty endured by some regions of the world. What kind of differences do you see between industrialized, developing and least developed countries?

What percentage of people in developing countries and least developed countries live on just \$1.25 a day (in U.S. dollars)? Talk about what kinds of expenses would need to be covered by this amount (housing, food, health care, transportation, clothing, and education).

What can we learn from the numbers of children who die before they reach their fifth birthday?

What kinds of problems and challenges are faced by people who don't have access to clean water and adequate sanitation facilities?

Just six out of ten children in the least developed countries finish primary school. This is equal to three out of five children who finish school through about sixth grade. If your family were in this region, how many of your family's children would be likely to finish the sixth grade? How would this affect your family's future?

How many boys out of a hundred in developing and least developed countries work? How many girls do?

For older children: If you round the number of children who work in the least developed countries to thirty percent, how many children at your church (or another group) would be working? Figure it out with your family.

# Fun & Traditions from Many Lands



Winter Promise

**Printing This Resource:** This resource can simply be viewed, or it can be printed looseleaf, single-sided, and hole-punched or wirebound to create a book.

**Digital License Information:** Your license allows you to print this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend, resell or distribute any copy of this resource in any manner, as it is a derivative of your licensed electronic files.



# Fun & Traditions from Many Lands

*by Kaeryn Brooks*

*Published by WinterPromise Publishing*

**[www.winterpromise.com](http://www.winterpromise.com)**

Copyright 2012-2016.  
All Rights Reserved.



# Table of Contents



## *Journeys Around the World - Multi-Cultural Activities*

### ***Discovering Europe***

Northern Europe  
Western Europe  
Central Europe  
Iberian Peninsula  
The Mediterranean

### ***New American Traditions***

North America  
South America

### ***The Colorful Culture of Africa***

Northern Africa  
Eastern Africa  
Western Africa  
Southern Africa

### ***The Exotic East***

The Middle East or Western Asia  
Central Asia  
Southern Asia  
The Far East or East Asia  
Southeast Asia

### ***The Easy-Going Life of the Pacific***

Oceania  
Australia

# Journeys Around the World





# Journeys Around the World

## General Multicultural Activities

### Create a World Travels Museum

Find a place in your home to set aside as a temporary display for the items you'll be creating this year. A corner, hallway, or set of shelves, even a bulletin board with a display area underneath would work. Arrange for a place to stand up projects, hang up art, and display your "World Travels Diary." Using boxes to create vertical storage and display might add additional interest. This will be your World Travels Museum. Work toward making this study a part of your family life this year.



### Make Paper People Chains

You can make a chain of paper people linked by their hands to hang above your World Travels Museum. Start with a long rectangular piece of paper about 6 inches high and about three feet long. You'll want to tape some pieces of paper together so the rectangle will be long enough. Fold the end of the rectangle back and forth like a zigzag, so the paper is 6 inches high and about four inches wide. Now it is time to draw! Sketch a half of a person on one edge of the paper, with his arm reaching toward the middle, then sketch another "half" person on the other edge, with their arm reaching to meet the first person's arm. The arms should form a firm place for the figures to "hold on" to each other. You might want to add detail to the people like a Mexican hat, loose robe or kimono on one or both of the figures. When you are satisfied with your design, cut around the people, being careful not to cut through their arms, which will hold the chain together. When you open the folded paper, many people will appear! You can add more detail like faces, colored garments and more, if you wish, to make this a fine addition to your World Travels Museum.

### Find Out What Your Name Means

Do you know the meaning of your name? You can probably find out by going online and, with one of your parents, doing a search if you don't. All first names have some meaning. In addition, your parents may find a special meaning in your name. Ask if you were named after someone else, or if your name marks any special event in their lives. Perhaps your name is meaningful to your parents for some other reason. Once you know your name's general meaning, and then its meaning to your family, illustrate your name. Take the time to make a drawing or painting that really represents your name. Then, incorporate your name into the bottom or top of the picture, or into the picture itself. Add to your "World Travels Diary."

### Design a Name Chop

In years gone by in some southeastern Asian countries, people used a small seal to sign their names instead of writing it out. The seals are made individually and have a picture that represents its owner's name. It is called a chop. Perhaps your name's meaning can provide inspiration as you design your own name chop. You can design the chop on paper, or actually carve it in foam or styrofoam. Most chops were about a centimeter square. If you do carve it, you can mount it on a piece of wood or rock, ink it, and use it as a stamp yourself.

