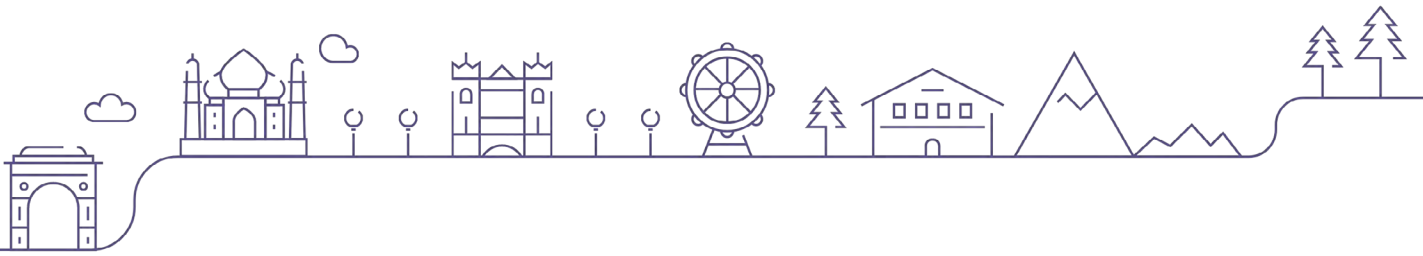
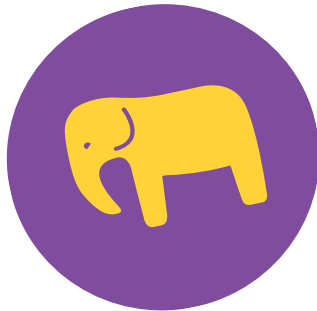


WORLD CENTRES INTERNATIONAL ADVENTURES





**A WORLD OF
POSSIBILITIES**



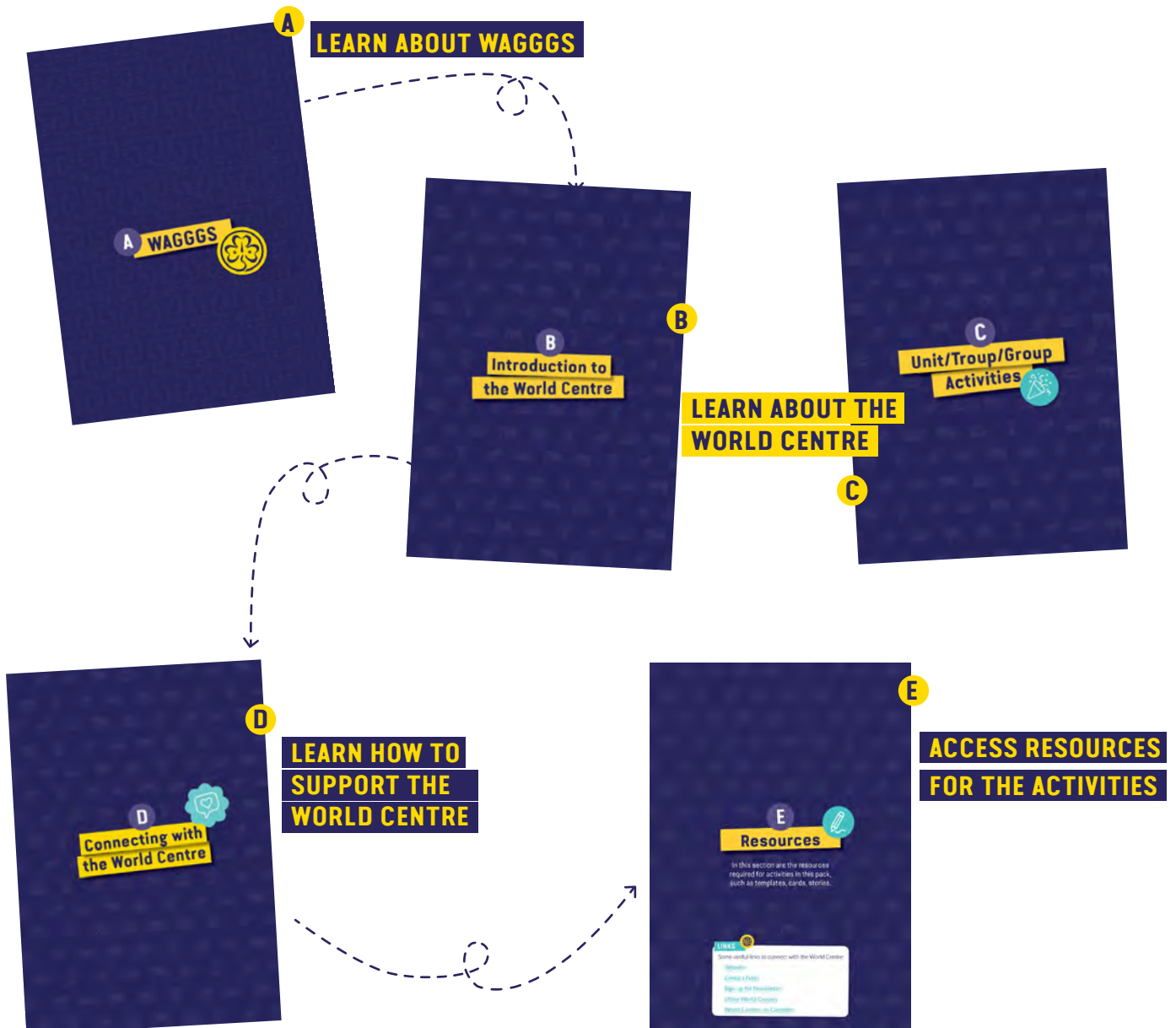
Sign up for our newsletter and get the latest on events,
programmes and opportunities to get involved.

worldcentres.waggs.org



About this Activity Pack

This Activity Pack is divided in our 5 World Centres and it has different sections to navigate:





FIND US



1932

Our Chalet

in Switzerland, opened in 1932



1957

Nuestra Cabaña

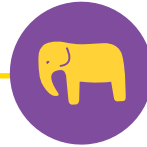
in Mexico, opened in 1957



1939

Pax Lodge

in the UK opened in 1991, starting as Our Ark in 1939 and as Olave House in 1959



1966

Sangam

in India, opened in 1966



2011

Kusafiri

in Africa, officially commenced in 2011



Use social media to share and promote

Share memories

Share photos of recent local events

LINKS



Connect with our World Centres:

[Website](#)

[Contact Form](#)

[Sign up for Newsletter](#)

[World Centres on Campfire](#)



Use #ourchalet


 [Instagram](#) - @our_chalet


 [Facebook](#) - @ourchalet

 [YouTube](#) - @OurChaletWorldCentre



Use #paxlodge

 [Instagram](#) - @paxlodge

 [Facebook](#) - @paxlodge

 [YouTube](#) - @paxlodge



Use #NuestraCabaña #wheredreamscometrue

 [Instagram](#) - @nuestracabanamx

 [Facebook](#) - @nuestracabanamx

 [YouTube](#) - @nuestracabanamx



Use #ComingTogether and #SangamWeBelong

 [Instagram](#) - @sangamworldcentre

 [Facebook](#) - @sangamworldcentre

 [YouTube](#) - @sangamworldcentre



Use #kusafiriworldcentre #tojourney

 [Instagram](#) - @kusafiriworldcentre

 [Facebook](#) - @kusafiriworldcentre

 [YouTube](#) - @kusafiriworldcentre



Welcome!

This activity pack has information and different activities to help you learn about Our Chalet World Centre and showcases all the amazing things you can do at the World Centres.

There are four sections:



A. WAGGGS (World Association of Girl Guides and Girl Scouts)

Some general information about WAGGGS and all the World Centres



C. Unit/Troop/Group Activities

A range of activities leaders can use with groups of Girl Guides and Girl Scouts



B. Introduction to Our Chalet World Centre

Some general information about this World Centre



D. Supporting the Centre

Things everyone can do to support and promote the World Centre

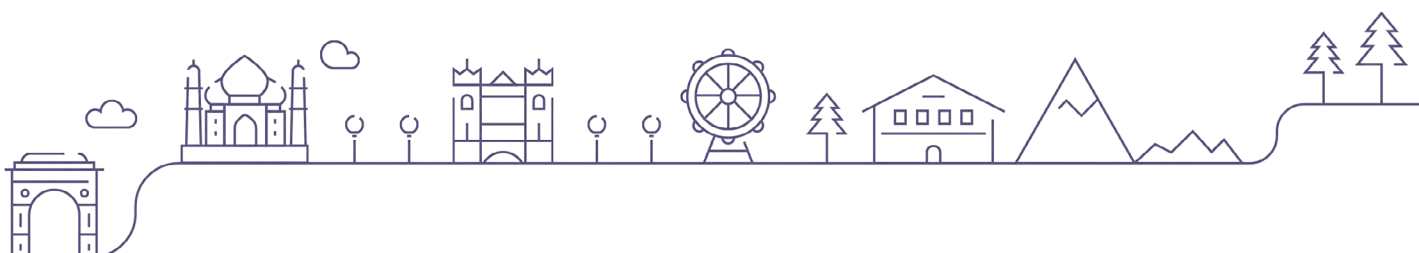


By utilising the information and activities in this activity pack, you will be able to celebrate and learn about the diversity of Girl Guiding and Girl Scouting through the World Centres. There are some reflective components to help consider different perspectives.

The activities in this pack can be used as described, or may encourage ideas for other activities or variations.

Some activities you can do on your own to learn about the World Centre, or you can learn alongside your group when completing the activities.

You can adapt the activities to suit your needs, this could include the age-range, group size, or whether you are completing activities virtually.







WAGGGS

(World Association of Girl Guides and Girl Scouts)

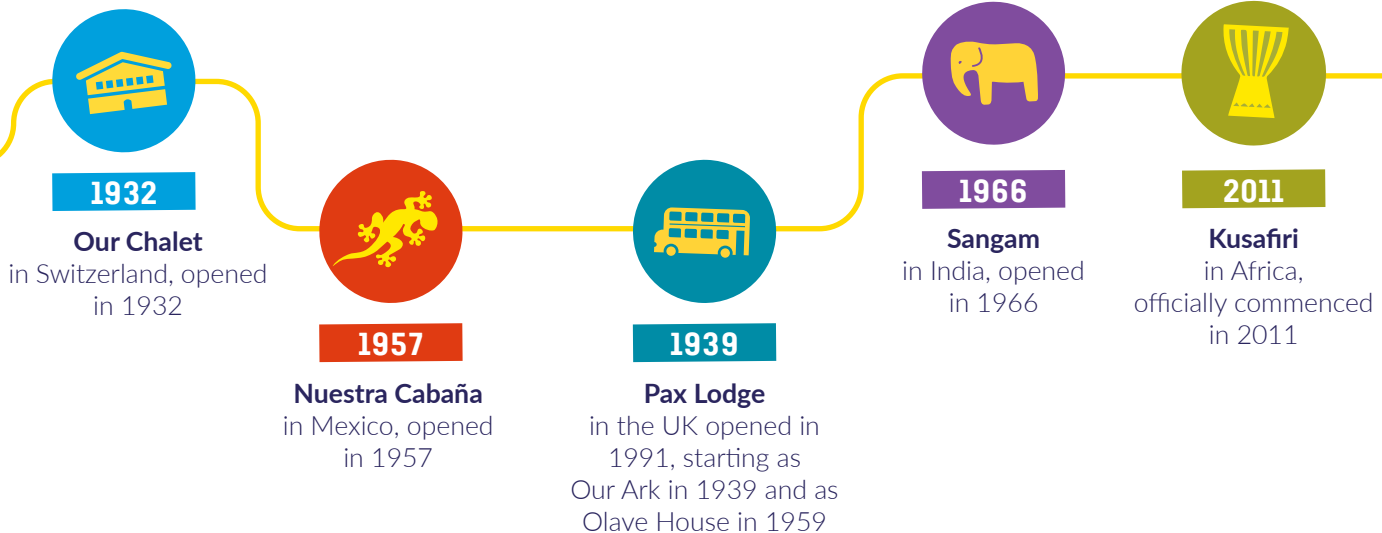
What is WAGGGS?

The World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary movement dedicated to educating and empowering girls and young women around the world. WAGGGS was founded in 1928 and now there are over 11.2 million members in over 150 countries. WAGGGS' mission is "to enable girls and young women to develop their fullest potential as responsible citizens of the world".

What are the World Centres?

WAGGGS' World Centres are a safe space for Girl Guides and Girl Scouts from all over the world to connect with each other, have adventures, and build agency. Every World Centre has their own unique environment and traditions, and every Centre aims to empower through leadership skills and building confidence to create a better world.

WAGGGS has five World Centres



In this pack, you will have the chance to learn more about **Our Chalet**.





Learn about WAGGGS and The World Centres

First, let's learn a bit about all the World Centres.

There are two different types of activities in this section:



CULTURE



Explore the World Centres, their location and other information about them

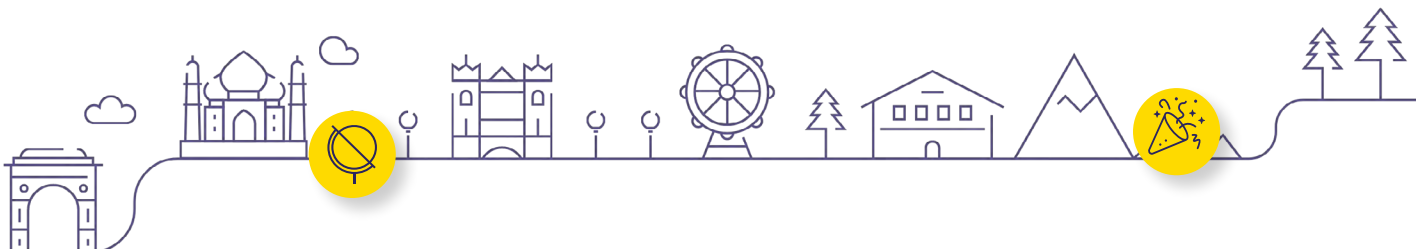


GAMES

Fun ways to learn about the World Centres

Use the table to help you decide which activity you will try or you could try them all!

| Type | Activity Name | Age Group | Time | Preparation | Page |
|--|---------------------|--|------------|--|------|
|  Culture | Map It | All ages | 20 mins | A world map, mapping pins or markers. Digital/online alternative | 9 |
|  Game | Card Games | All ages | 20-30 mins | Set of World Centre Cards (in Resources) | 10 |
|  Culture | Interactive Story | All ages Suitable for large groups | 20 mins | The World Centre Story (in Resources), Props (optional) | 12 |
|  Culture | Tourist Agency | 12yrs+ Suitable for at least 12-18 people or more | 45-60 mins | Resources with information about each of the 5 World Centres | 13 |
|  Culture | WAGGGS Quiz | All ages | 20-30 mins | Quiz questions (in Resources); access to the answers (eg. books, leaflets, websites) | 15 |
|  Culture | Souvenir Swap Relay | All ages | 20-30 mins | Variety of items from each of the World Centres | 16 |





Map It

All ages

20 mins

Purpose

To learn some general information about the World Centres.



You will need:

- A world map
- 5 different coloured map pins
- or you could make a pin for each World Centre using their country flag or Centre logo
- A pin for your group, or one for each individual, if you are from different countries



What to do

1. Locate each of the World Centres on the map, and mark it with a map pin.
2. Add to the map your group pin, or get each individual to add their map pin.

Alternatives

- Use a online whiteboard tool, such as Miro, Canva, Padlet
- Use Google Maps or Time Zone Map
- Draw a map of the world on the ground with chalk, and use people or objects instead of map pins

Reflective questions



- Which World Centre is the closest to you?
- Which World Centre is the furthest away from you?
- Which of these World Centres would you like to visit?



For each of the above, some follow-on questions

- How long would it take to travel there?
- How would you travel to get there?
- Have you been to that country before? If yes, share your experiences.
- Do you know anyone who has been to this World Centre? If yes, share your experiences.
- What language do you think they would speak?
- How do you think you would feel being somewhere where you don't understand the language being spoken?
- What traditional food is eaten?
- Do you like that sort of food?
- Could you eat that sort of food every day?
- What activities do you think they do at the World Centre?



Card Games

All ages

20-30 mins

Purpose

To learn information about each World Centre – what are their similarities, and what makes them unique through various card games or team games



You will need:

- At least one set of World Centre Cards (see Resources).
More sets may be required for bigger groups.



What to do

Play a card game

1. We Are Family

- Give each person 4 cards
- Place one face up in the middle, with the remainder face down next to it
- Each person needs to collect “4 of the same” – 4 from the same World Centre, 4 logos, etc
- Each person takes their turn to pick up a card (either the face-up card, or the top face down card), then discard one to the face-up pile
- The game ends when one person collects “4 of the same” card
- Everyone shows their cards, and discuss making the remaining sets

2. Memory

- Place all the cards face down in the middle
- Each player takes their turn to turn over 2 cards.

If they match, they can keep the cards and have another turn.

The leader can determine what is a “match” e.g. from the same Centre, the same logo

- The game ends when all the cards from the middle have gone

3. Centre (aka Snap)

- Distribute all the cards to the players
- Each person takes their turn to place a card face up in the middle
If the card placed in the middle matches the top face up card anyone can place their hand on the pile and call “Centre” to claim the pile.
The leader can determine what is a “match” e.g. from the same Centre, the logo
As a variation, they could call out the match e.g. the Centre name
- Players who have no cards can still claim cards from the centre
- The game ends when one person has all the cards (or when time is called)





What to do

Play a team game or relay



1. My World Centre

- i. Place all the cards face down in the middle of the room, spread out
- ii. Divide the group into 5 teams (one for each World Centre); number each person – they must run to the middle in order of their number
- iii. each team sends player one to collect a card from the middle
 - If the card belongs to them (their nominated Centre), they keep the card and player two can collect another card from the middle
 - If the card does not belong to them, player two must return the card to the middle (face down) and return empty handed, then player three can collect a card from the middle
- iv. The game ends when each team has collected all the cards for their Centre

2. All in together

- i. Place all the cards face down in the middle of the room, spread out
- ii. Divide the group into teams (of 3-6)
- iii. Each team sends one player at a time to collect a card
- iv. The collected cards are placed face up in front of the team
- v. The aim is to collect “4 of the same” sets; once a set has been collected, it is placed face down and the cards cannot be used
- vi. As the game progresses, face up cards held by a team can be taken by another team
- vii. The team with the most sets wins

3. Sort it

(for this you will need one set of cards per team)

- i. Divide the group into teams (of 3-6 – one team per set of cards)
- ii. All the teams are positioned at one end of the room
- iii. Place all the cards face down in the middle of the room, spread out
- iv. Each team sends one player to collect a card from the middle, and place it with their collected cards at the other end of the room
- v. During their turn, a player can
 - collect one card from the middle
 - return one card to the middle (placed face down)
 - organise and rearrange their team's collected cards
- vi. The game ends when one team has collected a full set of cards, with no duplicate cards

Alternatives

- Change the number of cards e.g. when playing with younger members you may have less cards in a set

Reflective questions



- What is one thing you did not know before playing this game?
- What do the World Centres have in common?
- What are the unique features of each World Centre?
- Why do you think they are different from each other?



Interactive Story

All ages

20 mins

Purpose

To learn about the World Centres in an interactive way.



You will need:

- The World Centre Story [\(in the Resources\)](#)
- Props (optional)



What to do

1. Explain to the group, that each person (or group) will be representing a different word/ action. There are 10 different words and actions so divide your group into 10.
2. Assign each group an action, as noted that the beginning of story (in the Resources).
3. Each time these words are mentioned the actions must be done by the assigned group.

Alternatives

- Divide the group into 5, and assign each group two actions.
- Make them stand up and do the action.
- Make everyone do all the actions.
- Try it online. Change the verbal responses to actions. Make sure they all have their camera on (without a virtual background).



Reflective questions

- What is one thing you did not know, before hearing this story?
- How did each World Centre like to celebrate?
- Why do the World Centres celebrate differently?
- Which World Centre are you now inspired to visit? Why?



Purpose

To learn information about each World Centre – their similarities, and what makes them unique



What to do

1. Each group is assigned or chooses a World Centre. The sixth group are “tourists”.
2. The World Centre groups are given resources about their World Centre. They have 15 minutes to gather information from the available resources about their World Centre. From this, they should create
 - a trading table or information booth
 - a presentation (sales pitch) about their World Centre
3. While the World Centre groups are preparing, the “tourists” group considers a hierarchy of needs* for their dream tour to a WAGGGS World Centre, and questions they would ask each about the various World Centres.

And just like a pyramid, if you don't have the first levels, it's hard to climb up to the next ones. So, we always need to start with taking care of our basic needs before we can focus on bigger dreams!

4. Once the World Centres are ready, the tourist group splits into small groups (if possible), and they should visit each World Centre for about 5mins, asking questions to help them determine if this is the World Centre they want to visit.
5. While the “tourists” consider their findings, the World Centre groups can visit the other World Centres.
6. The “tourists” declare which World Centre they would choose to visit in the future, and why.

You will need:

- A group of at least 18-12 people, divided into six groups.
- Five small tables, or spaces that can be set up as a trading table or information booth
- A range of resources with information about each of the five World Centres. E.g. photos, books, documents, leaflets, websites, souvenirs, people who have visited.





Alternatives

- Instead of a booth, have a Panel Discussion, with one person from each World Centre on the panel pitching to the tourists why they should choose to visit them in the future.
- Online option: use breakout rooms for the groups to do their preparation (if possible, with someone who has been to the World Centre to help). Then could do a Panel Discussion.

Reflective questions

- What is one thing you did not know, before this activity?
- What are some examples of the World Centres offerings that have a strong connection to the country they are based?
- Which World Centre are you now inspired to visit? Why?





Purpose

To find out how much participants know about WAGGGS. This activity can be used to help them learn some basic information, or to test their knowledge after doing another activity.



You will need:

- Quiz questions and the answers ([in Resources](#))
- Access to finding the answers, if this activity is being used as an exploration activity.

What to do

1. Read out the questions, and get the participants to answer.
 - Raise their hand, and select one to answer
 - All shout out the answer

Alternatives

- Use the quiz as an exploration activity; give them resources so they can find the answers. e.g. books, leaflets, websites
- Divide the group into teams, and get them to compete for the answer (like a game show).
- Create a set of Q&A cards (one question per card, and one answer per card). Play a game where they match the question with the answer.
- Create a multi-choice quiz, and get them to move to a point in the room/space to indicate the correct answer.
- Questions and answers could be loaded into an online quiz platform, like Kahoot!, and played online

Reflective questions

- How much do you know about WAGGGS?
- What is one thing that is easy to remember? Why?
- What is something that is hard to remember? Why?
- How can you learn more about WAGGGS?





Souvenir Swap Relay

All ages

20-30 mins

Purpose

To explore souvenirs from each World Centre and consider their similarities, and what makes them unique

You will need:

- A variety of items from each of the World Centres, like pamphlets, souvenirs, pictures. You will need enough to make a mixed souvenir pack for each group of players.
- At least one person who knows the origin of each item.
- A picture of each World Centre

What to do

1. Explain that their task is to create one souvenir pack of items for each group of players (ensure there is a mix of items and origins). These will have items that represent each of the World Centres.
2. Divide into groups, so you have one group for each souvenir pack.
3. Place the souvenir packs at one end of the room/space, in line with the groups lined up at the other end. The packs can be placed loose on the ground, or a table or chair, or in a basket or box, or shopping bag.
4. Place the pictures of the World Centres near the souvenirs. Pinned to a board, or fixed to the back of chair, or on the floor.
5. On the word “go”, the first player for each group runs to their souvenir pack, chooses an item, and identifies where it comes from by pointing at the World Centre picture. If they get it right, they get to take their chosen item back to their group. If they get it wrong, they must go back to their group empty handed. Once the first player has returned to the group, the second player take their turn.
6. Continue to play until all groups have successfully identified all their souvenirs.





Souvenir Swap Relay

All ages

20-30 mins

Alternatives

- This could be done online as a group activity using pictures, where groups compete to identify all their items first.
- Play a [Kim's Game](#) with a selection of items – make sure they can name the World Centre the item comes from.

Kim's Game - What to do

1. Show the Items:
 - Place 5 or 6 small items on a table or tray. Make sure everyone can see them clearly.
2. Look Carefully:
 - Give the players 30 seconds to look closely at the items. Tell them to try to remember what's on the tray.
3. Cover the Items:
 - After 30 seconds, cover the items with a cloth or remove them from view.
4. Ask Questions:
 - Ask the players to name as many items as they can remember. For example:
 - "What was on the table?"
 - "What colour was the ball?"
 - "Was there a spoon?"
 - While covered or hidden from view, remove one or two items.
 - Show the items again and ask the players to tell you what is missing.
5. See Who Remembers the Most:
 - The person who remembers the most items wins the game!



You will need:

- A few small items (6-5 objects like a spoon, ball, book, toy, pencil, etc.)

Reflective questions

- What is something you have not seen or touched, before this activity?
- Which item did you get right the first time? Why?
- Which item took a few guesses before you got it right? Why?
- Which item do you like the most? Why?
- Which item would you like to know more about?
- Which World Centre are you now inspired to visit? Why?



Learn about WAGGGS and The World Centres



Resources

In this section are the resources required for activities in this section, such as templates, cards, stories.



Card Games

Use this template to make a set of cards. You can add your own additional information.

| | | | | |
|---|---|---|--|---|
| Our Chalet | Nuestra Cabaña | Pax Lodge | Sangam | Kusafiri |
|  |  |  |  |  |
|  |  |  |  |  |
| 31 July 1932 | 24 July 1957 | 2 May 1939 | 16 October 1966 | 11 July 2011 |
| High up, high on the mountain | 'Neath the grand Sierra Madre | We wish you love | The symbol of one | Remember the day I met you. |
| English | English Spanish | English | English | English French |
|  |  |  |  |  |
| Adelboden, Switzerland | Cuernavaca, Mexico | London, England, UK | Pune, India | Accra, Ghana (2023-2026) |
|  |  |  |  |  |



Interactive Story

1. Divide the group into 10.
2. Assign each group an action, as noted below

| | |
|-------------------------|-------------------------------------|
| Five World Centres | High Five the person next to you |
| Party | Cheer |
| Birthday | Blow out Candle |
| Sangam | Namaste |
| Our Chalet | Cow udder |
| Nuestra Cabaña | Shout 'Chili' |
| Pax Lodge | Wave like the Queen |
| Kusafiri | Play the drums |
| Girl Guides/Girl Scouts | Salute |
| WAGGGS | Shout 'Girl Guides and Girl Scouts' |

3. Read the story. Each time these words (highlighted in story), the actions must be done by the assigned group.

The Story

The **World Association of Girl Guides and Girl Scouts (WAGGGS)** have **Five World Centres** in United Kingdom, Mexico, Switzerland, India and Ghana (the Africa Region). Each of the **Five World Centres** offers a programme of events and activities reflecting the character and culture of the country where it's located. They also like to **party!** Today we are going to **party** with our **Five World Centres** as we celebrate each of their **birthdays!**

Our oldest one of the **Five World Centres** is located in Switzerland and is called **Our Chalet**. **Our Chalet** celebrates its **birthday** on the 31st of July. **Our Chalet** is located at the end of a road below a beautiful mountain range. At **Our Chalet Girl Guides and Girl Scouts** eat lots of cheese especially when they **party!**

The next one of the **Five World Centres** operated by **WAGGGS** is **Pax Lodge** which is located in London, England. **Pax Lodge** celebrates its **birthday** on the 15th of March. **Pax Lodge** is a great place to explore London and to meet other **Girl Guides and Girl Scouts** from around the globe. On their **birthday**, **Pax Lodge** serves cream tea with tea, scones, jam and cream for their guests, just like the Queen.

Another of the **Five World Centres** is called **Nuestra Cabaña**, located in Mexico with the Centre celebrating its **birthday** on the 24th of July. **Nuestra Cabaña** is located in the city of Cuernavaca which is a few hours bus ride from Mexico City. At **Nuestra Cabaña** you can immerse yourselves in arts and culture and enjoy the sisterhood of **WAGGGS**. At **Nuestra Cabaña** they like to **party**.

Sangam in India has its **birthday** on the 16th of October and they always like to **party** with **birthday** cake and special traditions! **Sangam** helps you learn about yourself and the change you want to be in the world. **Sangam** is located in the small city of Pune (near Mumbai) which has a population of 6 million people. At **Sangam**, people do Yoga everyday as part of their programme.

The newest of the **WAGGGS Five World Centres** is **Kusafiri**. This Centre for **Girl Guides and Girl Scouts** is unique because unlike the **Sangam, Pax Lodge, Nuestra Cabaña** and **Our Chalet** – **Kusafiri** is currently located in Ghana but serves the whole Africa Region. **Kusafiri** has its **birthday** on the 11th of July and on the 10th **birthday** of **Kusafiri** a song was written which always helps us **party**.

Now you know more about all the **Five World Centres** of **WAGGGS** – **Kusafiri, Sangam, Pax Lodge, Our Chalet** and **Nuestra Cabaña**. When are you going to one of the **Five World Centres** to **party?**



WAGGGS Quiz

Quiz Questions and Answers

Select the questions appropriate for your group and activity. Research and add your own questions, to suit your group.

Links to find the answers

- [WAGGGS Home Page](#)
- [WAGGGS About Us](#)
- [WAGGGS World Centre](#)

| | |
|---|--|
| What does WAGGGS stand for or mean? | World Association of Girl Guides and Girl Scouts |
| How would you describe WAGGGS? | The largest voluntary movement dedicated to empowering girls and young women in the world |
| What is the symbol of WAGGGS? | The Trefoil, used on the World Badge, is the unifying symbol of WAGGGS with every part of the design having its meaning.  |
| What is the mission of WAGGGS? | To enable girls and young women to develop their fullest potential as responsible citizens of the world |
| What is the vision of WAGGGS? | For an equal world where all girls can thrive. By 2032, we will be a girl-led Movement where every and any girl feels confident to lead and empowered to create a better world together. |
| What does the World Flag look like? | The golden Trefoil remains the focal point on a blue background. A white blaze in the lower, right-hand corner represents WAGGGS' commitment to peace. This is crowned by three golden blocks symbolising the three-fold Promise. It is used at the World Centres, the World Bureau, WAGGGS' gatherings and by all Member Organisations, often as a unit flag.  |
| What is the first line of the World Song? | Our way is clear as we march on |
| How many members does WAGGGS have? | 153 Member Organisations approximately 11.2 million girls and young women |
| When was the first WAGGGS World Conference? | 1920, in England |
| What year was WAGGGS formed? | 1928, at the fifth International Conference in Hungary |
| How many member countries founded WAGGGS? Name 3 countries. | 26 countries: Australia, Belgium, Canada, Czechoslovakia, Denmark, Estonia, Finland, France, Hungary, Iceland, India, Japan, Latvia, Liberia, Lithuania, Luxembourg, Netherlands, New Zealand, Norway, Poland, South Africa, Sweden, Switzerland, UK and Northern Ireland, USA and Yugoslavia |
| How many WAGGGS Regions are there? What are they called? | There are five WAGGGS Regions. Africa, Arab, Asia Pacific, Europe, Western Hemisphere. |
| Name the five World Centres. | Our Chalet - Nuestra Cabaña - Pax Lodge - Sangam - Kusafiri |
| What countries have a World Centre? | Switzerland (Our Chalet) Mexico (Nuestra Cabaña) England/UK (Pax Lodge) India (Sangam) Africa, currently Ghana (Kusafiri) |
| Why is Kusafiri different to other World Centres? | Prior to the 2023 decision to host Kusafiri in Ghana, events have been held in nine different countries. |
| Which World Centre was the last to open? and in what year? | Kusafiri, opened in 2011 |
| Which World Centre was the first to open? and in what year? | Our Chalet, 1932 |
| What is the purpose of the World Centres? | The World Centres are safe spaces provided by WAGGGS, where Girl Guides and Girl Scouts from around the world connect, have adventures and build leadership skills. |
| What is the strapline for the World Centres? | A world of possibilities |
| Can you name 3 things that the World Centres offer? | Adventure - Empowerment - Culture - Impact - Moments - Identity - Friendship - Wellness - Nature - Lodging |



OUR CHALET

 Switzerland



Cultural Appreciation vs. Cultural Appropriation

When engaging with other cultures, it's important to understand the difference between cultural appreciation and cultural appropriation.

Cultural Appreciation

is when you genuinely seek to learn about and understand a culture to broaden your perspective and build connections. It involves respecting the traditions, practices, and significance behind them, and recognising their value in their cultural context.



Example of Cultural Appreciation:

In a Swiss context, an example of cultural appreciation could be participating in the traditional celebration of Alpabzug, which marks the descent of cattle from the mountain pastures back to the valley at the end of summer. This event takes place in various regions of Switzerland, and it involves beautifully decorated cows adorned with flowers and bells, parading through picturesque villages.

To fully appreciate this tradition, one might engage with the local community by attending the event, interacting with farmers, and learning about the significance of pastoral life in Swiss culture. Participating in the festivities allows individuals to experience the lively atmosphere filled with music, traditional food (like cheese fondue and raclette), and folk dances.

Cultural Appropriation

happens when elements of a culture are taken or used without understanding, often in a way that strips away the meaning, context, or respect for the culture itself. It can sometimes involve using cultural aspects for personal gain or as a trend, without acknowledging the cultural history behind them.



Example of Cultural Appropriation:

An example of cultural appropriation might be using traditional Swiss attire as fashion statements, such as the "Trachten" (traditional Swiss clothing) or the "Bundeslied" (the distinct Swiss cowbell sound). Traditional Swiss costumes, often associated with specific regions and cultural practices, are meaningful to the local communities. Similarly, traditional Swiss foods, like fondue, have cultural significance often associated with national pride, and many Swiss people consider them an emblematic dish of their culinary heritage.

How Can We Appreciate Culture?

To truly appreciate the culture of the World Centres and the countries they are located in, take time to:

- 1. Learn the meaning** behind the practices, attire, or activities you are participating in.
- 2. Engage with local communities** to hear their stories, traditions, and histories.
- 3. Respect cultural symbols** by recognising their importance and using them appropriately.

By fostering cultural appreciation, we can celebrate the rich diversity of the world and build meaningful connections based on mutual respect and understanding.



B

Introduction to Our Chalet World Centre



Introduction to Our Chalet World Centre

How it all began



In 1929, WAGGGS' World Committee (now the World Board) decided a World Centre should be built for all Girl Guides and Girl Scouts around the world to share. In 1932, Our Chalet became that first WAGGGS' World Centre.

Helen Storrow, a Girl Scout leader from the USA, offered to donate the money for the construction and the first four years of operation of the World Centre, if it was built in Switzerland. The World Committee agreed and appointed a Swiss Scout, Ida Von Herrenschand, known as Falk, to help Helen Storrow find the perfect place to build the Centre.

After looking at many options, Adelboden was chosen as the site for Our Chalet and construction began in 1931. On 31 July 1932, Our Chalet was officially opened by the first World Chief Guide, Olave Baden-Powell, and Helen Storrow. Most of the village of Adelboden was present along with Girl Guides and Girl Scouts from around the world.

The Chief Scout, Lord Baden-Powell, challenged Our Chalet to become a school of goodwill and understanding among the future women of the world.

More information about the history of Our Chalet can be found here



In 1932, Our Chalet became the first WAGGGS' World Centre.



Introduction to Our Chalet World Centre

What makes Our Chalet special?

Historical Significance: Established in 1932, Our Chalet holds a rich history as the first WAGGGS World Centre, making it a significant landmark in the global Girl Guiding and Girl Scouting movement.

Location: Nestled in the heart of the Swiss Alps, Our Chalet offers amazing views of mountains, valleys, and story-book landscapes. Its location provides a peaceful yet adventurous and inspiring environment for visitors.

Cultural exchange: Our Chalet welcomes volunteers and guests from around the world, supporting a vibrant community of diverse cultures. This creates a unique opportunity for cultural exchange and global friendships.

Adventure: The alpine location means there are endless outdoor activities right on the doorstep, from hiking to skiing and rock climbing to sledding, there's action all year round. Making it an ideal destination for adventure enthusiasts and those looking to explore nature.

Empowerment and leadership: Our Chalet focuses on empowering young women through leadership development programs, workshops, and activities that promote personal growth and self-confidence.

Sustainable practices: Committed to environmental sustainability, Our Chalet incorporates eco-friendly practices in its operations, promoting awareness and responsibility towards nature among its visitors.

Community and Fellowship: The tight-knit community of volunteers and staff at Our Chalet creates a welcoming and supportive environment, where lasting friendships and cherished memories are created.

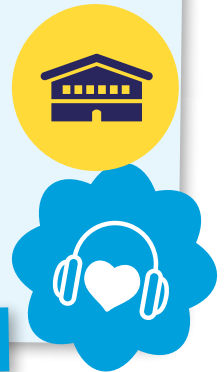
WAGGGS Programmes: As part of WAGGGS, Our Chalet offers unique programs and events aligned with the organisation's mission, providing educational and developmental experiences for Girl Guides and Girl Scouts globally.

Our Chalet Song



The 'Our Chalet' song, was written by Joseph Bovet, with French lyrics by Mme. E. Droin De Moorsier in 1932. The English version was written by Betty Askwith. It was first sung at the opening of Our Chalet and later adopted as the Centre's song.

High up, high on the mountain,
We've founded Our Chalet. X2
It's Sloping roof and wide
Shall shelter us without a care
And each Girl Scout and Guide
Shall find a welcome there.
High up, high on the mountain,
We'll go to Our Chalet. X2
Our simple life is free,
Our hearts are light,
Our songs are gay,
We ever shall remember
The joys of Our Chalet.



LISTEN TO THE OUR CHALET SONG

Programmes offered

Our Chalet has exciting programmes running all year round. With everything from hiking to kayaking, fire lighting to team games, zip lines to suspension bridges and excursions to castles, lakes, and even a marble run trail! There really is something for everyone. And, of course, in winter there's a whole other world of snow sports and fun!

The Centre offers overnight stays for individuals and groups and can plan customised programmes. Day tours and pinning ceremonies for day visitors are also available.

Our Chalet offers an exciting volunteer leadership development programme for Girl Guides and Girl Scouts aged 18+, welcoming young women from around the World for three-month placements.

Want to see what's on offer now?

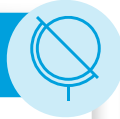
[Click here!](#)





Introduction to Our Chalet World Centre

Country profile



Switzerland is a small country located in the Alps in Europe. It has a population of almost nine million. Bern is the capital. Adelboden, the location of Our Chalet is in the Canton of Bern and at an elevation of 1,350 metres (4,430 feet). Switzerland is consistently ranked in the top 10 happiest countries in the world! Maybe it's because they eat almost 10kg of chocolate per person per year, or maybe it's the amazing nature. You'll need to visit to find out!

The Swiss flag is a white cross on a red square background. It's one of only two square national flags in the world. The Swiss flag symbolizes neutrality, democracy, and peace, reflecting Switzerland's long-standing tradition of being a neutral country.



Culinary tradition



Switzerland has a rich culinary tradition, often a unique blend of German, French and Italian influences. Cuisine varies and heavily depends on high-quality local ingredients like potatoes, cheese and dairy. One of the many varieties of cheese is often added to a meal to make signature dish.

Some of Swiss meals include creamy Cheese fondue, Raclette, Rösti often served with sausages (and baked beans and bacon in Our Chalet), Älplermagronen (Alpine macaroni made with pasta, potatoes, cream, cheese, and onions, often paired with apple sauce). Not forgetting chocolate fondue – yum! Ready to try new meals in Switzerland? Visit Our Chalet to try more.



Country profile



Switzerland is home to several traditions:

- **Alpabzug/Descente des Allemands:** In late summer and autumn, decorated cows (often with big bells and flowers) are led down from mountain pastures amidst celebrations.
- **National Day:** August 1 is celebrated to commemorate the 1291 founding of the Swiss Confederacy with bonfires, fireworks, and community gatherings.
- **Yodelling and Alphorn:** This is a traditional music form deeply rooted in alpine culture.
- **Christmas:** A magical experience defined by snow-covered Alpine landscapes, markets, and festive family-oriented time filled with cozy activities and rich traditions. Key highlights include festive lights, mulled wine (Glühwein), fondue, and local customs like St. Nicholas visits on December 6.
- **Halloween:** While not a traditional Swiss holiday, is a growing, modern trend blending American-style partying with local, cozy Autumn traditions.

Language



Switzerland has four official languages: German, French, Italian and Romansch. Our Chalet is situated in the German speaking part. Swiss German is the most widely spoken language in Switzerland and is very different to "standard" German, with many words taken from other languages and many unique words too.



C

**Unit/Troop/Group
Activities**





How to use this section

In this section, you will find a range of activities you can use with your group.

The activities can be used as described or may spark ideas for other activities or variations.

Remember to use the reflective components to consider and celebrate the diversity of Girl Guiding and Girl Scouting.

When you have finished an activity, share your thoughts and activities on social media using the Our Chalet hashtag #OurChalet

There are five types of activities



Culture

Explore language, traditions, daily routine, clothing, religious festivals



Arts & Craft

Make a traditional craft, or do some drawing



Music & Dance

Explore the music of Switzerland, make/play musical instruments, learn some new dance moves



Games

Play a traditional game, or a game the children love to play



Food

Taste the flavours of Switzerland, consider the food source, try a recipe or two





How to use this section

Use the table to help you consider which activity you will try or you could try them all!

| Type | Activity Name | Age Group | Time | Preparation | Page |
|-----------------|--|--------------|-----------------------------|--|------|
| Arts & Craft | Scherenschnitte | 10+ yrs | 45-90 mins | Print of design (see Resources), coloured paper, pencil, scissors, craft knife, glue stick | 31 |
| Culture | Meet Globi | 4-10 yrs | 30-40 mins | Print of different Globi figures (see Resources), small wooden sticks, sticky tape, colouring pencils/pens | 33 |
| Culture | Swiss Languages | 8+ yrs | 20 mins | Swiss Language Cards (see Resources) | 34 |
| Culture | Snowli | 4 - 10 years | 30-40 mins | The Snowli story (here) | 36 |
| Game | Swiss Chalet Quiz | 8+ yrs | 20 mins | Swiss Chalet Quiz Questions and Answers (see Resources). | 37 |
| Game | YUNGA Biodiversity Predator/Prey Activity | 10+ yrs | 90 mins | 50 players (can be adapted to bigger or smaller groups), pipe cleaners, card, Predator/Prey cards (see Resources), whistle, water gun (optional) | 38 |
| Game | YUNGA Super Buildings Activity | 11+ yrs | 90 mins | Recycling, craft supplies like pipe cleaners, straws, sticky tape, glue, pens, scissors, etc., building toys (eg Lego), pens, paper. | 41 |
| Game | Swiss Scout Names - Zauberbuchstabe (Magic letter) | 6+ yrs | 20 mins | Pen, sticky labels/notes | 43 |
| Game | Swiss Scout Evolution Game | 6+ yrs | 15 mins | Details about the Swiss Scouts/Guides age categories | 45 |
| Food | Chocolate Fondue | 6+ yrs | 30 mins | dark chocolate, cream, selection of fresh fruit, saucepan or pot, bowl, forks or skewers, low heat source, e.g. cooker or gas burner or microwave | 47 |
| Food | Älpermagronen | 8+ yrs | 90 min plus 25 mins in oven | Recipe ingredients, cooking equipment, stove, with oven and two hobs | 48 |
| Music and Dance | Blob Opera | 8+ yrs | 20-40 mins | Access to computer, tablet or phone with internet connection, access to Blob Opera (link provided), lyrics for the Our Chalet Song (see resources) | 49 |
| Music and Dance | Edelweiss | 8+ yrs | 10 mins | Words and tune to Edelweiss, hand clap movements (link provided) | 50 |



Scherenschnitte

10+ yrs

45-90 mins

Purpose

To try a traditional Swiss craft



You will need:

- Printouts of the different design templates ([see Resources](#))
- Coloured paper for chosen design
- White / black paper for the backing
- Pencil
- Scissors
- Craft knife
- Cutting mat or thick cardboard

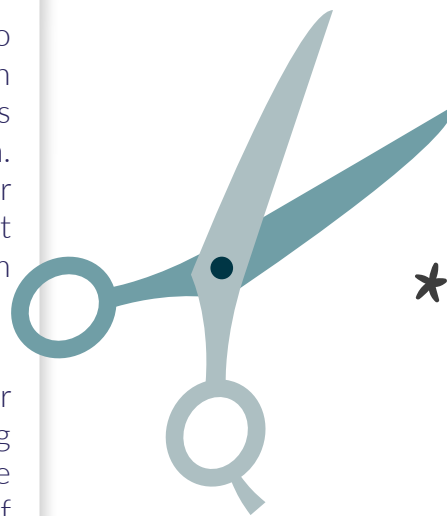


Background Information

Scherenschnitte literally translates to “scissor cuts” and in English is often called paper cutting. Scherenschnitte is an important art form in Swiss tradition. Paper cutting originated in Asia over 2,000 years ago and the earliest Scherenschnitte in Switzerland are from 1696.

In the past, Scherenschnitte was a popular pastime for farmers, especially during the long winter months. Scherenschnitte designs are often intricate with lots of detail. Many pieces depict a specific event, family, or region. They can be used to study history and in the past were also used to spread religion.

Today, Scherenschnitte is still popular in Switzerland. While some artists continue to create traditional scenes, others create modern Scherenschnitte designs showing cities, modern clothing, and sometimes use colourful paper. However, most Scherenschnitte is still done in the traditional black paper on a white background.



DID YOU KNOW?

Our Chalet has a framed Scherenschnitte hanging in the dining hall? The artwork was a gift from our local bus company for our 60th birthday in 1992. It is a detailed design showing Main Chalet with a bird sitting on the roof and Girl Guides/Girl Scouts taking part in a campfire in front of the building alongside some cows!



What to do

1. Choose a template.
2. On the back of the template, use a pencil to rub over the area of the design. This will be used to create a transfer of the design onto the coloured paper.
3. Lay the coloured paper flat, place the template on top of the coloured paper with the design facing up.
4. Use the pencil to trace around the outline of the design. Press firmly to ensure the design transfers clearly onto the coloured paper. You should now have an outline of your design on your coloured paper.
5. Place a cutting mat under the paper.
6. Using your craft knife, begin by cutting out the most intricate or detailed areas of the design first. Take your time and cut slowly.
7. Continue cutting out larger spaces and finish by cutting around the outer edges of the design.
8. Once your design is completely cut out, glue it on to the backing paper.
9. If you like, you can cut the backing paper down to size.

Alternatives

- Choose a simple, symmetrical design and cut around the outside first. Then fold the design in half and cut out the remaining elements. For this method participants can use scissors instead of a knife.

Reflective questions



- What traditional crafts are there in your local area or in your country?
- Why do you think lots of Scherenschnitte designs show farm scenes?
- If you had no access to electricity (or battery powered devices) what activities might you do to keep busy in the evenings?





Purpose

To learn a little about Swiss childhood culture and get creative as a group.



You will need:

- Print out of different Globi figures ([see Resources](#))
- Lolly sticks/tongue depressors/small wooden sticks
- Sticky tape
- Colouring pencils/pens.



What to do

1. Read the above information about Globi to the group. For older children, you may choose to include additional information from the background section.
2. Each participant chooses a Globi character to colour in.
3. Once coloured in, cut the character out.
4. Stick the lolly stick to the back of the character with sticky tape.
5. Divide them into groups of 4 to 6 people. Each group creates a play about Globi and what adventures Globi might have if he came to visit their home/region or even their Girl Guide/Girl Scout group.

Alternatives

- Older children could draw a comic strip about Globi.
- Globi characters can be pre-cut by leaders, so children do not need to use scissors.



Background Information

Globi is a well-known Swiss cartoon character, especially in the German speaking areas. He was originally created in 1932 as a mascot for the Swiss department store Globus, but over time, he became a beloved character of many children's books.

In his books, he goes on many exciting adventures—visiting the zoo, helping firefighters, and even exploring Engstligenalp – a mountain reached by cable car in Adelboden, near Our Chalet.

Beyond books, Globi is featured on games, cards, food, and even school supplies, making him a big part of Swiss childhood culture. He is also often seen on signs, for example, signs that say, “Children at Play” or “Please drive slowly”.

Although he is popular in the German speaking parts of Switzerland that he is sometimes called “the Swiss Mickey Mouse”, he is not well known in the French or Italian speaking parts of Switzerland. Unlike Mickey Mouse, Globi remains a book character and has never had a TV cartoon made about him.

Globi's friend Globine was introduced in 1988 and has had many of her adventures published in books since 2015. In 2024 she featured on two stamps issues by the Swiss Post!

Reflective questions



- Are there any similar characters to Globi in your region/country?
- How did you decide what you wanted Globi to do in your play? Did one person decide what to do or did you choose as a team?
- How did you feel about acting in the play? Did it make you excited, nervous, happy?



Purpose

To learn about the official languages of Switzerland with a memory game.



You will need:

- Cut out the game in [Resources](#).

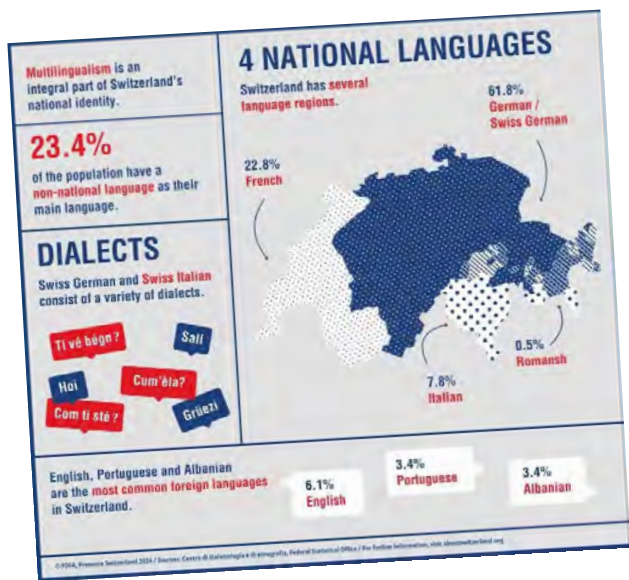


Background Information

Switzerland has four national languages; German, French, Italian, and Romansh. Each language comes with its own history and culture. German is the most widely spoken with 62% of the population, French at 23%, Italian 8% and Romansh 0.8%. On the map you can see how the languages are divided by areas. Almost two thirds of the Swiss population speak more than one language at least once a week.

Swiss German is very different to “standard” German. Swiss German has many dialects, seen through the different words that are used in different parts of Switzerland. While many Swiss German words come from German, many also come from French, English, or are unique words! The grammar used in Swiss German is also very different to German.

Swiss German has no official spellings so if you are writing in Swiss German you can make up your own spellings! In German-speaking Switzerland, at school all children learn German and official documents are always written in German, not Swiss German.



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DID YOU KNOW?

Our Chalet is in Canton Bern. A canton is like a state or a county, so they are situated in Bern ‘state’. In the village of Adelboden, where Our Chalet is located, people speak Swiss German. In German you might say “Guten Morgen” (GOO-ten MOR-gen) or “Hallo” (HAH-loh) to greet someone. In Adelboden, we would say “Gruessech” (GROOT-sehch) or “Salu” (sah-loo) in Swiss German.



What to do

1. Lay all the cards face down in a grid formation
2. Players take turns. On their turn, a player flips over 4 cards.
 - a. If all 4 cards match (e.g., they show the same thing), the player keeps them and gets another turn.
 - b. If the 4 cards do not match, the player turns them back over, and the next player takes their turn.
3. The game continues until all cards have been matched.
4. The winner is the player with the most matched cards at the end of the game.

Note: This activity uses standard German, not a Swiss German.

The cards do not feature pronunciations, you can find lots of videos online for French, German, and Italian. We recommend searching to find one most interesting for your group. You can find a video of some [Romansch pronunciation here.](#)

Alternatives

- To make the game simpler, you can have players turn only 2 cards at a time and the cards flipped overstay face up. Once 4 matching cards are showing the player who turned over the 4th card gets to keep that set.

Reflective questions

- How many official languages does your country have?
- Swiss German is very different to standard German, most young children in German-speaking Switzerland do not speak or understand German until they learn it at school. Before then, they speak Swiss German. Swiss German does not have any standard spellings, so people can make up their own as they write!
- What do you think it would be like to have no standard way of writing your language?
- What do you think are the benefits of having multiple national languages?
- What do you think would be the challenges?





Purpose

To learn a little about Swiss childhood culture and get everyone moving.



You will need:

- The Snowli story, found on the Swiss Ski School website here.



Background Information

Snowli is the mascot of the Swiss Ski School. When Swiss children learn to ski, they often learn the story of Snowli to help them remember how to stop, turn, and jump on skis!

DID YOU KNOW?

Our Chalet is located in a ski resort? There are over 200km of ski slopes/pistes in our local ski area in winter. We usually have snow from mid-December to April. There are lots of fun activities to do in snow, not just skiing. On Our Chalet programmes Girl Guides/Girl Scouts can try sledding, snow-showing, snow tubing, visiting an igloo, and much more!

What to do

1. Read aloud the Snowli story.
Note: the official story is quite long. The Resources has a summarised version of Snowli's adventures!
2. Get everyone into a space, explain that you will call out different characters from Snowli's story.
3. When a character name is called, everyone should do the following action:
 - Snowli – Arms waving on your head to make long ears.
 - Bear – pretending to ski
 - Penguin – Walk around with your feet turned out like flippers
 - Snake – Walk around making S-shaped turns
 - Kangaroo – Jump as high as you can
 - Snowstorm – Run around with hands like falling snow.

You can add other Swiss animals to make the game even harder:

- Red Kite - Stretch arms out like wings and flap as you move
- Squirrel - Hold your hands in front like little paws and pretend to nibble.
- Ibex (Mountain Goat) – Put your hands up to make horns and pretend to climb.
- Alpine Marmot – Stand tall, make little paws with your hand and whistle.

4. If someone does the wrong action, they are out. If players bump into each other while doing their actions, all those who bumped are out.

Alternatives

- Change the actions however you wish, add in other Swiss animals, or add other typical Swiss weather.
- To make the game harder, use a smaller space so players are more likely to bump into each other, and/or swap characters rapidly so that players must quickly change their actions

Reflective questions

- What did you think of Snowli's story? Do you think it would help you learn and remember how to ski?
- What is your favourite sport? How did you learn to play it?
- If you were going to create a character to teach a popular sport from your country, what would that character be?



Swiss Chalet Quiz

8+ yrs

20 mins

Purpose

To learn about Switzerland and Our Chalet.



You will need:

- A copy of the quiz and the answers (see Resources)
- This is a -2part quiz; Our Chalet and Switzerland.



What to do

1. Divide the group up into teams, each team needs a team name (the most creative team name could get a bonus point!).
2. You can choose how you to run the quiz, here are two suggestions:
 - a. Each team also needs a buzzer noise, when the question is read out, the team who make their buzzer noise the quickest get to answer.
If their answer is correct, they get a point.
If their answer is incorrect, all other teams get to buzz in again.
 - b. Each team is given pen and paper to write down their answers, mark the quiz after all questions have been read out.

Alternatives

- Create multiple-choice answers, to make it easier.
- Make the quiz more interactive by cutting out the questions and hiding them around your meeting place. Have your Guides/ Scouts run around to find the questions and write down their answers. The team that finds and correctly answers the most questions wins. If you play this way you may need longer than 20 mins.
- Use an online platform, such as Kahoot!

Background Information

At Our Chalet they have quizzes in lots of their programmes. From a Switzerland themed quiz at Swiss Night to a picture clue quiz at Photo Challenge, there are lots of opportunities to test your knowledge at Our Chalet!



Reflective questions

- What did you learn that surprised you?
- What is one thing that is easy to remember? Why?
- What is something that is hard to remember? Why?
- What would you like to learn more about?



YUNGA Biodiversity Predator/Prey

10+ yrs

90 mins



Purpose

To learn about the importance of biodiversity and the relationship between different animals with a fun and active game.



You will need:

Note: These instructions are for 50 players, if you have more or fewer players, try to maintain the ratio of herbivores, omnivores, and carnivores.

- Pipe cleaners and coloured card to create life-rings (see below on how to make)
 - 30 Herbivore life-rings (green) – each ring has 10 green life-cards
 - 10 Omnivore life-rings (brown) – each ring has 5 brown life-cards
 - 5 Carnivore life-rings (red) – each ring has 2 red life-cards
- Brightly coloured paper or card, for food and water stations
 - 5 Water stations
 - 5 Food stations
- 45 Predator and Prey cards (see Resources)
- A whistle
- A water gun – optional, can be replaced with a bean bag or soft ball
- A way of identifying the 3 groups; green, brown and red. For example, coloured badges, sports vests, or paper flags.

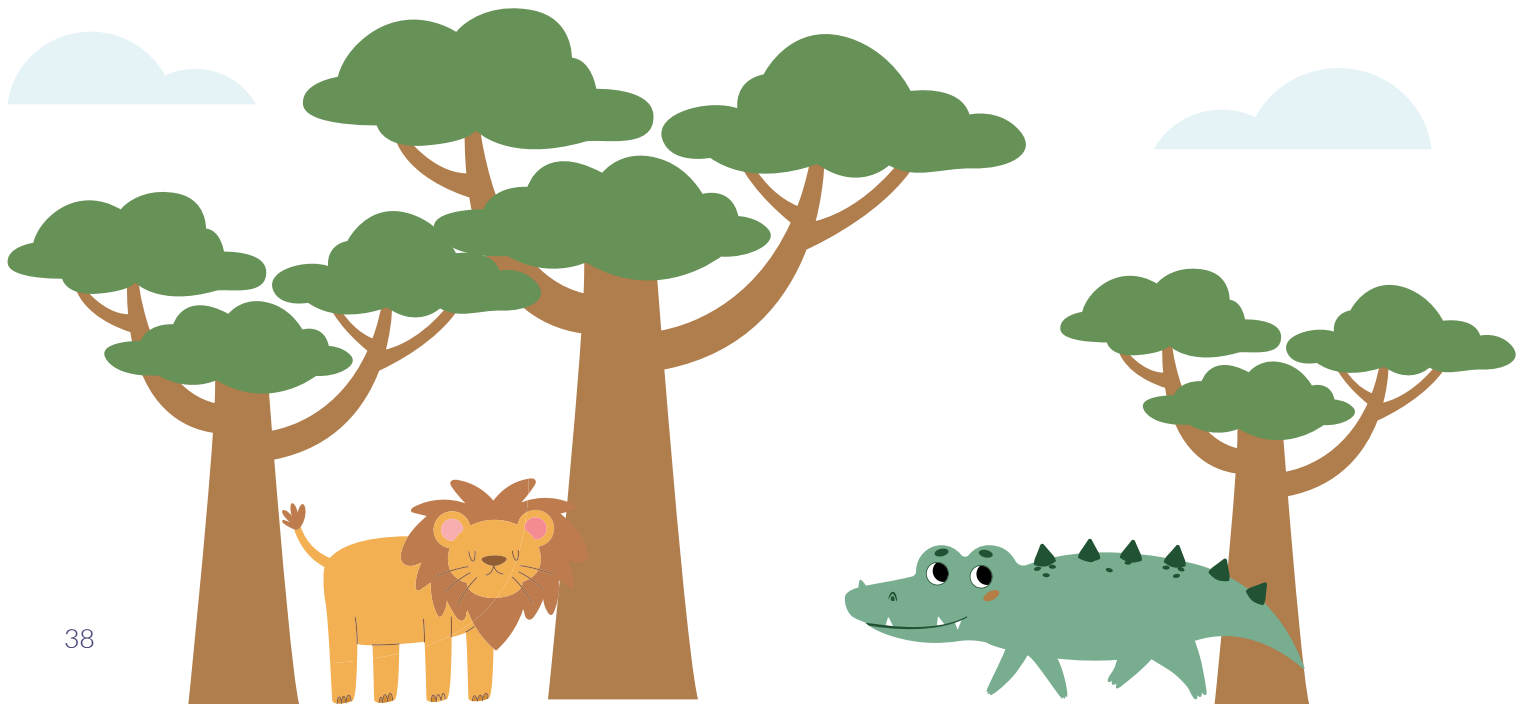
Background Information

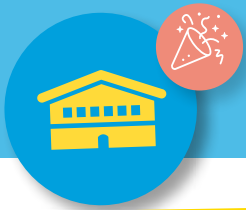
Youth and United Nations Global Alliance (YUNGA) is a partnership between United Nations agencies, civil society organizations and other entities that work with children and young people.

Our Chalet uses a lot of the YUNGA badges, from running week-long programmes where participants earn the badge while doing lots of fun, outdoor activities, to running enrichment sessions for the volunteers where they get a taster of different YUNGA badges. This activity is from the YUNGA Biodiversity badge, used during the YUNGA Winter Adventure programme in February.

You can find out more about YUNGA badges at fao.org/yunga (look for Challenge Badges in the resources section).

This game is a great way to teach the basics of ecology and the food chain, though it may seem complicated at first. The introduction should explain the relationship between herbivores (plant-eating), omnivores (everything-eating), and carnivores (meat-eating) animals. You can also talk about some strategies these animals use to survive in nature, which will become clearer as the game unfolds.





What to do

Set-Up

1. Life ring construction:

- Cut coloured card into small circles and punch a hole in each.
- Thread them onto a pipe cleaner to create a life-ring.
- Attach a Predator and Prey card ([see Resources](#)) to each life-ring.
- 45 players each needs the following:
 - a. 30 Herbivores each get 1 ring with 10 green life-cards
 - b. 10 Omnivores each get 1 ring with 5 brown life-cards
 - c. 5 Carnivores each get 1 ring with 2 red life-cards

2. Food and water stations:

- Use brightly coloured paper or card to make 5 food and 5 water stations.
- Attach a pen or crayon on a string to each station, each station needs a different colour pen.
- Players mark their Predator and Prey card with the pen as proof they found each station.
- You could also use stickers or stamps.

3. Play area:

- Make the play area as large as possible.
- Scatter the food and water stations around, ensuring that at least two are challenging to find.

Alternatives

- Players can be put into pairs or groups and instructed that they must protect their animal family. To do this they must stay together, and they can share their life cards as a group (each player must keep at least one life card).
- Players who are not able to run may be best chosen to play Fire, Famine, Flood, Cold, or Person as these players do not have life cards so cannot be eliminated from the game. Leaders can choose to adapt how Fire, Flood, Famine, and Cold can catch players. For example, instead of running and tagging players Fire could throw red bean bags.
- If you have players who are not able to play continuously for an hour, you could have a “night fall break”. Announce that night has fallen and all animals must sleep for a set time (for example, 5 mins). You can do this multiple times during the game.





YUNGA Biodiversity

Predator/Prey

10+ yrs

90 mins

The Rules:

1. This game simulates survival in the wild, and the goal is to still be alive at the end of the game.
2. Each type of animal (herbivore, omnivore, and carnivore) has specific needs that must be met in order to survive.
 - a. **Herbivores' Survival Needs:**
 - Herbivores are sent out first and given at least a 10-minute head start.
 - Herbivores must find all the food and water stations to survive.
 - b. **Omnivores' Survival Needs:**
 - Omnivores are sent out after the herbivores.
 - Omnivores must find all the water stations and at least two food stations.
 - Omnivores must also catch at least four herbivores to survive.
 - Catching herbivores: This is done by tagging them.
 - When tagged, herbivores lose one life (take a life card from their life-ring).
 - c. **Carnivores' Survival Needs:**
 - Carnivores are sent out next.
 - Carnivores must find all the water stations and catch at least ten animals (these can be either herbivores or omnivores).



Special Players:

d. Fire, Flood, Famine, and Cold:

- Four players are designated as Fire, Flood, Famine, and Cold. These players can tag any animal and take one life card at a time.
- Their goal is to eliminate as many animals as possible.

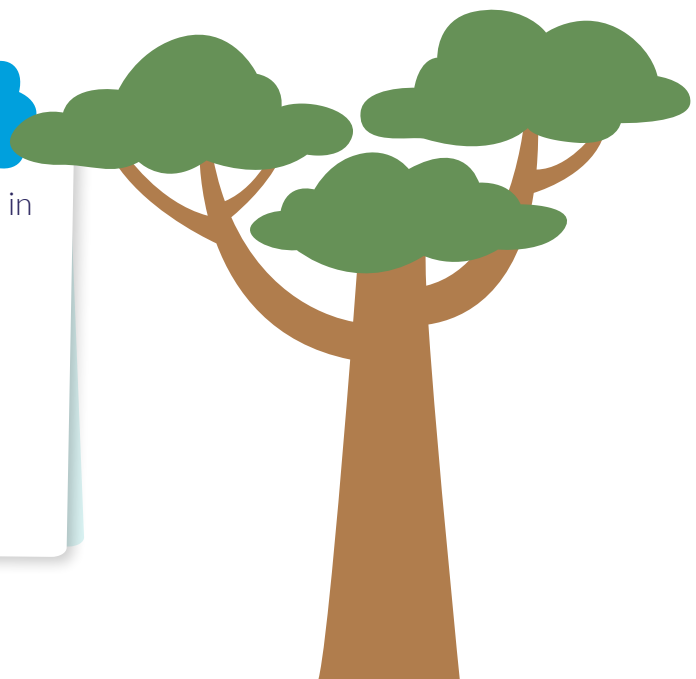
e. Person:

- The last remaining player is Person. Person has a water gun (or a soft ball or bean bag) and does not need to tag animals to catch them.
- Person can shoot an animal with the water gun (or hit them with the bean-bag/sort ball), and the animal must give as many life-cards as Person demands.
- Person can take all life-cards from an animal except for the last one.
- When an animal runs out of life-cards, they are out of the game and must return to the starting point.

Reflective questions



- What strategies did you use to survive in your role during this game?
- How did your strategies change over time? Why did they change?
- What would you do differently if you played again?
- What do you need to survive?





Purpose

To think about how architecture can help us prepare for natural disasters and protect our communities.



You will need:

- Recycling
- Craft supplies like pipe cleaners, straws, sticky tape, glue, pens, scissors, etc.
- Optional – LEGOS or other building toys
- Pens
- Paper



Background Information

Youth and United Nations Global Alliance (YUNGA) is a partnership between United Nations agencies, civil society organizations and other entities that work with children and young people.

Our Chalet uses a lot of the YUNGA badges, from running week-long programmes where participants earn the badge while doing lots of fun, outdoor activities, to running enrichment sessions for our volunteers where they get a taster of different YUNGA badges. One of the favourites with the volunteers is Disaster Risk Reduction (DRR). This activity is the Building Better activity from the DRR badge pack.

You can find out more about YUNGA badges at fao.org/yunga (look for Challenge Badges in the resources section).





What to do

1. Create a brave space that will allow participants to engage and contribute to the activity, especially the reflective activity. The space should be
Inclusive: everyone can meaningfully participate and feels an equal part of the space
Empowering: everyone feels confident to be themselves
Safe: everyone is respected and free from discrimination and harm
2. Discuss different natural disasters, how many can you name? (e.g. earthquake, tsunami, volcano, floods, drought). The DRR badge pack has lots of information about different natural disasters from page 41 onwards. You can find it in the resources section at fao.org/yunga.
3. Split into smaller groups.
4. Give the brief "In your groups, you need to create a super building, one that can survive and be prepared for as many natural disasters as possible."
5. Groups should be encouraged to be as creative as possible.
6. Using the materials provided they have 45 minutes (can be adjusted depending on group size and time constraints) to create their buildings.
7. Once they are created, ask everyone to talk through their buildings, here are some prompt questions to help them explain their buildings...
 - What makes the building strong?
 - What materials is your building made from?
 - What hazards is your building protected against?
 - Would your building be comfortable to use (live in, work in, etc.)?
 - Are there any special features or extra fun ideas you included?

Alternatives

- Leaders can choose what materials their groups are given, for example if you have participants that can't use scissors don't give any group scissors and give the instruction that cutting materials is not allowed.
- Instead of building the houses, have the groups draw or paint their designs instead.

Reflective questions



- What is a natural disaster?
- Have you ever experienced a natural disaster?
Do you know anyone who has experienced a natural disaster?
Note: this could potentially be a triggering conversation/topic for some people
- What natural disasters are you at risk of experiencing?
- How could you prepare for a natural disaster to happen where you are?





Purpose

To learn about a Swiss Scouting/Guiding tradition and think about the characteristics each person brings to the group.



You will need:

- Pen
- Sticky labels/notes
- An area where players can move from one side to another.



Alternatives

- Play some other name games using your Scout/Guide name. For example, Everyone in the group stands in a circle. The first person says, "My name is and I like to __ (insert hobby and act out a motion from that hobby)."

The rest of group then says, "(Person's Name) likes to (hobby)" and acts out motion. Example, "My name is "Spårarscout" (Tracker Scout), and I like Fish (action out casting a reel).

The next person repeats the process. The rest of group then says that person's name, hobby, and motion and the moves onto the first person's info. This continues until the last person goes, at which the entire group calls out the last person's info and moves along through the whole group and repeats everyone's info.

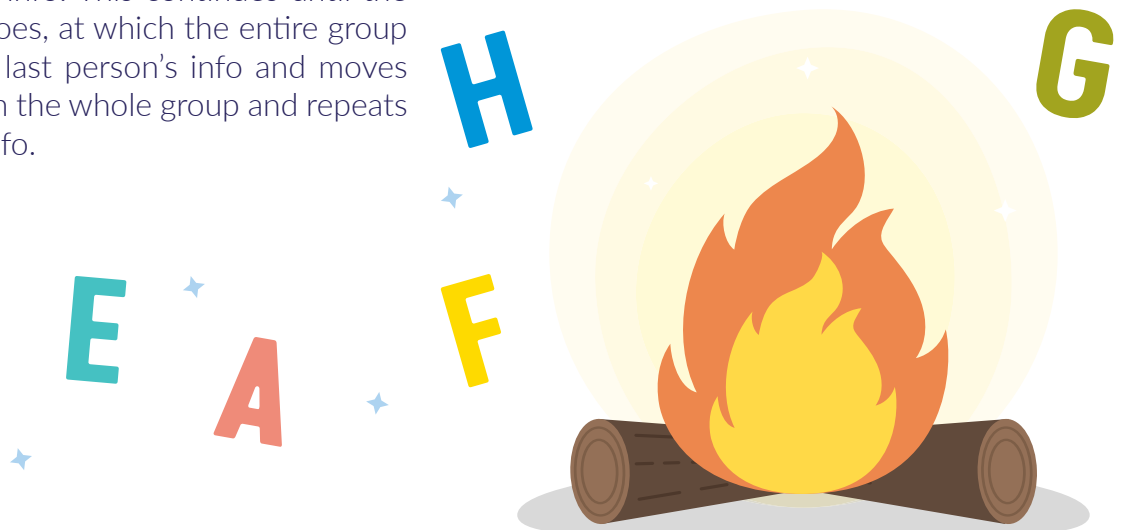
Background Information

In Switzerland, Scouts and Guides (Pfadi in German) typically call each other by their Scout or Guide name. This unique nickname is given during a person's first camp and it is based on their personality, special talents, or distinctive traits. The Scout name can be an animal, a historical figure, a fictional character from a film or novel, an item associated with the person, and much more. Often Swiss Scout names are words from other languages. The names should be as unique as possible and express positive characteristics or special abilities of the children and young people. Scout names are often given in a special ceremony. Once given, Scouts and Guides usually keep their name throughout their entire Scouting or Guiding journey.

Reflective questions



- What do you think makes a good Scout/Guide name?
- Was it hard to come up with the names? What made it difficult?
- Why do many groups choose to give their members nicknames or special names to use when the group meets?





What to do

Part 1 – Swiss Scout Names

1. Each person needs a label, or sticky note they can stick to themselves.
2. Tell the group about Scout/Guide names and the information above on how they are chosen.

Read the information above to learn about how they are chosen. Here is a quote from a Swiss Scout group about Scout names:

“If we give names, then they should be more apt than common names; they should characterise the bearer in the spirit of those epithets with which historical figures have gone down in history. These epithets often represent entire biographies: Louis the Pious, Henry the Quarrelsome (Henry VIII), John the Good. So it continues in world history: the Wise, the Saint, the Bold, the Just, the Brave, the Strict, the Powerless, the Hammer, the Confessor, the Rich, the Great, the Navigator, and the “Empty One.” How expressive such epithets are!”

3. Scout/Guide names should be given, not chosen by the person themselves. In Switzerland, leaders usually give the name to their Scouts/Guides. For this game, you can choose for the leader to give the names or for Scouts/Guides to give each other their names.
4. You can do this as a celebration like they would in Switzerland or just write the names on sticky labels and give them to each person.
5. If you're stuck for ideas, some ideas to get you thinking are in the Resources.



Part 2 – Zauberbuchstabe

6. Players stand on one side of the playing area.
7. One player is selected as the caller, and stands on the opposite the playing area, facing the other players. Make sure they are in hearing distance.
8. The caller decides on some random letters, of their choosing – a “magic letter”.
9. The caller calls out the first “magic letter”.
10. The other players are allowed to take a step forward if the called letter appears in their Scout name.

If a player has the letter multiple times in their name, they can take that many steps (e.g., if their name contains two “A”s and “A” is called, they can take two steps).

11. If the caller calls out the magic letter and a player accidentally steps forward, they must go back to the starting line.
12. The game continues until one player reaches and touches the caller.

That player becomes the next caller for the next round.





Swiss Scout Evolution

6+ yrs

15 mins

Purpose

To learn about the different age groups in Swiss Scouts and get an idea of the Swiss languages.

You will need:

- Details about the Swiss Scouts/Guides age groups



Background Information

This game is played by the Swiss Scouts/Guides. At Our Chalet they play a version on the water when they go kayaking.

The first Scout group started in 1910, with the Swiss Scout Federation (SPB) founded in 1913, this was boys only. The Swiss Confederation of Guides (BSP) was founded in 1919. The two groups worked together from their creation until 1987, when they became a mixed gender association called The Swiss Guide and Scout Movement (MSdS). Today they have become the largest youth organisation in Switzerland, with over 50,500 members and around 550 local groups. The MSdS are members of both World Association of Girl Guides and Girl Scouts (WAGGGS) as well as the World Organisation of the Scout Movement (WOSM).



DID YOU KNOW?

There is no Swiss Scout/Guide group that meets at Our Chalet. Swiss Scout/Guide groups usually meet on Saturdays and from the age of 13 Swiss Scouts/Guides can start working towards becoming a group leader. The Swiss Scouts has the motto "young people leading young people" and most Scout/Guide groups are led by young leaders aged 16 or 17.

Reflective questions



- How similar or different are the Swiss Scouts/Guides names to the names in your Member Organisation?
- What was your strategy for the game?
- How did your strategy work?
- What would you change next time you play the game?
- How did you feel about not being able to move onto the next section as quickly as others?



What to do

1. If your group doesn't know how to play rock, paper, scissors teach them this first.
 - a. Decide on timing to reveal your choice of action e.g. on a count of three or ready, set, go.
 - b. In pairs or small groups show your choice of rock (closed fist), or paper (open hand), or scissors (fist with forefinger and middle finger stretched, like scissors)
 - c. The winner is determined by ... rock beats scissors, scissors beat paper, and paper beats rock
2. Talk through all the Swiss Scouts/Guides age categories with your group
 - a. Explain that in Switzerland Scout/Guide groups are mixed gender and Scouts/Guides are members of both WAGGGS and WOSM.
 - b. Take time to compare them to those in your country.
3. Each level will have a different noise and action to it:
 - a. Beaver – Use your hands to make beaver teeth in front of your mouth and make a Gnaw Gnaw noise, like chewing wood.
 - b. Wolf – Cup your hands around your mouth and howl looking at the sky
 - c. Scout/Guide – Guide/Scout salute, whilst saying Be Prepared
 - d. Pioneers – Pretend to be hammering something strong, whilst saying “build it strong”.
 - e. Rover – Pretend to look into the distance, with your hand over your eyebrows, whilst saying “adventure awaits”
4. Everyone starts off as a Beaver, doing the Beaver noise and action.
5. Each player finds another beaver and plays “rock, paper, scissors”. Whoever wins becomes a wolf, while the loser stays as a beaver, and find another beaver to play against.
6. The wolf will then make the wolf noise and walk around to find another wolf to play with. The winning wolf moves up a level to become a Scout/Guide, while the loser stays a wolf, and finds another wolf to play against.
7. The game continues with each player only playing rock, paper, scissors against another player at their same level. The winner moves up a level, the loser always stays on the same level.
8. The game finishes when some people reach being a Rover.

Alternatives

- Change the noises/actions to suit your group.
- To make it harder, whenever you lose rock paper scissors you go back down a level.
- Use an alternative “head-to-head” game. For example, have players try not to blink and whoever blinks first loses.
- Use the different languages for the section names.





Chocolate Fondue

6+ yrs

30 mins

Purpose

To learn about the origins of chocolate fondue with a simple cooking activity, especially suitable for teaching basic knife skills.



You will need:

Per group of up to 6 people.

- 150g dark chocolate
- 150ml cream
- Selection of fresh fruit – apples, bananas, and grapes work well, but you can choose what you want
- Saucepan or pot
- Bowl
- Forks or skewers
- A low heat source, e.g. cooker or gas burner or microwave



What to do

1. Add the chocolate and cream to a saucepan over a low heat until it has melted together and thickened.
Make sure you keep stirring and don't let it burn on the bottom.
If using a microwave, do it in small bursts and keep stirring
2. Cut the fruit up into bite-size pieces.
3. Once it is all ready, serve the fruit on a plate, with the chocolate fondue in a little bowl.
4. Make sure everyone has their own fork or skewer.
 - Place a piece of fruit onto the fork.
 - Dip the fruit into the chocolate and enjoy.

Remember not to “double dip”, e.g. once you have dipped your fruit you should eat that whole piece of fruit without licking the fork.

 - Then choose a new piece of fruit and dip it in the chocolate.

Background Information

Chocolate fondue is a delicious dessert served in a communal pot, and at Our Chalet it is included as part of the Swiss Night evening programme.

Despite its strong association with Switzerland, chocolate fondue is not a traditional Swiss dish—it is Swiss-inspired. It was created in 1964 by Konrad “Konni” Egli, a Swiss restaurateur in New York. As part of a Toblerone chocolate marketing campaign, Konni introduced chocolate fondue as a dessert option at his restaurant, Chalet Swiss, which was already well known for serving cheese fondue (which is a traditional Swiss dish).

Since then, chocolate fondue has become a popular and fun dessert enjoyed worldwide, often mistaken as a long-standing Swiss tradition.

Alternatives

- For dairy free, use a dairy replacement, at Our Chalet, we use coconut milk and dairy-free chocolate.
- For small children or anyone who may have a reduced immune system or allergies, serve the fondue individually to avoid contamination.



Reflective questions



- What did you learn about using a knife safely?
- How do you make sure the food you prepare is safe for others to eat?
(You can prompt on good hygiene practices and allergy safety, depending on the age of your group)
- What is a traditional food or dish of your country?
- Is there food or a dish that is commonly associated as from your country but actually comes from another country?
- Can you think of any other foods that are similar to fondue where you share and eat them with other people?





Älpermagronen

8+ yrs

90 mins +
25 mins

Purpose

To learn to make a traditional Swiss dish with a simple recipe.

You will need:

For 8 people you will need:

- 600g of pasta, alper or macaroni pasta is best.
- 800g of potatoes
- 400 grams parmesan
- 400ml cream
- Salt and pepper, to taste
- Cheese grated – enough to cover the top of the dish.
- Onions (optional) – fried as a topping
- 400 grams apple sauce, for serving
- Chopping boards; 1 for potatoes and 1 for onions
- Vegetable peeler
- Chopping knives
- Spoon (for stirring)
- Ovenproof dish
- 2 pots; 1 to cook the pasta and 1 to cook the potatoes
- Colander (to drain the pasta)
- Frying pan (to fry the onion)
- Spatula
- Access to oven and two stove hobs



Background Information

Älpermagronen is a traditional Swiss dish, especially popular in the mountain regions of Switzerland. The name means “Alpine Macaroni”. It is a comforting, hearty meal made of pasta (typically macaroni), potatoes, cream, and cheese. It’s usually served with a side of apple sauce. It is a firm favourite at Our Chalet all year round!

The dish has its origins from the 19th century in the mountain region of Switzerland and is linked to the daily diet of the Alpine Herders who would make the most of the simple ingredients they had available for themselves. It has since become a popular meal traditionally served in Swiss mountain huts.

What to do

1. Preheat the oven to 180 °C.
2. Peel the potatoes and cut them into small cubes (2cm).
3. Start two pots of water, 1 pot for the pasta and 1 pot for the potatoes.
4. Cook the potatoes until tender but still holding their shape.
5. Cook the pasta until it is just done.
6. Once both are drained, put into one pot, together.
7. Add the parmesan and cream. Season as you wish.
8. Gently mix.
9. Put it all into an over proof dish and cover with cheese.
10. Bake in the oven for 25 minutes.
11. Optional: thinly slice and fry onions to add on top when serving.
12. Serve with warm apple sauce.

Reflective questions

- How do you make sure the food you prepare is safe for others to eat? (You can prompt on good hygiene practices and allergy safety, depending on the age of your group)
- Why is Älpermagronen a good meal for alpine farmers? (Uses a lot of dairy products which alpine farmers would have easy access to, high in calories which is important for a job using a lot of energy especially in cold weather)
- What is your favourite meal when you go to camp?
- Do you have a ‘comfort meal’ -what meals or dishes do you like to eat when you are feeling unwell?
- What is a typical meal for people in your country who work on the land, or in a factory?



Blob Opera

8+ yrs

20-40 mins



Purpose

To learn the Our Chalet Song and get creative using an online interactive game.



You will need:

- Access to computer, tablet, or phone with internet connection.
- Access to [Blob Opera](#)
- The lyrics for the Our Chalet song ([see Resources](#))

Background Information

The Our Chalet Song dates back to 1932 when Our Chalet was first opened. Its tune is loosely based on the traditional Swiss tune “Ranz des Vaches” which is a famous cowherd’s song from the Swiss alps.

Nowadays the Our Chalet Song is sung at the pinning ceremonies and opening ceremonies for Guides/Scout on programme events. This is when participants receive their pewter pin, an item that can only be obtained by visiting Our Chalet.

What to do

1. Try to recreate the Our Chalet Song using Blob Opera (online game).
2. Open Blob Opera here.
 - a. There are four blobs:
 - Bass (green)
 - Tenor (red)
 - Mezzo-soprano (blue)
 - Soprano (purple)
 - b. Move blobs up/down for pitch
 - c. Move blobs forward/back for sound clarity
3. Record your song so you can play it back.
4. Once you’ve got the hang of it, you can try recreating other songs like your favourite campfire tunes!

Reflective questions



- What is the main message in the Our Chalet song?
(Everyone is welcome at Our Chalet)
- Why is this message important for a World Centre?
- How easy or hard was it to re-create the song using the Blob Opera?
- Did it get easier with practice?
- Can you think of some other ways that could you re-create the Our Chalet Song?

Alternatives

- A great activity for an online meeting.
- Have a concert (in person or online) to share the songs and choose a winning performance.





Edelweiss

8+ yrs

10 mins

Purpose

To learn a campfire song popular at Our Chalet.



You will need:

- The words to Edelweiss ([see Resources](#))
- The tune to Edelweiss, and instructions for the hand clap movements
- Here you can [watch the video](#) of Our Chalet volunteers talking through the actions.



Background Information

“Edelweiss” is a show tune from the 1959 Rodgers and Hammerstein musical *The Sound of Music*. It is named after the edelweiss, a white flower found high in the Alps. Edelweiss is the national flower of Switzerland, so even though the song has no link to Switzerland and is not well known in Switzerland, it is a popular one to sing at Our Chalet campfires.

At Our Chalet, Edelweiss is sung at most campfires, partly because Edelweiss is the Swiss national flower and partly because many Guides/Scouts know the song from their home campfires. You will learn not only the words but also a hand clap to go with it. If you don't already know it, it could be a great addition to your campfire at home!

What to do

1. Learn the tune and words to the song, Edelweiss.
2. Learn the hand clap movements (count to six).
3. Put the hand clap movements to the song.

Alternatives

- Try changing the direction of the clap movements (using left hand for movement, instead of the right).
- Introduce a switch/change at the end of each six beats.

Reflective questions



- Were you able to sing the complete song with the hand clap movements?
- Was it easier with the left hand or the right hand?
- What do action songs like this teach us?
- What have you learned about the Edelweiss?
- Does your country have a national flower?



D

**Connecting with
Our Chalet**





SUPPORT OUR CHALET

YOUNG PEOPLE

There are many opportunities for young people to support and experience a World Centre, here are just a few of the different opportunities available at Our Chalet and the other World Centres:



Scholarship

Look out for scholarship opportunities to volunteer or attend an event



Specialist Volunteer

An opportunity to practice skills, such as hospitality, media, marketing



Gap Year

Something to do while you consider your future ... you may find your perfect career!



Volunteer

As a season volunteer, or other volunteer/leadership programme

Our Chalet offers an exciting volunteer leadership development programme for Guides/Scouts aged 18+ from around the world. We also have a small, paid long-term staff team.

Take a look at the Opportunities at Our Chalet website to see what's on offer now, including an exciting volunteer leadership development programme and short-term volunteer opportunities. Please carefully read the note about criteria for working in Switzerland.

By working or volunteering at Our Chalet you can experience the wonder of the Swiss Alps in a busy, international workplace with a focus on leadership development, all while making a difference in the world. Your work helps children and young people from all over the globe have adventures, make international friendships, gain knowledge and skills, and find their path to become leaders and changemakers.

Become part of the [WAGGGS Volunteer Pool](#); when volunteering opportunities are available, they will be announced to the Volunteer Pool and you can apply.





SUPPORT OUR CHALET

ADULTS

Whether you have visited Our Chalet or not, you can promote the World Centre to others and encourage people to visit and share experiences.

Make a donation, or become a “friend”

- Friends of the World Centres – [Facebook](#)
- [Our Chalet](#)
- Donate to support Our Chalet
- Other ways to [support Our Chalet](#), including [Amazon wishlist](#) and [online shop](#)



Local Events

Plan and run some events at home to create awareness

- dinner at a local Swiss restaurant
- a shared meal of Swiss cuisine
- a cooking event
- a craft event
- other events e.g. skiing/dance



Attend a Virtual event

- Attend one of our scheduled virtual events
- If there’s nothing that suits your schedule, then request a special virtual event for your group
- Explore cooking, culture, have a World Centres tour and ask all the questions you like

Plan a Trip

The best way to support Our Chalet is to go there!

- attend an event, or stay enroute to another destination
- volunteer
 - take a look at the [Opportunities at Our Chalet](#) website to see what’s on offer now
 - join the [WAGGGS Volunteer Pool](#)
- invite your friends and go as a group
- support others planning a trip (even if you cannot go)



Use social media to share and promote



- Share memories
- Share photos of recent local events

Use #ourchalet

- [Instagram](#) – @our_chalet
- [Facebook](#) – @ourchalet
- [YouTube](#) – @OurChaletWorldCentre





Resources

In this section are the resources required for activities in this pack, such as templates, cards, stories.