### Create Family Profile Pages

Your family is part of the world's culture! Create some family profile pages to add to your World Travels Diary near your family tree page. Use colored paper and mount pictures of family members, special family events or memories and other photos. Then, write down information about each of the people in your family, along with thoughts on what makes them who they are. Do you have any heroes in the family? War veterans? People who remember important historical happenings? Write it down! Celebrate all the ways your family has offered something to the world!





# ***Prayer & Personal Involvement Journal***

***Finding Ways to Serve, Pray, and Reach Out  
to Children Around the World***

WinterPromise

[www.winterpromise.com](http://www.winterpromise.com)

Copyright 2008-2016 - All Rights Reserved.  
Printing Information for Ebook Version on the Title Page









# ***Prayer & Personal Involvement Journal***

***Finding Ways to Serve, Pray, and Reach Out  
to Children Around the World***

***by Kaeryn Brooks***



**WinterPromise**  
[www.winterpromise.com](http://www.winterpromise.com)

**Ebook Version:**

Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

**Ebook Printing Information:**

This book should be copied double-sided in black and white or color, and bound.  
It is a consumable resource, so you'll need one per student.

**Print Version:**

This book may not be copied by any means, digital or electronic.

Copyright 2008-2016 - All Rights Reserved.



# ***Dedication***

If ever there were a need,  
there is now a need.

If ever there were  
a hand that needed help,  
a heart that needed healing,  
a soul that needed Him,  
now is such a time.

If ever I were to meet such a need  
the time is now.

Lord, make me willing.  
Send me.





# Table of Contents

## What is It All About?

A Note to Parents

## Getting Started

Record Details About Your Life

What Do You Take for Granted?

Waste and Want

## Learning About Basic Needs

Good Food & Clean Water

Project: Volunteer at a Local Ministry

Safe Places & Shelter from War

Project: Interview a Foster Worker

Medical Care

Project: Investigate Immunizations

Clothes, Shoes & Education

Project: Goals and Determination to "Make it Count!"

Happiness & Hope for the Future

Meeting the Lord Jesus Christ

Service: Pray for Children Around the World for 30 Days

Share: Share with Your Church Family, Prayer

## Food for Children Around the World

Learn about Christian Childrens Fund & CARE

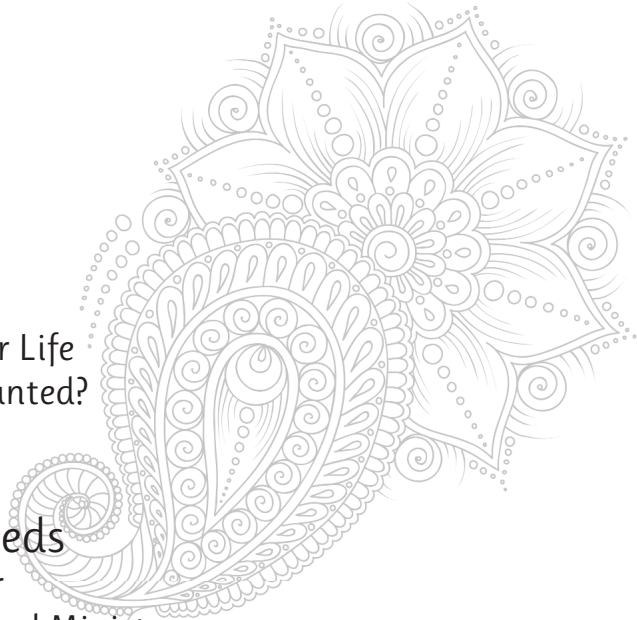
Project: Sponsor a Website Scavenger Hunt

## Safe Places for Children Around the World

Learn about Sleeping Children Around the World

Learn about Kipchoke Keino Children's Home

Share: Share with Others about Bedkits



## Shelter from War for Children Around the World

Learn about the International Campaign to Ban Landmines

Service: Pray for War-Torn Countries

## Medical Care for Children Around the World

Learn about African Medical & Research Foundation (AMREF)

Project: Earn Money to Buy Vaccines

## Clothes, Shoes & Education for Children Around the World

Learn about Shoes for Orphan Souls

Project: Send "Shoes for Orphan Souls"