LINKS

Some useful links to connect with Our Chalet:

[Website](#)

[Contact Form](#)

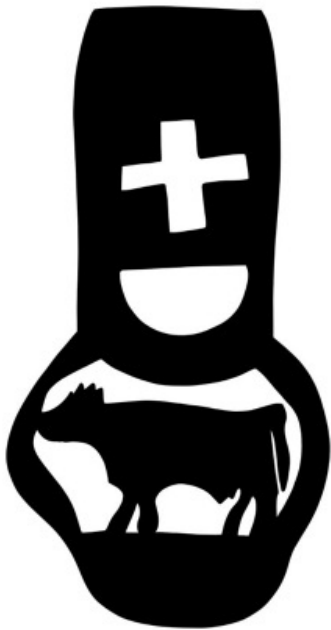
[Sign up for Newsletter](#)

[Other World Centres](#)

[World Centres on Campfire](#)



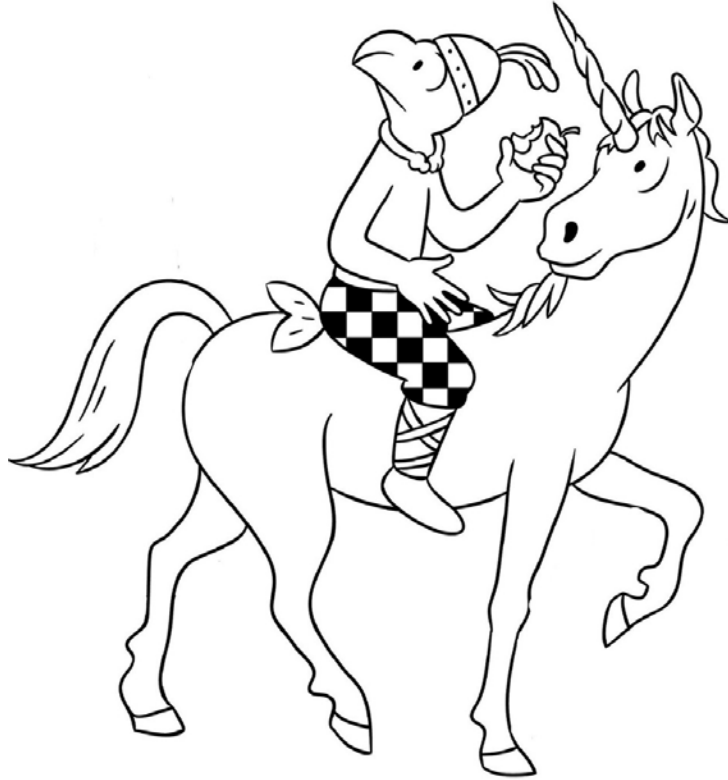
Scherenschnitte





























Meet Globi







Swiss Language Game

| | | |
|---|--|---|
|   CAR |  HAND  HAND |  GUIDE/SCOUT  PFADI |
|  CAR  VOITURE |  HAND  MAIN |  GUIDE/SCOUT  ÉCLAIREURS |
|  CAR  AUTOMOBILE |  HAND  MANO |  GUIDE/SCOUT  ESPLORATRICI |
|  CAR  AUTO |  HAND  MAUN |  GUIDE/SCOUT  EXPLORATOUR |



Swiss Language Game



KETTLE



WASSERKOCHEK



ROOSTER



HAHN



KETTLE



BOULLOIRE



ROOSTER



COQ



KETTLE



BOLLITORE



ROOSTER



GALLO



KETTLE



TSCHADAINA



ROOSTER



TGIET



TRAIN



ZUG



TRAIN



TRAIN



TRAIN



TRENO



TRAIN



TREN



Swiss Language Game



UHR

CLOCK



TELEVISION

FERNSEHEN



HORLOGE

CLOCK



TELEVISION

TéléVISION



OROLOGIO

CLOCK



TELEVISION

TELEVISIONE



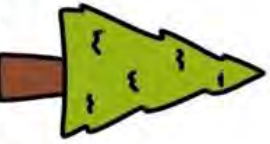
URARI

CLOCK



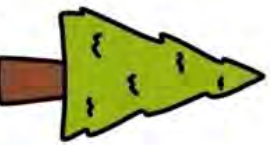
TELEVISION

TELEVISION



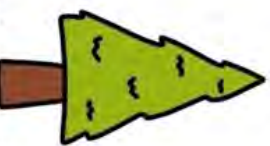
BAUM

TREE



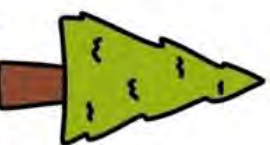
ARBRE

TREE



ALBERO

TREE




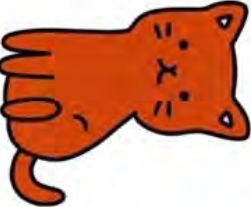






















PLONTA

TREE



Swiss Language Game

| | | | |
|---|--|--|---|
|  KATZE  CAT |  CHAT  CAT |  GATTO  CAT |  GAT  CAT |
|  SOCKEN  SOCKS |  CHAUSSETTES  SOCKS |  CALZINI  SOCKS |  SOCCAS  SOCKS |
|  SCHERE  SCISSORS |  CISEAUX  SCISSORS |  FORBICI  SCISSORS |  TGIRAS  SCISSORS |



Snowli

The Snowli story in twelve chapters, is on the Swiss Ski School website [here](#).

This is a summarised version of the story.

Snowli

Not so long ago, a strange white creature with two large eyes and long ears came flying through space from an unknown planet and landed on Earth.

After falling into the snow, Snowli asks a snowman about his surroundings. The snowman, amused, explains that he's in the "Swiss Snow Kids' Village" and introduces the concept of snow, linking it to Snowli's name. Snowli shares his journey from space, eager to learn more about snow.

Snowli learns from the snowman that snowflakes form in clouds as tiny crystals that join together. Only in cold winter do they fall as snow; otherwise, they melt into rain. The snowman's tales reveal how wind and temperature shape flakes into unique forms, with stars being the most beautiful. He explains that colder temperatures create dry, powdery snow, while warmer conditions produce wet snow, making it easier to build. When Snowli asks how many snowflakes make up the snowman, he says it's impossible to count them.

Snowli is fascinated by Mr. Long Nose, the snowman, who shares his experiences of gliding and jumping on snow. When Snowli questions if it hurts his paws, the snowman jokingly reassures him. He explains that special equipment helps perform these manoeuvres and highlights the challenges of moving on fresh and frozen snow.

The snowman explains that skis, invented thousands of years ago, were originally used to prevent sinking in deep snow, like snowshoes. Over time, they evolved into leisure equipment for skiing. Snowboarding, a modern sport inspired by surfing, adds excitement. Together, Snowli and the snowman explore this fascinating world.

In a vast snow village, Snowli and Mr. Long Nose play joyfully in the snow until Snowli's feet freeze. Mr. Long Nose brings him to a cozy wooden house for warmth, offering hot drinks, biscuits, and warm clothing. Exhausted, Snowli falls into a deep sleep by the fireplace for days.

After a long journey filled with new experiences on Earth, our little friend felt content to sleep safely in a wonderful place where he could learn many interesting things. He drifted into deep dreams, cherishing the sense of security and discovery around him.

Mr. Long Nose overloaded Snowli with clothes, making him clumsy. In the forest, he met a bear skiing and snowboarding. The bear invited Snowli to join in the fun, teaching him to ski. They played cat-and-mouse games, and Snowli felt like a young bear, filled with joy and excitement.

In his dream, Snowli discovered a gentle slope and started skiing, but lost control and panicked. He opened his eyes to find a penguin who promised to teach him safe skiing techniques. Despite occasional falls, he enjoyed the experience, feeling like a young penguin while navigating the challenging slope.

Next to a silver fir, Snowli met a friendly snake who offered to teach him proper skiing techniques. With the snake's guidance, he learned to make turns and avoid obstacles while racing. Snowli felt exhilarated, singing as he glided through the valley, feeling light and carefree amidst the mountains.

Snowli, frightened of jumping and flying, encounters a kangaroo who offers to teach him how to jump. After practicing on moguls, Snowli feels exhilarated as he soars high, nearly touching the sky. Before leaving, he realises he wants to remain on Earth to learn even more exciting things.

Snowli wakes up in his warm snow village home, noticing his body has transformed. His legs are blue and firm, his upper body is orange, and his paws are yellow and hairy. A red snake's tail has sprouted, but his head remains unchanged, reflecting his essence despite the physical changes.

After his transformation, Snowli ventured outside and was welcomed by children singing. They wanted him as a friend for their skiing and snowboarding adventures. Mr. Long Nose seemed to smile, and Snowli became a beloved companion, showcasing his skills and inventing fun tricks. He's ready to share his expertise!





Swiss Chalet Quiz

Our Chalet questions

| | |
|--|-------------------------------|
| 1. What year did Our Chalet open its doors? | 1932 |
| 2. Who was the founder of Our Chalet? | Helen Storrow |
| 3. What was the nickname of the first Guider in Charge? | Falk |
| 4. What was the name of the building built for the founder? | Baby Chalet |
| 5. What town is Our Chalet in? | Adelboden |
| 6. What Swiss canton is Our Chalet located in? | Canton Bern |
| 7. What is the name of the pin you can get only if you visit Our Chalet? | Pewter Pin |
| 8. What building has an animal's name? | Squirrel House |
| 9. Which WAGGGS Region is Our Chalet in? | Europe |
| 10. What is the first line of the Our Chalet Song? | High up, high on the mountain |



Switzerland questions

| | |
|---|----------------------------------|
| 11. What is the capital of Switzerland? | Bern |
| 12. What currency is used in Switzerland? | Swiss Francs (CHF) |
| 13. What are the 4 official languages of Switzerland? | French, German, Italian, Romansh |
| 14. What is the name of the traditional Swiss cheese dish melted in a pot and eaten with bread? | Fondue |
| 15. What is the national flower of Switzerland? | Edelweiss |
| 16. How many cantons does Switzerland have? | 26 |
| 17. What is unique about the Swiss flag? | It is square and symmetrical |
| 18. What is the tallest mountain in Switzerland? | Dufourspitze (Monte Rosa) |
| 19. Which Swiss city is home to the headquarters of the Olympic committee? | Lausanne |
| 20. Which scientist developed the theory of relativity whilst living in Switzerland? | Albert Einstein |





Predator / Prey sheet

You need 1 per Herbivore (3 copies of this sheet for 30 Herbivores)

| HERBIVORE | | | | | |
|-----------|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| HERBIVORE | | | | | |
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| HERBIVORE | | | | | |
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| FOOD | | | | | |

| HERBIVORE | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |



Predator / Prey sheet

You need 1 per Omnivore (1 copies of this sheet for 10 Omnivores)

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
|-------------------------------|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
|-------------------------------|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
|-------------------------------|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| OMNIVORE - CATCH 4 HERBIVORES | | | | | |
|-------------------------------|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |



Predator / Prey sheet

You need 1 per Herbivore (3 copies of this sheet for 30 Herbivores)

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
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| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |

| CARNIVORE - CATCH ANY 10 ANIMALS | | | | | |
|---|--|--|--|--|--|
| WATER | | | | | |
| FOOD | | | | | |



Swiss Scout/Guide Names

| NAME | Meaning |
|---|--|
| Spider | Someone who is quick, attentive, alert, “dangerous” Suitable for one who is cheerful, quick, and attentive but may sometimes act before thinking! |
| Castle | Crime writer in television series Castle, who helps police solve their cases. Suitable for one who is friendly and helpful and likes to read crime novels. |
| Saggio | Italian word for wise or clever |
| JJ | Horse from Belgium comic series Lucky Luke. Always has something to say! Suitable for one who is wild and happy and likes to talk. |
| Piña | Spanish for pineapple. Suitable for one with a hard shell and a soft inside J |
| Squirrel | Suitable for one who is cheeky, cautious, or nimble. |
| Churro | Fried pastry from Spain. When you eat sugar you temporarily have more energy which makes you excited. Suitable for one who is quiet/reserved but sometimes has bursts of excitement/enthusiasm. |
| Eevee | Pokemon character that is fluffy and fox-like and can evolve in many ways. Suitable for one who is playful, curious, loyal or has changed a lot over time. |
| Corona | The outer layer of the sun’s atmosphere Suitable for one who is cheerful with a positive attitude |
| Kuroshio | A warm ocean current near Japan that brings summer. Suitable for one who brings warmth to the group. |
| Allegro | Fast and cheerful in music Suitable for one who is cheerful and quick thinking or nimble on their feet. |
| Hicks | When one domino falls, others follow. Suitable for one who can inspire others to follow their lead. |
| Chuli (pronounced “Kool-ee” in English) | Hiccup the Giant from How to Train Your Dragon. Suitable for one who is kind, good-natured, and inventive. |
| Domino | Swiss word for a pen. Suitable for one who likes to write. |



Our Chalet & Edelweiss Song Lyrics

Our Chalet Song



High up, high on the mountain,
 We've founded Our Chalet. X2
 It's sloping roof and wide
 Shall shelter us without a care
 And each Girl Scout and Guide
 Shall find a welcome there.
 High up, high on the mountain,
 We'll go to Our Chalet. X2
 Our simple life is free,
 Our hearts are light,
 Our songs are gay,
 We ever shall remember
 The joys of Our Chalet.



LISTEN OUR CHALET SONG

Edelweiss



Edelweiss, Edelweiss
 Every morning you greet me.
 Small and white,
 Clean and bright,
 You look happy to meet me.



Blossom of snow, may you
 bloom and grow,
 Bloom and grow forever.
 Edelweiss, Edelweiss,
 Bless my homeland forever.

Blossom of snow, may you
 bloom and grow,
 Bloom and grow forever.
 Edelweiss, Edelweiss,
 Bless my homeland forever.





PAX LODGE

 United Kingdom



Cultural Appreciation vs. Cultural Appropriation

When engaging with other cultures, it's important to understand the difference between cultural appreciation and cultural appropriation.

Cultural Appreciation

is when you genuinely seek to learn about and understand a culture to broaden your perspective and build connections. It involves respecting the traditions, practices, and significance behind them, and recognising their value in their cultural context.



Cultural Appropriation

happens when elements of a culture are taken or used without understanding, often in a way that strips away the meaning, context, or respect for the culture itself. It can sometimes involve using cultural aspects for personal gain or as a trend, without acknowledging the cultural history behind them.



Example of Cultural Appreciation:

In a British context, an example of cultural appreciation might be when a child from outside the UK participates in a traditional British celebration like **Bonfire Night** (Guy Fawkes Night). They learn about the history of the event, the significance of the bonfire, and the meaning behind the fireworks display, while also respecting the local customs and traditions. They might ask a British friend or teacher to explain how the event is celebrated and why it's important to many people in the UK.



Example of Cultural Appropriation:

An example of cultural appropriation might be when someone from outside the UK wears a "British" costume that includes a fake crown, Union Jack decorations, and a cheeky "royal" accent, simply for a themed event or as a fashion trend, without understanding the cultural importance behind the British monarchy or the diversity within the UK. This could reduce the traditions of British history to a fun costume, overlooking the respect and context that should come with it.

How Can We Appreciate Culture?

To truly appreciate the culture of the World Centres and the countries they are located in, take time to:

- 1. Learn the meaning** behind the practices, attire, or activities you are participating in.
- 2. Engage with local communities** to hear their stories, traditions, and histories.
- 3. Respect cultural symbols** by recognising their importance and using them appropriately.

By fostering cultural appreciation, we can celebrate the rich diversity of the world and build meaningful connections based on mutual respect and understanding.



B

**Introduction to
Pax Lodge World Centre**



Introduction to Pax Lodge World Centre

How it all began



Starting with Our Ark (1939), the WAGGGS World Centre in London has grown over the years, from Olave House (1959), and then into Pax Lodge (1991). Pax Lodge works to engage, empower, and support young women so that they can make a difference in their communities.

Katherine Furse, the first director of the World Bureau, launched a 'Pennies Appeal', writing to each WAGGGS Member Organisation. She explained that if each Brownie, Guide, Ranger and Old Guide contributed one penny on Thinking Day, the sum raised would be more than enough to buy their new world house. On 22nd February 1938, the pennies started pouring in and enough money was raised to purchase 11-13 Palace Street: Our Ark had finally set sail.

Our Ark was officially opened on 2nd May 1939. Its doors remained open throughout the Second World War, when it served as a safe haven for international Girl Guides and Girl Scouts.

By 1956, the lease of the houses in Palace Street was coming to an end and the lack of sufficient space was making life difficult. Once again members of WAGGGS were asked for help and an appeal was launched at the World Conference in 1957. After a lengthy search, Our Ark moved to Longridge Road in Earls Court (West London). In 1963 Our Ark celebrated its' Silver Jubilee with it being 25 years since it first opened. During a special ceremony, presided over by the World Chief Guide, Olave Baden-Powell, the Centre was renamed Olave House in her honour.

By 1978, there were plans to move the World Centre once again. By September 1988 well over £1 million had been raised for Pax Lodge and, although there was still a long way to go, the World Committee felt able to start construction.

Finally, on Friday 15th March 1991, Pax Lodge was officially opened by Her Royal Highness Princess Benedikte of Denmark. The name Pax Lodge was chosen because the Baden-Powells had used the word Pax, meaning 'peace', for two of their homes – Pax Hill in England and Paxtu in Kenya. While 'lodge' was chosen as it maintained the link with the original house on the site, Rosslyn Lodge.



Pax Lodge works to engage, empower, and support young women so that they can make a difference in their communities.



Introduction to Pax Lodge World Centre

What makes Pax Lodge special?

Pax Lodge is located next to the World Bureau which is the secretariat/headquarter of WAGGGS in London.

In 1929, the desire to have a World Centre was first expressed by the World Committee and the opening of Our Chalet in Switzerland in 1932 was a dream come true. By 1937 the World Committee was looking for new accommodation for its headquarters, the World Bureau, and was also aware of the need for a place where Guides could stay when visiting London. They decided to satisfy both these needs in one building – Our Ark.

When Our Ark moved to Earls Court, the World Bureau found alternative premises in Ebury Street.

In 1977, Olave Baden Powell (the World Chief Guide) died, and it was agreed at the 1978 World Conference that the World Chief Guide Memorial Fund should be used to fulfil her often expressed dream that the World Bureau and the World Centre should once more be united in the same location.

Finding somewhere in London that would accommodate both the WAGGGS headquarters and the World Centre was a difficult task. Many possibilities were considered before the site in Lyndhurst Road, Hampstead was finally secure. Rosslyn Lodge was built in 1810 by the First Earl of Rosslyn, the house has been used for many purposes over the years.

Pax Lodge is not simply a great place from which to view the sights of London, or a venue for big international events, but it is an important and historical resource that fulfils the work of the World Association of Girl Guides and Girl Scouts.



Pax Lodge Song



The words and lyrics of the Pax Lodge song were written by Julie Felix after the Programme Director of Pax Lodge, Maria Kuper, overheard her singing on the radio. Maria asked her if she would adapt the song for Pax Lodge and encouraged her to include the words: love, dove, friends, and home. Julie was a Girl Scout herself was open to the idea, but wanted to leave out the words Pax Lodge, as she said they "Do not lend themselves to poetic writing and are definitely unsingable!"

When you visit us we can sing along to the Pax Lodge song together.

We wish you love
We wish you light
We wish you colours soft and bright,
We wish you light
We wish you love
We wish you peace on the wings
Of a snow white dove

And with our sisters by our side
We learn to lead
We learn to guide
We clear the path, we pave the way
To peace on earth
To a brighter day

We wish you love
We wish you light
We wish you colours soft and bright,
We wish you light
We wish you love
We wish you peace on the wings
Of a snow white dove

Sometimes the road
Is hard and long,
And yet together we are strong.
And as we weave,
Life tapestry,
Each colour blends, in harmony.

We wish you love
We wish you light
We wish you colours soft and bright,
We wish you light
We wish you love
We wish you peace on the wings
Of a snow white dove

Wherever we wander,
Wherever we roam,
Pax Lodge will always be our home,
A place where strangers soon are friends,
I'll meet you there,
Where the rainbow ends.

We wish you love
We wish you light
We wish you colours soft and bright,
We wish you light
We wish you love
We wish you peace on the wings
Of a snow white dove





Programmes offered

At Pax Lodge, there are different programmes that run through the year that you can engage in. Here are some examples...



Celebration

World Thinking Day

February every year

Inspiring Spring At Pax Lodge

April

Global Friendship Event

November



Nature

JamBrownee

May - June

STEMazing Guide

October - November



Culture

Journey Through London

June - August



Want to see what's on offer now?

Click here!



Introduction to Pax Lodge World Centre

Country profile



Pax Lodge is located in London, England which is part of the United Kingdom (UK) in Western Europe. The UK consists of four countries:

- England,
- Scotland,
- Wales, and
- Northern Ireland.



The flag of the United Kingdom is known as the Union Jack. It combines elements of three older national flags:

- The Red Cross of St George (patron saint of England),
- The White Saltire of St Andrew (patron saint of Scotland)
- The Red Saltire of St Patrick (patron saint of Ireland).

The design is a combination of red, white, and blue, with a cross and two diagonal stripes.

Culinary tradition



The UK has a rich culinary tradition, influenced by many cultures over time. Some popular dishes include:

- **Fish and Chips** – battered and fried fish (usually cod or haddock) served with fried potatoes.
- **Sunday Roast** – typically roast beef, lamb, or chicken, served with potatoes, vegetables, Yorkshire pudding, and gravy.
- **Full English Breakfast** – a hearty breakfast with fried eggs, bacon, sausages, baked beans, mushrooms, toast, and tomatoes.
- **Shepherd's Pie** – a savoury dish made with minced lamb and topped with mashed potatoes.
- **Bangers and Mash** – sausages served with mashed potatoes and gravy.
- **Afternoon Tea** – a tradition of drinking tea, usually accompanied by sandwiches, scones, and cakes.
- **Pudding** – a variety of desserts like sticky toffee pudding, treacle tart, or spotted dick.



Country profile



The UK is home to a range of traditions:

- **Afternoon Tea** – as mentioned earlier, a light meal typically served between 3:30pm and 5:00pm.
- **The Changing of the Guard** – a famous ceremony outside Buckingham Palace in London where soldiers in red uniforms and bearskin hats change shifts.
- **Bonfire Night (Guy Fawkes Night)** – held on November 5th, it celebrates the failure of the Gunpowder Plot of 1605. People light bonfires and set off fireworks.
- **The Royal Family** – a long-standing tradition, the British monarchy is a historical part of national identity. The current ruling royal is King Charles.
- **Wimbledon** – the world's oldest tennis tournament, held annually in London.
- **Christmas** – Celebrated on December 25th, it is a major Christian holiday that includes traditions like decorating Christmas trees, exchanging gifts, and having festive meals.
- **Easter** – A major Christian holiday, celebrated with church services, egg hunts, and festive meals.
- **Ramadan and Eid** – Celebrated by Muslims, who form a significant part of the UK population.
- **Diwali** – The Hindu festival of lights is celebrated by the Indian community in the UK with fireworks, lights, and sweets.
- **Halloween** – While not a religious holiday, it's celebrated by many, especially with trick-or-treating, costumes, and parties.

Language



The primary language of the UK is English, though there are other regional languages such as Welsh in Wales, Scots Gaelic in parts of Scotland, and Irish in Northern Ireland. Many people in the UK are also fluent in other languages due to its multicultural population.

C

**Unit/Troop/Group
Activities**





How to use this section

In this section, you will find a range of activities you can use with your group.

The activities can be used as described, or may spark ideas for other activities or variations.

Remember to use the reflective components to consider and celebrate the diversity of Girl Guiding and Girl Scouting.

When you have finished an activity, share your thoughts and activities on social media using the Pax Lodge hashtag **#paxlodge**

There are five types of activities:



Culture

Explore language, traditions, daily routine, clothing, religious festivals



Arts & Craft

Make a traditional craft, or do some drawing



Music & Dance

Explore the music of England, make/play musical instruments, learn some new dance moves



Games

Play a traditional game, or a game the children love to play



Food

Taste the flavours of England, consider the food source, try a recipe or two





How to use this section

Use the table to help you consider which activity you will try ... or you could try them all!

| Type | Activity Name | Age Group | Time | Preparation | Page |
|-----------------|--------------------------------------|-------------|---------------|--|------|
| Arts & Craft | Pax Lodge Bus | 5 to 10 yrs | 10-20 mins | Printed sheets of the Pax Lodge bus, colouring pencils or similar and scissors | 79 |
| Game | Quiz | 10+ yrs | 30 mins | Questions and Answers | 80 |
| Game | Bus Stop Game | 4 to 12 yrs | 10-15 mins | Minimum of 3 leaders/adults | 81 |
| Music and Dance | Taps (UK Versions) | 5 to 18 yrs | 10 mins | Lyrics sheets if needed and tune if needed: Click here! | 82 |
| Game | Peacemakers | 10+ yrs | 20 mins | Prepare cards/paper/post it notes with the names of significant peace-makers. | 83 |
| Game | Green Glass Door | 7+ yrs | 15 mins | No equipment necessary | 84 |
| Culture | Trash Bag Theatre | 6+ yrs | 20 mins | Random objects, about one per participant | 86 |
| Game Game | Picnic | 7+ yrs | 15 mins | No equipment necessary | 87 |
| Culture | The Great Pax Quest | 8+ yrs | 1 hour | <ul style="list-style-type: none"> • Clue cards • Props: teacup, red bus images, a British handmade flag, paper crowns. etc • A large space: can be indoors or outdoors • Optional: Awards for winning teams | 88 |
| Arts & Craft | Create your own Emblem | 7+ yrs | 40-60 Mins | Gather fabric scraps, embroidery supplies, fabric markers, and glue. | 91 |
| Food | Make your own British Tea & Biscuits | All Ages | 45-60 minutes | Gather Ingredients for baking, and tea making supplies | 92 |
| Food | Afternoon Tea - Scones | All Ages | 1hr | Scone recipe and ingredients | 93 |
| Food | Victoria Sponge | 10+ yrs | 1hr | Ingredients and recipe | 94 |
| Food | Afternoon tea (no cooking needed) | All Ages | 20 mins | Paper and Pencils | 95 |
| Music and Dance | Folk Dancing | All ages | 30 mins+ | Source music and choose which dances you are going to try | 96 |
| Arts & Craft | Pearly Kings and Queens | All ages | 30 mins | Craft materials - black fabric or paper, white buttons/beads, or white paint, glue/needles and thread, photos for inspiration | 97 |
| Music and Dance | Hokey Cokey | All ages | 10 mins | Song sheets if needed | 98 |
| Game | King's Guard Beetle Drive | 6 - 12 yrs | 15 mins | Print sheets (see Resources) | 99 |
| Game | Fireworks Game | 5 - 14 yrs | 10mins | Space to play | 100 |



Pax Lodge Bus

5 - 10 yrs 10-20 mins

Purpose

To learn about the Pax Lodge icon and the importance of buses in London.



You will need:

- Printed sheets of paper with the outline of the Pax Lodge bus ([see Resources](#))
- Colouring pencils or similar



Background Information

The double decker bus icon that Pax Lodge uses reminds us that this World Centre is in London. London's double-decker buses are a famous symbol of the city. They are a convenient and cheap way to get around, and offer great views of the city.



What to do

1. Share the background information about this activity
2. Give out the printed sheets
3. Everyone can colour in the icon

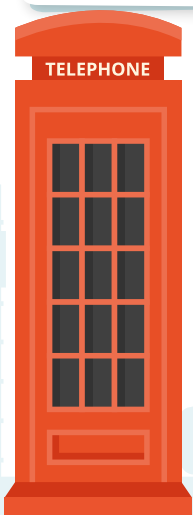
Alternatives

- Cut up the icon once it has been coloured and create a puzzle that can be completed by another person.
- Colour in other outlines of London icons like Big Ben or the Tower of London, and create a jigsaw.

Reflective questions



- Why does Pax Lodge use a bus as their icon?
- Do you have an icon for where you live?
- What icons do the other World Centres use?
- Why do the other World Centres use these icons?





Quiz



10+ yrs



30 mins

Purpose

To learn more about Pax Lodge and its location.



You will need:

- Quiz Questions and answers ([in Resources](#))



What to do

1. Before you start the game, split the participants into groups of a suitable number and ask them to come up with a group name related to Pax Lodge or London
2. Once they have a name, they should come up with a chant that they will use to signal they're ready to answer the questions
3. When a question is read out, the first group to chant gets the first opportunity to answer the question
4. If the group gets the answer right, they get a point
5. If the team with the first opportunity gets it wrong, the rest of the teams have a chance to chant and then give their answer and so on
6. For mathematical questions, all groups get a chance to answer, and the closest answer wins a point
7. The team with the most points at the end of the game is the winning team

Background Information

Pax Lodge is located in the North-West London suburb of Hampstead. Just a few short stops from the hustle and bustle of central London.

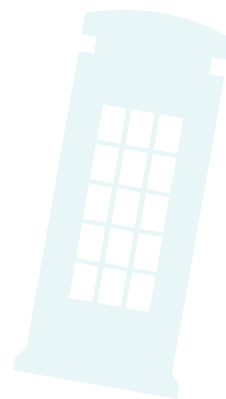
Alternatives

- Questions and answers could be put on cards to make this a matching game
- Questions and answers could be loaded into an online quiz platform, like Kahoot!, and played online

Reflective questions



- What did you learn about Pax Lodge?
- What did you learn about where Pax Lodge is located?
- What would you like to learn more about?





Bus Stop Game

4 - 12 yrs 10-15 mins

Purpose

To feel energised and to warm up while learning about Pax Lodge.



Background Information

Pax Lodge is located in London. London has famous Red Double Decker buses which the buses stop at often.

You will need:

- A minimum of 3 leaders/adults.
- Depending on the number of players you might need more leaders. e.g. having 16+ players you will need 4+ leaders. The higher the number of players the more leaders you will need.



What to do

1. Identify your leaders and get them to stand around in a circle
2. Get the players to run around in the middle of the circle
3. When the main leader calls 'Bus Stops'.
4. All the leaders who are standing around in the circle, will stand with their hand up in the air with a number of fingers up to signify that many of the girls can be at that bus stop and no more.
5. The girls all need to find space at a bus stop once 'Bus Stops' has been called, if there are not enough spaces they will be out of the game.
6. Slowly start to decrease the numbers of fingers that you hold up until there is one winner.

Alternatives

- Instead of running participants in the game could skip or hop or dance between bus stop rounds.

Reflective questions



- What did it feel like to 'miss the bus'?
- Have you ever had to 'run' to catch public transport?





Taps (UK Version)

5 - 18 yrs 10 mins



Purpose

Learning the different ways that a common Girl Guiding & Girl Scouting song is sung by Girl Guides across the UK.



You will need:

- The lyrics sheet (if needed, [see Resources](#))
- You can [learn the tune here](#) if you don't know it

What to do

1. Sing the regular version of Taps
2. Speed it up: Sing the lyrics of Taps as fast as possible
3. Time to Perform: Sing the lyrics of Taps, but get creative and perform actions (make them up) with your hands as you do it. You could combine this with the fast version for extra fun!
4. Sign language version: sing the lyrics of Taps and perform the associated signs with it.

The Girl Guides in London use BSL (British Sign Language – see Resources).

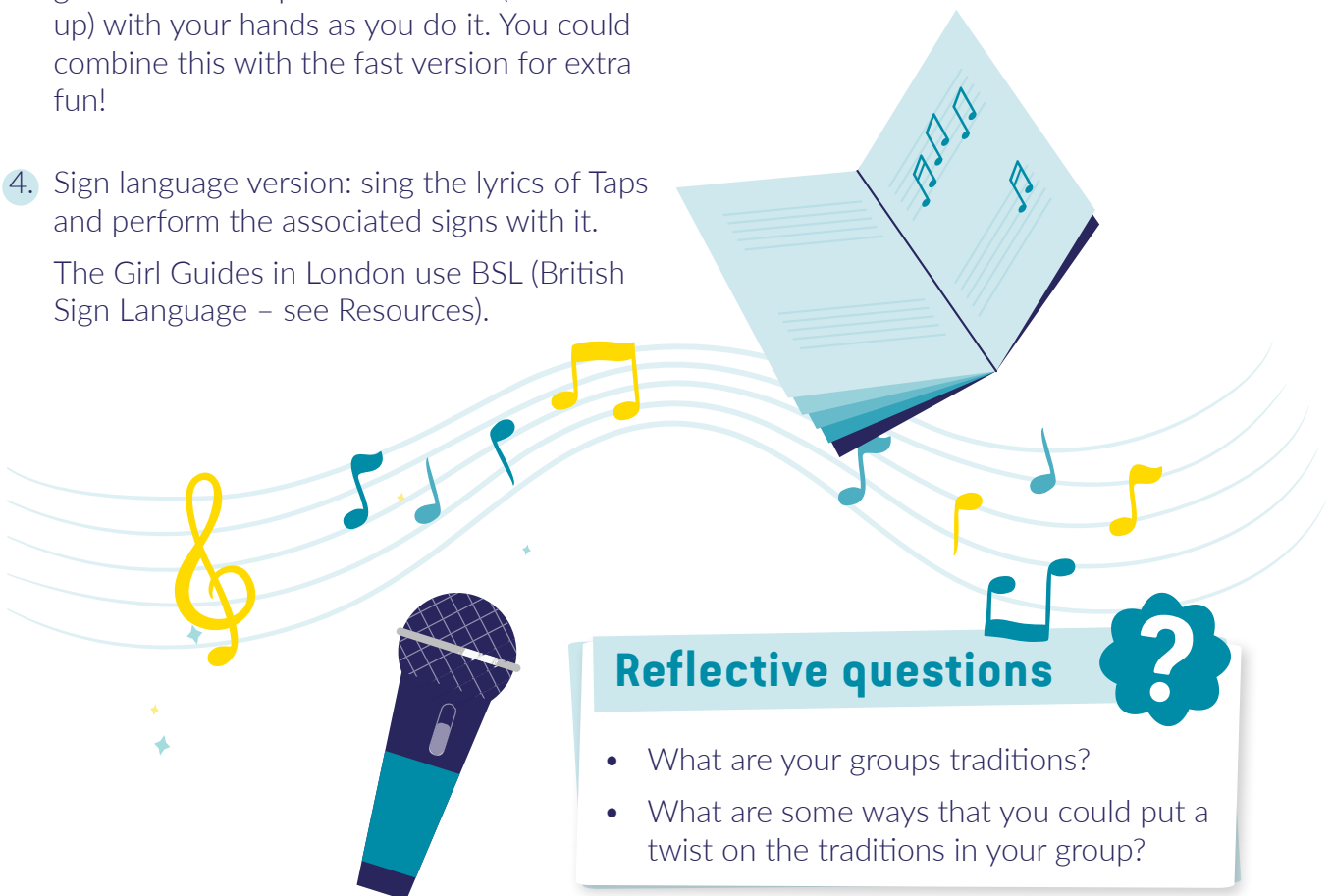
Background Information

“Taps” is what is sung at the end of a meeting to signal that the meeting is finished.

In London, many Girl Guides (including the troops/units that meet at Pax Lodge) sing the traditional lyrics at the end of their meetings but there are many different ways which they choose to sing and perform it to make it more fun.

Alternatives

- Find out what other countries sing Taps and learn to sing Taps in another language.
- Learn and sing Daylight Taps – to be sung at the end of the meeting when it's still daylight.



Reflective questions

- What are your groups traditions?
- What are some ways that you could put a twist on the traditions in your group?



Peacemaker Celebrities



10+ yrs



20 mins



Purpose

Develop skills in collaboration, communication, cooperation, listening and problem solving through different celebrities often associated to peace.



You will need:

- Prepared cards or labels with the names of significant peace-makers [\(see Resources\)](#).

Background Information

Pax means Peace in Latin

What to do

1. Everyone picks a card or label and displays the name so all other players can see but not the person holding the card (it could be stick to their forehead, or pinned to their back)
2. Players take it in turns to ask each other “yes” or “no” questions about who they are. E.g. Am I a woman? Am I alive?
3. When a player guesses correctly, they continue to answer the questions of the other players

Alternatives

- This can either be played in one group taking it in turns to ask a question to the whole group or players could mingle and ask their questions to one other player at a time.

Reflective questions



- What happened during the game?
- Are you surprised by any of the celebrity names? Did you know they were associated with peace?
- Think about your person, do you know what they did that makes them a ‘peacemaker’?
- What traits do the celebrity peace makers have in common? Do any of us have similar traits?
- Why is it important to know about these significant peacemakers?
- How can they help us to build a more peaceful community?





Green Glass Door

7+ yrs

15 mins

Purpose

A calmer game to get participants listening and thinking



You will need:

- No resources required.
- Best played with everyone sitting in a circle where everyone can be seen and heard.



Background Information

The front doors at Pax Lodge were donated by the Baden-Powell family. On 29th September 1990, eleven members of the Baden-Powell family attended the first 'Door Day' celebration where Natasha King, great-granddaughter of Lord and Lady Baden-Powell, untied the ribbons to open the doors.



What to do

1. At least one person needs to know the 'rule'. If others know then it can be helpful but they cannot give any clues or hints.
2. The rule is that only items with a double letter is allowed through the door. E.g. a sheep can go through the door, but a cow cannot.
3. Participants may work out the rule during the game if they make the connection when items are allowed/denied.
4. Leader tells the participants that they are trying to get items through the green glass doors, but only certain items are allowed. Participants take it in turns to suggest an item "I will put _____ through the green glass doors."
5. After each turn, the leader confirms or refuses the item's entry but does not give any reason why something is or is not allowed through the door.
6. People will get it right by accident without working out the rule.
7. When they think they have figured out the rule they may get excited and want to say what it is. Encourage them not to say anything, instead showing that they have worked it out when they give their next answer.
8. The game is likely to end before everyone has worked it out the rule. You may choose not to tell them the rule so it can be played again.
9. If no one figures out the rule and the participants seem to be getting frustrated you can either finish the game or remind them of some of the items that are able to go through the Green Glass Doors





Green Glass Door

7+ yrs

15 mins

Alternatives

- This game may not translate into other languages as 'green' 'glass' and 'door' all contain double letters in English. You can instead make up your own "rule" e.g. begins with the letter of the speaker's first name.
- If you have player(s) who know the rule spread them around the group and encourage them to give correct answers.
- This works quite well when you have the same group together for an event lasting a few days and you have a few down moments - especially if you are waiting for the next activity or transport or bringing the whole group together.

Reflective questions



- Did you work out the rule? Was it easy to work it out? Was there something said that particularly helped work it out?
- How did it make you feel to not know the rule?
- How did you feel when you successfully got an item through the door?





Trash Bag Theatre

6+ yrs

20 mins

Purpose

Practice creativity and work as a team. Explore and express relevant topics for each group.



You will need:

- A random assortment of items, there's no specific number/type, but generally enough to suit the number of groups/participants so that everyone can have at least one item. Put all the items in a trash bag.
- These can be costumes, props, random assortments. Items can revolve around a specific theme if desired.



Background Information

Imagine the London West End as a giant, magical playground where you can watch amazing stories come to life on stage through with singing, dancing, and lots of fun characters. It is kind of like a big live movie where you get to sit right in the front row! It's a special place in the heart of London where you can see famous musicals like "The Lion King" or "Matilda" and feel like you're part of the adventure. In this activity, you will create your own skits that you can imagine playing in London's West End.

What to do

1. Divide participants into groups, groups should be at least 3-4 participants each. The groups should ideally be less than 7 people.
2. Each group should receive a collection of random items (often in a trash bag, hence the name). Additional guidance can be given if the group is younger or if there is a specific topic the leaders want the groups to focus on. For example, if talking about cooperation, instruct groups to come up with a skit using the items to showcase what they have learned. Encourage groups to use items for their non-intended purpose (a broom could be the oar of a boat, etc)
3. Instruct the groups that they will have 5 minutes to work together as a team to create a skit using their provided objects. The amount of time can be changed to fit each situation. Remind the groups that their skits must be within a specific time frame so as to not get too long.
4. Once the groups have had time to create their skit, all groups should share and perform their skits in front of the others. (There could then be discussion about each performance if the skits focus on a specific topic and what inspired them to create that story using their objects).

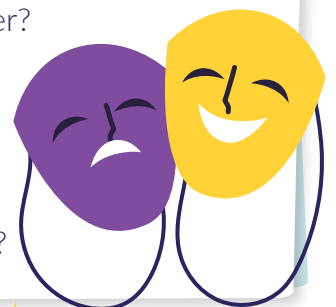
Alternatives

- For younger groups, more specific directions can be given. This could be specific characters or story to support their acting using their items.
- This activity could be done in a similar style to charades where other groups should guess specific characters or the story.
- This can be applied to specific lessons/topics to get groups to showcase what they have learned.

Reflective questions



- How was it working as a team to make a story? Were there things your group could have done better?
- Was it challenging deciding how to use all of your objects?
- What did you learn watching others' skits?





Picnic

5 - 10 yrs 10-20 mins



Purpose

To feel calm and develop their listening and critical thinking skills.



You will need:

- No equipment is needed but it is important for participants to know each other's names prior to playing this game.

What to do

1. Have participants sit in a circle, the leader will be the "picnic planner".
2. Explain to the participants that they are all going on a picnic, and must decide on what they're going to bring.
3. The trick of the game is that participants are only allowed to bring items that begin with the first letter of their name. e.g. Sally can bring a shoe but not a cat.
4. The leader will explain that there is one specific rule as to what you can bring to this picnic, and that the goal is for everyone to work out (on their own) what the rule is.
5. The leader will start them off saying "I'm bringing ___ to the picnic". Each person will then take a turn. The leader will either say "yes, you can bring that to the picnic" or "sorry you cannot bring that to the picnic".

Background Information

Picnics became popular in London in the 1800s after French aristocrats fled the French Revolution to settle in the city. Picnics were originally indoor events for men, but became more accessible to the middle classes, women and children as time went by. Now people in London like to picnic outdoors in parks – especially in the summer.



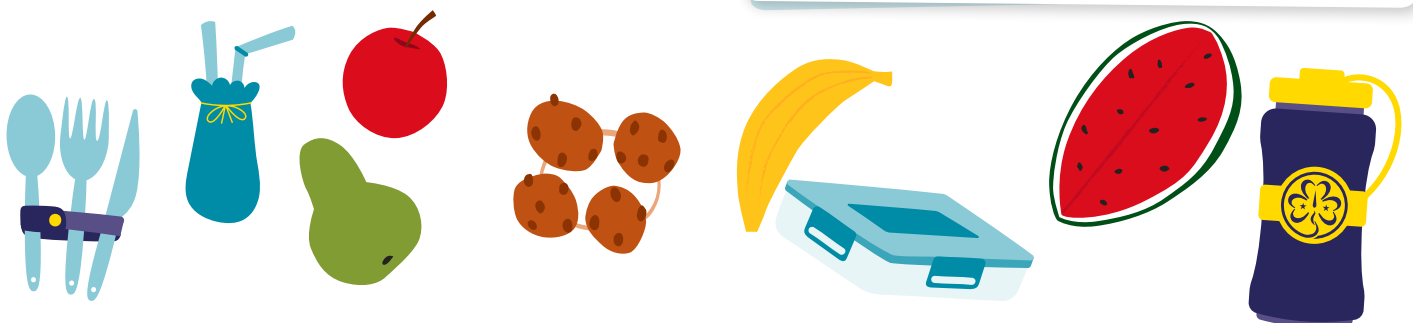
Alternatives

- If groups don't know each other's names, the game can be started by going around and saying names/favourite food/etc. (This can also function as a bit of a hint for groups)
- Alternatively, leaders can also have groups say "I'm ___ and I'm bringing ____ to the picnic" instead. This can also give additional clues to the participants and a way for them to learn the names of others in the group.

Reflective questions



- Was it challenging to work out the rule? What made you realise it?
- Is it hard when other people know the rule before you?
- How did you feel when you worked out the rule?





The Great Pax Quest

8+ yrs

60 mins



Purpose

To help Girl Guides and Girl Scouts immerse themselves in British culture and Pax Lodge traditions through an active scavenger hunt. It mimics the experience of exploring London, traditions, history and culture in an engaging way.



You will need:

- Pre-prepared clue cards (Can have rhyming riddles leading the teams to the next station).
- Props: teacup, red bus images, a world flag or pax lodge flag, paper crowns, stations signs, etc.
- A large space: can be indoors or outdoors
- Optional: Awards for winning teams, stopwatch.

Background Information

Pax lodge, which is located in London is a symbol of International friendship and British Guiding Heritage. Travellers who visit Pax Lodge experience both historic landmarks, traditions and culture. When you take a trip to Pax Lodge, expect to experience British hospitality, afternoon tea, and the pinning ceremony. When you take part in this activity, you will take on the role of Girl Guides/Girl Scouts visiting London, racing through a series of challenges that immerses participants about the British Culture and Pax Lodge traditions. Each challenge will represent a stop at a famous landmark or tradition, helping participants learn in an interactive, fun and competitive way!

Alternatives

- For younger children or general adaptation, you can simplify the challenge by removing the obstacle course.

Reflective questions



- Which challenge was your favourite and why?
- What new British tradition or landmark did you learn about?
- How does Pax Lodge compare to your country's traditions?
- If you visited Pax Lodge, what would you be most excited to experience?





What to do

1. Set up the stations

- Create 5-6 stations, each representing iconic British areas or a Pax experience.
- Place station signs with information about the location, or have the leaders read it out to participants.
- Print out the clue cards that teams will collect after completing the challenge.
- Have station leaders who will explain the challenge and hand out a clue after the challenge is complete.