Learn about Knit for Kids

Project: Tell "Knitting Grandmas" about Knit for Kids

## Happiness & Hope for the Future

Learn about Operation Smile

Project: Sell Smiles

Learn about The Memory Project

Project: Make a Book to Send

## Children Around the World Meeting the Lord Jesus Christ

Learn About Missionaries

Learn About a Missionary Example: Paul

Project: Read About Paul's Life

Project: Paul's Needs and Sufferings

Project: Write to a Missionary

Project: Learn about Their Country

Service: Meet Your Missionary's Need

Service: Pray for Your Missionary

## What About You?

Time to Think About a Promise

I am a Promise



# ***Prayer & Personal Involvement Journal***



## ***What is It All About?***

Maasai in Africa, Kazakhs in Central Asia and Sorbs in Europe -- all around the world there are children who are in desperate need. They need to have a safe place to sleep, they need nourishing food, and most of all, they need to hear the good and wonderful news of the gospel. You'll be visiting so many children this year. Many of them face terrible need every day, and many have never heard the name of Jesus Christ.

This journal will help you to find ways to reach out to these children. Although you are young, you have many gifts to offer these children, even from a continent away. You will have a chance to meet and get to know a missionary, learn how to pray for children in lands far away, and even find some practical ways to meet their everyday needs. You'll also be able to participate in helping them to hear the gospel of Jesus Christ. What an exciting prospect!

So, get ready to be a part of changing the world. Every bit you do will make a difference in the life of another child -- and in you!



# ***Important Note to Parents:***

It is not our intention that this journal be your child's pathway to asking others to contribute money for every cause, literally, around the world! Instead, many of the projects involve personal involvement with prayer, volunteerism, service and learning more about the need. A couple of the projects do involve fund-raising for those areas of need that we feel of are of the most relevance to a student's understanding and the most worthy of the endeavors from a child's perspective. Some of the fund-raising is recommended as a service project that does not ask for donations, but instead, has the child doing work and donating what he has earned toward helping a child.

Please consider, too, that many of their peers are asking other adults in their acquaintance for help with school fund-raisers for the endless "needs" generated by the school system. We see it as a far better thing when children are sharing the true needs of others around the world in a way that demonstrates their passion for helping children and acquaints other adults with practical ways they can truly help. Surely these projects are of more importance than new play equipment for the local schoolyard. We'd recommend that you consider approaching different groups of friends for different projects, such as "relatives," "church families," "football team," "co-op group," etc. It will help to plan this ahead by leafing through this year's projects.

In this way, we hope that your student will not only become aware of the needs of others around the world, but to see his own place in the world as one of blessing and, in turn, responsibility. We truly hope this year will change the heart of your child!



# ***Getting Started***

## ***Record Details About Your Life***

As you begin this year, it's time to write down a little about yourself. These are facts that will help you compare your life to the lives of the children you learn about this year.

Draw Your Home from the Outside:



Draw Something You Enjoy a Lot:



What is your favorite meal?

What do you like about your room?

What is your doctor's name?

What clothes outfit do you most enjoy wearing, and why?

What do you most enjoy studying in school?

What are you most looking forward to doing next summer?

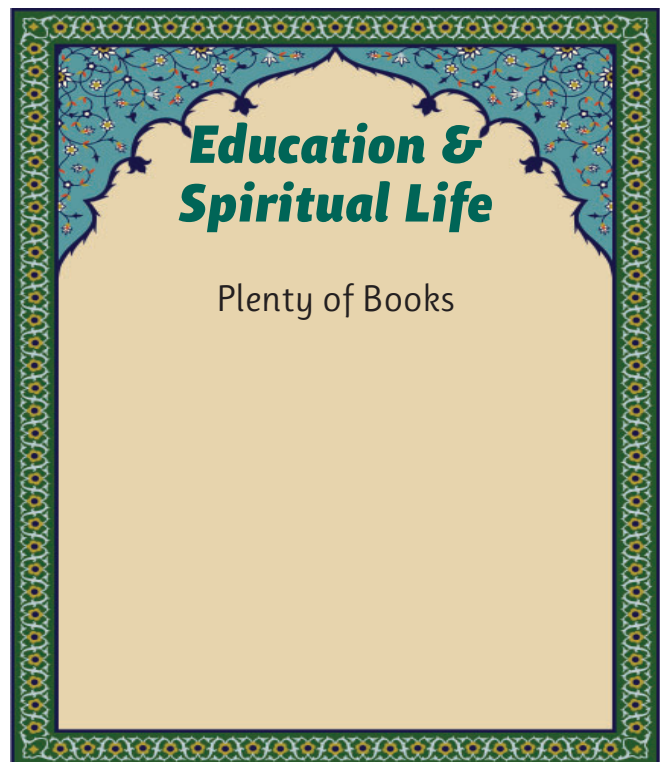
### ***Time to Discuss!***

Many children around the world cannot answer the questions above. Why is that?



# ***What Do You Take for Granted?***

In each of the frames here, think about things in your life you receive that are really wonderful blessings that you may forget to be thankful for. We've started you out with one idea in each box.







# Cultural Gathering Planning Guide

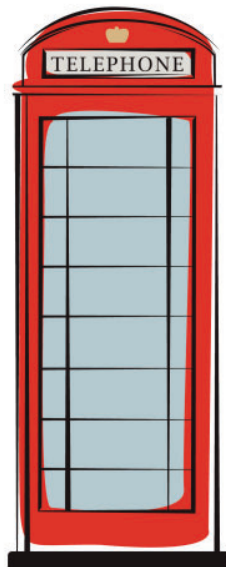
WinterPromise

**Printing This Resource:** This resource is meant to be printed double-sided and bound into a book, or hole-punched. But it can be printed looseleaf, and the spreads can be hole punched to lay across from each other. Simply print them as single-sided in black and white and hole punch on the side with the wider margin.

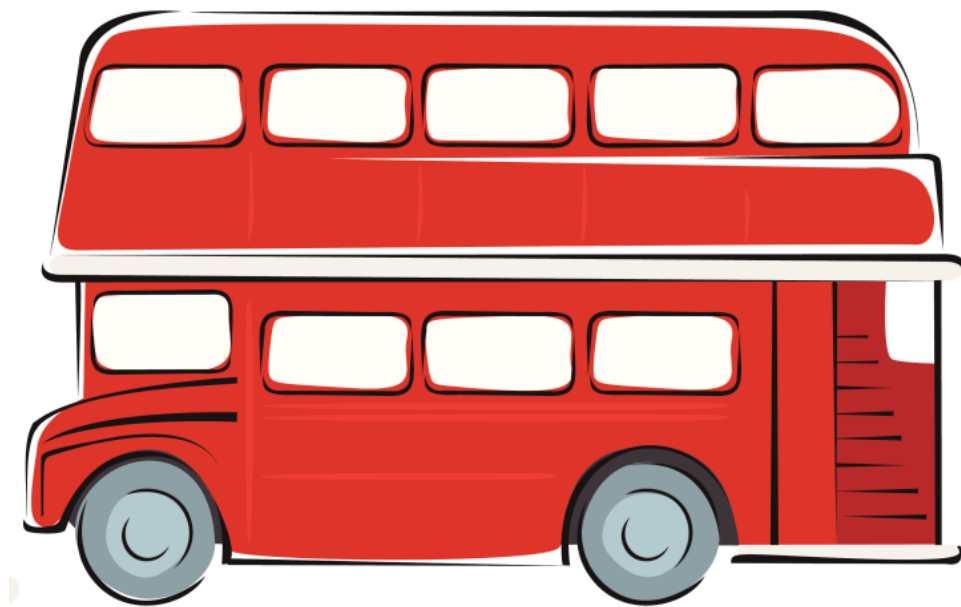
**Digital License Information:** Your license allows you to print copies of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell or distribute in any manner a copy of this resource, as it is a derivative of your licensed, electronic files.

**Print Version:** This is a consumable resource and may not be copied.

**Copyright 2012-2015. WinterPromise Publishing. All Rights Reserved.**



# Cultural Gathering Planning Sheets



Easy Ways to Experience  
the World's Cultures

**WinterPromise**

[www.winterpromise.com](http://www.winterpromise.com)



# Cultural Gathering

## Family Focus: Family Celebration & Dedication

Only you know how this evening will turn out, because tonight is all about YOUR family! A great way to start the year is with a reminder of your own culture and the blessings and good times your family enjoys together. So, this evening, pull out all the stops to create an evening of fun focused around your family's own favorites.