2. The Great Pax Quest Begins!

- Divide your group into teams of 3-5 participants.
- Hand each team their first clue card. This will lead them to Station 1. (Buckingham Palace).
- Teams must complete the challenge at each station before receiving the next clue.
- The first team to complete all the challenges and reach the final station wins the quest!

Station Challenges & Clues

Station 1: Buckingham Palace (Royal Respect Challenge)

Setup:

Place a toy crown or photo of Buckingham Palace at this station.

Clue Card:

"In London stands a palace grand, where guards in red and black hats stand. If you want to see the King, where must you be seen?"

Challenge:

Each team must perform a royal wave and bow/curtsy while walking across a marked area (like they are in a parade). Once all members complete the wave and bow/curtsy, they receive the next clue.

Fun Fact:

The British Royal Family has lived in Buckingham Palace since 1837. The palace has 775 rooms!



Station 2: The London Underground (Mind the Gap Challenge)

Setup:

Mark a pretend "Underground train platform" using cones or tape. Print out a London Tube map (see Resources).

Clue Card:

'Below the streets, trains run fast, find the map and make your journey last!'

Challenge:

Teams must complete an obstacle course (e.g., stepping through hula hoops to "board the train" while avoiding "the gap"). Once everyone reaches the other side, they receive the next clue.

Fun Fact:

The London Underground, also called "The Tube," is one of the oldest subway systems in the world!



The Great Pax Quest

8+ yrs

60 mins

Station 3: Afternoon Tea (Tea Time Balance Challenge)



Setup:

Place paper teacups, saucers, and a small tray at this station.

Clue Card:

"At four o'clock, the British dine, tea and scones make it divine. But careful now—hold your tray fine!"

Challenge:

Each team member must balance a teacup on a tray and walk across a marked path without dropping it. If they drop it, they must start over. Once all members succeed, they get the next clue.

Fun Fact:

Afternoon Tea is a British tradition started in the 1840s. People drink tea with sandwiches and scones!



Station 4: Pax Lodge (Pinning Ceremony Challenge)

Setup:

Place a Pax Lodge flag or World Badge at this station.

Clue Card:

"Where Guides from all the world unite, learning, growing, shining bright!"

Challenge:

One team member must recite a fun fact about Pax Lodge or repeat a line from the Girl Guide/Girl Scout promise before receiving the next clue.

Fun Fact:

Pax Lodge is one of five WAGGGS World Centres and has welcomed Girl Guides and Girl Scouts from over 100 countries!

Station 5: The Red Bus Dash (Final Challenge)

Setup:

Place a large paper cutout of a red double-decker bus.

Clue Card:

"London's buses are big and red, hop on quick or be left instead!"

Challenge:

Teams must form a human "double-decker bus" by standing in a line, holding onto the waist of the person in front, and moving together in sync to the final checkpoint.

Fun Fact:

The red double-decker bus is an iconic symbol of London. Some buses in London have been running for over 100 years!





Create your own Emblem

7+ yrs

40-60 mins

Purpose

To connect participants with Pax Lodge's identity by creating a fabric emblem inspired by the Pax Lodge logo, WAGGGS trefoil, and UK symbols. This hands-on craft reflects the tradition of Girl Guide badge-making and British textile arts.



You will need:

Fabric Version

- Fabric scraps (cotton, felt, or recycled fabric)
- Embroidery floss or sewing thread
- Fabric markers or paint (for decoration)
- Glue or iron-on adhesive (for no-sew option)
- Scissors, needles, safety pins
- Pre-printed Pax Lodge emblem templates

Paper Alternative

- Printed emblem outlines (Pax Lodge logo, UK landmarks)
- Colouring pencils, markers, or paints
- Scissors and glue
- Manilla paper or cardstock for mounting



Background Information

Pax Lodge's emblem represents peace, unity, and international friendship.

Many Girl Guides sew their own badges onto uniforms, making this a practical, creative, and cultural activity. The UK has a long history of fabric arts, from medieval embroidery to modern fashion.

Reflective questions



- How does your fabric or paper emblem represent Pax Lodge?
- What was the most fun or challenging part of working with fabric or paper?
- If you visited Pax Lodge, where would you display your emblem?

What to do

1. Prepare the Base
 - Give each participant a plain piece of fabric (felt or cotton).
 - Show them template designs of the Pax Lodge emblem, WAGGGS trefoil, or London symbols (Big Ben, red bus, etc.).



2. Design the Emblem

Sewing Option:

- cut out different fabric shapes and stitch them onto the base.
- Use embroidery floss to outline details.

No-Sew Option:

- Use fabric glue or iron-on adhesive to attach fabric pieces.
- Decorate with fabric markers or paint.



3. Assemble & Display

- Once complete, participants can attach their emblem to a tote bag, scarf, or sash (like a Girl Guide badge!).
- Showcase the finished pieces on a wall or table.



Alternatives



- Participants colour and cut out printed Pax Lodge emblem templates.
- Glue onto card or paper
- Create a collage using magazine clippings to represent Pax Lodge and UK culture.
- Instead of individual emblems, create a large group fabric banner.
- If done online, participants can design a digital emblem using Canva or Procreate.



Make your own British Tea and Biscuits

All ages

45-60 mins

Purpose

To introduce participants to the British tradition of Afternoon Tea, a significant cultural experience they can enjoy at Pax Lodge.



Background Information

In the UK, Afternoon Tea is a tradition where people enjoy tea, biscuits (cookies), and sandwiches in a relaxing setting. It's a big part of British hospitality, which is also reflected at Pax Lodge

What to do

1. Introduce Afternoon Tea and its significance in British culture.
2. Make the tea:
 - Show how to brew traditional English Breakfast Tea.
 - Discuss the difference between milk tea vs. lemon tea (a common British debate!).
3. Bake simple biscuits (cookies):
 - Mix flour, sugar, and butter to form dough.
 - Roll and shape into small rounds, bake at 180°C for 12-15 mins.
 - Cool and serve with tea.
 - (For a no-bake option, use pre-made digestive biscuits and decorate with jam or icing.)
4. Enjoy the tea together and discuss British manners (e.g., stirring tea correctly).



You will need:

For tea:

- Black tea (or herbal tea for younger participants).
- Milk, sugar, honey, or lemon.
- Hot water and teacups.

For biscuits (bake version):

- 1 cup flour
- ½ cup butter
- ¼ cup sugar
- 1 tsp vanilla extract

For biscuits (no-bake version):

- Digestive biscuits / Graham crackers / Belvita biscuits / Marie biscuits
- jam or icing



Alternatives

- If meeting virtually, participants can prepare tea/snacks at home and join a "Tea Chat" online.
- If there's no kitchen available, they can decorate biscuits with icing and sprinkles instead.
- Turn it into a "Guess the British Tea Snack" quiz (e.g., explain what scones or clotted cream are).

Reflective questions



- How does Afternoon Tea compare to food traditions in your country?
- Do you make tea differently in your country?
- What was your favourite part of making tea and biscuits?
- If you visited Pax Lodge, what British food would you like to try?





Afternoon Tea - Scones

All ages

60 mins

Purpose

Try a traditional part of afternoon tea



You will need:

- Scone recipe and ingredients



Background Information

Afternoon tea is a long standing tradition in the UK - with lots of different types and variations. Almost all of them include scones - have a go at making your own!

Reflective questions



- What flavour of scone would you most like to try?
- There's controversy as to whether to put jam or cream on the scone first - which do you think is better?

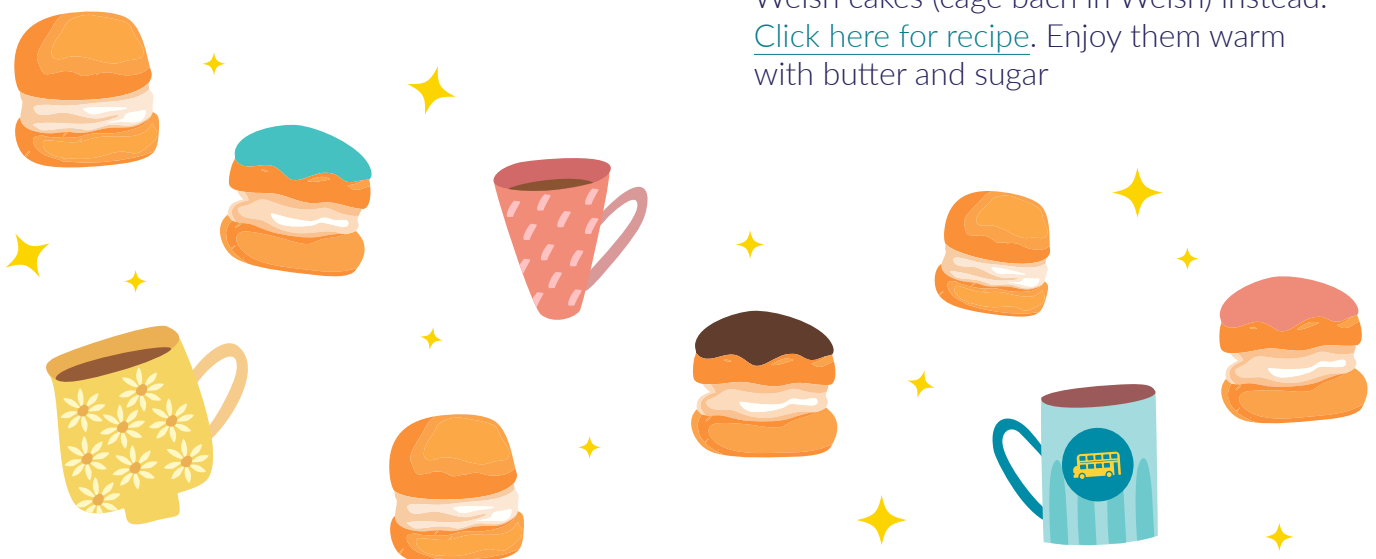
What to do

1. Make some scones using the recipe (see Resources):
 - Simple recipe using three ingredients
 - Traditional recipe made with traditional techniques
2. Enjoy them with jam and clotted or fresh whipped cream.

The best way to enjoy scones is with friends and a pot of tea!

Alternatives

- Traditionally scones are plain or have dried fruit, but modern recipes have all kinds of flavours - from cheese to chocolate. You could challenge yourself to come up with your own flavour!
- If you can't bake in your meeting place, try to buy some scones or prebake them and bring them to share.
- If you don't have access to an oven but could cook on a hob or a fire, try making Welsh cakes (cage bach in Welsh) instead: [Click here for recipe](#). Enjoy them warm with butter and sugar





Victoria Sponge

10+ yrs

40-60 mins

Purpose

To bake a traditional sweet treat



You will need:

- 4 eggs
- 225g caster sugar
- 225g self-raising flour
- 2 tsp baking powder
- 225g butter
- Jam
- Two 20cm cake tins, greased and lined
- Mixing bowl and spoon
- Access to an oven



Background Information

The sponge cake was one of the first cakes to not be made with yeast, and was originally more like a cracker! The modern version came about in the Victorian era, with the invention of baking powder, which led to the delicious traditional Victoria Sponge cake.

Alternatives

- Buy a sponge cake and enjoy!

What to do

1. You will be making a traditional Victoria sponge.
2. Beat the eggs, sugar, flour, baking powder, and butter together in a large mixing bowl until evenly mixed.
3. Divide the mixture between two greased and lined 20cm cake tins, and bake for 25 minutes at 180C/160C Fan/Gas 4.
4. Leave to cool on a cooling rack.
5. Assemble: Put one cake on a plate and spread generously with a layer of jam. Stack the second cake on top and sprinkle over a little sugar
6. Enjoy with a pot of tea and share with friends!

Reflective questions



- Are there any cakes traditional to your family or culture?





No Cook Afternoon Tea



All ages



20 mins



Purpose

Design your own dream afternoon tea



You will need:

- Pens/pencils and paper

Background Information

Afternoon tea originates from the 1840s, when Anna, the Duchess of Bedford decided she wanted a light snack between lunch and dinner, and started inviting her friends to join her for tea and cakes. It soon became very fashionable to host or attend afternoon tea, and the food became increasingly fancy.

What to do

1. Usually, afternoon tea has a mixture of sandwiches, scones, cakes, pastries, and of course, tea! Design your dream afternoon tea - it can be as realistic as you like, but remember - it's a snack between lunch and dinner, and it's traditionally very posh.
2. Write out your menu and decorate it.

Alternatives

- Take it further: try making one of the parts of your afternoon tea, or even host your friends one afternoon!



Reflective questions



- Share and compare your menu with other people. Is there a lot in common? Does anyone have any recipes you want to try?
- Do you have an afternoon snack? What is it?



Folk Dancing



All ages



30 mins

Purpose

To learn more about traditional British folk dances and get moving!



Background Information

There's a long history of country and folk dancing in the UK - in all areas! Have a go at Morris dancing from England, Dawnsio Gwerin from Wales, or Ceilidh dancing from Scotland.

You will need:

- Music, and plenty of space!
- Either print out the instructions for the dances you've chosen or have some way to watch videos to dance along.



Reflective questions



- Do you have any similar traditions? How are they the same/different?
- Many of these dances form part of celebrations and gatherings. What other occasions do you dance at?

What to do

1. Choose which dances you're going to try and get moving!

Some resources to help:

- [English Morris dances](#)
- [Welsh Dawnsio Gwerin](#)
- [Scottish Ceilidh dances](#)
- Try one from each country - what's similar, and what's different?

Alternatives

- For an extra challenge: Use the moves that you've just learned to come up with your own choreography to a piece of music of your choice. Get together and have a dance showcase!





Pearly Kings and Queens

All ages

30 mins



Purpose

Discover the tradition of “pearlies” and try making your own designs.



You will need:

- Black fabric or paper
- White buttons/beads, or white paint
- Glue/needles and thread
- Photos for inspiration

Background Information

The tradition of Pearly Kings and Queens dates back to the 1870s. At this time, London street traders would decorate the seams of their trousers with pearl buttons that they found. Henry Croft, an orphan who collected money for charities, adapted this to make a full suit to draw attention to himself and his fundraising. Now, the Pearly Kings and Queens, or pearlies, are divided into several groups who work to raise money for London charities. Pearlies were even featured in the opening ceremony for the London Olympics in 2012!



What to do

1. Look at some photos of the designs that pearlies wear - what patterns can you spot?
2. Using white paint on black paper or fabric, come up with your own design - go as complicated or as simple as you like!
3. Share your designs with the rest of your group - which is your favourite?

Alternatives

- For an older group, use white buttons or beads and sew them onto fabric.
- If you do not have black paper or fabric, you can still draw your Pearly King and Queen fashion designs on white paper.

Reflective questions



- What do you think of the designs? Would you like to be a pearly?
- Pearlies raise money for charities - have a think about effective ways to fundraise - do you think wearing your design would help gain attention for your cause?





Hokey Cokey



All ages



10 mins

Purpose

Learn about the 'Hokey Cokey' dance, by getting active and have fun!



You will need:

- The music and space to move around without bumping into each other. Most people like to sing the song along with doing the motions.



Background Information

The Hokey Cokey is a participation dance with a distinctive accompanying tune and lyric structure. It is well-known in English-speaking countries. It originates in a British folk dance, with variants attested as early as 1826. The song and accompanying dance peaked in popularity as a music hall song and novelty dance in the mid 1940's in the UK. The song became a chart hit twice in the 1980s. It is still played at parties all over the UK.

What to do

1. Everyone stands in a circle facing inwards.
2. Follow the instructions as given on the music - the movements are as follows:
 - a. You put your [left arm] in: put your left arm into the circle
 - b. You put your [left arm] out: put your left arm behind you, out of the circle
 - c. In, out, in, out, shake it all about: rapidly move your left arm between in and out of the circle and finish with a shake
 - d. You do the hokey cokey and you turn around: jazz hands while turning on the spot
 - e. That's what it's all about!: jazz hands into the the circle
 - f. Woah! The hokey cokey!: participants join hands and rush in towards the centre of the circle and then back out.
 - g. Woah! The hokey cokey!: as above.
 - h. Knees bend, arms stretch, rah! rah! rah!:: in turn, bend knees, then stretch arms above head, and clap once on each rah!
3. The song then repeats, exchanging [left arm] with [right arm] and then left and right legs.

[Here's an example](#)

Alternatives

- Share favourite action songs from your culture.

Reflective questions



- What do you think makes this song so popular?
- Did you remember your left and right?



King's Guard Beetle Drive

All ages

30 mins

Purpose

A fun game to learn about the King's Guard.



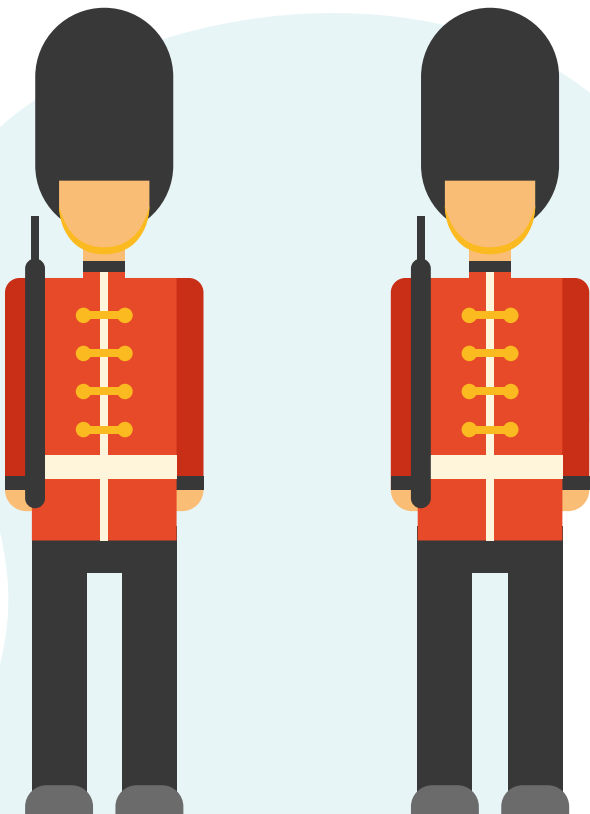
You will need:

- Printed sheets ([in Resources](#))
- Paper and pens
- Dice for each group



Background Information

The King's Guards are posted outside of Buckingham Palace and St James' Palace to protect the Royal Family. Famous for their bright red coats and tall bearskin hats, people often think they're just a tourist attraction, but they're real, working soldiers!



What to do

1. Divide into groups of around four.
2. Each group should have one dice and a printout of the instructions.
3. Each participant should have a sheet of paper and a pen/pencil.
4. Participants take it in turns within their groups to roll the dice.
The number that they roll corresponds to drawing a different part of the guard.
You can't start until you roll a 6, and some numbers you have to roll more than once!
5. Race to see who can complete their guard the fastest.

Alternatives

- Older groups should draw their own guard, while younger groups could use the printout to colour in the guard.
- Just for fun: Famously, the King's Guards aren't allowed to smile or laugh while on duty. Have a go at trying to make each other laugh - who can keep a straight face the longest?
- If doing online, participants can work individually with a leader in charge of the dice

Reflective questions



- Would you be able to stand perfectly still and not smile for so long? Try!



Fireworks Game

All ages

10 mins

Purpose

A fun game to play and learn about the fireworks on Bonfire Night.



You will need:

- Space to move around in



Background Information



On the 5th of November every year, Brits gather to celebrate Bonfire Night. This tradition came about after Guy Fawkes failed to blow up the King and Parliament in 1605. During the celebrations, lots of bonfires are lit, and fireworks are let off.

What to do

1. Designate a leader to call out the names of the actions.
2. Each action is the name of a type of firework often seen at bonfire night celebrations.
3. Participants move around the space, carrying out each action as it's called.

Actions:

- Catherine wheel: spin around with arms out
- Rocket: run as fast as you can
- Fountain: Star jump
- Sparkler: jazz hands

Alternatives

- Come up with your own actions to add to it.
- The game can still be played online, but for a sitting down activity, try crafting your own firework displays using black paper and paints.
- Try making your own edible bonfires out of sweets and chocolate!



Make it competitive: the last person to do the correct action each round is out - last person left wins!

Reflective questions



- Why do you think bonfire night has been celebrated every year for so long?
- What other countries celebrate festivals with fire works?



D



**Connecting with
Pax Lodge**



SUPPORT PAX LODGE

YOUNG PEOPLE

There are many opportunities to support and experience a World Centre. Pax Lodge is a hostel and a training/conference venue, with Girl Guiding and Girl Scouting at its heart. Pax Lodge offers a mix of hospitality and programme experience. Working at Pax Lodge you can develop professionally while impacting the lives of girls and young women around the world.

Take a look at the Opportunities at Pax Lodge website to see what's on offer now.

Here are just a few of the different opportunities available at Pax Lodge and the other World Centres:



Scholarship

Look out for scholarship opportunities to volunteer or attend an event



Internship

An opportunity to practice skills, such as hospitality, media, marketing



Gap Year

Something to do while you consider your future ... you may find your perfect career!



Volunteer

become part of the WAGGGS Volunteer Pool; when volunteering opportunities are available, they will be announced to the Volunteer Pool and you can apply





SUPPORT PAX LODGE

ADULTS

Whether you have visited Pax Lodge not, you can promote the World Centre to others and encourage people to visit and share experiences.

Make a donation, or become a “friend”

- Friends of the World Centres – Facebook
- [Pax Lodge](#)
- Become A Friend of Pax Lodge
- Donate to Support Pax Lodge
- Order items from our Pax Lodge Wishlist on Amazon – have your items shipped directly to Pax Lodge, or take them with you when you visit.



Local Events

Plan and run some events at home to create awareness

- dinner at a local British restaurant
- a shared meal of British cuisine
- a cooking event
- a craft event
- other events eg. Guy Fawkes, scone baking competition, folk dancing



Attend a Virtual event

- Attend one of our scheduled virtual events
- If there's nothing that suits your schedule, then request a special virtual event for your group
- Explore cooking, culture, have a World Centres tour and ask all the questions you like



Plan a Trip

The best way to support Pax Lodge is to go there!

- attend an event, or book a stay enroute to another destination
- invite your friends and go as a group
- if the event schedule on offer doesn't suit you/your group then request a special event just for you/your group
- stay as an independent guest
- support others planning a trip (even if you cannot go)



Use social media to share and promote

- Share memories
- Share photos of recent local events

Use the Pax Lodge hashtag #paxlodge

 [Instagram](#) – @paxlodge

 [Facebook](#) – @paxlodge

 [YouTube](#) – @paxlodge



Resources

In this section are the resources required for activities in this pack, such as templates, cards, stories.



LINKS

Some useful links to connect with Pax Lodge:

[Website](#)

[Contact Form](#)

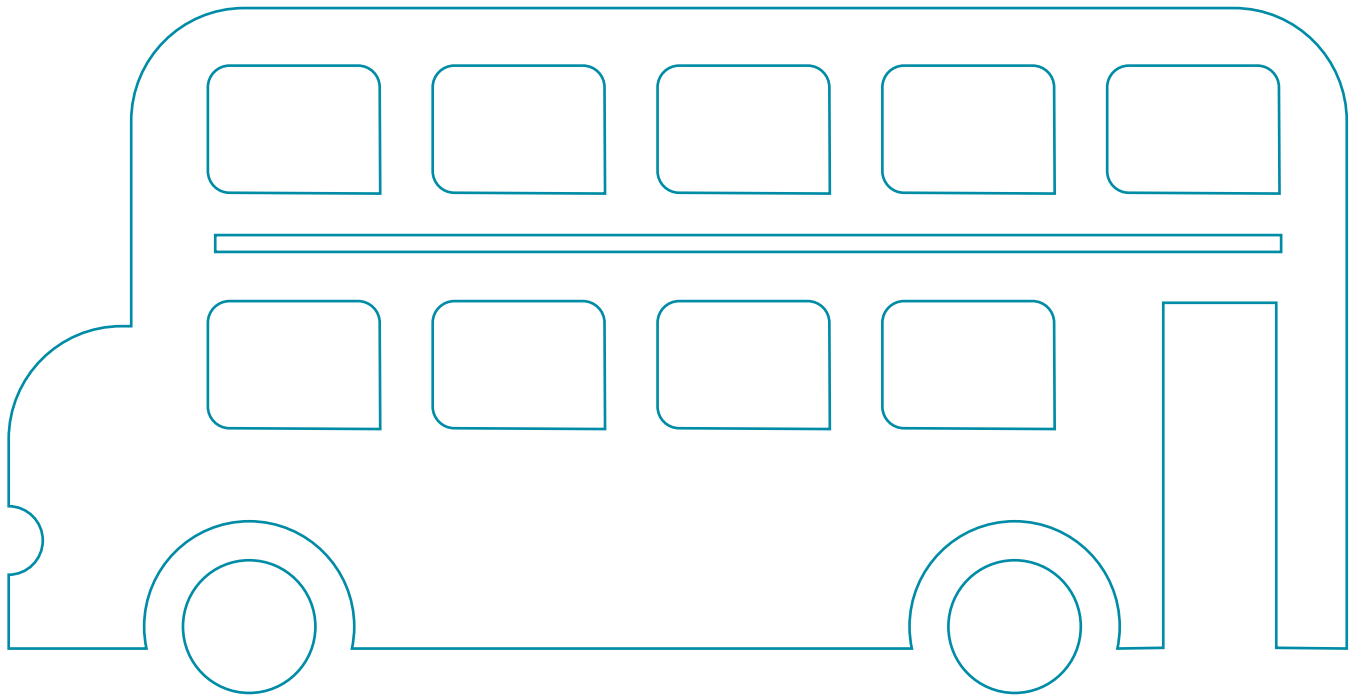
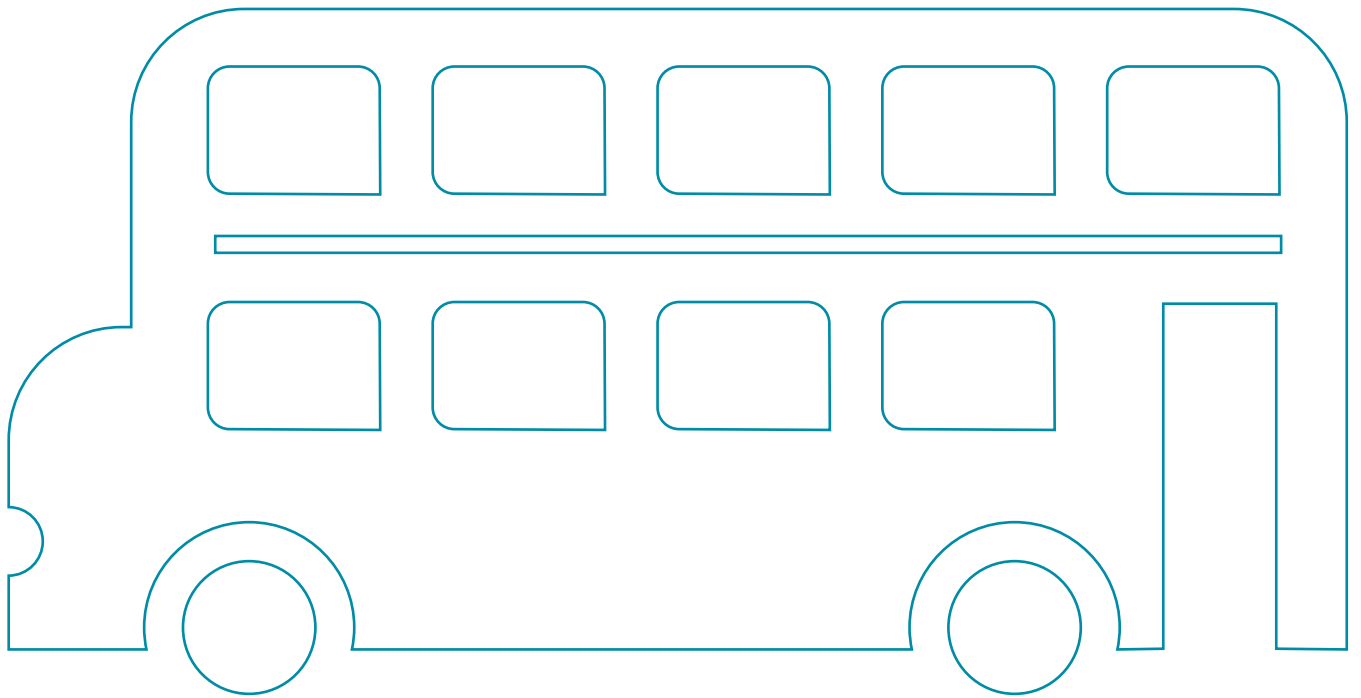
[Sign up for Newsletter](#)

[Other World Centres](#)

[World Centres on Campfire](#)



Pax Lodge Bus



Print the template, or use it as a base to create a dot-to-dot version of the outline.

[Click here to use other London icons](#)



Pax Lodge Quiz

- Round A: Questions about Pax Lodge
- Round B: Questions about Hampstead and Surrounding Area
- Round C: Bonus Questions

| Round | Question | Answer |
|----------|--|--|
| A | 1. When was Pax Lodge officially opened? | 1991. |
| | 2. Where is Pax Lodge located? (with the most accuracy) | Hampstead, London, UK. |
| | 3. What is the motto of Pax Lodge? | "May Pax Lodge and all who meet here enjoy the spirit of worldwide friendship and understanding." |
| | 4. What was the original name of Pax Lodge, and when was it opened? | Our Ark, officially opened on 2nd May 1939. |
| | 5. When was Pax Lodge called Olave House? | 1963-1991. |
| | 6. Who or what was Pax Lodge named after? | The name "Pax" is Latin for "peace" and reflects the Centre's mission of fostering peace and friendship among girls and women from around the world. |
| | 7. What is the significance of the Pax Lodge logo? | The logo combines elements of the WAGGGS trefoil and the dove of peace. |
| B | 8. What famous park is located near Pax Lodge? | Hampstead Heath. |
| | 9. Which famous author lived in Hampstead and wrote "Brave New World"? | Aldous Huxley. |
| | 10. What historic house, now a museum, can be found in Hampstead and was the home of the poet John Keats? | Keats House. |
| | 11. What is the name of the art gallery in Hampstead that displays works from the 20th century and contemporary art? | Camden Arts Centre. |
| | 12. What is the name of the village that retains a rural feel and is part of the Hampstead area? | Hampstead Village. |
| | 13. Which famous Freud lived and worked in Hampstead? | Sigmund Freud (The Freud Museum in Hampstead was his home). |
| | 14. What popular open-air swimming spot is located on Hampstead Heath? | The Hampstead Ponds. |
| | 15. What iconic London landmark can you see a view of from Parliament Hill in Hampstead Heath? | The London skyline, including St. Paul's Cathedral and The Shard. |
| C | 16. How many WAGGGS World Centres are there? | Five. |
| | 17. We know about Pax Lodge. What are the other World Centres? Can you name them in order of their opening? | Our Chalet (Switzerland) -1932, Our Cabaña (Mexico) - 1957, Sangam (India) - 1966 Kusafiri (Africa) - 2011. |
| | 18. On what occasion was the name "Olave House" given to, what is now called Pax Lodge? | Silver Jubilee of Our Ark, in 1963. Renamed Olave House during a special ceremony, in honour of the World Chief Guide, Olave Baden-Powell. |
| | 19. What is the closest tube station to Pax Lodge? | Belsize Park (Northern Line). |
| | 20. Which famous cemetery near Hampstead is known for the graves of Karl Marx and George Eliot? | Highgate Cemetery. |



Taps (UK Version)

Lyrics to Taps



Day is done,
Gone the sun,
From the lake,
From the hills,
From the sky;
All is well,
Safely rest;
God is nigh.



Thanks and Praise,
For Our Days,
Neath the Sun,
Neath the Stars,
Neath the Sky,
As We Go,
This we Know,
God is Nigh



If you don't know the tune, you can learn it here!

British Sign Language Alphabet

| | | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| A | B | C | D | E | F | G |
| H | I | J | K | L | M | N |
| O | P | Q | R | S | T | U |
| V | W | X | Y | Z | | |



Peacemaker Celebrities

Make some labels with the names of significant peacemakers. This could be;

- Cards or on paper
- Sticky labels or large post-it notes
- Made into headbands (a paper ring or crown, or attach to string so it can be tied around the head)

| | | |
|------------------------------|-----------------------|-------------------------|
| Martin Luther King Jr | Nelson Mandela | The Dali Lama |
| Mother Theresa | Mahatma Gandhi | Malala Yousafzai |
| Helen Keller | Nadia Murad | John Lennon |

It is important that the players know who these people are, so adjust the names to suit your group.

Need some inspiration?

Check out [List of peace activists - Wikipedia](#) or [12 women activists and leaders making the world a better place | The IRC](#)



The Great Pax Quest

Tube map [Plan your journey](#) [Download the TfL Go app](#) [24 hour travel information 0343 222 1234*](#) [Check your travel tfl.gov.uk/travel-tools](#)



Check before you travel
 Fares vary depending on the line used, the direction of travel, time of day and day of the week. To check your fare visit [tfl.gov.uk/fare](#).

For more detailed accessibility information, please use the Step-Free Tube guide by visiting [tfl.gov.uk/step-free](#).

† Cussy Salk for Maritime Greenwich
 Closed until spring 2026.

‡ Elizabeth line Heathrow Airport stations
 Special fare apply on Elizabeth line services to/from Heathrow Airport.

§ Heathrow West
 Step-free access for manual wheelchairs only.

¶ Services or access at these stations are subject to operation.
 To check before you travel, visit [tfl.gov.uk/jour-journey](#).

- Key to lines**
- Bakerloo
 - Central
 - Circle
 - District
 - Hammersmith & City
 - Jubilee
 - Metropolitan
 - Northern
 - Piccadilly
 - Victoria
 - Waterloo & City
 - DLR
 - Elizabeth line
 - London Trams
 - IFS Cloud Cable Car
 - Thameslink
 - District
- London Overground**
- Liberty line
 - Liness line
 - Midway line
 - Suffrage line
 - Weaver line
 - Windrush line
- Other symbols**
- Air-conditioned train

Key to symbols

- Interchange stations
- Interlink interchange
- Less than 10 minutes walk to other stations
- Step-free access from street to train
- Step-free access from street to platform
- National Rail interchange
- Airport
- Less than 10 minutes walk to River services interchange
- More than 10 minutes walk to River services interchange
- Victoria Coach Station
- IFS Cloud Cable Car
- Outside fare zones. Oyster not valid
- Hops in both fare zones

Online maps are strictly for personal use only. To license the Tube map for commercial use please visit [tfl.gov.uk/maplicensing](#)

[Download the Underground Map here](#)



Afternoon Tea - Scones

Simple Recipe Lemonade Scones

Ingredients

- 400 g self-raising flour, plus extra to dust
- 175 ml double cream (or equal quantities of melted butter and whole milk to make 175 ml)
- 175 ml lemonade

For serving (optional)

- Clotted cream or fresh whipped cream
- Jam

Directions

1. Preheat oven to 220°C (200°C fan) mark 7. Line a baking sheet with baking parchment.
2. In a large bowl, mix all ingredients to make a dough.
3. Tip on to a lightly floured surface and knead briefly to bring together.
4. Pat dough to an even 2cm thickness, then stamp out or cut 6.5cm plain or fluted rounds, re-shaping and stamping out trimmings. You should have 12 scones.
5. Arrange scones on prepared sheet, spacing apart.
6. Bake for 12-15min, until golden and risen.
7. Cool on a wire rack. Serve with cream and jam, if you like.



Source

Traditional Recipe Mary Berry's scones

Ingredients

- 450g/1lb self-raising flour
- 2 level tsp baking powder
- 50g/1¾oz caster sugar
- 100g/3½oz butter, slightly softened, cut into pieces
- 2 free-range eggs
- a little milk
- handful sultanas (optional)



For serving (optional)

- strawberry jam
- Clotted cream

Directions

1. Preheat the oven to 220C/200C Fan/425 F degrees/Gas 7. Lightly grease two baking trays.
2. Put the flour, baking powder and sugar in a large bowl. Add the butter and rub in with your fingertips until the mixture resembles fine breadcrumbs.
3. Crack the eggs into a measuring jug, then add enough milk to make the total liquid 300ml/10fl oz.
4. Using a fork or round-tipped knife, stir the egg and milk into the flour – you may not need it all – and mix to a soft, sticky dough.
5. Turn out onto a lightly floured work surface, knead lightly and work in the sultanas, if using. Roll out to a rectangle about 2cm/¾in thick.
6. Cut into as many rounds as possible with a fluted 5cm/2in cutter and place them on the prepared baking trays. Brush the tops of the scones with a little extra milk, or any egg and milk left in the jug.
7. Bake for 12–15 minutes, or until the scones are well risen and a pale, golden-brown colour.
8. Lift onto a wire rack to cool. Eat as fresh as possible.
9. To serve, split the scones and serve with strawberry jam on the plain scones along with a good dollop of clotted cream

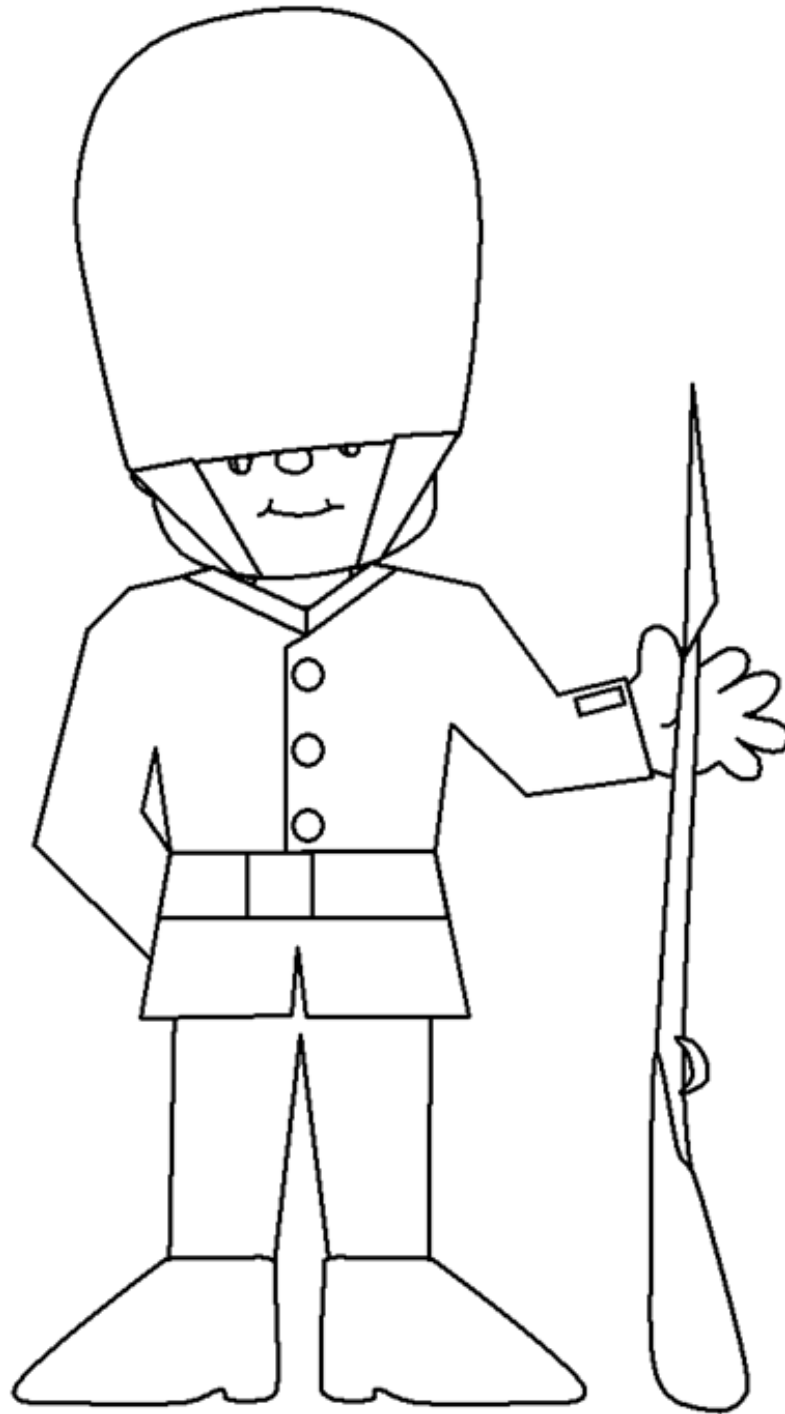


Source





King's Guard Beetle Drive – Hard

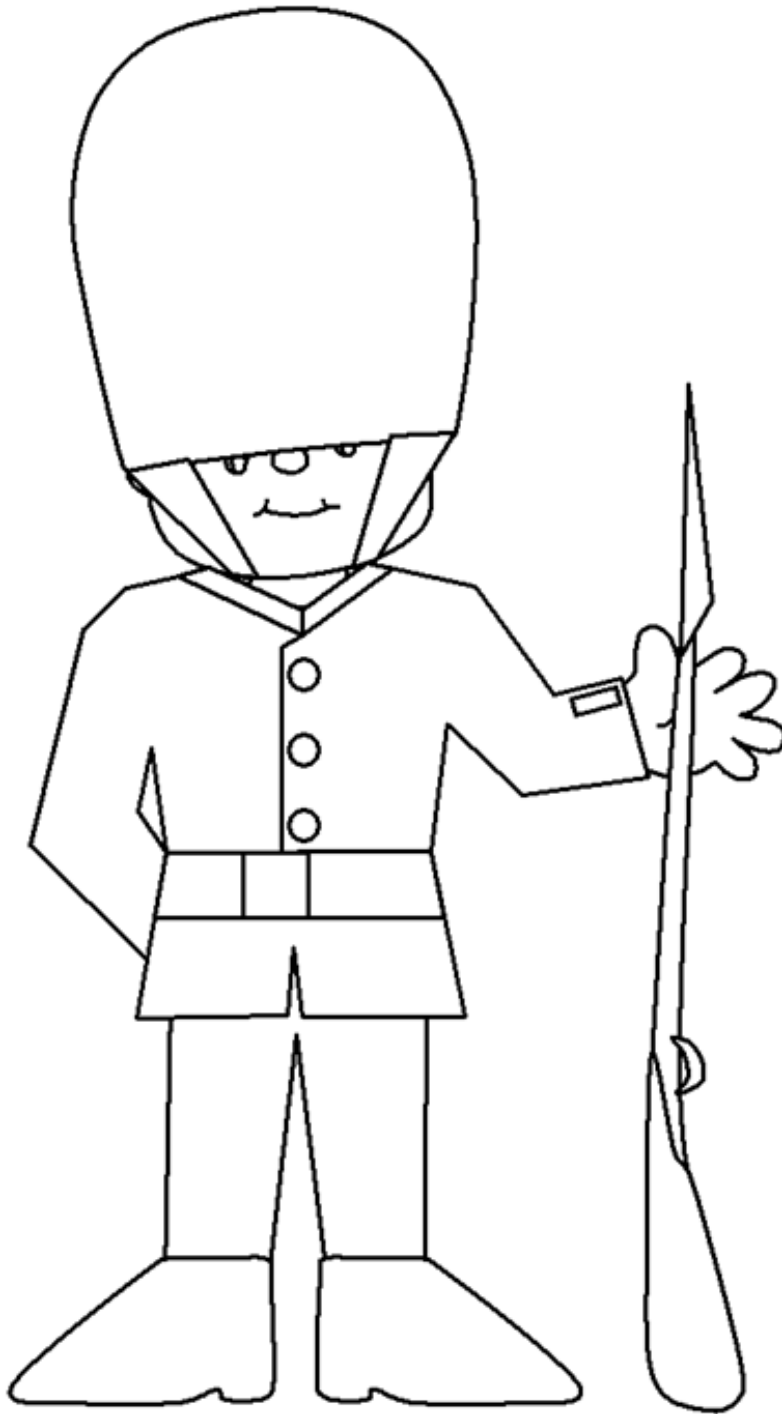


Roll

- 6 for a body
- 5 for a head
- 4 for an arm/leg (need 4)
- 3 for a hat and bayonet (need to roll twice)
- 2 for a button (need 3)
- 1 for eyes/ nose/mouth (need to roll 4 times)

Rules

- You need to roll a 6 to start.
- You need a 5 before you can add hat, eyes, nose, and mouth.



Roll to colour

1. Yellow
2. Black
3. Red
4. Pink
5. Grey
6. Blue



NUESTRA CABAÑA



Mexico



Cultural Appreciation vs. Cultural Appropriation

When engaging with other cultures, it's important to understand the difference between cultural appreciation and cultural appropriation.