### Prepare a Cultural Presentation

It's a "Family Trivia Quiz," and it'll be good fun and a great time! Have either your mom or your dad, whichever has time and a good memory, put together a family trivia quiz. They should prepare lots of questions and answers on a sheet, and act as the emcee for the game. Divide into teams, and see which team gets more answers correct. If a team on their turn gets an incorrect answer, the other team will get a chance to try to answer it correctly. If both teams agree that the emcee has remembered something incorrectly, both teams will earn a point. Winners are served dessert first!

### Gather Supplies or Decorations

Needed supplies will definitely be influenced by the type of food that is your family favorite. Have a meeting with a parent to decide on your menu and make a list of what is needed.

### Entertainment Ideas

#### Games

Family Favorite Game - Choose a family favorite game, whether a board game, cards, or something like charades. Check ahead of time to see that you have everything you need handy for the big night.

#### Music

Put on background music that is a favorite family choice.

#### Sharing

Testimonies would be great to include this evening about such things as how your family is blessed, what is special about your family, or what other family members mean to you or are an example to you. Family history would be great if shared from a parent who remembers major events of importance to your family. Bible reading should be from Genesis 11:1-9, and lead to a discussion of the origin of nations and their respective differences



# Plan Your Entertainment & Decorations

Which elements of the gathering will you include?

What will you do for decorations or the setting?

When will you complete crafts?

Who's going to do what?

What supplies do you need?

## Plan Your Menu

Your Family Favorite Meal:

Great Dessert:

# Cultural Gathering

## Europe Focus: Communists & Capitalists

Europe is a place of contrast, especially culturally and politically. As you look at Europe this week, we'd like your family to spend time getting to know some of the issues present in a communist society and a capitalist society. This will be a help to all of your family when they study the different countries in Europe, and find a contrast between the countries that is due in large part to the decline/dissolution of the Soviet states in Europe.

With that in mind, the cultural gathering this week will be a representation of communist and capitalist nations using play figures and blocks.



### Prepare a Cultural Presentation

Gather together play figures (such as Lego, Playmobil or even action figures) and building blocks of some sort. You are going to play "Communists & Capitalists." Although you'll also be discussing democracy, capitalism is the economic system that is the main focus here. Follow the directions below.

### Setup

1. Build a long, straight wall down the middle of an open space. Explain that this is the Berlin Wall, and it separated a city named Berlin in Germany when half the city was under communist control and half was under democratic (and capitalist) control.
2. Explain that a communist is one who believes that the state (country) should have almost total control over every aspect of its citizens lives, and that everyone is better off if the state controls the food supply and other goods so that it might hand out everything evenly. (Discuss this concept).
3. Explain that a capitalist is often a believer in democracy. The idea of democracy is that everyone should get a say what a government does, and not that the government gets to have complete say in their lives. A capitalist often wants this kind of freedom in their government, because they also believe that the best way to keep an economy going is to give everyone the freedom to work hard and live with the results of what they earn, whether good or bad. If you do well, you earn more money; if you don't, you lose money. This is different from a communist system, where whether you do well or poorly, the government distributes back to you the same amount. (Discuss this concept).
4. Name your citizens. Choose a figure to represent each citizen below and place him on the appropriate side of the wall. You might want to label them somehow so you remember who's who.

#### COMMUNIST

Moe Merchant  
Mac Soldier  
Molly Homemaker  
Maisy Gymnast  
Melvin Businessman  
Mike Dictator  
Marv Farmer  
Mrs. Retiree  
Morrie Minister

#### CAPITALIST

Joe Merchant  
Jack Soldier  
Jolly Homemaker  
J.C. Gymnast  
Jelwin Businessman  
Jim President  
Jorg Farmer  
Jill Retiree  
Joey Minister



## Play

Each of the events in the list below are “life happenings” that involve the citizens above. For each happening, one member of your family should roll a dice. If the number lands on three or less, the first outcome will happen to the citizen (or citizens); if four or higher, the second outcome will happen. For each outcome, please act out the happening with your figure. Make up dialogue about the following and discuss with each event:

- How the person might be affected
- How they'd feel
- What their choices might be to help overcome it and how each might benefit them.
- Take the opportunity to really feel the contrast between political and economic systems.

## Life Happenings

**Mike Dictator** has just come to power and has decided many farms in the communist country should be the property of the state. Marv Farmer learns of this and is afraid his farm will be taken. Outcome 1: His property becomes the property of the state. Outcome 2: He keeps his property for now.