Cultural Appreciation

is when you genuinely seek to learn about and understand a culture to broaden your perspective and build connections. It involves respecting the traditions, practices, and significance behind them, and recognising their value in their cultural context.



Example of Cultural Appreciation:

In a Mexican context, visiting a church or a shrine to learn about the spiritual and religious significance behind rituals, such as the practice of offering flowers during Día de los Muertos (Day of the Dead) or participating in a Posada during Christmas, demonstrates cultural appreciation. Understanding the history and significance of traditions like the making of tamales or mole during family gatherings and celebrations, when approached with respect and curiosity, also reflects cultural appreciation. In this case, one is not only participating but also engaging with the deeper meanings and contexts of these customs, acknowledging their importance in Mexican heritage and spirituality.

Cultural Appropriation

happens when elements of a culture are taken or used without understanding, often in a way that strips away the meaning, context, or respect for the culture itself. It can sometimes involve using cultural aspects for personal gain or as a trend, without acknowledging the cultural history behind them.



Example of Cultural Appropriation:

This could be wearing traditional Mexican clothing, such as a sombrero or a Día de los Muertos outfit, purely for a costume party or as a fashion statement, without an understanding of their cultural significance. When these elements are used for aesthetic purposes without acknowledging the rich traditions and meanings they represent, it can trivialize the cultural heritage they embody. Similarly, using traditional mariachi music or folk dances in commercial settings, like advertising or entertainment events, without respect for their cultural significance and origins, exemplifies appropriation. This behaviour ignores the deep-rooted connections these elements have with Mexican identity and community, reducing them to mere commodities for entertainment.

How Can We Appreciate Culture?

To truly appreciate the culture of the World Centres and the countries they are located in, take time to:

- 1. Learn the meaning** behind the practices, attire, or activities you are participating in.
- 2. Engage with local communities** to hear their stories, traditions, and histories.
- 3. Respect cultural symbols** by recognising their importance and using them appropriately.

By fostering cultural appreciation, we can celebrate the rich diversity of the world and build meaningful connections based on mutual respect and understanding.



B

Introduction to

Nuestra Cabaña World Centre



Introduction to Nuestra Cabaña World Centre

How it all began



Located in the heart of Cuernavaca, Morelos. The vision of Nuestra Cabaña aligns with WAGGGS' global mission: to empower girls and young women to reach their fullest potential as responsible citizens of the world.

Nuestra Cabaña was dedicated on February 22 1956 by Lady Baden-Powell when she donated the iconic blue door (The Chief's Door) that greets every Girl Guide and Girl Scout to Nuestra Cabaña and welcomes them to a start of a wonderful adventure. It was officially opened in July 1957 and has since then received more than 70,000 Girl Guides and Girl Scouts from all over the world and has served as a vibrant hub for international friendship, leadership development, and cultural exchange.

Over time, facilities were added to Nuestra Cabaña, and eventually it became the largest World Centre, offering a safe and inspiring space for learning, community building, and adventure.

After a temporary closure, Nuestra Cabaña proudly reopened its doors in February 2024, welcoming a new generation of Girl Guides and Girl Scouts. With renewed energy and a deep commitment to global sisterhood, the Centre continues to provide transformative experiences for young women worldwide.

The first event held at Nuestra Cabaña was a Juliette Low Seminar, and during this event the Nuestra Cabaña Song was written using the tune of Las Mañanitas, a traditional birthday song.



Nuestra Cabaña eventually became the largest World Centre, offering a safe and inspiring space for learning, community building, and adventure.



Introduction to Nuestra Cabaña World Centre

What makes Nuestra Cabaña special?

Nuestra Cabaña is located in Cuernavaca, Mexico, often referred to as the “City of Eternal Spring” due to its pleasant climate year-round. Surrounded by lush gardens, beautiful jacaranda trees, and traditional Mexican architecture, the Centre features welcoming accommodations, programme areas, and serene outdoor spaces perfect for reflection, team activities, and cultural immersion.

Nuestra Cabaña offers a powerful blend of Mexican culture, community, and global sisterhood. Participants experience traditional crafts, music, food, and dance, while connecting with Girl Guides and Girl Scouts from around the world.

The wide range of programmes are designed to inspire leadership, promote global citizenship, and empower young women. From community action projects in local communities, to cultural exchange activities and workshops aligned with WAGGGS initiatives like the Sustainable Development Goals and Free Being Me, each programme is created to leave a lasting impact.

Whether attending an international event or organising a custom group visit, visitors to Nuestra Cabaña leave with new skills, lifelong memories, and a deeper connection to the global movement.



Nuestra Cabaña Song



‘Neath the grand Sierra Madre,
On a plain in Mexico,
Lies our beautiful Cabaña
Where Girl Scouts and Guides go.
Oh come then to see the mountains
The cactus and sunny skies;
Hear the cricket in the evening
And see the white moon arise.
When you see the warm red roofs,
You think of hearts that glow with cheer,
And the walls of sturdy stonework
Stand for friendship so dear.
Each day there is filled with laughter,
Each evening is filled with song,
And our stay in Nuestra Cabaña
Gives us mem’ries lifelong.
When we go to Nuestra Cabaña
We shall find ourselves at home;
There’s a greeting smile so friendly
And a handshake so warm.
So come now to Nuestra Cabaña,
World friendship to increase,
And carry to our homeland
International peace.





Programmes offered

Nuestra Cabaña has a wide range of programmes that can be explored in any way that suits groups or individuals. The main programmes offered are week-long events with themes in four different areas:



Culture

aimed at all ages and focusing on unique Mexican celebrations.

Day of the Dead

October every year

Gastronomic experiences



Leadership or Adventure

aimed at young people aged 11-18 or 18-30



Celebration

of our Movement or WAGGGS, aimed at all ages and with a stronger Girl Guiding and Girl Scouting context

World Thinking Day

February every year



Environment or Nature

aimed at all ages and focusing on environmental appreciation and awareness

Immersive experiences in natural phenomena

The Centre also offers a range of activities for visiting groups and day visitors, including a guided tour of the Centre, or a community project.

Groups could receive a personalised programme with different event lengths (depending on the Centre's availability) and with sessions pre-arranged between the centre and the group. These experiences are called 'Pick and Mix' events or 'Mini-World Centre Experience' and are tailored to each group's needs.

Groups or individuals can book day visits to the Centre where staff and volunteers offer tours of the site and open the Centre's Girl Guiding and Girl Scouting Shop. Visitors, Girl Guiding and Girl Scouting or otherwise, could also book independent stays without any planned programme.

For more information

[Click here!](#)



Want to see what's on offer now?

[Click here!](#)





Introduction to Nuestra Cabaña World Centre

Country profile



Mexico is a country in North America and it is part of the WAGGGS Western Hemisphere Region. It borders: the **United States** to the north, **Guatemala** and **Belize** to the southeast, the **Pacific Ocean** to the west, the **Caribbean Sea** to the southeast, and the **Gulf of Mexico** to the east.



Mexico City is the capital of Mexico, and the largest city. Cuernavaca, the location of Nuestra Cabaña, is the capital city of Morelos state. It is approximately 65 km (40 miles) south of Mexico City, at an elevation of about 1,500 meters (5,000 feet).



Daily life in Mexico varies dramatically according to social and cultural factors. Cuisine varies and depends heavily on the staples of corn (maize), beans, squash, rice, avocados, chili peppers, tomatoes, papayas, potatoes, lentils, plantains, and vanilla. Maize tortillas are often served on a plate alongside main dishes, with hot peppers (often served in a red or green sauce or salsa) and salt as the most-common condiments.



Most of Mexico's holidays are associated with Christian feast days, including the pre-Lenten Carnival, Easter, and Christmas, as well as festivals for patron saints. Around the world Mexico is known for its celebration of the Día de los Muertos (Day of the Dead) on November 1, which is also known as All Saints' Day. Halloween (October 31) and All Souls' Day (November 2) are also locally important. During that period and in the preceding weeks, families celebrate the spirits of departed loved ones in various ways, including erecting ofrendas (small altars) in their houses, decorating tombs, and eating skull-shaped candies and sweet breads.

- **Día de los Muertos (Day of the Dead)** – On November 1, which is also known as All Saints' Day.
- **Halloween** – October 31.
- **All Souls' Day** – November 2nd. Both are also locally important.

During that period and in the preceding weeks, families celebrate the spirits of departed loved ones in various ways, including erecting ofrendas (small altars) in their houses, decorating tombs, and eating skull-shaped candies and sweet breads.

Language



Spanish is Mexico's most widely spoken language, but the country is also home to 68 Indigenous languages, preserving the traditions, knowledge, and cultural heritage of diverse Native peoples.

C

Unit/Troop/Group

Activities





How to use this section

In this section, you will find a range of activities you can use with your group.

The activities can be used as described, or may spark ideas for other activities or variations.

Remember to use the reflective components to consider and celebrate the diversity of Girl Guiding and Girl Scouting.

When you have finished an activity, share your thoughts and activities on social media using the Nuestra Cabaña hashtags **#NuestraCabaña**

There are five types of activities:



Culture

Explore language, traditions, daily routine, clothing, religious festivals.



Arts & Craft

Make a traditional craft, or do some drawing.



Music & Dance

Explore the music of Mexico, make/play musical instruments, learn some new dance moves.



Games

Play a traditional game, or a game the children love to play.



Food

Taste the flavours of Mexico, consider the food source, try a recipe or two.





How to use this section

Use the table to help you consider which activity you will try or you could try them all!

| Type | Activity Name | Age Group | Time | Preparation | Page |
|-----------------|------------------------------------|-----------|------------|---|------|
| Culture | Human Pyramid | All Ages | 20 mins | An open area with a flat surface, preferably with soft mats or padding, or on grass. | 123 |
| Culture | Values Pyramid | All Ages | 20-30 mins | A set of cards (postcard size), each with a value. | 124 |
| Arts & Craft | Butterflies | All Ages | 20-30 mins | White coffee filters, undiluted orange and black liquid watercolours, paintbrushes and/or droppers, wooden clothes pegs, black paint, baking rack (for drying). | 125 |
| Arts & Craft | Amate Painting | All Ages | 30-60 mins | Paper, paint, water, suitable space for painting. | 127 |
| Arts & Craft | Making a Piñata | All Ages | 1 hour | A wide range of craft materials such as paper, scissors, glue. Candy or small toys. | 129 |
| Food | Pico de Gallo (Fresh Salsa) | 12+ yrs | 15 mins | Ingredients, chopping board, sharp knife, blender (optional), bowl. | 131 |
| Food | Guacamole | 8+ yrs | 15 mins | Ingredients, knife, fork, bowl. | 133 |
| Food | Cheesy Black Bean Quesadillas | 8+ yrs | 25-30 mins | Ingredients, bowl, utensils, frying pan or skillet | 135 |
| Music and Dance | Nuestra Cabaña Song | All Ages | 20 mins | Words and music to the Nuestra Cabaña Song | 137 |
| Music and Dance | Macarena Dance | All Ages | 20 mins | Macarena music, step instructions | 139 |
| Music and Dance | Maracas | All Ages | 20-30 mins | Paper cups, seeds/beads/rice, glue, paint/decorations | 140 |
| Music and Dance | Spin Drum | All Ages | 30-60 mins | Paper round mâché or cardboard box, wooden dowel, string, beads, glue, markers or stickers | 141 |
| Music and Dance | Jarabe Tapatio (Mexican Hat Dance) | All Ages | 20 mins | Sombrero (hat), Mexican music. | 141 |
| Game | Atrapa el Sombrero (Catch the Hat) | 6-12 yrs | 15 mins | Sombrero (hat) per player, Mexican music. | 142 |
| Game | La Pirinola | All ages | 20 mins | Pirinola (six-sided spinning top), tokens (ten per player). | 143 |
| Game | Piñata | All ages | 20 mins | Piñata, music and some way to play music. | 145 |



Human Pyramid

All Ages

20 mins

Purpose

To form a pyramid using people and develop teamwork skills.



You will need:

- An open area with a flat surface, preferably with soft mats or padding, or on grass.



What to do

1. Start with a group warm-up session. Stretch all major muscle groups to prevent injuries.
2. Emphasise the importance of safety. Designate spotters who will assist and ensure the stability of the pyramid.
3. The strongest and most stable participants form the base. They kneel on the ground hands firmly placed on the mats.
4. Participants for the second layer carefully climb onto the backs of the base layer, placing their hands on the shoulders or backs of the base participants and their knees on the lower back area. Spotters help guide and support the participants climbing onto the base to ensure they do so safely and steadily.
5. The next set of participants climb onto the backs of the second layer.
6. And so on, with each layer having one fewer participant than the one below to maintain balance.
7. The lightest and most agile participant can climb to the top. They should move carefully and maintain their balance.
8. Once the pyramid is complete, hold the position for a few seconds. Spotters should be ready to assist in case anyone loses balance.
9. Remember: TAKE PICTURES!!!! Get everyone looking to the front, heads-up and smile!
10. Participants descend in the reverse order they climbed, with spotters assisting to ensure no one falls.
11. After dismantling the pyramid, perform a cooldown session with gentle stretching to relax the muscles.

Background Information

A pyramid is an ancient and very stable and solid construction. There are many in Mexico, some are close to Nuestra Cabaña.



Alternatives

- Try it with different size groups. Discuss which is easier and why.
- Try different ways of making a pyramid e.g. a “flat” pyramid, where all participants are laying on the ground.

Reflective questions



- Was it hard to make a pyramid with your bodies?
- Have you seen a real pyramid?
- What is something special about a pyramid?
- What are the similarities about a real pyramid and the one you just made?
- What gives a pyramid its strength?
- What is something our group could learn from this pyramid activity?



Values Pyramid

All Ages

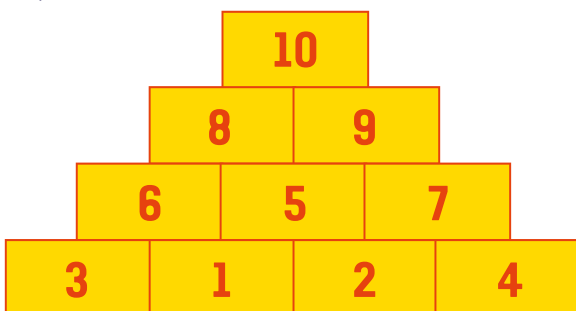
20-30 mins

Background Information

In Mexico, there are thousands of pyramids, an ancient and very stable and solid construction. We each have personal values that give us our stability. Values that represent some Mexican cultures include things like family union, solidarity, warmth, friendship and community. This activity will explore how similar our values are to a pyramid.

What to do

1. Place the cards on the table, or ground.
2. The group must sort the cards into groups:
 - very important
 - important
 - neutral
 - less important
 - no importance
3. They continue to sort until there are 10 very important values collected, which are then ranked by importance, with #1 as the most important.
4. Build a pyramid with these 10 cards. Place #1 and #2 at centre bottom, and the others are placed as per the image, with #10 at the top.



Purpose

To create a hierarchy or order of personal values.

You will need:

- A set of cards (postcard size), each with a value such as love, family, sports, learning, leadership, social interaction, listening skills, etc.
- This value cards could be pre-prepared, or you can create them as an extended activity.

Alternatives

- At step 4 assign each person a value and build a human pyramid.
- Use a cardboard tube (e.g. inner of toilet roll, or paper towel roll), instead of flat cards.
- Hang the cards on string or rope.

Reflective questions

- Have you seen a real pyramid?
- What are the similarities about a real pyramid and the one you just made?
- How can this be compared to your values in real life?
- If you had to be without one of your values, which would you choose? Why?

5. Discuss what will happen with the stability, if one or more are removed from the pyramid. e.g. remove value #1 or #2, or both, compare with removing value #10



Purpose

To learn about the monarch butterflies (that migrate to Mexico each year).



You will need:

- white coffee filters
- undiluted orange and black liquid watercolours (we love these liquid watercolours by Sargent)
- paintbrushes and/or droppers
- wooden clothes pegs
- black paint
- baking rack (for drying)

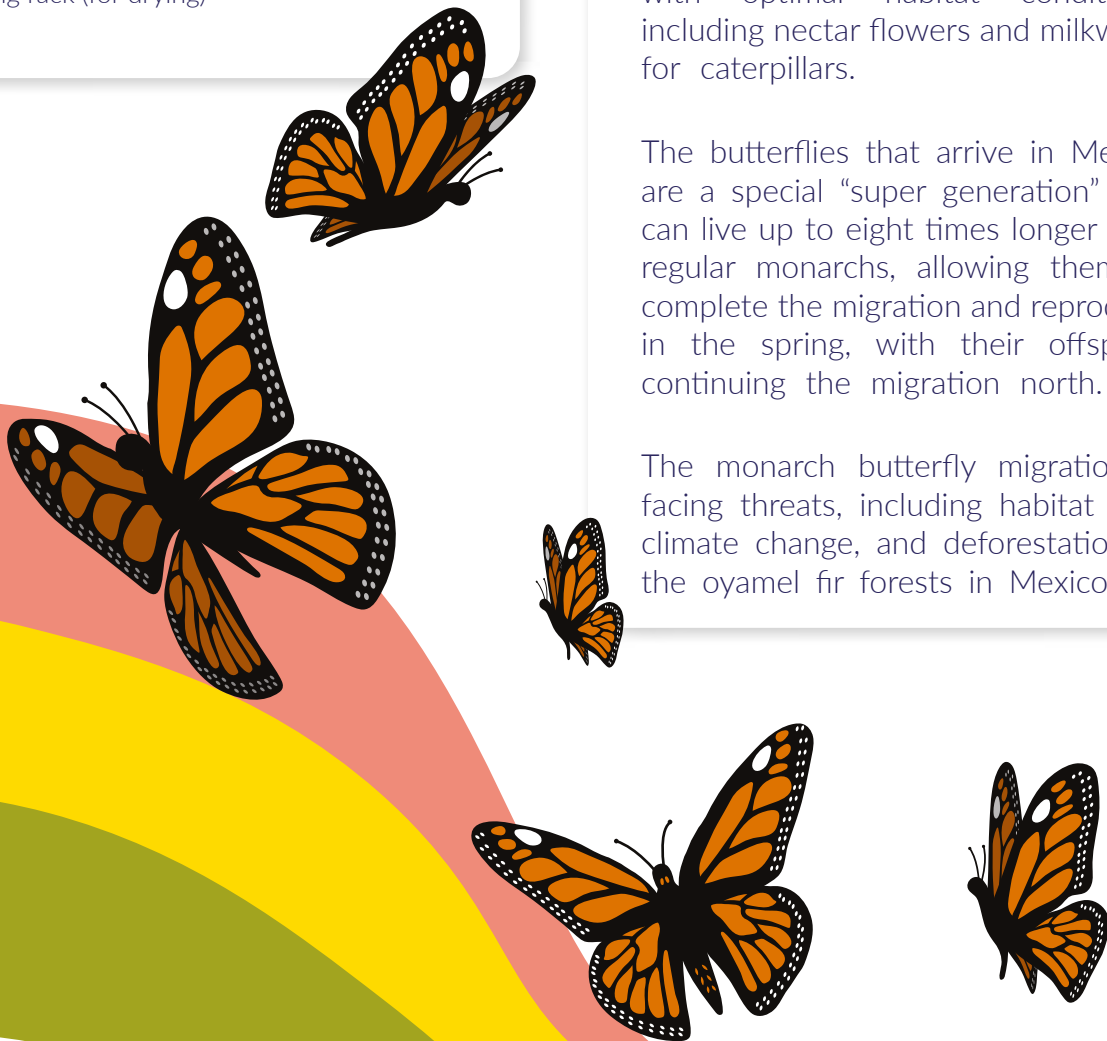
Background Information

Monarch butterflies breed in the northern United States and southern Canada. During the autumn, they embark on a long-distance migration, with some traveling up to 3,000 miles (4,800 kilometres) to overwintering sites in the mountain forests of central Mexico.

Monarchs are unique in that they make a two-way migration, returning to their breeding grounds in the spring. They use a combination of a sun compass and a magnetic compass to navigate and time their migration to coincide with optimal habitat conditions, including nectar flowers and milkweed for caterpillars.

The butterflies that arrive in Mexico are a special “super generation” that can live up to eight times longer than regular monarchs, allowing them to complete the migration and reproduce in the spring, with their offspring continuing the migration north.

The monarch butterfly migration is facing threats, including habitat loss, climate change, and deforestation of the oyamel fir forests in Mexico.





What to do

1. To start, protect your work surface with a work tray or a vinyl tablecloth because the liquid watercolours will soak through the coffee filters.
2. Place the coffee filter on their work surface and cover them completely with undiluted orange liquid watercolour. You can use paintbrushes or droppers (or both) for this process. During this step, you can talk about water absorption. Have them observe how the coffee filter soaks up the liquid.
3. Next, using black liquid watercolour, make dots and lines all over their orange coffee filters. Make sure they only use a little, or they'll end up with a black butterfly.
4. Allow the painted coffee filters to dry. Move them to a baking rack to allow the underside to dry. You could carefully use a hairdryer to speed up the drying process.
5. Make the body, by painting wooden clothes peg with black paint. You can use the black liquid watercolour, but you'll a more intense butterfly body if you use paint.
6. When everything is dry, assemble your butterfly.


There are a couple of ways to do this:

- a. Pinch the coffee filter in the middle and clip it with a clothes peg. This results in a rounded puffy butterfly wing.**
- b. Fold the coffee filter in half and then pinch it, clipping it together with a clothes peg.**

You can add a dab of glue inside the clothes peg to hold everything permanently in place, but it's not necessary.

7. Once your butterflies are assembled, have some fun clipping them in various places around your home and yard. If you clip them somewhere where the sunlight can shine through them, you'll be amazed at how beautiful they look. They look lovely in a sunny window.

Alternatives

- While paint is drying, learn about the life cycle of the monarch butterfly. Do your own research, or use the picture or video link in the Resources.
- Make a mobile [Click here!](#) 
- Older participants could explore threats to the monarch butterfly, and ways they could support a cause to help the butterflies.
- Use a cardboard tube (e.g. inner of toilet roll, or paper towel roll), instead of flat cards.
- Hang the cards on string or rope.

Reflective questions



- Have you seen a monarch butterfly?
- What do you like about the monarch butterfly?
- How long do you think it would take them to fly from Canada to Mexico?
- Do you know about any other insects or animals that migrate (or travel afar)? Why do they do this?
- Did you know that you can witness the migration of monarch butterflies during an event at Nuestra Cabaña? **See World Centre Events** for details of the next event.



Amate Painting

All Ages

30-60 mins

Purpose

To try a traditional Mexican art form (Amate Painting).



You will need:

- Amate paper or sheets of paper from thick grocery paper bag (crumple in your hand to give it an uneven surface to resemble amate paper)
- Acrylic paints
- Paper towels or cloth (for drying brushes)
- Pencil and eraser (for sketching designs)
- Fine-tip black marker (for outlining, optional)
- Notebook or paper (for taking notes or sketching ideas inspired by the podcast)
- Paint brushes (various sizes)
- Palette or paint mixing tray
- Water container (for rinsing brushes)
- Apron or old clothes (to protect clothing)
- Protective covering for workspace (newspaper, plastic sheet, etc.)
- Reference images or sketches (of Popocatepetl, Our Cabaña, etc.)



Background Information

Amate bark painting is an ancient Mexican tradition that centralises on the painting of paper made from tree bark. Amate is derived from the Nahuatl word amatl, meaning paper. The paintings often depict important cultural stories, legends and scenes from everyday life, using bright colours.

What to do

1. Prepare Your Workspace:

- Cover your workspace with newspaper or a plastic sheet to protect it from paint.
- Set up your paints, brushes, water container, and paper towels.

2. Sketch Your Design:

- Lightly sketch your design on the amate paper with a pencil.
- Traditional designs often include natural elements like flowers, birds, and animals.
- Look at traditional amate paintings for inspiration and to understand common themes and styles.

3. Outline the Design (Optional):

- You can use a fine-tip black marker to outline your design. This helps in keeping the edges neat and defined.

4. Mix Your Paints:

- Prepare your paints on a palette or mixing tray.
- Mix different colours to achieve the shades you desire.
- Experiment with different colour combinations to make your painting vibrant

5. Start Painting:

- Begin by painting the larger areas of your design first. Use a larger brush for this.
- Apply the paint in thin layers, allowing each layer to dry before applying the next.
- This prevents the paper from becoming too wet and wrinkling.



Amate Painting

All Ages

30-60 mins

6. Add Details:

- Once the base layers are dry, use smaller brushes to add details and intricate patterns. Traditional amate paintings often feature bright, vibrant colours and detailed patterns.

7. Highlight and Shade:

- Add highlights and shading to give depth to your painting. This can be done by adding lighter and darker shades of the same colour.

8. Final Touches:

- After the paint has dried completely, you can go over the outlines again with a fine-tip black marker if they have been covered by paint.

9. Check for any areas that might need a touch-up or more detail.

10. Dry and Display:

- Allow your painting to dry completely. This might take a few hours, depending on the thickness of the paint layers. Be patient with the drying process to avoid smudging.
- Once dry, your amate painting is ready to be displayed. You can frame it or hang it as it is.



Alternatives

- While painting, listen to a story/podcast about Mexico.

E.g. **The Legend of Popocatepetl & Iztaccihuatl**

Mexica: A History Podcast on Spotify

- To do online, the participants can be told beforehand the materials they need, and they would then come and have the session guided online as they each do it in their own spaces.
- Individually, participants can improvise with the materials they have at their disposal to make it work.
- Find some “colouring” pages for younger people or to provide inspiration for a design (see Resources)
- Make recycled paper using brown paper bags.

Reflective questions

- What did you enjoy about this activity?
- Have you painted on bark or a medium other than paper?
- What other surfaces could you paint?
- Mexican handmade, hand painted ceramics is called Talavera pottery.
- Do you know how paper is made?

Paper is made by extracting cellulose fibres from various sources, typically wood, and converting them into pulp, which is then flattened, dried, and cut into sheets or rolls.

- Did you know that you can make paper for old or used paper?



Making a Piñata

All Ages

20 mins

Purpose

To make a traditional Mexican party decoration.



You will need:

- Tape (masking or packing tape)
- Craft Glue or Hot Glue
- Candy and Small Toys
- Stickers, Glitter, or Other Decorations
- Cardboard or Balloons
- Flour and Water Paste or Glue and Water Paste
- Newspaper or Scrap Paper
- Tissue Paper or Crepe Paper
- Paints and Brushes
- Scissors
- String or Rope
- Exacto Knife (optional)
- Marker or Pencil (optional)

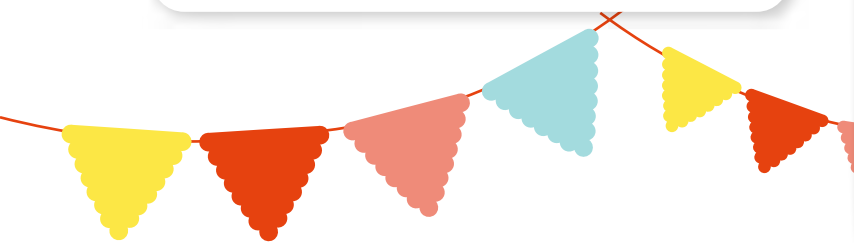


Background Information

Piñata means “jug or pot” and the earliest Mexican and Aztec piñatas were clay pots full of fruit and sweets. The Aztecs celebrated the birth of their god Huitzilopochtli by breaking decorated clay pots filled with treasures, with the contents spilling at the god’s feet as an offering.

In México, piñata making is a type of art. People learn the techniques from their families, with the traditions carried for several generations. When you learn how to make a piñata and you start it from scratch, it could also be an emotional exercise, since you spend a lot of time crafting it just so at the end you break it! You learn to exercise detachment from material things and concentrate on the enjoyment of the moment.

The modern piñata come in various shapes and sizes, with the contents being sweets and toys. They are used in celebrations like birthdays and Christmas.





Making a Piñata

All Ages 1 hr

What to do

1. Create the Structure:

- For a cardboard piñata, cut out shapes and tape them together.
- For a balloon piñata, blow up the balloon to the desired size.

2. Apply Paper Mache:

- Dip newspaper strips into the paper mâché paste and apply them to the structure.
- Allow it to dry completely (usually overnight).
- Apply multiple layers for durability.

3. Decorate:

- Once the paper mâché is dry, paint the piñata or cover it with colourful tissue paper or crepe paper.
- Use glue to attach the decorations.

4. Fill and Seal:

- Cut a small hole in the top of the piñata, fill it with candy and toys.
- Seal the hole with tape or additional paper mâché.

5. Attach String:

- Ensure the string is securely attached to hang the piñata.



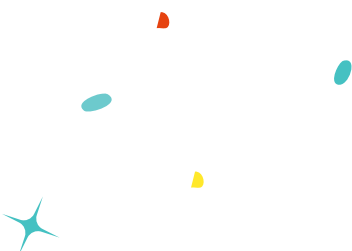
Alternatives

- Decorate paper bags.
- Purchase a piñata and take turns breaking it. The reflection questions should focus on the role of unique cultural decorations during special occasions in your community: reflect on why they are important and how they bring people together.

Reflective questions



- Have you seen a piñata before?
- What was in your piñata?
- How do you feel about breaking something you have created?
- What decorations do you create or put up to celebrate festivals or special occasions?





Pico de Gallo (Fresh Salsa)

12+ yrs

15 mins

Purpose

To make and taste a popular Mexican condiment.



You will need:

- 2 to 3 medium fresh firm, fleshy tomatoes (approx. 500-750 grams / 1-1½ pounds),
- ½ medium red onion
- 2 serrano or 1 jalapeño pepper, stems, ribs, and seeds removed (less or more to taste)
- Juice of 1 lime
- ½ cup chopped cilantro/coriander
- Kosher salt and freshly ground black pepper to taste



Background Information

Mexican cuisine is a blend of pre-Hispanic Mesoamerican ingredients like corn, beans, and chilies, alongside European influences introduced by the Spanish conquistadors. It's a complex and varied cuisine with regional differences, showcasing the rich history and diverse ingredients of Mexico.

Salsa is a common ingredient in Mexican cuisine, served as a condiment with tacos, stirred into soups and stews, or incorporated into tamale fillings. The word salsa in Spanish means any kind of sauce, in English it refers specifically to Mexican table sauces, especially the chunky tomato-and-chili-based pico de gallo, and salsa verde.

What to do

1. Roughly chop the tomatoes, chili peppers, and onions.
Be careful while handling the chili peppers. Use a plastic bag or disposable gloves to handle them or wash your hands thoroughly with soap and hot water after handling and avoid touching your eyes for several hours.
2. Set aside some of the seeds from the peppers. If the salsa isn't hot enough, you can add a few for more heat.
3. Place all the ingredients in the bowl of a food processor fitted with the blade. Pulse only a few times, just enough to finely dice the ingredients and not enough to purée.
If you don't have a food processor, you can finely dice by hand.
4. Place in a serving bowl. Add salt and pepper to taste.
If the chilies make the salsa too hot, add some more chopped tomato.
If it's not hot enough, carefully add a few of the seeds from the chiles.
5. Let the salsa sit for an hour (room temperature or chilled) for the flavours to combine.
6. Serve with chips, tortillas, tacos, burritos, tostadas, quesadillas, or pinto beans, or black beans.
The salsa will keep refrigerated for up to 5 days.
7. This recipe makes approximately 3-4 cups: serving 12-16 people.



Pico de Gallo (Fresh Salsa)

12+ yrs

15 mins

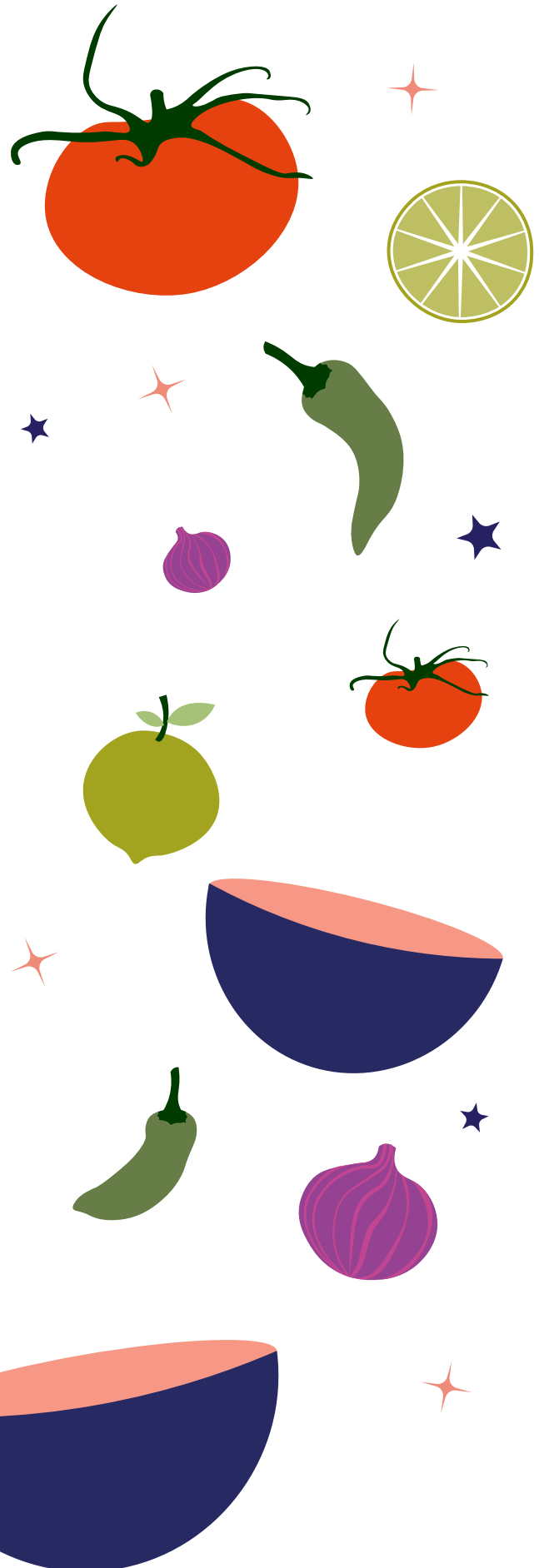
Alternatives

- Try it with roasted vegetables – roast over a flame to give a smoky flavour.
- Substitute fresh ingredients with tinned ingredients.

Reflective questions



- Have you tasted something like this before?
- Did you like the taste?
- Would you eat it again?
- Is it similar to food you would normally eat?
- What is a good way to get to know a new culture?





Guacamole

8+ yrs

15 mins



Purpose

To make and taste a popular Mexican dip.



You will need:

- 2 ripe avocados
- ¼ teaspoon salt, plus more to taste
- 1 tablespoon fresh lime or lemon juice
- 2 to 4 tablespoons minced red onion or thinly sliced green onion
- 1 to 2 serrano (or jalapeño) chilis, stems and seeds removed, minced
- 2 tablespoons cilantro/coriander (leaves and tender stems), finely chopped
- Pinch freshly ground black pepper
- ½ ripe tomato, chopped (optional)
- Red radish or jicama slices for garnish (optional)
- Tortilla chips, to serve

Background Information

Guacamole is an avocado-based dip, spread, or salad first developed in Mexico. The word “guacamole” is derived from two Aztec Nahuatl words – ahuatl (avocado) and molli (sauce).

Mexican native languages, including Nahuatl, Maya, and Mixtec, have significantly influenced the development of Mexican Spanish, particularly through loanwords and regional variations. Mexican Spanish has adopted numerous words from indigenous languages, like “chocolate” (Nahuatl) and “zapote” (Zapotec). These loanwords have been adapted to fit the pronunciation of Spanish, reflecting the interaction between the languages.

Once you have made a basic guacamole, experiment with variations by adding strawberries, peaches, pineapple, mangoes, or even watermelon. One classic Mexican guacamole has pomegranate seeds and chunks of peaches in it.





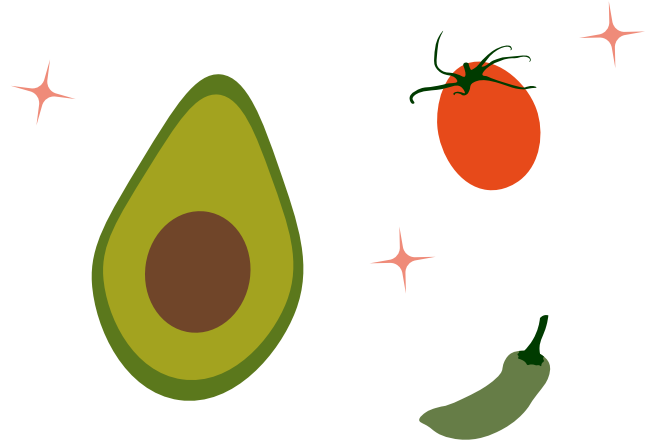
Guacamole

8+ yrs

15 mins

What to do

1. Cut the avocados in half. Remove the pit.
2. Score the inside of the avocado with a blunt knife in both directions.
3. Scoop out the flesh with a spoon and place in a bowl.
4. Using a fork, roughly mash the avocado. Don't overdo it! The guacamole should be a little chunky.
5. Add the remaining ingredients and adjust quantities to suit your taste
 - Sprinkle with salt and lime (or lemon) juice. The acid in the lime juice will provide some balance to the richness of the avocado and will help delay the avocados from turning brown.
 - Add the chopped onion, cilantro/coriander, black pepper.
 - Add chili peppers to your desired degree of heat.
6. Serve immediately (oxygen in the air causes oxidation which will turn the guacamole brown)
7. If making a few hours ahead, place plastic wrap on the surface of the guacamole (press onto the surface to prevent the air reaching it) and store in the refrigerator. Leftovers can be stored for up to 3 days.



Alternatives

- The simplest version of guacamole is mashed avocados with salt.
- For a very quick guacamole take a $\frac{1}{4}$ cup of salsa and mix it in with mashed avocados.
- To extend a limited supply of avocados, add sour cream, mayonnaise, or cottage cheese.

Reflective questions




- Have you tasted something like this before?
- Did you like the taste?
- Would you eat it again?
- How is it like food you would normally eat?
- Do you know of other foods/dishes where the name is derived from a blend of different languages?



Cheesy Black Bean Quesadillas

 8+ yrs

 25-30 mins

Purpose

To make and taste a popular Mexican dish.



You will need:

- 400g can black beans
- 50g cheddar cheese
- 2 spring onions
- Small handful of coriander
- ¼ tsp ground cumin
- ½ tsp smoked paprika
- 2 large tortilla wraps

Equipment

- Can opener
- Sieve
- Mixing bowl
- Potato masher
- Box grater
- Chopping board
- Teaspoon measures
- Spoon
- Frying pan, large enough to take one large tortilla wrap
- Fish slice
- Pizza cutter



What to do

1. Open the tin of black beans and strain the liquid. Rinse the beans under cold running water and drain well. Tip the beans into the mixing bowl.
2. Mash the beans with the potato masher to make a lumpy texture.
3. Place the box grater on your chopping board and carefully grate the cheese.

Add the grated cheese to the mashed beans.
4. Cut the spring onions into small pieces, about the size of a pea.

Add the spring onions to the mixing bowl.
5. Add ground cumin, paprika, salt and pepper to the bowl and mix everything together.
6. **Prepare quesadillas for cooking:**
 - Place a wrap on your board.
 - Scoop half the bean mixture from the bowl onto one half of the wrap.
 - Spread it out in an even layer, making sure you only cover one side.
 - Close the wrap like a book, to cover the filling inside and make a semi-circle.
 - Do the same with the other wrap and the rest of the filling.
7. **Cooking the quesadillas, in a dry pan/skillet:**
Put the frying griddle or stove on the hob.
 - Lift one of the wraps into the pan, then turn the heat to low-medium.
 - Lift the other wrap into the pan, cover and allow to cook.





Cheesy Black Bean Quesadillas

8+ yrs

25-30 mins

- After 2 mins, use a fish slice to lift the wrap and check underneath. If it's golden brown, it's time to turn it over, if not, keep cooking, checking every minute or so until it's ready.
 - Use the fish slice to carefully flip the wrap over keeping the folded edge on the pan, then cook uncovered for another 4-2 mins on the other side until toasty brown.
8. Turn off the heat and slide the quesadilla onto your chopping board.
 9. Use a pizza cutter or knife to cut it into wedges, then eat while hot.

Can be served with sour cream, guacamole, or salsa.

Alternatives

Try some other combinations

- Swap the black beans for chickpeas, kidney beans, black-eyed beans, or corn kernels.
- Add extra cheese and thin slices of chorizo to the mix.
- Add diced tomatoes to the mix.
- Add diced cooked chicken, dried oregano, and diced capsicum/bell peppers.

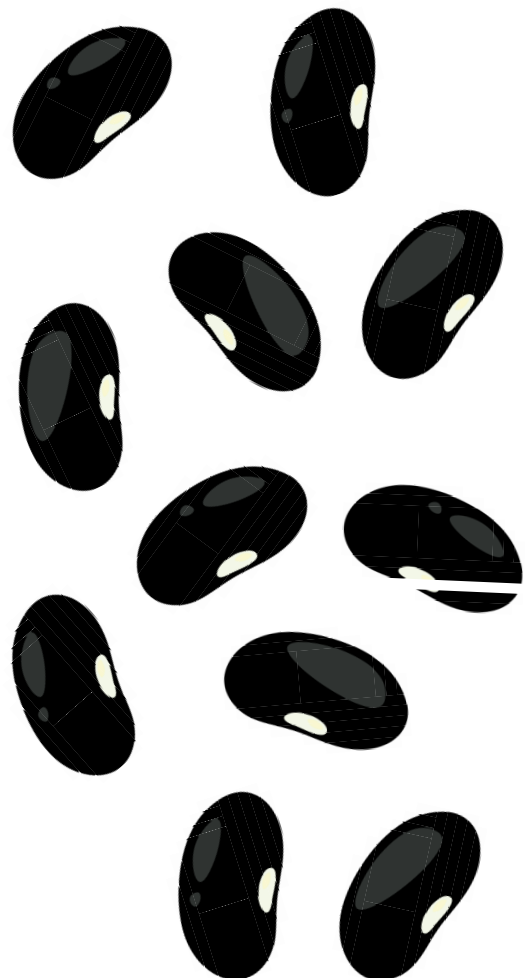
Reflective questions



- Have you tasted something like this before?
- Did you like the taste?
- Would you eat it again?
- Is it like food you would normally eat? How?

Background Information

A quesadilla is a Mexican dish consisting of a tortilla that is filled primarily with cheese, and sometimes meats, spices, and other fillings, and then cooked on a griddle or stove. Traditionally, a corn tortilla is used, but it can also be made with a flour tortilla.





Nuestra Cabaña Song

All Ages

20 mins

Purpose

To learn the Nuestra Cabaña Song



You will need:

- Words to the Nuestra Cabaña Song ([see Resources](#))
- Video/ audio of the Nuestra Cabaña Song or someone who can lead the singing
- Music for the Nuestra Cabaña Song (optional)
- Musical instruments (optional)



Video / Audio of Nuestra Cabaña Song

Click here!

Background Information

Every World Centre has a song reflecting the location of the centre. Nuestra Cabaña song is to the tune of the most traditional birthday song of the country “Las Mañanitas”. This song was created by the first group of participants in 1957, at the Juliette Low Seminar.

Alternatives

- Learn and sing the song in Spanish

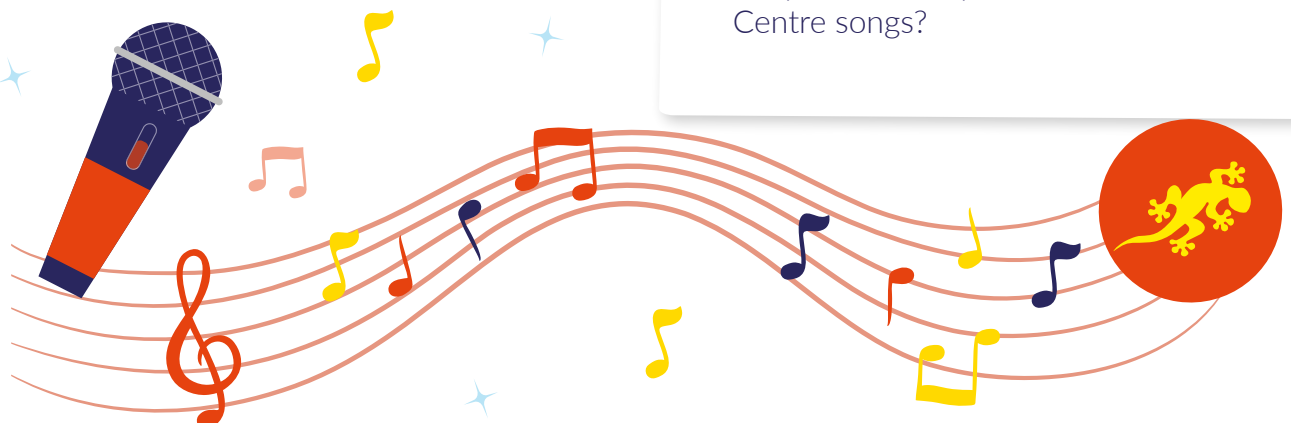
What to do

1. Watch or listen to video/ audio or get someone to sing it through once.
2. Follow along one line at a time, adding the next line each time.