**Jim President** has just entered his presidency and wants to pass a law that will keep farmers from using a dangerous pesticide, which will mean Jorg Farmer will need to make changes to his fields to stay in business. Outcome 1: The law passes. Outcome 2: The law fails.

**Moe Merchant** has just found out that bread may not arrive at his store today, as food shortages are starting to be noticeable and he cannot, by law, use any other type of bread but that supplied by communist factories. Outcome 1: Bread does not come. Outcome 2: It does.

**Joe Merchant** has just been informed that a new breadbaker has come to town who might offer him a reduced price so he can make more money on each loaf of bread. Outcome 1: Bread is cheaper from new baker. Outcome 2: Bread is more expensive from new baker.

**J.C. Gymnast's** parents have told her they cannot afford to pay for any more gymnastic coaching, but a donor may be willing to pay for it instead. Outcome 1: Donor pays. Outcome 2: Donor doesn't pay.

**Maisy Gymnast's** talent has been noticed by a communist talent scout. Maisy can choose to accept governmental support and be trained by government coaches, but that will require that she move to a different city from her parents, rarely see them, and train for many hours each day. Outcome 1: Maisy chooses to train with the government. Outcome 2: Maisy stays at home.

**Joey Minister** is surprised to learn that the government might pass a law that would enable his church to enjoy more tax advantages, giving them more money to set aside for their building fund. Outcome 1: The law passes. Outcome 2: The law fails.

**Morrie Minister** has been meeting secretly in his home with other faithful believers for months, since the government shut down his church. Outcome 1: He is arrested and thrown in jail for running a “subversive” organization, or one that is trying to hurt the government -- this is just a cover up for the fact that he was practicing religion. Outcome 2: Morrie's church grows as he faithfully sticks with ministering to them.

**Melvin Businessman** has just heard from the government that his business now will exist to produce government goods alone. He cannot sell them to anyone else, and he must sell the goods only for what the government says they are worth. Outcome 1: Melvin stays in his position. Outcome 2: Melvin leaves his job and doesn't work, but still receives government support.

**Jelwin Businessman** has had an outstanding year of sales and is due to receive a promotion, however, his company does not feel like giving him one because they would have to pay him more. Outcome 1: Jelwin stays at his job and puts up with the money because it is financially secure. Outcome 2: Jelwin quits his job and hopes to get another one, despite the fact that he may fall behind on his bills because he has no work at this time.

**Jolly Homemaker** wants to visit her relatives and takes a temporary extra job so she can afford to do lots of things while she's there. Outcome 1: She gets a job and then has a great vacation. Outcome 2: She takes a job but is fired when her original boss finds out she is working two jobs.

**Molly Homemaker** wants to visit her relatives, but when Berlin was divided into two halves, her relatives were on the other side. She hasn't seen them since the wall went up. Outcome 1: She petitions the government for a visa and is turned down. Outcome 2: She petitions the government and is surprised to learn that they will allow her to visit for one day only -- she must return before sundown.

**Jack Soldier** is discouraged to hear that funding for soldiers has not passed in Congress and so some retirement fund monies will not be a part of his retirement package from the army. Outcome 1: He quits the army and gets a civilian job. Outcome 2: He stays in the army and hopes things will improve.

**Mac Soldier** has heard about civilians actually making it out of communist Berlin by going over the Berlin wall. He decides to try it when he is next on guard duty there. Outcome 1: He successfully scales the wall without being stopped, although several soldiers attempt to catch him. Outcome 2: He is shot going over the wall and dies, still in communist territory.

**SUMMARIZE WHO IS BETTER OFF AFTER THIS, AND WHO IS WORSE OFF!**

## Gather Supplies or Decorations

Gather together play figures (such as Lego, Playmobil or even action figures) and building blocks of some sort for "Communists & Capitalists." Then, consider what you want to add to the evening in the way of additional entertainment or food. We are not including additional suggestions, but you may want to have a popcorn or ice cream sundae night, etc.

## Entertainment Ideas

### Games

Communists & Capitalists Game

### Music

Not important, and you may not need any.

## Menu Ideas

### Food

You may want to have a popcorn or ice cream sundae night. You can choose; it's an opportunity to keep things low-key this time.

# Plan Your Entertainment & Decorations

Which elements of the gathering will you include?

What will you do for decorations or the setting?

When will you complete crafts?

Who's going to do what?

What supplies do you need?

## Plan Your Menu