Reflective questions



- Was the Nuestra Cabaña Song hard to learn?
- What did you learn about Nuestra Cabaña from the song?
- Do you know any of the other World Centre songs?





Macarena Dance

All Ages

20 mins

Purpose

To have fun with a popular Latin American dance.



You will need:

- Access to the Macarena music ([see Resources](#))
- Macarena moves instructions (see Resources)
- A space where everyone can stand facing the same way at arms length from others



What to do

1. Utilising the move instructions, teach and learn the moves to the participants
2. Practise as many times as you need.
3. Play the music and put the steps to the music

Alternatives

- Try online as an energiser. Instead of jump turn, do a clap and shout “hey!”

Reflective questions



- Did you manage to do all the moves?
- What moves did you find difficult to do?
- Have you done a dance like this before?
- What did you like about this dance?
- How did you feel about doing this sort of dance?

Background Information

The “Macarena” song and dance are rooted in Spanish culture, specifically the flamenco genre. The song was created and popularised by the Spanish duo, Los del Río, composed of Antonio Romero and Rafael Ruiz.

While the song was a hit in Spain, it became a global dance craze in the mid-1990s, with the Bayside Boys remix further popularising it. Mia Frye, a Black American choreographer, created the dance for the music video, which further contributed to the song’s global success.

While the Macarena dance is not from Mexico, there is some evidence that the song gained popularity in Miami, where there was a large Cuban, Puerto Rican, and Central American population, circulating in the Texan-Mexico border and even Canada prior to 1996.

The current record for the largest “Macarena” dance stands at 2,219 people and was set at England’s Eggbuckland Community College in 2011.



Largest Macarena dance
Guinness World Records



Click here!





Maracas

All Ages

20-30 mins

Purpose

To create your own maraca and have fun with music of Mexico.



You will need:

- 2 paper cups
- Coloured heavy-duty tape or hot glue gun
- Paints in various colours
- Decorative accents such as pom-poms, buttons, sequins, stickers, etc.
- Glue
- Seeds or small beads, or something that will rattle inside the paper cups e.g. rice, beans, or un-popped popcorn kernels



Alternatives

- Divide into groups and give each group different rattle materials e.g. one group gets rice, another group gets beans.
- Try a copy-cat game – the first person shakes out a certain rhythm, the next person follows the same rhythm, and so on, around the group.
- Shake your maracas while dancing to your favourite rhythmic songs.
- Experiment with different shake patterns, like shaking once, then twice, then three times, or shaking on different sides of your body.
- Experiment with different shaking motions to create a variety of sounds, from soft to loud, and fast to slow.
- Use recycled materials or items of nature.

Background Information

Maracas, often associated with Latin American music, are among the most recognisable percussion instruments. Typically made from gourds or plastic and filled with seeds or beads, maracas produce a bright, cheerful sound when shaken. Essential to styles like salsa, samba, and son, maracas add a lively, rhythmic accent that enhances the music's upbeat and festive character.

What to do

1. Put a handful of seeds or beads inside the cup
2. Turn the other cup over and place on top of filled cup, lining up rims
3. Use coloured tape or a hot-glue gun to secure the cups together
4. Decorate the cups by painting and/or gluing on decorative accents
5. You may choose to decorate the cups as step one.
6. Allow time to dry
7. Shake and enjoy your maracas!

Reflective questions



- Have you seen an instrument like this before?
- Does your instrument make the same noise as those made by others?
- Why do you think the instruments sound differently?
- What other materials could be used to make this instrument?
- How does it make you feel when you use this instrument?



Spin Drum

All Ages

30-60 mins



Purpose

To create a replica of a traditional Mexican noisemaker using traditional paper mache skills.



You will need:

- Paper round mâché box approximately 6-8cm diameter and 4-5cm high or create a round box from cardboard
- Wooden dowel around 0.5cm diameter
- Hole punch, or something to create a hole for the wooden dowel
- String
- Beads, wooden or plastic, approximately 0.5-1cm diameter
- Glue
- Pens or stickers to decorate

Alternatives

- Use two jar lids (plastic or metal), or shallow tins. Skip step 1. At step 5, glue the 2 lids together.

Reflective questions



- Have you seen an instrument like this before?
- Does your instrument make the same noise as those made by others?
- Why do you think the instruments sound differently?
- What other materials could be used to make this instrument?

Background Information

A spin drum is a simple, two-sided folk drum, often made from natural materials, that produces sound when spun, causing attached beads or beaters to strike the drum surface.

The drum is played by spinning the central “drumstick” or handle between the palms, causing the attached beaters to strike the drumheads and create a rhythmic sound.

Activity Reference

What to do

1. Punch three holes in the sides of the box, one 3 o'clock, 6 o'clock, and 9 o'clock.



2. Put the wooden dowel in the hole at 6 o'clock and feed the string through the other two holes, tying the string around the dowel in the centre.
3. Glue the dowel in place inside the box (make sure it is dry before doing the next step).
4. Decorated the drum surfaces with markers or stickers.
5. Glue the lid onto the box.
6. Tie a bead on end of each string. The strings should be long enough for the beads to hit about the centre of the box. Double knot the string to keep the bead on.
7. Now you have your very own spin drum, try playing it!



Jarabe Tapatio

(Mexican Hat Dance)



All Ages



20 mins

Purpose

To have fun with Mexican music and dance.



You will need:

- A space large enough for everyone to stand in a circle.
- Sombrero (hat)
- Access to Mexican Hat Dance music (it does not have to be Jarabe Guadalajara)
- Video of steps for the Mexican Hat Dance, for inspiration (optional)



EASY Mexican Hat Dance for Kids | El Jarabe Tapatio Guinness
Learn the Mexican Hat Line Dance!

What to do

1. Form a circle, holding hands.
2. Place the sombrero in the middle of the circle.
3. Play the music.
4. Everyone moves clockwise, while raising their hands together in time to the music.
5. Call out someone's name.
6. The person named, moves into the centre of the circle and does a dance (of their own moves) with the sombrero.
7. The only rule is that everyone must participate.

Alternatives

- Number the players in Spanish and call numbers instead of names.
- Divide larger groups into smaller groups of 8-10 people.

Background Information

The Jarabe Tapatio is a Mexican folk dance, often called the national dance of Mexico, and better known internationally as the Mexican hat dance. The dance originated in Guadalajara, Jalisco, during the 19th century as a courtship dance, evolving into a symbol of Mexican culture and national identity.

It is usually performed by a man and a woman, where the man appears to invite his partner into a world of intimate affection. During the dance, the man's sombrero is placed on the ground, and after lively hopping, sliding, and kicking around the sombrero, the woman bends to pick up the sombrero, and both dancers' faces disappear behind it.

The music that accompanies the dance may be performed by mariachi bands or other types of string instrument groups. Originally composed by Jesus Gonzalez Rubio in 1924, the song increases its tempo as the steps and story line of the dance intensify.

This popular traditional Mexican game is great for people who may find the actual dance steps complicated and allows them to enjoy Mexican music and dance in a different way.

Reflective questions



- Have you seen this dance before?
- Do you like to dance?
- Could you do any of the steps?
- How did you feel before it was your turn?
- How did you feel after you had had your turn?
- Do you know any traditional dances from your country, or other countries?



Atrapa el Sombrero

(Catch the Hat)

6 to 12 yrs 15 mins

Purpose

To play a traditional Mexican game.



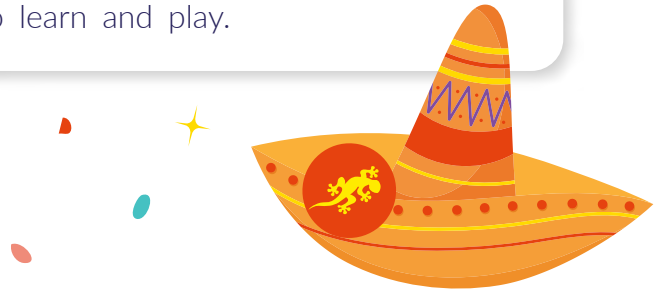
You will need:

- Sombrero (hat) for each participant. Ideally, Mexican sombreros will highlight the traditions and customs of Mexico, but any hat will work just as well.
- Mexican music, and something to play it on loud enough for everyone to hear



Background Information

Atrapa el Sombrero is a lively game that brings children together through movement and teamwork. Players develop agility, quick thinking, and cooperation while enjoying friendly competition in an activity that is simple to learn and play.



What to do

1. Attach a sombrero to the back of each player.
2. Start and stop the music to signal the beginning and end of each round.
3. When the music starts, each player tries to steal the sombrero from another player, without losing their own sombrero. Players are not allowed to touch their own sombrero.
4. When the music stops, those who have had their sombrero stolen, or if it has fallen off, must sit out on the next rounds.
5. The game is over when there are only two players still with their own sombrero

Alternatives

- Use party hats or make your own paper hats (see Resources for ideas).

Reflective questions



- Have you played a game like this before?
- How hard was it to look after your sombrero, while trying to take someone else's sombrero?
- What strategies did you use to protect your sombrero?
- How did you feel when your sombrero was taken?
- How did you feel about having to sit out of the game, once your sombrero was taken?





La Pirinola

All Ages

20 mins

Purpose

To play a traditional Mexican family game.



You will need:

- Pirinola (six-sided spinning top)
- See Resources for instructions on how to make your own.
- Tokens (ten per player). These could be any small object e.g. beans, beads buttons, wrapped candy



Background Information

La pirinola, or the toma todo (take everything) game, is a traditional Mexican six-sided top. In some countries, the game is known as perinola. The toy is a spinning top with a history dating back to ancient Rome. Very similar to the dreidel (a small four-sided spinning top), the traditional wood pirinola is a “put and take” game.

Players take turns spinning the pirinola, a wooden top with instructions on each side. As they play, they read and say simple sentences with the verbs pon (put), toma (take), and ponen (takes). The focused language, repetition, and cultural component make this an excellent game for Spanish learners.

What to do

1. The game can be played with two or more players.
2. It can be played on any surface, where the pirinola can spin e.g. the ground, table.
3. Each player starts with ten tokens.
4. The aim of the game is to be the only player with tokens.
5. Everyone puts one token into the centre, called “the pot”.
6. Each player takes turns to spin the pirinola and follows the instructions* based on how it lands.
7. If it lands on “Toma todo” (take it all), the player takes the whole pile from the centre, and everyone needs to put one token into the centre for the game to continue.
8. Once a player has no tokens left, they are out of the game and cannot participate in further rounds.
9. If the pot gets down to 0 or 1 token, everyone must contribute one token to the pot.
10. Play continues until one person has all the tokens.





*Instructions are in Spanish; here is the English translation

| SPANISH | ENGLISH | ACTION BY PLAYER |
|-------------|-----------------|--|
| Toma uno | Take one | Take token from the pot |
| Toma dos | Take two | Take 2 tokens from the pot |
| Toma todo | Take everything | Player takes the whole pot Everyone puts 1 token into the pot for the game to continue |
| Pon uno | Put one | Put 1 token in the pot |
| Pon dos | Put two | Put 2 tokens in the pot |
| Todos ponen | Everyone puts | Everyone puts a token in the pot |

Alternatives

- Allow those who have no tokens to continue to play; they will not be able to contribute to the pot, until have collected a token on a previous turn.
- Use a spinner (see Resources) or a standard 6-side dice and allocate each number to an instruction.
- Introduce some other Spanish phrases

| | |
|--------------|-----------------|
| Te toca a tí | It's your turn. |
| Me toca a mí | It's my turn. |
| ¡Qué bien! | Great! |
| ¡Ay, no! | Oh, no! |

- Introduce Spanish numbers

| | | | |
|-----|--------|------------|-------|
| 1. | Uno | Oo-noh | One |
| 2. | Dos | Dohs | Two |
| 3. | Tres | Trays | Three |
| 4. | Cuatro | Kwah troh | Four |
| 5. | Cinco | Seen-koh | Five |
| 6. | Seis | Says | Six |
| 7. | Siete | See-eh-teh | Seven |
| 8. | Ocho | Oh-choh | Eight |
| 9. | Nueve | Nway-vay | Nine |
| 10. | Diez | Dee-ace | Ten |

Reflective questions



- Have you played a game like this before?
- What Spanish words have you learned?
- How did you feel when you had to put into the pot?
- How did you feel when you could take something from the pot?
- How did you feel when you had nothing to put into the pot?
- What have you noticed about your reactions to putting and taking?



Piñata

All Ages 20 mins

Purpose

To play a traditional Mexican party game.

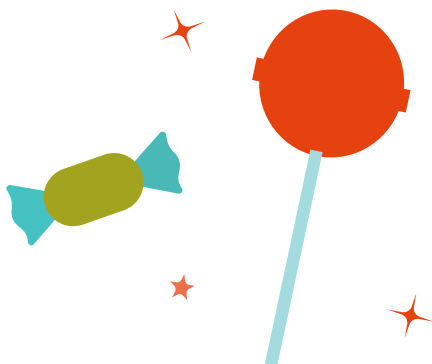
You will need:

- Piñata – make your own (see “Making a Piñata”) or store bought
- Candy / sweets / lollies, small toys for inside the piñata
- Suitable to place to hang the piñata
- Rope to hang the piñata
- Wooden stick approximately 50cm long
- Blindfold
- ¡Dale Dale Dale! (The Piñata Song)



¡Dale Dale Dale! (The Piñata Song)

[Click here!](#)



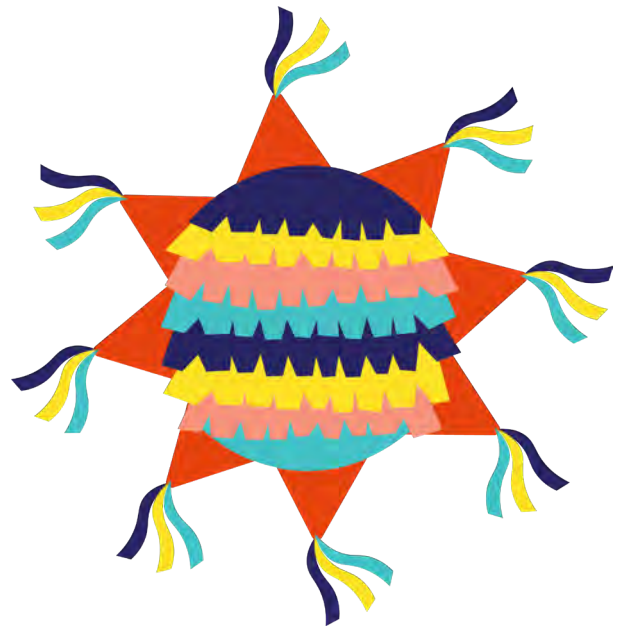
What to do

1. Select a location such as a low-hanging tree branch or a beam in a patio overhang that can accommodate the rope. Ensure there is enough space around so the players can swing the stick without hitting anything except the piñata.
2. Throw the rope over the branch or beam and lower the piñata to the desired height and have an adult hold the end of the rope when it's time to play the pinata game.
3. As the child swings the stick to hit the piñata, either keep the rope steady or pull it up and down to turn the pinata into a moving target.
4. Line everyone up away approximately 3 metres (10 feet) away from the piñata. The order can be as you decide; for example, birthdate (day and month) starting with the person to next have their birthday.
5. Blindfold the first person and give them the stick. While singing ¡Dale Dale Dale! (The Piñata Song), bring them within about 1 meter (3 feet) of the piñata and ask them to try and hit it with the aim of breaking it.
 - For older players and adults, you can turn them around a couple of times on the spot so that they are a bit disoriented
 - For younger players (pre-schoolers), don't use the blindfold, but spin each child around
6. Give each player the opportunity to hit the piñata at least twice.
7. When the piñata is broken, make sure the player with the stick has completely stopped swinging it, before letting everyone gather the contents.



Background Information

The modern piñata is a party decoration, usually made of papier-mâché and filled with sweets. It is hung up and struck with a stick until it breaks open. The act of breaking the piñata is seen to represent breaking free from sin and embrace a new beginning. See the “Making a Piñata” activity for more about the history of the piñata.



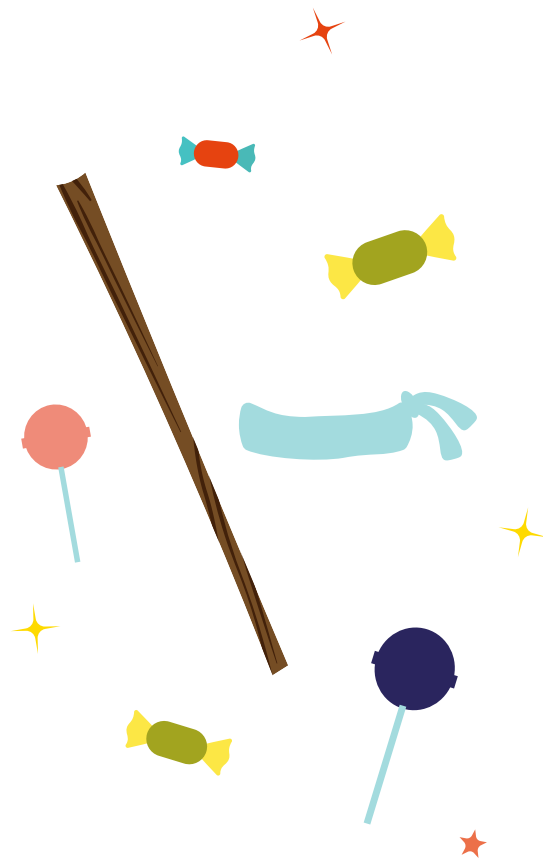
Alternatives

- Use balloons – add sweets to the balloon, blow it up and tie the top, then hang up in a line, or around the playing space. Take turns to pop the balloons and spill the sweets.
- Make mini piñata out of decorated cardboard tubes or paper cups. Hang up in a line, or around the playing space. Take turns to knock the contents out of the piñata.

Reflective questions



- How did you feel when you were trying to hit the piñata? Why did you feel this way?
- How did you feel when others were trying to hit the piñata? Why did you feel this way?
- What did you do when the piñata broke?
- What games do you play during festivals or special occasions?



D

**Connecting with
Nuestra Cabaña**





SUPPORT NUESTRA CABAÑA

YOUNG PEOPLE

There are many opportunities to support and experience a World Centre. Nuestra Cabaña is always on the lookout for talented and passionate people to join the team. Each addition helps them continue to make a difference in the lives of girls and young women.

Take a look at the Opportunities at Nuestra Cabaña website to see what's on offer now, including an exciting volunteer leadership development programme and short-term volunteer opportunities.

Here are just a few of the different opportunities available at Nuestra Cabaña and the other World Centres:



Scholarship

Look out for scholarship opportunities to volunteer or attend an event

Internship

An opportunity to practice skills, such as hospitality, media, marketing

Gap Year

Something to do while you consider your future ... you may find your perfect career!



Volunteer

Become part of the WAGGGS Volunteer Pool; when volunteering opportunities are available, they will be announced to the Volunteer Pool and you can apply

Whether you have visited Nuestra Cabaña or not, you can promote the World Centre to others and encourage people to visit and share experiences.





SUPPORT NUESTRA CABAÑA

ADULTS

Whether you have visited Nuestra Cabaña or not, you can promote the World Centre to others and encourage people to visit and share experiences.

Make a donation, or become a “friend”

- Friends of the World Centres – [Facebook](#)
- [Friends of Nuestra Cabaña](#)
- [Donate to Support Nuestra Cabaña](#)
- Other ways to [Support Nuestra Cabaña](#)



Local Events

Plan and run some events at home to create awareness dinner at a local Mexican restaurant

- a shared meal of Mexican cuisine
- a Mexican movie night (remember to check that the chosen movie has subtitles)
- a cooking event
- a craft event
- other events e.g. music/dance



Attend a Virtual event

- Attend one of our scheduled [virtual events](#)
- If there’s nothing that suits your schedule, then [request a special virtual event](#) for your group
- Explore cooking, culture, have a World Centres tour and ask all the questions you like



Donate items for programmes and operations

Contact [Nuestra Cabaña](#) about their [Wishlist](#)

Plan a Trip

The best way to support Nuestra Cabaña is to go there!

- attend an event, or book a stay enroute to another destination
- invite your friends and go as a group
- if the event schedule on offer doesn’t suit you/your group then request a special event just for you/your group
- stay as an independent guest
- support others planning a trip (even if you cannot go)



Use social media to share and promote

- Share memories
- Share photos of recent local events

Use #NuestraCabaña #wheredreamscometrue

[Instagram](#) – @nuestracabanamx

[Facebook](#) – @nuestracabanamx

[YouTube](#) – @nuestracabanamx



E

Resources

In this section are the resources required for activities in this pack, such as templates, cards, stories.



LINKS

Some useful links to connect with Nuestra Cabaña:

[Website](#)

[Contact Form](#)

[Sign up for Newsletter](#)

[Other World Centres](#)

[World Centres on Campfire](#)



Macarena Dance

Macarena Dance

Watch these YouTube videos:

- Dance moves:
[How to Dance the Macarena](#)
- Music, with words in Spanish and English:
[Los Del Río - Macarena \(lyrics\)](#)

¡START!

Begin by standing facing the front, everyone facing the same way.

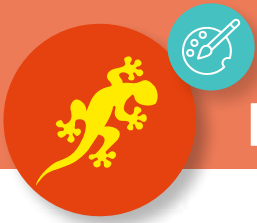
Stand with your feet slightly apart and arms by your side.

Feel the rhythm with your body.

As the dance progresses, you will jump to your right. After four times, you will have faced four sides, and be back facing the front, where you started.

The moves

1. Right arm out in front of you, with palm down, leave it there
2. Left arm out in front of you, with palm down, leave it there
3. Turn right hand palm up, leaving arm out in front of you
4. Turn left hand palm up, leaving arm out in front of you
5. Move right hand to touch left shoulder, leave it there
6. Move left hand to touch left shoulder, leave it there
7. Move right hand to touch behind right ear, leave it there
8. Move left hand to touch behind right ear, leave it there
9. Move right hand to touch left hip, leave it there
10. Move left hand to touch left hip, leave it there
11. Move right hand to touch right buttock, leave it there
12. Move left hand to touch left buttock, leave it there
13. With hands on hips and without moving feet, do a big circle with your hips
14. Jump 90 degrees and turn to your right



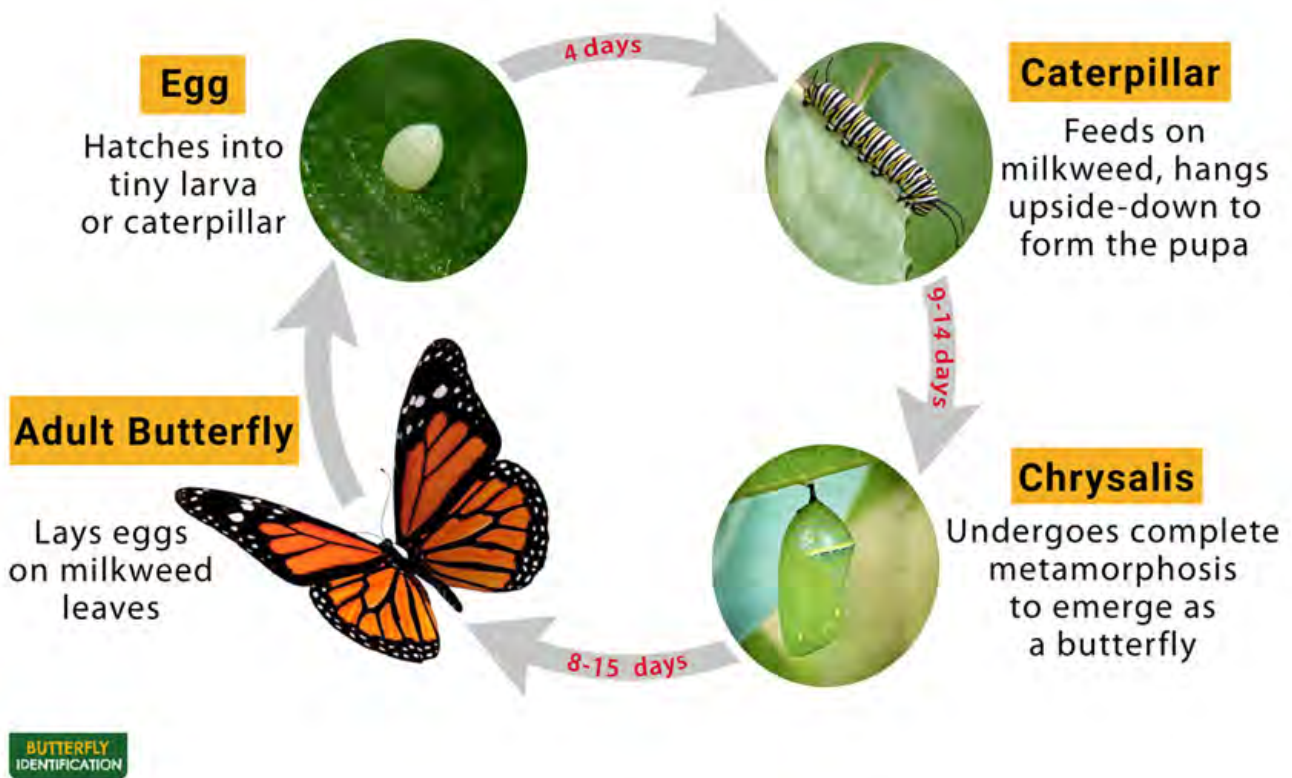
Butterflies

Butterflies

While waiting for paint and glue to dry learn about the life cycle of the monarch butterfly. Do your own research or use the video link or picture below. Dance moves:

[Monarch Lifecycle Crash Course | Milkweed Plant Basics](#)

MONARCH BUTTERFLY LIFE CYCLE





Amate Painting

Amate Painting

Some examples of amate painting



Use “colouring” pages for younger people or for inspiration.

[Amate Bark Painting Colouring Pages - Free & Printable!](#)





Amate Painting





Jarabe Tapatio

(Mexican Hat Dance)

Make your own sombrero

Here are some links to make your own sombrero, for games and dances using a sombrero.

- [DIY Mexican hat making using cardboard](#)
- [Make A Paper Plate Sombrero](#)
- [DIY Sombrero Craft](#)
- [Mexican Sombrero Craft](#)

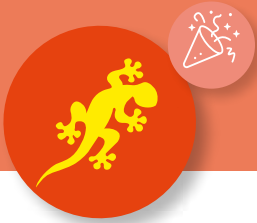
You will need:

- 3 or 4 sheets of newspaper
- EITHER: two sheets of solid coloured gift wrap (same size as the newspaper)
- OR: paint (a dark colour like black is best as it covers the newsprint)
- Masking tape
- Scissors
- Single hole punch
- Wool or string or narrow ribbon



What to do

1. Stack the sheets of newspaper.
2. If using gift wrap, put the wrap on top and bottom of the newspaper with the coloured sides out
3. Put the newspaper over the persons head (if doing this with a few people, the one with the biggest head could be the model for all the hats)
4. Wrap masking tape around the crown 2 or 3 times.
5. Trim the brim into a circle.
6. Roll the brim up and apply masking tape to hold.
7. If using paint, paint the hat at this point.
8. Punch holes all around the brim of the hat.
9. Thread wool or string around to decorate the brim.
10. Punch holes on either side of the hat crown. Wrap a piece of string or wool around the crown to make it fancy (sort of like a hat band) -- even ribbon would work. Put the ends of the wool through the holes on either side of the hat crown and tie loosely under the chin.



La Pirinola

La pirinola

Make your own Pirinola (six-sided spinning top) Source:

- [Toma Todo Game: La Pirinola - Spanish Playground](#)

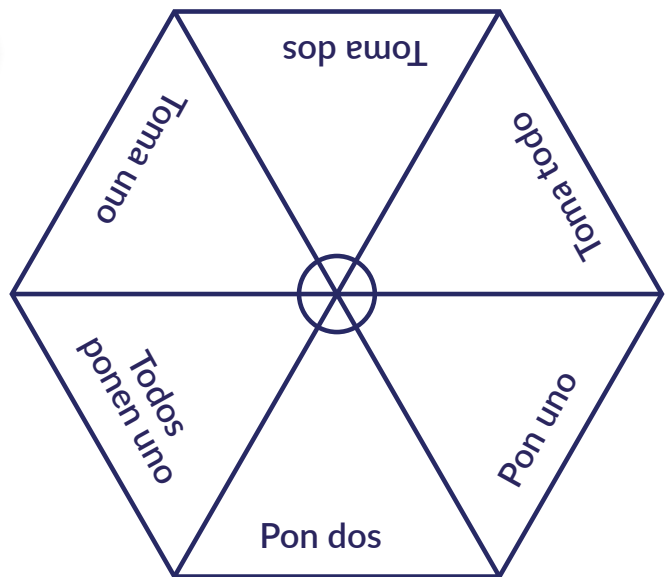
You will need:

- Template printed or copied on plane white card
- Scissors
- Colouring pencils, pens, or paint
- Wooden dowel – the length should be around the size of the template
- You could use a pencil, chopstick, or matchstick



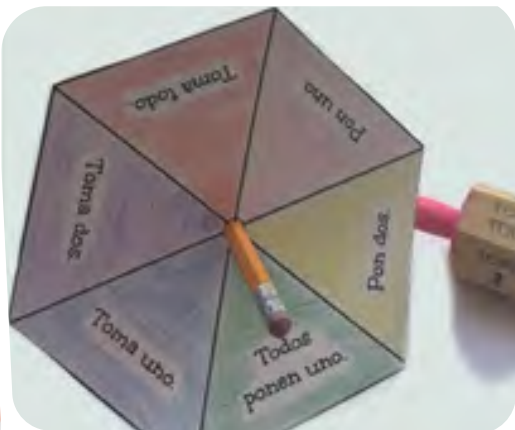
What to do

1. Cut out, and colour each segment (make sure you can still see the words)
2. Push the wooden dowel through the middle. Adjust so it will lay on the side when it stops spinning.



Make a Spinner

1. Prepare the template, as described above.
2. This could be laminated.
3. Bend out one end of a paper clip.
4. Make a small cut in the centre of the spinner.
5. Insert a split pin with the paper clip on it. The top of the split pin should be about 1cm above the level of the card to allow the spinner to move freely.





 India



Cultural Appreciation vs. Cultural Appropriation

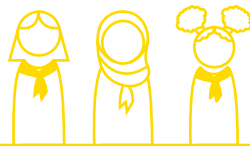
When engaging with other cultures, it's important to understand the difference between cultural appreciation and cultural appropriation.

Cultural Appreciation

is when you genuinely seek to learn about and understand a culture to broaden your perspective and build connections. It involves respecting the traditions, practices, and significance behind them, and recognising their value in their cultural context.

Cultural Appropriation

happens when elements of a culture are taken or used without understanding, often in a way that strips away the meaning, context, or respect for the culture itself. It can sometimes involve using cultural aspects for personal gain or as a trend, without acknowledging the cultural history behind them.



Example of Cultural Appreciation:

In an Indian context, **visiting a temple** to learn about the spiritual and religious significance behind the rituals, such as the **practice of offering flowers or lighting incense**, demonstrates cultural appreciation. Understanding the history and significance of practices like **yoga**, when done mindfully and with respect, also demonstrates cultural appreciation. In this case, one is not only participating but also learning about the deeper meaning and context of these traditions.



Example of Cultural Appropriation:

An example of cultural appropriation might be **wearing a sari or bindi** purely as a fashion statement, without any understanding of their cultural or religious significance. When these elements are worn for aesthetic purposes without acknowledging their cultural context, it can be seen as trivialising the traditions they represent. Similarly, **using traditional Indian music or sacred chants** in commercial settings, such as advertising or music festivals, without respect or understanding of their spiritual context, is an example of appropriation.

How Can We Appreciate Culture?

To truly appreciate the culture of the World Centres and the countries they are located in, take time to:

- 1. Learn the meaning** behind the practices, attire, or activities you are participating in.
- 2. Engage with local communities** to hear their stories, traditions, and histories.
- 3. Respect cultural symbols** by recognising their importance and using them appropriately.

By fostering cultural appreciation, we can celebrate the rich diversity of the world and build meaningful connections based on mutual respect and understanding.



B

**Introduction to
Sangam World Centre**



Introduction to Sangam World Centre

How it all began

The idea to build a World Centre in India was introduced during the International Commissioners' meeting in New Delhi, and the decision to build the World Centre was approved in the World Conference in 1957. Lakshmi Mazumdar –the head of the Sangam Planning Committee– was a big driving force in making Sangam a reality and securing land and funding from the Government of Maharashtra to build the fourth World Centre in Pune. The foundation stone was laid on January 23rd, 1964, and nearly three years later, on October 16th, 1966, the World Chief Guide, Lady Baden-Powell declared the Centre open.



**On October 16th, 1966, the World Chief Guide,
Lady Baden-Powell declared the Centre open.**



Introduction to Sangam World Centre



What makes Sangam special?

Sangam is located in Pune, in the state of Maharashtra. Pune was selected as the World Centre location due to its temperate climate, rich cultural history, strong tradition in education and proximity to Mumbai (at the time called Bombay).

Sangam means “coming together” in the ancient language of Sanskrit! Sangam is a place for Girl Guides and Girl Scouts to come together, which makes it a very fitting name.

To find out more about what makes Sangam special, visit the Sangam website



Sangam Song

Did you know that each World Centre has their own song?

“Come In To Sangam”

Come into Sangam,
Walk through the open door.
In this home of unity,
Listen, share, and explore
Leave behind the barriers
Of culture, race, and creed
Come together and begin.
World harmony can succeed.
Look into faces
Of ones who’ve come and gone.
See the love that shines from them,
The friendship that’s been born.
The oneness found at Sangam
Brings joy to your soul.
Share it with your sisters
And your laughter will be whole.
Share it with your sisters
And your laughter will be whole.

LISTEN SANGAM SONG



Programmes offered

Sangam offers a wide variety of Leadership, Cultural, Wellness, and Celebratory programmes. There is also a special “Magic Masala” programme, which allows a visiting group to determine the programme activities that meet the needs of the group.

Want to see what’s on offer now?

[Click here!](#)





Introduction to Sangam World Centre

Country profile



India, officially the Republic of India, is a country in South Asia. It is the seventh-largest country by area and the world's most populous country. India is in the Asia Pacific WAGGGS Region.



India gained its independence from the United Kingdom in 1947, and every year on the 15th August, Independence Day is celebrated.

Pune, previously spelled in English as Poona, is a city in the state of Maharashtra, approximately 150km from Mumbai (formerly Bombay). Marathi, Hindi, and English are major languages spoken.

Heritage



India is famous for its rich cultural heritage, historical monuments like the Taj Mahal, diverse cuisine, vibrant festivals, and spiritual destinations. The country's natural landscapes, from the Himalayas to Kerala's backwaters, and bustling cities like Delhi and Mumbai also attract numerous tourists.



Festivals



There is a long list of festivals in India celebrated among various communities and religious groups, and each festival is celebrated with a mix of lights, colours, decorations, dance, music, and delicious food. Many of the religious festivals of India have some interesting mythological story associated with them. These stories are passed from one generation to another so that the relevance of celebrating these festivals can be understood and the tradition is carried forward by future generations.

Traditional foods like Shrikhand (made from strained yogurt), Puran Poli (sweet flatbread), Narali (special sweetened rice with the mixture of coconuts), and Gopalkala (a sweet-savoury taste with the mix of pickle, yoghurt, and chilli) are made during festivals.

Some of the festivals include Diwali, Holi, Ganesh Chaturthi, Krishna Janmashtami, Gudi Padwa, Eid-UI-Fitr, Mahashivratri, Durga Pooja, Dussehra and Gurupurab.

Culinary tradition



India has distinctive vegetarian cuisines, dishes also include poultry, fish, or meat. A typical Indian meal is a cereal cooked in a plain fashion and complemented with flavourful savoury dishes. The cooked cereal could be steamed rice, chapati (a thin unleavened bread), idli (a steamed breakfast cake) or dosa (a griddled pancake). The savoury dishes might include lentils, pulses, and vegetables, spiced with ginger, garlic, and combination of spices. A wide variety of fruits are used, both in desserts and savoury dishes, with popular choices including mangoes, bananas, papayas, jackfruit, and pomegranates, among others.



C

**Unit/Troop/Group
Activities**





How to use this section

In this section, you will find a range of activities you can use with your group.

The activities can be used as described, or may spark ideas for other activities or variations.

Remember to use the reflective components to consider and celebrate the diversity of Girl Guiding and Girl Scouting.

When you have finished an activity, share your thoughts and activities on social media using the Sangam hashtags: **#WhenWeShine** and **#SangamWeBelong**

There are five types of activities



Culture

Explore language, traditions, daily routine, clothing, religious festivals



Arts & Craft

Make a traditional craft, or do some drawing



Music & Dance

Explore the music of England, make/play musical instruments, learn some new dance moves



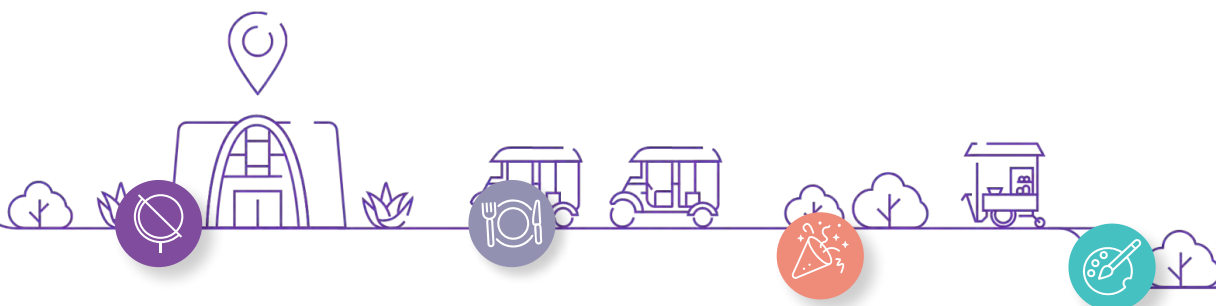
Games

Play a traditional game, or a game the children love to play



Food

Taste the flavours of England, consider the food source, try a recipe or two





How to use this section

Use the table to help you consider which activity you will try ... or you could try them all!

| Type | Activity Name | Age Group | Time | Preparation | Page |
|-----------------|---|--------------------|------------|---|------|
| Arts & Craft | Meet Sangelee | 5-9 yrs 9-16yrs | 20-30 mins | Printable copy of Sangelee (in Resources), cardboard tubes, pens, glue, recycled materials, For older ages, origami paper, origami elephant instructions | 166 |
| Arts & Craft | Mandala | All Ages | 60 mins | Sangam's 60th birthday mandala (in Resources); access to natural resources or pre-printed mandala and colouring pencils/pens | 167 |
| Arts & Craft | Mehendi | 9-16yrs | 60 mins | Henna and some simple sample designs | 168 |
| Arts & Craft | Warli Art | 9-16yrs | 60 mins | Painting surface of your choosing and paint suitable for your surface. Sample Warli art figures (in Resources). | 169 |
| Music and Dance | Dandiya Stick Dance | All ages | 20 mins | Dandiya Sticks (2 per person), music, a way to play a YouTube clip to learn the steps | 170 |
| Food | A Taste of Sangam | All ages | 60-90 mins | Two recipes from the Sangam Cookbook are in the resources, ingredients, bowls and utensils, cooking pan, a cooking burner or hob. | 171 |
| Culture | Introduce Yourself in Hindi | All ages | 20-30 mins | Words / phrases written on paper or cards; video clips from social media | 172 |
| Culture | Colours in Hindi | All ages | 20-30 mins | 6-8 different coloured paper or cards with the words | 173 |
| Game | Carrom | 9-16yrs | 30 mins | A playing board and Carrom game pieces | 174 |
| Game | Nadi Parvat | 5-9 yrs | 10 mins | A marked play area big enough for everyone to stand in. | 176 |
| Game | Chain Tag | 5-9 yrs | 10 mins | A large space to run in | 177 |
| Game | Rumal Chor (Marathi) Rumal Giroa (Hindi) | All Ages | 10 mins | A large space to form a circle; necker/scarf or piece of material | 178 |
| Game | Cheel Jhapatta | All ages | 10 mins | A large space to run in; beanbag or ball or anything soft to grab; team identifiers | 179 |
| Culture | Festival Stories | All ages | 20-30 mins | A festival story (in Resources); pens and paper | 180 |
| Culture | Let's try Yoga | All All ages | 10 mins | Space to move arms and legs; instructions to simple moves (in Resources) or a video clip | 181 |



Meet Sangelee

5-9 yrs
9-16yrs

20-30'



Purpose

To introduce Sangelee, the mascot of Sangam.

For younger members

What to do

1. Draw the elephant head onto the paper roll
2. Cut along the lines
3. From the scrap materials cut a trunk for the elephant
4. Glue the trunk to the face
5. Decorate as much as you want!
Draw eyes, bow, hair, clothing or whatever you want your Sangelee to look like

For older members

What to do

1. Follow the instructions to create Sangelee by folding paper – see Resources for inspiration.

Alternatives

- Try doing it without instructions – create your own unique origami Sangelee

Background Information

The name Sangelee comes from combining the words Sangam and elephant. Sangelee is a kind looking elephant. Your job is to recreate your own version of Sangelee! Use all the colours you want, let your imagination run wild!

You will need:

- a printable copy of Sangelee ([see Resources](#))
- cardboard tubes e.g. toilet or kitchen paper rolls (one per participant)
- pens
- glue
- recycled materials to decorate the elephant (optional)



Alternatives

- You can use paper and pens, to create your own unique Sangelee!

You will need:

- paper
- scissors
- pens
- instructions for an origami elephant – there are many available via the internet. [Here's one example](#)
There are others in the Resources



Reflective questions



- Why do you think Sangam chose an elephant for their mascot?
- Had you heard about Sangelee before today?
- What did you think about and feel as you were creating your Sangelee?
- Have you seen a real elephant? Share experiences.
- Do you have elephants living in your country? If so, where do they live? If not, why do you think that is?
- Something for older members to consider: What do you know about the exploitation of elephants in India? Find out more on the [Wildlife SOS website](#).



Purpose

To learn about Mandala, and reflect on your Girl Guiding and Girl Scouting experience.



You will need:

- A picture and description of Sangam's 60th birthday mandala (see Resources). This could be a large one, or several small ones so they can be in small groups.
- Access to a variety of materials to create a mandala.



What to do

1. Show the picture of Sangam's 60th birthday mandala. Allow time to look at it.
2. Talk through the different elements in the mandala ... see if you can point out the elements
3. Make your own mandala, either as an individual or a group. It can be free form or you can create something that represents your own Girl Guiding/Girl Scouting journey.

Either by

- using natural materials (without picking live objects from nature)
- using rangoli powder
- drawing
- colouring a pre-printed design



Background Information

Mandala (मण्डल) means circle, and represents a journey, usually starting from the outside through layers to the inner core. It's an object of meditation and reflection.

Alternatives

- Can be done by individuals virtually, if participants have access to the necessary materials
- Use an online drawing platform to create your own mandala design
- Create a postcard with your mandala design, and send it to Sangam

Reflective questions

- Had you heard about mandala before?
- How is it used as an object of meditation and reflection?
- How easy/hard was it for you to create your own? Why is this?
- What other ways/objects could be used for meditation and reflection?
- What do you use to help you mediate or reflect?
- What type of art is common in your culture?





Mehendi



9-16yrs



60 mins



Purpose

To learn about cultural body art.



You will need:

- Henna (plant based)
- Some design samples – there are many “henna designs for beginners” available via the internet. [You can try these.](#)

Background Information

Mehendi is a form of body art using henna. People wear henna to celebrate special occasions, express joy, and for self-care. The application of mehendi can be a time of bonding as people sit together and create designs on each other, and wait for it to dry – the bigger the design, the longer time they sit together and share.

What to do

1. In pairs, create a Mehendi design on one another
2. As they design each other's Mehendi, encourage them to talk and share about international friendships at World Centres. Get them to think and talk about things like:
 - What do you think it would be like being at a World Centre like Sangam?
 - How would you make friends with people you do not know?
 - What different things would you do to create memories?
3. At the end, you could take some photos of the final designs and share your designs.

Alternatives

- If the Henna is it's not available, bake cookies and decorate them utilising Mehendi style.
- Draw around your hand on a piece of paper and use felt tip pens to create a design.

Reflective questions



- Had you heard about Mehendi before?
- Did you find it easy/difficult using it?
- How did you feel about it?
- What did you decide to depict in your Mehendi?
- What forms of body art are common in your culture?





Warli Art



9-16yrs



60 mins



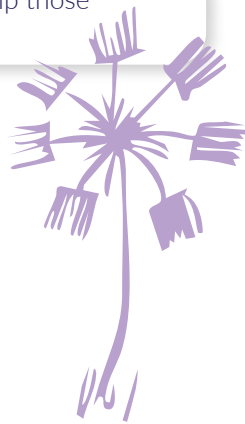
Purpose

To learn about a cultural art form.



You will need:

- Canvas of your choosing – this could be paper/ceramics/wood/fabric/ anything else you think of
- Paint or pens suitable for your canvas
- A sheet of Warli art images (to help those who have not done it before)



What to do

1. Have a practice of drawing some Warli art items on paper
2. Create a Warli art piece using the meaning of Sangam “coming together”
3. Encourage discussion about “coming together”



Alternatives

- This can be done as an online activity, using a tool such as Miro, Canva, Padlet
- Listen to some music from India, and have some snacks to encourage discussion
- Use an online drawing platform, such as Miro, Canva, Padlet
- Paint a mural on a wall with everyone contributing their part

Reflective questions



- Had you heard about or tribal Warli art before?
- Did you find it easy or difficult creating Warli art? Why?
- How did you decide to represent “coming together”?
- What similar art forms are common in your culture?



Dandiya Stick Dance

All ages

20 mins

Purpose

To have fun with music and dance from India.



What to do

1. Learn the moves and steps
2. Stand in a circle, facing clockwise. Every second person turn around to face the person behind them.
3. Practice the moves, while counting to eight, for example:
 - a. tap your own sticks together
 - b. tap your right stick with your partner's right stick
 - c. tap your own sticks together
 - d. tap your left stick with your partner's left stick
 - e. turn to the left and tap your own sticks together
 - f. turn to the right and tap your own sticks together
 - g. turn to your partner and tap both sticks with your partner
 - h. step forward past your partner to your new partner
4. Try it to music – start with a slow beat, and increase it as you become more confident.

You will need:

- Space to dance comfortably in a circle – this could be outdoors.
- 2 small wooden sticks called “dandiya” per person
As an alternative, you could use newspaper or magazines (tightly rolled and taped)
- Music that is upbeat, rhythmic, which you can use to dance
- [Instructions showing the moves and steps](#)



Background Information

Dandiya dance is a traditional folk dance originating from the state of Gujarat in India. It is usually performed during the Hindu festival of Navratri, which is a nine-day celebration of the goddess Durga.

In Dandiya dance, participants use small wooden sticks called “dandiya” (often decorated with colourful fabrics and laces) to rhythmically strike each other's sticks in pairs, while dancing in a circle. The dance is accompanied by traditional music played on instruments like the dhol, tabla, and flute.

Dandiya dance is a joyful and energetic dance form that is popular not just in Gujarat but also in other parts of India and in countries with large Indian communities. It is often performed at weddings, cultural events, and other festive occasions.

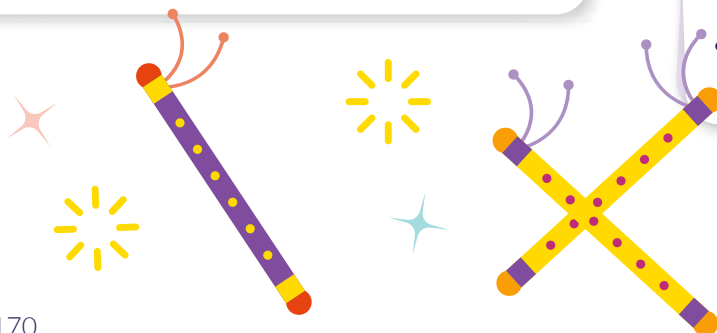
Alternatives

- Make up your own sequence of moves and steps

Reflective questions



- How was that? Was it easy or difficult?
- Have you done a similar dance before?
- What forms of dance do you do to celebrate festive occasions?





A Taste of Sangam

All ages 60-90 mins

Purpose

Make and taste something you will eat at Sangam.



You will need:

- Chapati and Paneer or Mushroom Palak recipe from the Sangam Cookbook
This is available in the [Resources section](#).
- Ingredients
- Equipment, including mixing bowl, tawa pan or non-stick frying pan
- Access to a gas/electric burner/hob



Background Information

The kitchen staff at Sangam love to cook, and there is never a shortage of yummy food for those staying.

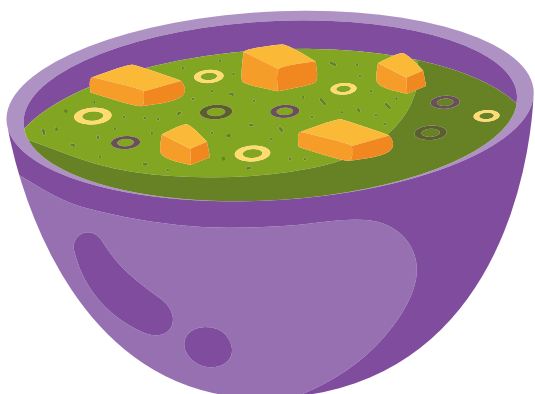
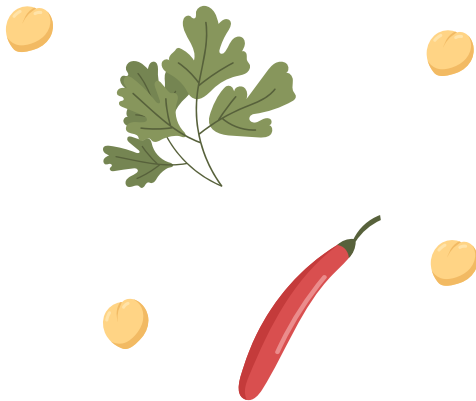


What to do

1. Follow the recipe.
2. Eat what you have cooked and reflect.

Alternatives

- Individuals can make on their own, then share their experience online afterwards.



Reflective questions



- Did you expect the food to taste the way it did? Have you tasted a dish like this before?
- Did you like eating it?
- How did it differ from the food you are used to or was it similar?
- Did you find it easy/difficult to make them? Why?
- Would you make it again?
- Would you like to make it or try making another dish from India?
- What do you think masala means?
[Answer = Masala is a spice mixture ground into a powder or paste]
- What sorts of things do you think you would do during a "Masala Magic" event at Sangam?



Introduce Yourself in Hindi



All ages



20-30 mins



Purpose

Learn some Hindi ... “ Hi, My name is XXX and I’m from XXX”.



You will need:

- The words / phrases written on paper or cards (see [Resources](#))
- There are some great videos in Sangam’s social media to help with this
 - on [Instagram](#)
 - on [Facebook](#)

What to do

1. Introduce the words / phrases, get them to repeat it after you
2. In pairs, get them to practice
3. Join two pairs together (a group of four), and get them to introduce themselves to one another



3

तीन

a



नमस्ते



5

e

hello

hand

Background Information

Hindi is one of the official languages in India. It is the fourth most widely spoken language in the world, with more than 250 million people speaking it as their first language. You can learn a few phrases that you can use with the local staff at Sangam, while travelling in India or with Indian people living in your community.

Alternatives

- This can be done online
- Try another Indian language like Marathi. This is spoken in the state of Maharashtra where Sangam is located. How similar or different is this to Hindi?
- Practise saying hello [namaste] and goodbye [phir milenge] in Hindi at the beginning and end of meetings.

Reflective questions



- What other languages are spoken in India?
- Did you find it hard or easy?
- Have you learned other languages before?
- Would you like to learn more languages?
- What are the benefits of knowing multiple languages?



Purpose

Learn some colours in Hindi.

You will need:

- 6-8 different coloured paper or cards (A4 or foolscap, is a good size)
- Write the relevant Hindi colour on one side e.g., Neela written on blue card
- Space to run around

Background Information

As one of the official languages of India, Hindi is spoken by over 250 million people, making it the world's fourth most spoken language. Learning colours in Hindi can be a fun and engaging way to introduce the language.

| | | | | | | | | |
|----------------|--------------|---------------|----------------|------------------|-------------------|--------------------|----------------|----------------|
| Neela | Laal | Hara | Peela | Bainganee | Gulaabee | Naarangee | Safed | Kaala |
| Blue | Red | Green | Yellow | Purple | Pink | Orange | White | Black |
| <i>nee-laa</i> | <i>laa-l</i> | <i>ha-raa</i> | <i>pee-laa</i> | <i>baing-nee</i> | <i>gu-laa-bee</i> | <i>naa-ran-gee</i> | <i>sa-feid</i> | <i>kaa-laa</i> |
| नीला | लाल | हरा | पीला | बैंगनी | गुलाबी | नारंगी | सफ़ेद | काला |

What to do

1. Introduce each colour, by holding up the card and saying the colour. This gives time to read the card, and get everyone to repeat the word after you.
2. Place the cards around the playing space (pin/tape to a wall or other objects).
3. Everyone stands in the middle.
4. Call a colour in Hindi, and they all run to that colour. Then call another colour, and they all run to that colour. You could bring them back to the middle, before calling each colour.
5. After a round, say that last one to arrive at the colour must stay there until the colour is called again.
6. After another round or two, without them seeing, move the coloured cards to a different location, and turn the card over so they cannot see the word.
7. Then continue to play, for another round or two, or until they tire.
8. To end, gather the cards. Hold them up one at a time so they cannot see the written word, and get them to call out the colour in Hindi.

Alternatives

- Instead of running to the cards, you could get them to run to and touch anything of that colour.
- You can ask them to touch more than one colour at one time if not using the cards.

Reflective questions

- What was the easiest colour to remember? Why?
- What's your favourite colour?
- Have you heard colours in Hindi before?
- What colours do you think we would find at Sangam?
- What do you think is Sangam's favourite colour



Carrom



9-16yrs



30 mins

Purpose

To learn a new game and learn about games in different cultures.



You will need:

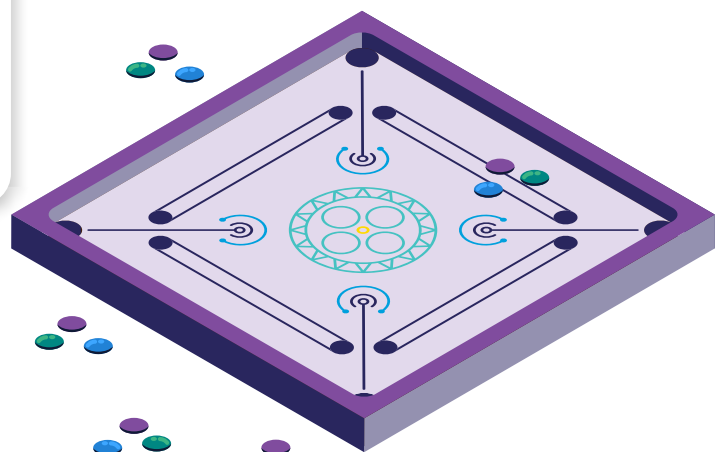
- A playing board – you may have one, or can borrow one, or you can make your own.
- To make your own, you will need.
 - four paper cups
 - A flat square playing board approximately 75cm (29.52 in) that you can draw on. This could be a piece of cardboard, or plywood, or a white board
 - Pen
 - Scissors
 - Glue or blu tak
 - Something to use as the border E.g. pieces of wood, cardboard or lego pieces
- Carrom pieces – for this you can use buttons, or game pieces (draughts, 4x4), or counters
- They are usually approximately 3cm (1.18 in) in diameter.
- In total, you will require 19 pieces of the same size and weight
 - 9 of one colour
 - 9 of a different colour
 - 1 of a distinct colour (different from others two colour) – this is called the queen
- Striker – one per person or team
- This is usually bigger (4cm/1.57 in diameter) and slightly heavier than the carrom pieces



Background Information

Carrom is an indoor tabletop board game that originated in India (as early as the 18th century). It is a game of tactics but also requires skill.

The game is usually played by two people, or four can play in teams of two. Players flick discs, attempting to knock the carrom pieces to the corners of the board. It is a similar game to pool.



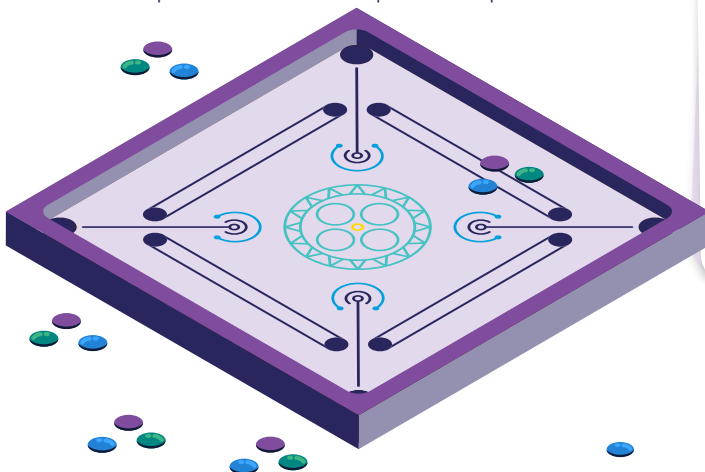


What to do

1. First put together the board
 - Cut a large opening into the paper cups top side (these will work as the pockets)
 - Attach the cups to the playing board's four corners opening toward the centre
 - Draw a rectangle in the middle (each side approximately 13cm/5 inches from the edge)
 - Build a border for your game board so that the buttons (aka carrom pieces) can bounce off them.
2. Set up to play the game (in pairs or two teams of two)
 - Each player/team has nine same colour carrom pieces
 - Place the queen token in the middle
 - Arrange the carrom pieces in the centre of the board in a circular form around the queen
 - Two players sit opposite. If four players (two teams of two), the team members sit opposite.
3. How to play
 - Each player take their turn to “pocket” a carrom piece, by using their finger to flick the striker.
 - The aim is to get your carrom pieces into any of the pockets.
 - The striker must always be flicked from outside the rectangle.
 - The pieces must not be touched or flicked by your hand.
 - Each carrom piece is worth 1 point
The queen plus a carrom piece is worth 5 points.
If the queen is pocketed without a carrom piece, there are no points, and the queen is placed back in the middle of the board. You can decide if there is a penalty (e.g. miss a turn).
4. When the queen is pocketed with a carrom piece, the game ends, and the player with the most points wins the game.

Alternatives

- Instead to counting points, the game ends when one team has pocketed all their carrom pieces and the queen is pocketed.



Reflective questions



- Have you played anything similar?
- What are some of your favourite games?
- Did you find it easy or hard?
- How did it feel to win/lose/tie?
- What makes a good winner/loser and how can you be a better friend playing?
- How did you feel learning new rules, what made it easier?



Nadi Parvat



5-9 yrs



10 mins

Purpose

A fun running game using Marathi.



You will need:

- a large enough area to run
- something to mark different areas in the game e.g. chalk, tape,



Background Information

This game is called River or Mountain, in Marathi this is Nadi Parvat.

Marathi is the language of Maharashtra, this is the state in India where Sangam is located.

What to do

1. Mark the playing area – this could be a square, rectangle, or circle, and needs to be large enough for everyone to stand inside one half
2. Divide the playing area into two – one half is called “Nadi” and the other “Parvat”
3. Choose one player to be a chaser, who stands on the middle line
4. Everyone else goes to one end of the area
5. The Chaser shouts Pahad (mountains) or Nadi (rivers), and the players need to get to that area
6. While the players are trying to get to the area, the chaser tries to catch them
7. If a player is caught, they drop away or become another chaser
8. The last one to get caught is the winner

Alternatives

- Play on sandy ground and draw in sand

Reflective questions



- What did you like about playing this game?
- Did it remind of you a game you had played before?
- Would you like to play it again?





Chain Tag

5-9 yrs

10 mins



Purpose

A fun way to be inclusive.



You will need:

- a large space to run in

Background Information

A lively activity that encourages team coordination and communication while providing a fun way to get the whole group moving.

Reflective questions



- What did you like about playing this game?
- How did you feel when you got caught?
- Did it remind of you a game you had played before?
- Would you like to play it again?

What to do

1. One player is chosen as the chaser
2. When the leader shouts go, everyone starts to run away from the chaser and the chaser tries to catch them.
3. If the catcher catches someone they hold the catchers hand and continue the game
4. As more people are caught, they form a longer and longer chain
5. The game ends when everyone is joined in one chain

Alternatives

- For a large group start with 2 (or more) 'chasers'





Rumal Chor (Marathi) Rumal Giroa (Hindi)



All ages



10 mins



Purpose

The purpose of Rumal Chor (Marathi) Rumal Giroa (Hindi) is to promote physical activity, social interaction, turn-taking, decision-making, and emotional development through a fun and playful game.



You will need:

- Handkerchief, or a Necker, or piece of material
- A large enough space to form a circle and for people to run around the outside of the circle

Background Information

Children all over the world play this game using different names and in India it is called Rumal chor (marathi) or Rumal Giroa (Hindi).

Reflective questions



- What did you like about playing this game?
- How did you feel when you became the seeker?
- Did it remind of you a game you had played before?
- Would you like to play it again?

What to do

1. Choose one person to be the Seeker
2. Everyone else sits down in a circle facing toward the middle
3. The Seeker starts to run around the circle with the Necker in hand, and will drop the Necker behind someone without the person noticing
4. When the person sitting notices that they have the Necker, they need to get up, take the Necker with them, and run after the seeker trying to run past them back to their spot, while the seeker tries to get to the free spot in the circle.
5. The person left without a place in the circle, becomes the seeker.

Alternatives

- Reverse the direction of the game
- Skip or hop instead of running
- Have more than one person dropping the Necker at a time

GO

YAY!



Cheel Jhapatta



All ages



10 mins

Purpose

The purpose of the game is to foster teamwork, agility, and quick thinking.



You will need:

- space to run
- something to mark the playing area
- ball (alternatively a beanbag or anything soft to grab)
- something to tell the two teams apart



Background Information

This is a popular traditional game played in many parts of South Asia, particularly in India and Pakistan, often enjoyed by children in both rural and urban communities. The game has been a part of the cultural fabric for generations, fostering a sense of community, physical fitness, and friendly competition.

Reflective questions



- What did you like about playing this game?
- How did you feel when you got tagged?
- Did it remind you of a game you had played before?
- Would you like to play it again?

What to do

1. Mark a rectangular playing area and a line in the middle, so you have two squares side by side
2. Divide the group into two equal teams
3. Assign everyone a number, make sure both teams have the same number so there are at least two players from the opposing teams with the same number
4. Place the ball/beanbag on the line in the middle
5. Teams go to opposite ends of the area, and face the middle line and ball/beanbag
6. Leader shouts a number – the players with the number run to the ball, and each of them tries to take it back to their team's home line, while the other player (with the same number) tries to catch and tag the player with the ball before they get the ball home. You can only be tagged after getting the ball.
7. If they get the ball home, they get a point. If their opponent catches the player with the ball, their team gets a point.
8. As they get better at playing, the leader can shout multiple numbers at a time.
9. The leader can also shout "everyone" where everyone tries to get the ball.

Alternatives

- Can be played indoors or outdoors
- If you have a football you could kick the ball instead of picking it up with your hands
- Use Hindi when calling out the numbers



Festival Stories

All ages

20-30 mins

Purpose

Learn about the stories behind different festival's celebrations.



You will need:

- A festival story (in Resources) – choose one relevant to the time of year e.g. Holi (March), Ganesh (August/September), Diwali (October/November)
- Pens and paper



What to do

1. Prepare to read the story by talking about cultural appreciation and cultural appropriation
 - What are some examples of each?
 - How can we avoid cultural appropriation?

For more information about this, please refer to page 190.
2. Begin reading the story, and take a break in the middle
3. Give each person a piece of paper, and get them to draw something related to the story
4. Continue reading the story to the end
5. Get the group to draw something else about the story – this could be an addition to what they already drawn, or something completely new
6. Share the drawings with one another and reflect on why you chose to draw that?

Alternatives

- Do outside, and draw on concrete or the pavement with chalk

Background Information



Every culture has their own traditions, stories and celebrations. Now you get to hear about different celebrations in India!

Holi is an important celebration of life in Hinduism, which is celebrated in the spring. Holi is all about colours, joy and being together.

Diwali, also known as the Festival of Lights, is a five-day celebration for many Hindus, Sikhs, and Jains. It symbolises the victory of good over evil, light over darkness, and knowledge over ignorance.

Ganesh Chaturthi is a 10-day Hindu festival celebrating the birth of Lord Ganesha, the elephant-headed god known for removing obstacles and bringing good fortune. It's a time of devotion, celebration, and community gatherings.

When talking about different cultures and religions and their celebrations it's important to understand the difference between cultural appreciation and cultural appropriation.

Reflective questions



- What stood out to you in the story?
- What was the lesson/meaning in the story?
- How do celebrations link to the story?
- What holidays/festivals do you celebrate? Do they have a story?
- What did you learn from this activity?
- Which Indian festival would you like to celebrate at Sangam?
- What part of the story inspired you to draw?



Let's try Yoga

All ages

10 mins

Purpose

Learn about yoga, and try some beginner friendly moves.



You will need:

- Yoga mats / exercise mats / sleeping mats / rugs that stay in place / a towel
- Some instructions to follow (see Resources section)



Background Information

The word yoga means union, representing the union of the body, mind and spirit. Yoga originated in India over 5000 years ago and it is used as a form of meditation. During events at Sangam, every morning starts with yoga.

What to do

1. Make sure it's a safe space where everyone feels comfortable to try.
2. Everyone takes a place on a mat, with space to move arms
3. Once person gives clear instructions
4. Encourage everyone to give it a try, and to do only what they feel comfortable doing

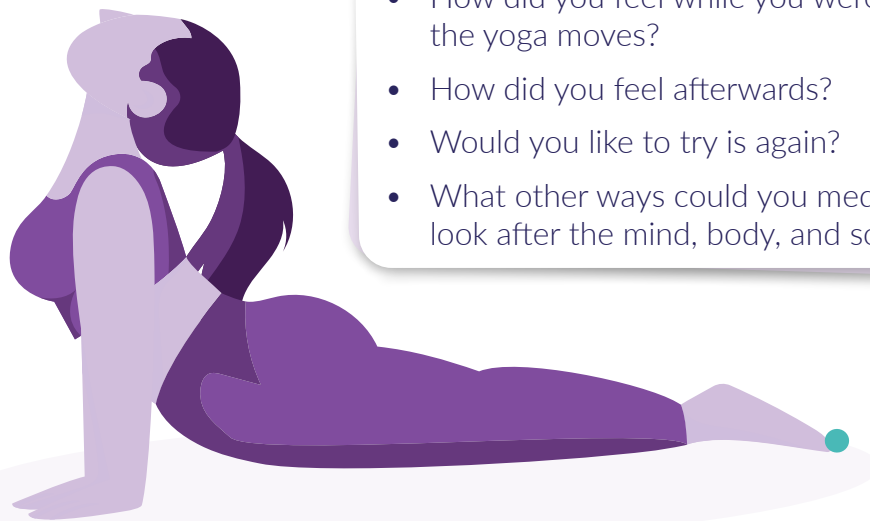
Alternatives

- You could do yoga on softer ground like grass or a space with carpet in it
- Follow a YouTube video beginners [yoga session like this one](#)

Reflective questions



- Have you tried yoga before?
- How did you feel while you were doing the yoga moves?
- How did you feel afterwards?
- Would you like to try is again?
- What other ways could you meditate, or look after the mind, body, and soul?



D



**Connecting with
Sangam**



SUPPORT SANGAM

YOUNG PEOPLE

There are many opportunities to support and experience a World Centre. Sangam is always on the lookout for talented and passionate people to join the team. Each addition helps them continue to make a difference in the lives of girls and young women.

Take a look at the Opportunities at Sangam website to see what's on offer now, including an exciting volunteer leadership development programme and short-term volunteer opportunities.

Here are just a few of the different opportunities available at Sangam and the other World Centres:



Leadership Events

An opportunity to connect, explore, and grow as a leader while fully immersing yourself in the Indian culture.



Scholarship

Look out for scholarship to attend an event at Sangam. Check out the [Sangam website](#) or [contact Sangam](#).



Visit

Are you travelling in India? Why not visit Sangam in Pune? You can visit for just a day or longer.

Volunteer

Become part of the [WAGGGS Volunteer Pool](#); when volunteering opportunities are available, they will be announced to the Volunteer Pool and you can apply



Sangam Community Programme

Offers participants a unique, high quality volunteer experience. Community Programme participants are called Tares. Tare means 'Star' in Hindi. [Read more about it here](#).

Whether you have visited Sangam or not, you can promote the World Centre to others and encourage people to visit and share experiences.





SUPPORT SANGAM

ADULTS

Whether you have visited Sangam or not, you can promote the World Centre to others and encourage people to visit and share experiences.

Make a donation, or become a “friend”

- Friends of the World Centres – Facebook
- [Friends of Sangam](#)
- [Donate to Support Sangam](#)
- Other ways to [Support Sangam](#)
- Donate items for programmes and operations – you can order items from the Sangam Amazon Wishlist and have them shipped direct or take them in person.



Local Events

Plan and run some events at home to create awareness

- dinner at a local Indian restaurant
- a shared meal of Indian cuisine
- a Bollywood movie night (remember to check that the chosen movie has subtitles)
- a cooking event
- a craft event
- other events e.g. yoga/dance



Attend a Virtual event

- Attend one of our scheduled [virtual events](#)
- If there’s nothing that suits your schedule, then [request a special virtual event](#) for your group
- Explore cooking, culture, have a World Centres tour and ask all the questions you like



Plan a Trip

The best way to support Sangam is to go there!

- attend an event, or book a stay enroute to another destination
- invite your friends and go as a group
- if the event schedule on offer doesn’t suit you/your group then request a special event just for you/your group
- stay as an independent guest
- support others planning a trip (even if you cannot go)



Use social media to share and promote

- Share memories
- Share photos of recent local events

Use #ComingTogether and #SangamWeBelong

 [Instagram](#) – @sangamworldcentre

 [Facebook](#) – @sangamworldcentre

 [YouTube](#) – @sangamworldcentre



E



Resources

In this section are the resources required for activities in this pack, such as templates, cards, stories.



LINKS

Some useful links to connect with Sangam:

[Website](#)

[Contact Form](#)

[Sign up for Newsletter](#)

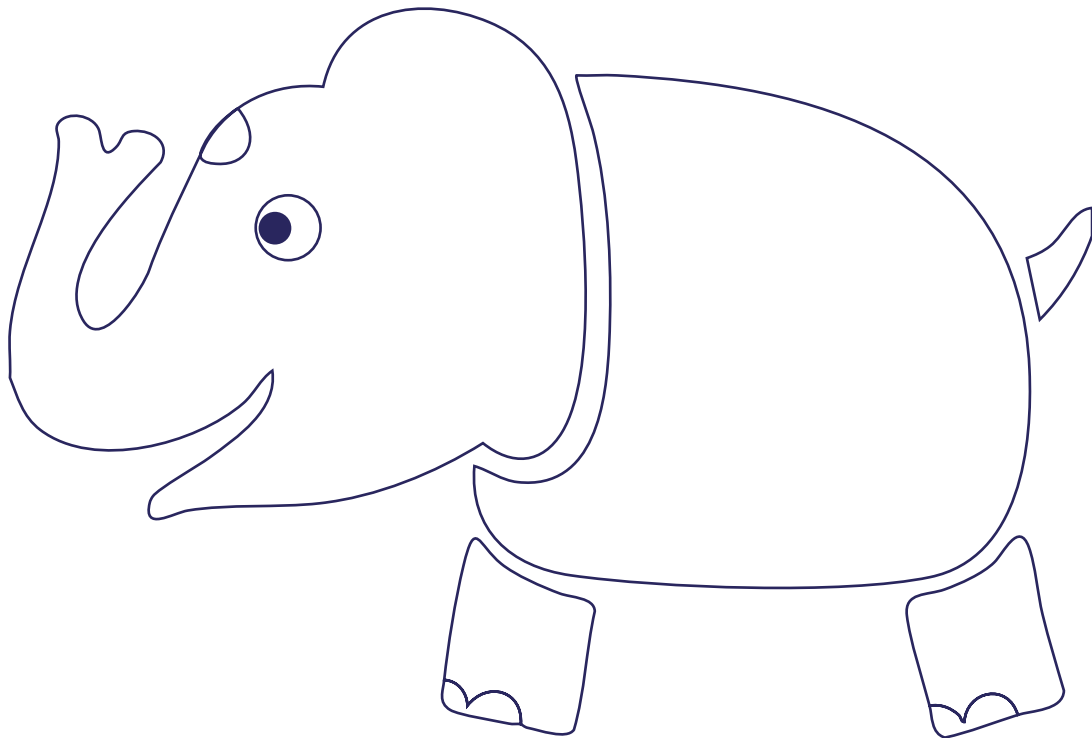
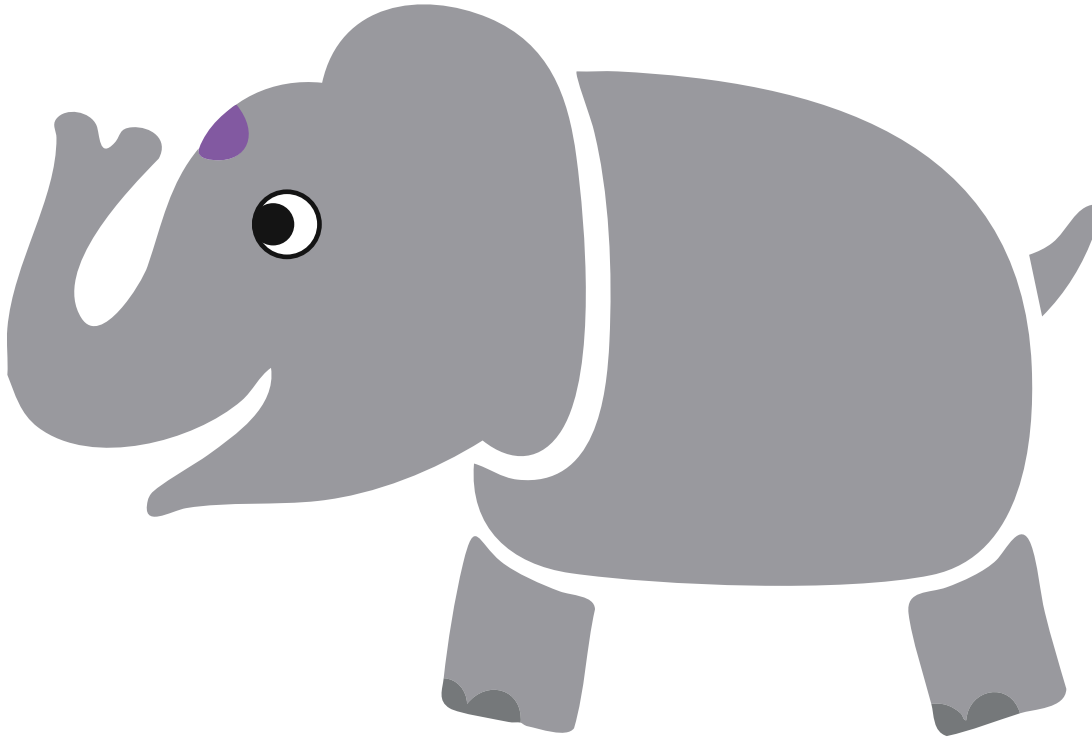
[Other World Centres](#)

[World Centres on Campfire](#)



Meet Sangelee

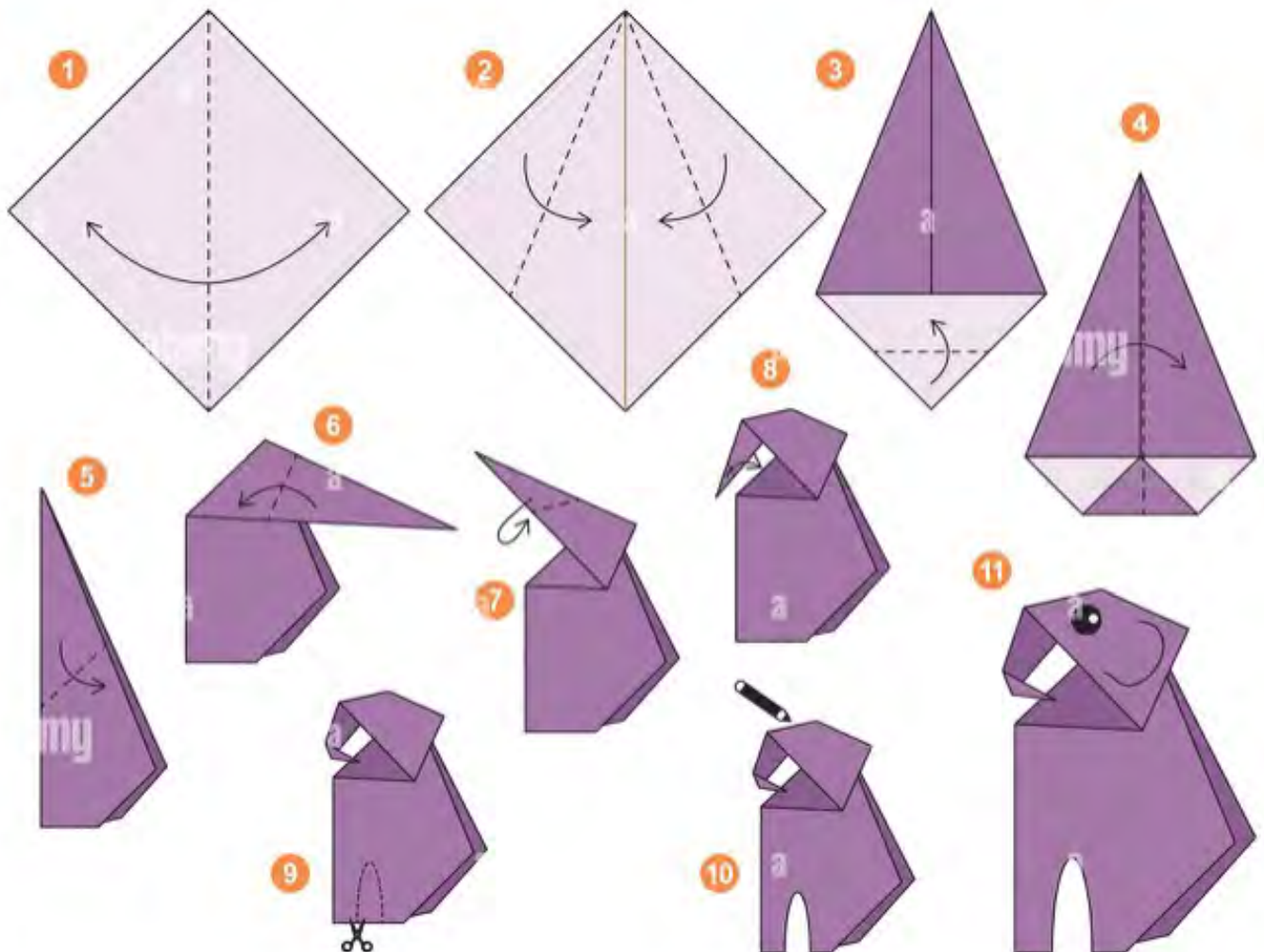
A printable copy of Sangelee, to use as inspiration to create their own, or for younger members to colour in.





Meet Sangelee

Inspiration for creating Sangelee by folding paper.



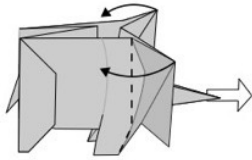
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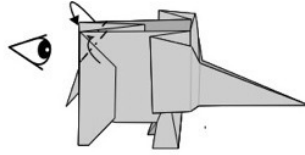


Meet Sangelee

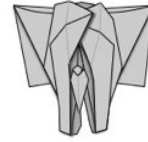
Inspiration for creating Sangelee by folding paper.



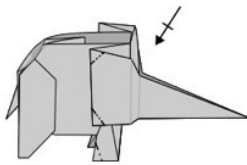
35. Pull the trunk a little and swing the ears back.



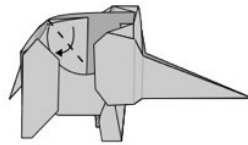
36.



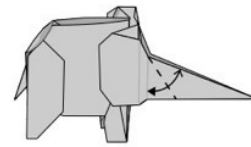
36a. Rear view - the layers overlap.



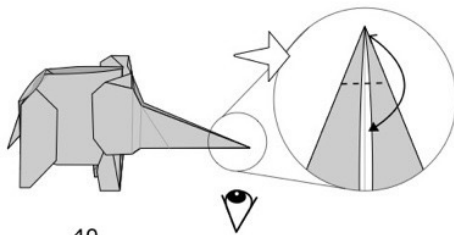
37. Shape the legs and ears. Repeat behind.



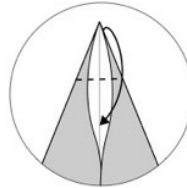
38. Cut away view. Fold to lock the layers together.



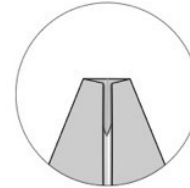
39.



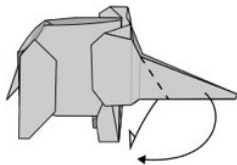
40.



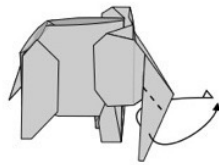
41. Tuck inside.



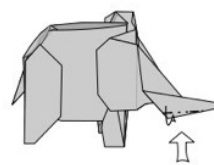
41a. Like so. If you like details try shaping to make nostrils.



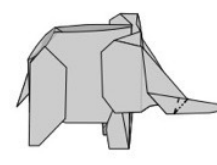
42.



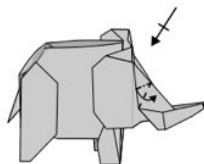
43.



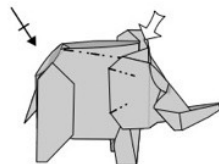
44. Closed sink to narrow the trunk.



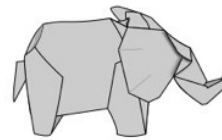
45. Crimp.



46. Shape the eye. Repeat behind.



47. Shape the sides, ears and top of the head. Add any other shaping you like to finish.

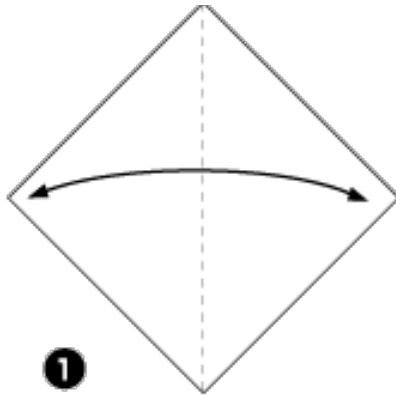


48. Completed elephant.

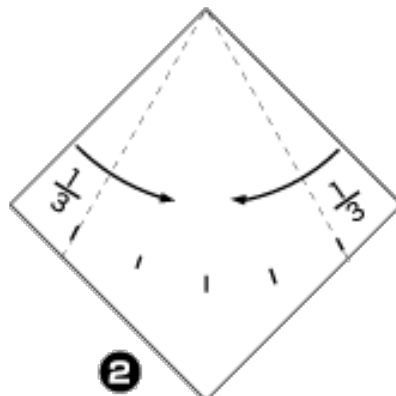


Meet Sangelee

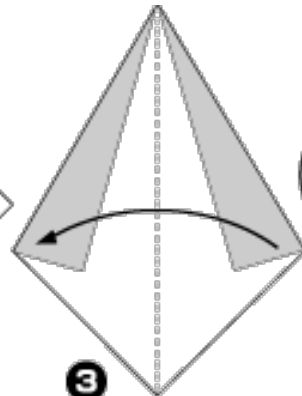
Inspiration for creating Sangelee by folding paper.



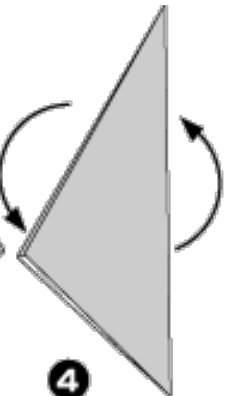
1 Fold in half to make crease and fold back



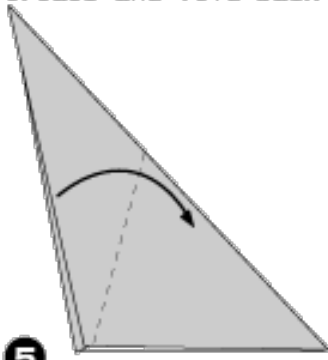
2 Fold forward in the dotted lines



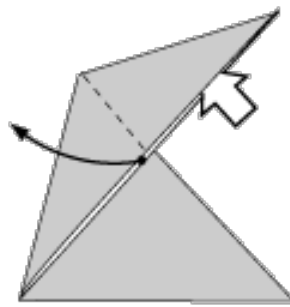
3 Fold in half



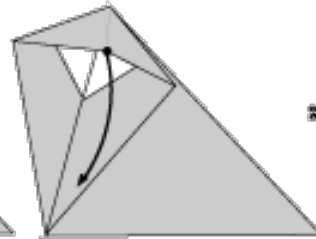
4 Turn around



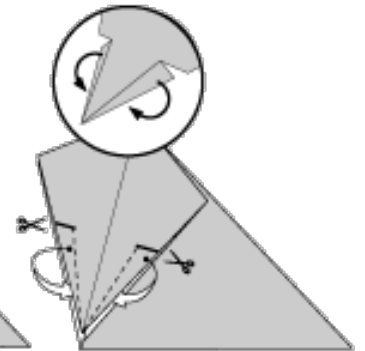
5 Fold in the dotted line



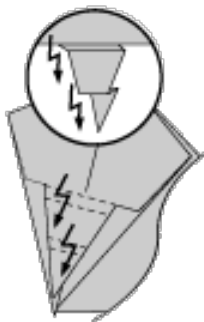
6 Open from ↺



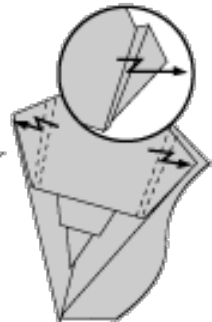
7 Flatten at ★



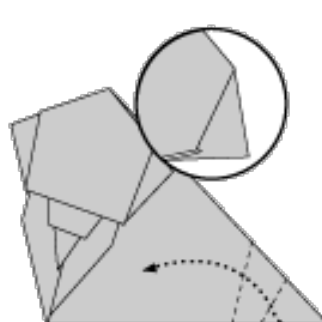
8 Cut with a pair of scissors and fold inside



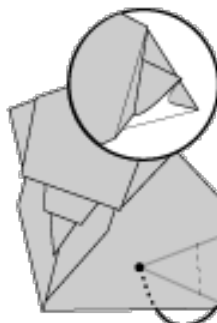
9 Step fold



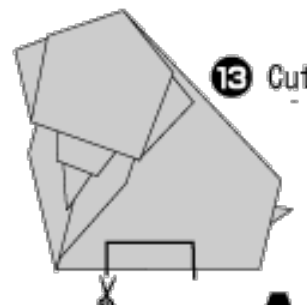
10 Step fold



11 Pocket fold



12 Pocket fold and pull out the edge



13 Cut



14 Draw eyes and finished

An Elephant

©Copyright:Fumiaki Shingu



Mandala

Here is the Sangam's 60th birthday mandala, used for the celebration in 2026:



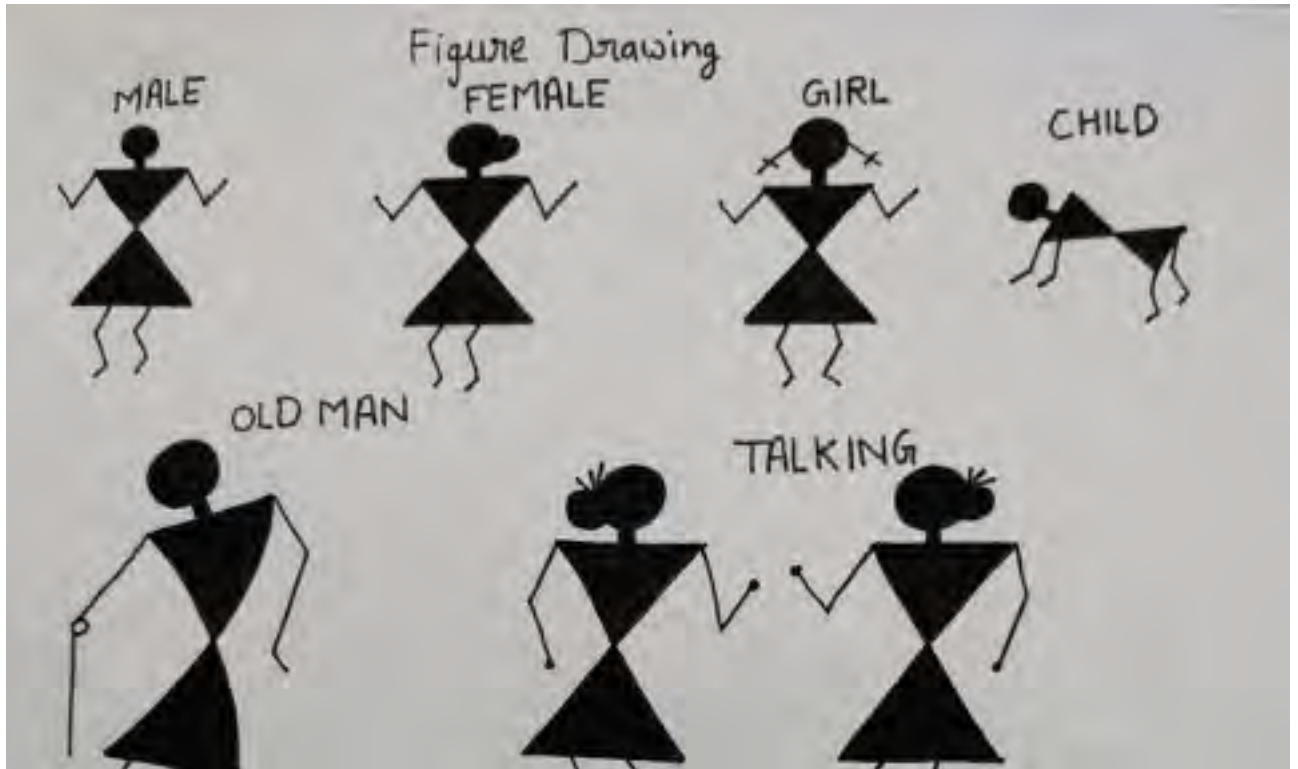
There are different elements in the mandala, what can you spot?

- **The arches** – represent our physical experience at Sangam.
The front doors or into the Lady Ratan Tata Hall,
- **The WAGGS Logo** – makes you feel part of the global movement.
- **The 50th Flower** – represent all the times we celebrated and will celebrate.
What are your memories of Guiding and Scouting celebrations and what are you looking forward to in the future?
- **Sangelee** – represent all the things we have learnt and will learn about our leadership.
Elephants represent strength and power and, in this context, Sangelee, reminds us of our leadership journey and how we can be part of leading for change.
What has Girl Guiding/Girl Scouting taught you about being a leader?
- **Indian Women** – represent all our cultural learning in your Guiding/Scouting journey.
What are the different ways that Girl Guiding and Girl Scouting have allowed you to appreciate different cultures you might not have experienced before?
- **Warli Women** – representing the depth of International Friendship created through Girl Guiding/Scouting.
Have you met someone new in the Guiding/Scouting world and become lifelong friends?
Have you made any memories together at a World Centre or International Guiding/Scouting event, what were they?
- **Mehendi** – representing our community, what they have and continue to install in our lives.
Have you become friends with someone you met through Scouting/Guiding or a community that you have worked with? What impact did this experience make on your life?
- **Yogini** – representing our internal journey of transformation in Guiding and Scouting.
Have you tried yoga or laughter yoga before? Did you enjoy it?



Warli Art

[some sample Warli art figures, suitable for all ages.]





Chapati

Chapati is a type of bread from India. It's often eaten with different foods.

This recipe is from the Sangam cookbook, **"Recipes from the Sangam Kitchen"**.

A cooking tip from Shubha (House and Kitchen Supervisor):

"Whatever you are cooking, be sure to work from your heart, focus and use fresh ingredients."

Here's the recipe you can try, so you can get a taste of Sangam.

You will need:

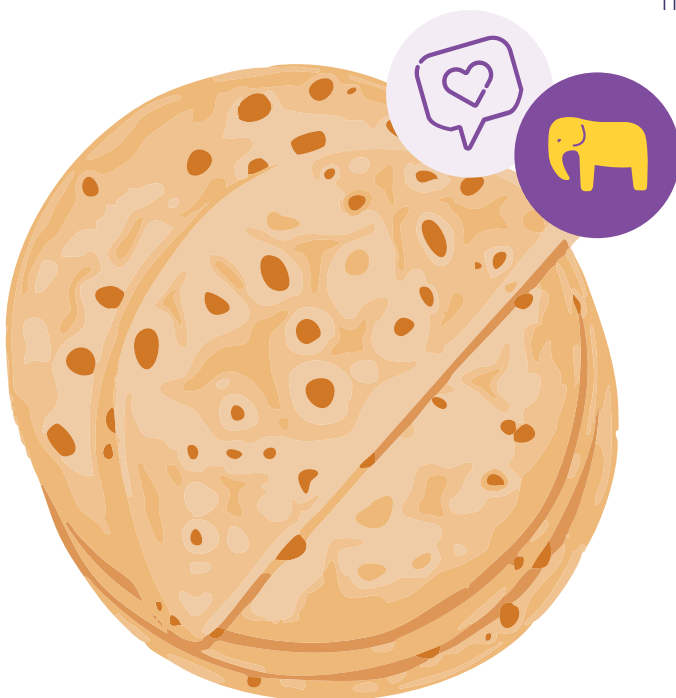
- Mixing bowl
- Tawa pan or non-stick frying pan
- Gas/electric burner/hob
- **Ingredients**
 - 250 g wheat flour
 - 2 tbsp oil
 - ½ tsp salt
 - Water for mixing
 - Ghee or butter

Directions

1. Mix flour, oil and salt. Use enough water to make a soft dough.
2. Knead for 5 minutes.
3. Make a 3-4cm ball and flatten by hand, use some oil. Roll the dough balls flat. Use a little dry flour for rolling. If the chapati sticks to the work surface during rolling, lift carefully.
4. To cook chapati, preheat a tawa or non-stick frying pan to prevent chapati from becoming hard or brittle. Put chapati in the pan and dry roast until bubbles and brown spots appear on the surface. Turn occasionally.
5. Put a little ghee or butter on the chapati.

A well-cooked chapati should be light and fluffy.

Cooked chapatis can be stacked. Cover with a napkin.



What the recipe



Paneer or Mushroom Palak

Palak is a popular dish at Sangam, it's definitely a staff favourite.

This recipe is from the Sangam cookbook, "**Recipes from the Sangam Kitchen**".

A cooking tip from Ujwala (kitchen staff): *Always serve everything fresh and warm.*

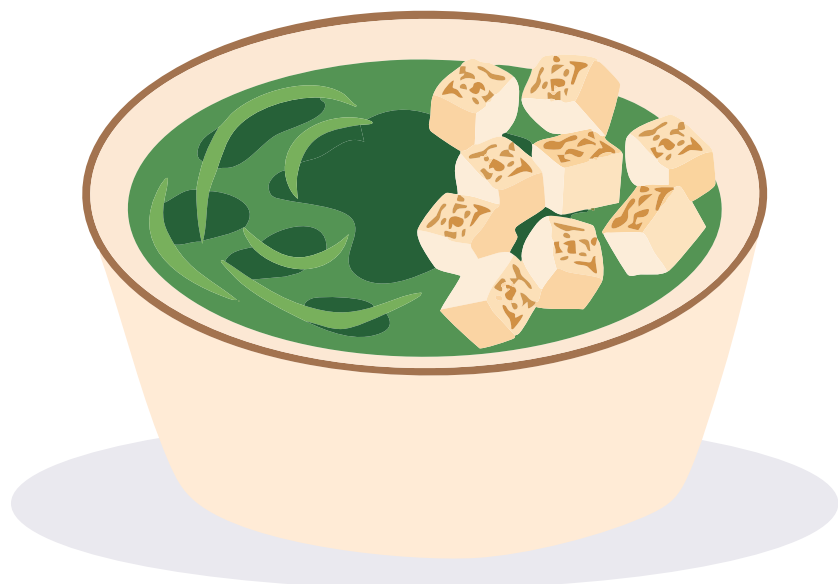
Here's the recipe you can try, so you can get a taste of Sangam.

You will need:

- 2 cooking pans/pots
- Gas/electric burner/hob
- **Ingredients**
 - 510g of spinach
 - 235 ml water
 - 2 tbsp butter
 - 2 chopped onions
 - 3 tbsp of tomato puree
 - 1 tbsp ginger-garlic paste
 - 2 tbsp cooking oil
 - ½ tsp salt
 - 125 g cubed paneer (or firm cottage cheese) / 125g cut mushrooms
 - ½ tsp coriander powder
 - ½ tsp cumin seed powder
 - ½ tsp chilli powder
 - ½ tsp baking soda

Directions

1. Wash spinach leaves and place in one pan. Add baking soda. Mix well.
Cook for 5 minutes. Do not add water. Grind into a paste.
 2. Heat separate pan. Add oil, ginger-garlic paste and onion. Fry until golden brown.
 3. Add the tomato puree and spinach paste. Mix well.
 4. Add the coriander powder, cumin seed powder, and chilli powder. Mix well.
 5. Add the butter and salt. Boil for 5 minutes.
 6. Add the cubed paneer/firm cottage cheese or mushrooms. Mix well.
 7. Cover with lid for 2 minutes.
- Serve hot.





Hindi Phrases



| | | |
|---------------------|---------------------|-------------------|
| Greetings / Goodbye | Namaste | नमस्ते |
| My name is XXX | Mera naam XXX hai | मेरा नाम XXX है |
| I'm from XXX | Main XXX se hui | मैं XXX से हूँ |
| Thank you | Dhanyavad | धन्यवाद |
| What is your name? | Aapka naam kya hai? | आपका नाम क्या है? |
| See you again | Phir milenge | फिर मिलेंगे |
| Friendship | Dosti | दोस्ती |
| Please | Krupya | कृपया |
| Yes | Han | हाँ |
| No | Nahi | नहीं |
| Let's go | Chalo | चलो |
| Enough! | Bas! | बस |
| How much is it? | Kitne ka hai? | कितने का है? |
| Money | Paise | पैसा |
| Elder Sister | Didi | दीदी |
| Congratulations | Mobarak Ho | मुबारक हो |
| Water | Pani | पानी |
| Hot | Garm | गर्म |
| Happy Birthday | Janmdin Mubarak Ho | जन्मदिन मुबारक हो |
| Tea | Chai | चाय |
| Temple | Mandir | मंदिर |
| It's good | Acha hai | अच्छा है |
| Okay | Thik hai | ठीक है |

There are some great videos in Sangam's social media to help with pronunciation.

 [Instagram](#) - @sangamworldcentre

 [YouTube](#) - @sangamworldcentre



Festival Stories

You can use one of these stories, or search for another appropriate for your group.

Story of Holika and Prahlad (Holi)

A long time ago there was a king called Hiranyakashipu. He thought that he was the most powerful King and wanted everyone to worship him as a God. His son Prahlad didn't agree with him and worshipped Lord Vishnu. This made the King very angry.

The King had an evil sister called Holika. Holika had a cloak that protected her from fire.

The King schemed with her sister to kill his son. He came up with a plan. He asked Prahlad to sit in Holika's lap on a burning fire with wood. He thought that Holika's cloak would keep her safe.

The cloak didn't end up protecting Holika, it flew from her to cover Prahlad. Prahlad was unharmed and Holika who used her powers for evil dies.

People light bonfires the day before Holi as part of the celebration marking the victory of good over evil.

The Story of Krishna and Radha (Holi)

Krishna is the God of compassion and love in Hindu mythology. As a child, a demon attempted to kill Krishna by poisoning his milk. However, rather than killing young Krishna, the milk had the unintended effect of turning his skin to a characteristic dark shade of blue.

Young Krishna was self-conscious of his dark blue complexion, and also deeply in love with the Goddess Radha. In despair, he sought advice from his mother Yashoda, who suggested to Krishna that he simply colour the skin of Radha whatever hue he pleased. Krishna took this advice at face value and, in professing his love for Radha, playfully painted her skin to be like his own. Finally, Radha fell in love with Krishna because of his personal charm.

To commemorate the love story of Krishna and Radha, people throw coloured powders over each other every spring, imitating Krishna's painting of Radha's skin in colour. This has become the long-lasting tradition of the Holi festival.

The Kamadeva Story (Holi)

As the story goes, the God Shiva was extremely distressed after the loss of his consort Sati and sought solace in deep meditation. Shiva was so deep in his meditation that he could not be roused to deal with the affairs of the world. Because of his absence the world suffered, and this took a toll on everyone.

Sati was reborn as Parvati as a solution to this problem and she had to win Lord Shiva's love to restore normalcy in the world order. When she had exhausted all her feminine ways, she asked for the help of Kamadeva (the Indian Cupid).

Knowing full well the probable consequences, Kamadeva shot his love-arrow into Shiva's heart, who awoke from meditation in anger and opened his third eye, incinerating Kamadeva instantly. The love arrow, however, had landed true, and Shiva was brought back to the affairs of the world and married Parvati.

After that Kamadeva's wife Rati pleaded to Lord Shiva, reasoning that all this was the plan of the gods, and that Kamadeva was an embodiment of love. Shiva agreed and gladly brought Kamadeva back to life.

It is believed that Lord Shiva burned Kamadeva on Holi. So, in southern India, people worship Kamadeva for his sacrifice on the day of Holi. Kamadeva is depicted with a bow of sugarcane, a bowstring of honeybees, and arrows decorated with fragrant flowers. Idols of the deity are offered mango blossoms, which he reputedly loves, and people put sandalwood paste on the foreheads of Kamadeva idols on Holi to ease the burns he suffered.



Festival Stories

You can use one of these stories, or search for another appropriate for your group.

A Story about Diwali

This version of the Diwali story is simple yet captures the essence of the festival in a way that's accessible to children.

Once upon a time, in the beautiful kingdom of Ayodhya, there was a brave and kind Prince named Rama. He had a lovely wife named Sita and a loyal brother named Lakshmana. One day, Rama's father, King Dasharatha, decided to send Rama away to the forest for 14 years to keep a promise he made to his wife. Without complaining, Rama, Sita, and Lakshmana left the palace and went to live in the forest.

In the forest, an evil demon King named Ravana heard of Sita's beauty and goodness. He wanted to make her his Queen. So, Ravana came in disguise and kidnapped Sita, taking her to his island kingdom, Lanka.

Rama was heartbroken, but he did not give up. With the help of his brother Lakshmana and an army of monkeys led by their clever king, Hanuman, Rama set out to rescue Sita. After a long and fierce battle, Rama defeated Ravana and rescued his beloved wife.

When their exile was finally over, Rama, Sita, and Lakshmana returned to their kingdom of Ayodhya. The people of Ayodhya were so happy to have their prince back that they lit rows of oil lamps, called diyas, to welcome them home. The whole city glowed with lights, and everyone celebrated with joy, sweets, and fireworks.

This is why we celebrate Diwali, the festival of lights. It marks the victory of good over evil and light over darkness. On this day, people clean their homes, decorate with diyas and rangoli, wear new clothes, and share sweets with family and friends.

And so, every year, the story of Rama, Sita, and Lakshmana reminds us of the importance of being brave, kind, and good to others.

A Short Story about Ganesh

Several myths detail the birth of Ganesh and acquisition of the elephant head. These myths vary by region, tradition, and sect.

A popular story about Ganesha's birth begins with the goddess Parvathi, who is lonely and longing for affection. Thus, she creates a son from clay and ghee (clarified butter) and gives him life while her partner Shiva is meditating on Mount Kailash.

One day, Parvathi goes to bathe, asking her son to stand guard. While she bathes, Shiva returns only to be prevented entry by the young son he had yet to meet. Angered, he cut off his head and went to find Parvathi.

Soon realising what he had done, Shiva searched for the first being he could find, an elephant, and placed that head on the boy, naming him "Ganesha" or "lord of the elephants." He then decreed that he would be the remover of obstacles, always worshipped first in any ritual.

Ganesha is also seen as the patron saint of the arts.



Festival Stories

You can use one of these stories, or search for another appropriate for your group.

An Alternative Story about Ganesh

A long time ago, Lord Shiva and his wife, Goddess Parvati, lived happily together upon Mount Kailash high up in the Himalayas. Shiva was called away and had to take a long journey, leaving Parvati alone. Parvati grew more and more lonely, wishing she had a child to play with and keep her company. Using her goddess powers, she carefully made a statue of a little boy from the earth and clay, the sculpture was cute and chubby cheeks and she called him Ganesh. She gave him life by sprinkling holy Ganges water over him, she was overjoyed with her beautiful son.

Since Parvati had got dirty from making Ganesh from the earth and clay she decided to take a bath. She asked Ganesh to guard the door of the house for her. She told him not to let anyone pass him, no matter who they were. Whilst Ganesh was guarding the door, Shiva returned from his long journey. A large blue man. He was surprised to see someone standing at the door of his home. "Let me pass" he ordered, but Ganesh refused, telling him that no one would enter without his mother's permission. Shiva, who was a short-tempered god was cross at this young boy who would not let him into his own house. He swung his mighty trident (trishur) cutting off Ganesh's head.

Hearing all the noise, Parvati ran out, and let out a cry as she saw the body of her son lying on the floor. In floods of tears, she told Shiva that he had just killed their only son that she had made out of love, and ordered him to revive him. Shiva was sorry for what he had done so he promised to bring their son back to life.

Shiva made his way deep into the forest. After a while he heard slow thumping footsteps behind him. An elephant appeared through the trees, who was dying and had been injured. Shiva remembered his promise to Parvati. He took his sword and swiftly cut off the elephant's head, hoping that he also saves the elephant from his pain. Shiva was strong enough to pick up the large and heavy head, he took it back to his house and attached it to the body of their son. Giving him life once again, the boy awoke, this time with the body of a boy and a head of an elephant. Parvati was overjoyed, and although this was a different face than expected, she still loved him as a mother would, nevertheless.

Shiva blessed Ganesh with prosperity and intelligence. To further please his wife, and as a mark of respect to his son for the loyalty and bravery it must have taken to protect his mother, Shiva declared that Ganesh would be worshipped first, before any other god, and this is why Hindus today always pray to Ganesh first. The remover of obstacles.

Some moves demonstrated by the Sangam Family

Watch the video, to get a feel for the different poses – remember to turn the sound on!

Then on the replay, pause and try the pose.

When ready, press play, then pause again for your next pose to try.

See how many you can do.

Some beginner friendly yoga “Salute to the Sun” moves to try.



Begin and End
Stand tall, feet together on ground, hands together at chest.

1. Inhale
Lift arms over head, lean hips forward, arch back.

2. Exhale
Chest forward and knees slightly bent. Fold in.

3. Inhale
Come up halfway to flat back.

4. Exhale
Both feet back in plank, back straight with shoulders over wrists.

5. Exhale cont.
Lower knees, chin, and chest to floor. Hips high and elbows in.

6. Inhale
Straighten legs, hips forward, bend slightly at waist. Lift chest.

7. Exhale
Lift tailbone, push back. Keep your back straight, knees slightly bent.

8. Inhale
Feet forward between hands. Slightly bend legs. Fold in.

9. Exhale
Come up halfway to flat back.

10. Inhale
Raise torso, extend arms over head, arch back.

SUN SALUTATION
While practicing the poses, meditate on expressing gratitude for the sun, which makes all life on earth possible.

#DeStressMonday

DESTRESS MONDAY





Cultural Appreciation vs. Cultural Appropriation

When engaging with other cultures, it's important to understand the difference between cultural appreciation and cultural appropriation.

Cultural Appreciation

is when you genuinely seek to learn about and understand a culture to broaden your perspective and build connections. It involves respecting the traditions, practices, and significance behind them, and recognising their value in their cultural context.



Cultural Appropriation

happens when elements of a culture are taken or used without understanding, often in a way that strips away the meaning, context, or respect for the culture itself. It can sometimes involve using cultural aspects for personal gain or as a trend, without acknowledging the cultural history behind them.



Example of Cultural Appreciation:

In an African context, **wearing traditional clothing** such as a beautifully crafted Kente cloth from Ghana, after learning about its historical significance, can be an example of cultural appreciation. The Kente cloth is not just a piece of fabric, but a representation of the wearer's family, heritage, and the stories that have been passed down through generations. If you wear Kente with an understanding of its meaning and history, and acknowledge the culture it comes from, it shows respect and appreciation for the African tradition.



Example of Cultural Appropriation:

An example of cultural appropriation might be **wearing braids or cornrows** without understanding the historical and cultural significance behind them, particularly in African and African-American communities. Braiding hair has been a tradition for centuries, often holding deep meaning related to identity, social status, and cultural heritage. When individuals from outside these communities wear braids simply as a trend or fashion statement, without acknowledging or respecting the cultural history, it can be seen as appropriation.

How Can We Appreciate Culture?

To truly appreciate the culture of the World Centres and the countries they are located in, take time to:

- 1. Learn the meaning** behind the practices, attire, or activities you are participating in.
- 2. Engage with local communities** to hear their stories, traditions, and histories.
- 3. Respect cultural symbols** by recognising their importance and using them appropriately.

By fostering cultural appreciation, we can celebrate the rich diversity of the world and build meaningful connections based on mutual respect and understanding.

B



**Introduction to
Kusafiri World Centre**



Introduction to Kusafiri World Centre

How it all began



Kusafiri, the fifth, and newest World Centre was established by the World Association of Girl Guides and Girl Scouts (WAGGGS) on July 11, 2011 and is located in the African Region. The Centre differs from the other World Centres in that it originally did not have a dedicated “brick and mortar” facility. Instead, Kusafiri was able to take advantage of facilities throughout Africa, moving from country to country as different events were held. This model allowed girls and young women from across the Region and around the world to take part in life changing international experiences in various locations under the banner of Kusafiri.

In October 2015, the Fifth World Centre was given its name, Kusafiri World Centre. Kusafiri means “to journey” in Swahili.

In 2023, at the 38th World Conference held in Cyprus, it was decided to pilot Kusafiri in a fixed location - Ghana. From 2024 until the end 2026, Kusafiri is being hosted by the Ghana Girl Guide Association. Stay tuned to Kusafiri’s social media to find out where Kusafiri will journey next.



Kusafiri works to engage, empower, and support young women so that they can make a difference in their communities.





Introduction to Kusafiri World Centre

Kusafiri's Song – Karibu Kusafiri!

On the 15th of July 2021 Kusafiri World Centre turned 10. To celebrate their 10th birthday Kusafiri decided it needed a World Centre song. The song was written by 17 Girl Guides and Girl Scouts who had a Kusafiri experience. A good friend of Kusafiri's Bodo Razafindrazaka, from Madagascar, produced the song.

What makes the song special is that it has verses in both English and French which are the two main languages spoken by Girl Guides and Girl Scouts in the Africa Region.

You can hear her the song, find the sing-a-long and dance-a-long versions on YouTube [HERE](#).

You can find the words and sheet music [HERE](#).

VERSE 1:

Remember the day I met you.
I saw in you, a sister, a friend too.
We built a world of peace and happiness.
You told me come and follow my lead,
follow my lead.

Je me souviens du jour où je t'ai vu
J'ai vu en toi une soeur, une amie.
On a construit un monde de paix et de joie
Et tu m'as dit, viens suis-moi, viens suis-moi,
viens suis-moi.

CHORUS:

You are not alone
Clap your hands come on
Make Kusafiri your philosophy
And together and forever, we are sisters.
Non tu n'es pas seule
Viens danser comme moi
Fais de Kusafiri ta philosophie
Ainsi toi et moi, ainsi toi et moi,
nous sommes sisters.

VERSE 2:

Don't be afraid and try and fill the world with
sunshine and a river of love.
Non n'aies pas peur et va remplir le monde
avec du soleil, et de la fleuve de joie.
So different that we are but sure there is no
doubt,
We travel the same journey.
Si différentes que nous sommes mais il n'y a
pas
de doute, nous faisons le même voyage.

REFRAIN:

We gonna change the world ioooo
A world of feeling great and free to be
yourself.
Singing a song of brave warriors.
Our hearts beating for AFRICA!



What makes Kusafiri special?

Prior to the 2023 decision to host Kusafiri in Ghana, different events have been held in nine countries – Ghana, South Africa, Kenya, Rwanda, Nigeria, Benin, Madagascar, Uganda and Tanzania. Some countries hosted more than one event.

You can read more about these experiences here:

About Kusafiri World Centre

Some of the events had their own mascot.

- Crowned Crane – Uganda
- Lemur – Madagascar
- Giraffe – Tanzania
- Eagle - Ghana

Kusafiri follows the tradition of having a pin (that you receive after you attend an experience at Kusafiri), a logo as well as a song.

CHORUS:

You are not alone
Clap your hands come on
Make Kusafiri your philosophy
And together and forever, we are sisters.



Non tu n'es pas seule
Viens danser comme moi
Fais de kusafiri ta philosophie
Ainsi toi et moi, ainsi toi et moi,
nous sommes sisters.

BRIDGE:

Kusafiri! Karibu! Kusafiri! Karibu! Kusafiri!
Karibu! Kusafiri!

REFRAIN:

On va changer le monde ioooo,
Un monde où bon se sent bien et être soi-
même
Chanter un chant de bonnes guerrières,
Nos coeurs qui battent pour AFRICA!

CHORUS:

You are not alone.
Clap your hands come on
Make Kusafiri your philosophy
And together and forever,
we are sisters.

Non tu n'es pas seule
Viens danser comme moi
Fais de kusafiri ta philosophie
Ainsi toi et moi, ainsi toi et moi,
nous sommes sisters.





Programmes offered

At Kusafiri programmes are delivered both virtually and in person. Girls and young women can explore global culture, participate in events and programmes which develop key skills, work with partners to experience community change in action, and build connections with others, resulting in some life changing experiences.

There is a focus on building leadership using the WAGGGS [leadership model](#) and exploring other WAGGGS programmes. Programmes are often delivered in French and English to meet the needs of the Africa Region.



Want to see what's on offer now?

Click here!

Introduction to Kusafiri World Centre

Country profile



Ghana is located in West Africa. Ghana is one of the leading countries of Africa, partly because of its considerable natural wealth and partly because it was the first African country, south of the Sahara, to achieve independence from colonial rule. Additionally, it is known for its lush forests, diverse animal life, and miles of sandy beaches along a picturesque coast, Ghana is celebrated for its rich history and as a fascinating repository of cultural heritage which is celebrated year-round through vibrant festivals that showcase the country's traditions, beliefs, and history.

From colourful parades to spirited drumming and dancing, these festivals offer a unique insight into Ghanaian culture.



The flag of Ghana consists of the colours red, gold and green in horizontal stripes with a five-pointed black star in the centre of the gold stripe.



Culinary tradition



Ghanaian food consists of a lot of spicy soups and stews made with tomatoes, onions, pepper, ginger and a variety of indigenous spices. These stews are thick and are usually accompanied with starchy tubers like the West African yam, or plantains. While soups are light and accompanied with a variety of swallows made from tubers like cassava, cocoyam or West African yam, plantains or corn.



Language



Ghana is a multilingual country in which about eighty languages are spoken. Of these, English, which was inherited from the colonial era, is the official language and the most common language spoken across the country. Of the languages indigenous to Ghana, Akan is the most widely spoken in the south. Dagbani, Dagare, Sisaala, Waale, and Gonja are some of the most widely spoken languages in the northern part of the country.

C

**Unit/Troop/Group
Activities**





How to use this section

In this section, you will find a range of activities you can use with your group.

The activities can be used as described, or may spark ideas for other activities or variations.

Remember to use the reflective components to consider and celebrate the diversity of Girl Guiding and Girl Scouting.

When you have finished an activity, share your thoughts and activities on social media using Kusafri hashtags **#kusafriworldcentre** **#tojourney**

There are five types of activities



Culture

Explore language, traditions, daily routine, clothing, religious festivals



Arts & Craft

Make a traditional craft, or do some drawing



Music & Dance

Explore the music of Africa, make/play musical instruments, learn some new dance moves



Games

Play a traditional game, or a game the children love to play



Food

Taste the flavours of Africa, consider the food source, try a recipe or two





How to use this section

Use the table to help you consider which activity you will try ... or you could try them all!

| Type | Activity Name | Age Group | Time | Preparation | Page |
|-----------------|---|-------------|---------|---|------|
| Game | Kudoda | 8 to 18 yrs | 15 mins | Marbles/Pebbles and a Bowl | 208 |
| Game | Sport the Lion | 5 to 15 yrs | 15 mins | Small pieces of paper and tape | 209 |
| Game | Crocodile may I cross the river? | 5 to 15 yrs | 15 mins | Something to create a line on the ground or floor | 210 |
| Game | The Giant's House | 8 to 18 yrs | 30 mins | No equipment is necessary | 213 |
| Arts & Craft | Paper Beads | 10+ yrs | 1 hour | There is a lot of equipment to prepare for this activity. Please see the list in the activity description. | 214 |
| Arts & Craft | Djembe (Drum) Making | 8+ yrs | 1 hour | There is a lot of equipment to prepare for this activity. Please see the list in the activity description. | 215 |
| Arts & Craft | Mask Making | 6+ yrs | 1 hour | Paper plate (8½ or 10-inch -20cm or 25cm), Tempera or poster paint, Paint brush, Scissors, Newspapers, White glue, Crepe paper. | 217 |
| Arts & Craft | Maasai Necklace | 6 to 14 yrs | 1 hour | Several colours of construction paper or card stock, Scissors, Glue stick, Black Markers, Yarn/Wool, Yarn/Wool needle. | 219 |
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| Culture | Ananse and the Pot of Wisdom - A folktale | 6+ yrs | 15 mins | The story (below) | 224 |
| Culture | The legend Regarding Origin of Fire | 6+ yrs | 15 mins | The story (below) | 225 |
| Culture | Swahili | 8+ yrs | 30 mins | Words Phrases and Numbers (below) | 226 |
| Culture | French | 8+ yrs | 30 mins | Words Phrases and Numbers (below) | 228 |
| Culture | Kusafiri Quiz | 8+ yrs | 15 mins | The questions and answers to the quiz (below) | 230 |
| Game | Birthdays Circle Dance | 5+ yrs | 10 mins | A way to play music and some music | 231 |
| Music and Dance | Pass the Lyric | 8+ yrs | 10 mins | No equipment required | 232 |
| Arts & Craft | Kusafiri Dance | 8+ yrs | 20 mins | A way to watch and listen to the Kusafiri dance moves from an online video | 233 |
| Music and Dance | Kitchen Charades | 8+ yrs | 15 mins | Words on pieces of paper (below) Something to hold the papers in A device to search the internet if needed | 234 |
| Game | Cooking Tagine | 12+ yrs | 1 hour | Recipe (below), Ingredients, Something to cook in and on | 235 |
| Game | Cooking Nkate Cake | 10+ yrs | 15 mins | Recipe (below), Ingredients, Something to cook in and on | 236 |
| Game | Cooking Jollof Rice | 10+ yrs | 1 hour | Recipe (below), Ingredients, Something to cook in and on | 237 |



Kudoda

8 to 18 yrs 15 mins

Purpose

To be the person who collects the most number of marbles from the bowl.



You will need:

- A bowl filled with marbles or pebbles.



What to do

1. A group sit around a bowl. The first player takes a marble and tosses it into the air; before it drops, they try to collect as many marbles from the bowl as they can, using only one hand.
2. The player with the most marbles at the end of the game wins.

Reflective questions



- How many marbles did you expect to be able to pick up?
- Was there anything that surprised you when you were playing this game?

Background Information

A game called Kudoda, from Zimbabwe, demands speed, quick reflexes and deft fingers.

Alternatives

- Make the game more difficult by having to catch the marble that is tossed into the air rather than allowing it to drop.
- If you don't have access to marbles or pebbles, you can use other tokens instead. You could use a timer or stopwatch (for 5 seconds) instead of throwing the marble.





Spot the Lion

5 to 15 yrs 15 mins

Purpose

Learn and develop understanding of animals that live in Africa through an interactive game.



You will need:

- A small piece of masking tape or adhesive tape



Alternatives

- Play the game with other African animals – elephant, gorilla etc.

Reflective questions



- What is your favourite animal that lives in Africa?
- Are there any African animals that are endangered?
- Is there anything we can do to help take action and support the protection of these endangered animals?

Background Information

Lions are big cats with muscular builds and mane-covered heads. When they are born, they have spots that fade as they grow up. Lions are social animals that live in groups called prides. Prides can contain up to 40 lions, including several males, females, and their cubs.

What to do

1. Teams of 5-8 players are formed. Each team is assigned a corner or place.
2. On signal, the players scatter and stand with their eyes shut.
3. The game leader runs around tapping each girl lightly on the back, at the same time she puts a piece of tape on one of the girls who unknown to herself becomes the "lion."
4. When everyone has been tapped, the leader shouts "the lion is loose."
5. All the girls then open their eyes and run around trying to spot the lion. When a girl does so she hurries to her corner, trying not to arouse the lion's suspicion.
6. If a girl suspects she is the lion (no girl is allowed to touch her back to find out whether or not she is the lion), she goes to the centre of the room and roars loudly. When this happens all the players must freeze.
7. If the girl who roars is the lion, the game is over.
8. If the girl who roars is not the lion then the game continues for one more minute before time is called.
9. The winning team is the one with the most girls in its corner when the game ends.





Spot the Lion

👤 5 to 15 yrs 🕒 15 mins



FUN FACTS ABOUT AFRICAN LIONS



1 Lions Are the Only Big Cats That Live in Groups:

Unlike tigers, leopards, and other big cats that prefer to be alone, lions live in groups called prides. A pride usually has about 10-15 lions, but it can be bigger or smaller!

6

Lions Roar Loudly:

A lion's roar is incredibly loud, and you can hear it from 5 miles away! They roar to communicate with other lions, mark their territory, or warn other animals to stay away.

2

Lions Are the Second Largest Big Cats:

After tigers, lions are the second largest big cats in the world! Male lions can weigh up to 250 pounds (113 kg), and females are a bit smaller but still very strong.

7

Baby Lions Are Called Cubs:

Just like tigers, baby lions are called cubs. Lion cubs are born blind and helpless, but they grow up fast! They start learning how to hunt when they're about 1 year old.

3

Mane Makes the Male Lion Special:

Only male lions have manes, which are the thick, fluffy hair around their necks. The mane helps protect their neck during fights and makes them look bigger and more powerful. It's like their "superhero cape!"

8

Lions Can Run Really Fast, But Not for Long:

Lions can run up to 35 miles per hour (56 km/h), but only for short distances. They use their speed to chase down prey, but they prefer to sneak up on animals and use teamwork to catch them.

4

Lions Can Sleep for Up to 20 Hours a Day:

Lions are big sleepers! They can rest for 16 to 20 hours a day, especially when it's hot outside. They mostly sleep during the day and do most of their hunting at night.

9

Lions Are Found in Africa and Some Parts of Asia:

While most lions live in sub-Saharan Africa, there is a small population of Asiatic lions that live in a special area in India.

5

Lions Are Excellent Hunters, But They Don't Do It Alone:

While the female lions (lionesses) do most of the hunting, they work together in groups to catch their prey, like zebras or antelopes. The males help protect the pride, especially from other predators.

10

Lions Have a Big Appetite:

Lions can eat up to 15 pounds (7 kg) of meat in one meal! That's like eating 5 big hamburgers in one sitting!





Crocodile may I cross the river?

👤 5 to 15 yrs ⌚ 15 mins



Purpose

To have fun and become more aware of crocodiles and where they live and what they like to eat.



You will need:

- A line that represents the bank of the river drawn on the ground/across the floor. Tape or a rope could also be used.
- Different items (e.g. stone, flowers, safety pins) as 'gifts' for the crocodile

Background Information

This game is from Zambia and can be played indoors or outdoors.

Alternatives

- Instead of picking up things you could be allowed to cross the river if you were wearing a particular colour.
- You could play with other African animals. E.g. lemur, giraffe

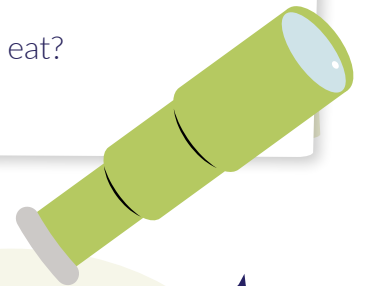
What to do

1. One person is chosen to be the crocodile.
2. The crocodile stands on one side of the line and everyone else stands on the other side of the line.
3. The group comes to the river bank chanting - "Crocodile may I cross the river?"
4. The Crocodile answers "NO!"
5. This is repeated until the crocodile says - Yes if you give me a (yellow flower, safety pin or a stone or anything that is readily available in and around the area.)
6. The first person to find whatever is asked for and brings it to the Crocodile is allowed to cross the river.
7. This continues until all cross the river.

Reflective questions



- Which countries in the world do crocodiles live?
- What do crocodiles eat?

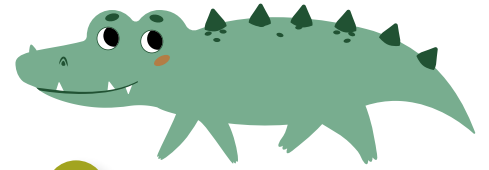




Crocodile may I cross the river?

5 to 15 yrs 15 mins

FUN FACTS ABOUT AFRICAN CROCODILES



1

Crocodiles Have Been Around for a Long Time:

Crocodiles are **ancient creatures**! They've been on Earth for over **200 million years**, even before dinosaurs roamed the planet!



2

They Are Excellent Swimmers:

Crocodiles are **super strong swimmers**. They can move through water really fast using their long tails to propel themselves. They can even hold their breath underwater for **up to 1 hour!**

3

Crocodiles Can Live for a Long Time:

Some African crocodiles can live for **up to 70 to 100 years!** That's a lot of birthdays to celebrate.

4

They Have Super Sharp Teeth:

A crocodile's teeth are perfect for **grabbing and holding** onto prey. Their teeth are very sharp, and they keep growing throughout their whole life! They may lose and replace **thousands of teeth** in their lifetime.

5

Crocodiles Can Run Fast on Land:

While crocodiles are amazing in water, they can also run on land at speeds of up to **12 miles per hour (19 km/h)** in short bursts, especially when they are chasing after prey.



6

Crocodiles Are Very Good at Camouflage:

With their greenish or brown skin, crocodiles are great at blending into their surroundings. They can hide in the water or on the riverbank without being noticed by other animals.

7

Crocodiles Have a Powerful Bite:

A crocodile's bite is one of the **strongest in the animal kingdom!** Their jaws can exert a force of **3,700 pounds per square inch (psi)**—that's more than any other animal!

8

They Are Cold-Blooded:

Crocodiles are **cold-blooded** animals, which means they can't control their body temperature. They need the sun to warm up, so you'll often see them lying in the sun to soak up heat.

9

Crocodile Mothers Protect Their Babies:

Unlike many animals, **crocodile mothers** are very protective of their babies. After the mother lays her eggs, she guards them. When the baby crocodiles hatch, she will **carry them in her mouth** to the water for safety!

10

Crocodiles Can Be Found in Rivers and Lakes:

In Africa, you can find crocodiles in **rivers, lakes, and swamps**, especially in places like the Nile River. The Nile crocodile is the most famous African species.



The Giant's House

8 to 18 yrs 30 mins

Purpose

To have fun and to make shapes with your body.

You will need:

- No equipment is needed.

Background Information

The Giant's House is a traditional game from Tanzania, often played by children in rural areas. The game has roots in the Tanzanian culture and is a fun, energetic activity that involves teamwork, physical movement, and imagination. While it may not have an extensive, well-documented history, it has been passed down through generations and is tied to community gatherings and outdoor play.

What to do

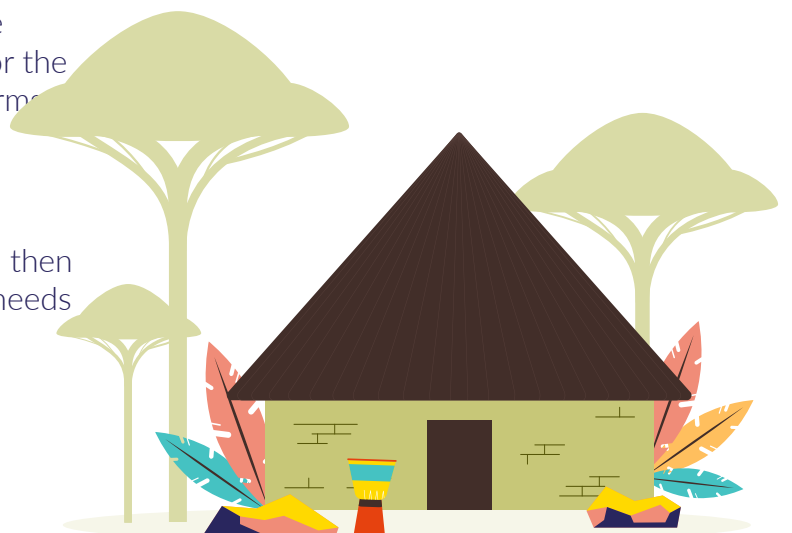
1. Players are divided into 4 teams of 4-5 people.
2. Each team chooses a part of the room/ground as their "team corner". One person is the game leader and stands in the middle.
3. All the players form a circle, join hands and skip around saying "Come inside the giant's house and say what you can see!"
4. The game leader in the centre of the circle says— "Oh! I can see a snake" -- or anything else (a chair, a ball, a spider, etc.).
5. Teams run to their corners and arrange themselves into the shape of a snake or the other object named. The team that forms the best shape gets a point. The game continues as long as the players wish!
6. If the teams do not want to keep score then each team that makes the best shape needs to receive a great round of applause.

Alternatives

- You can play this in smaller or larger groups.
- Challenge group to make the shapes without speaking to each other.

Reflective questions

- How did it feel to work together to make the shapes?
- What is a giant?
- Are there giants in Tanzania?





KRATAA AHWENNE - Paper Beads

10+ yrs

1 hr

Purpose

To learn about and create paper beads (one of the oldest crafts done on many African countries).

You will need:

- Pencil, pen
- Colourful paper (magazines, gift wrap, or other paper) at least -- 10 inches by 12 inches (25 to 30cm)
- Triangle Template ([see Resources](#))
- Scissors or paper cutting board
- Ruler
- Any type of glue such as glue sticks or bottled glue
- Rolling tool --Coffee Stir Sticks, thin paper straws, toothpicks, cotton swabs with cotton ends (These are for wrapping paper around. What you choose depends on the size of bead hole desired.)
- Clear or glitter nail polish
- Paint Brushes for applying the glue
- String or wool



Alternatives

- Make larger or smaller beads.
- Create different strings of beads – bracelets, necklaces, anklets etc

Reflective questions



- What practical skills did you need to do this activity?
- Was it easy or difficult for you to make the beads?
- Did this activity require you to be patient? How did that feel?
- When have you had to “improvise” because the materials were not available, or too expensive?
- What do you do/make/create that contributes to sustainability?

Background Information

Women of the villages generally make paper beads from old magazines. Paper beads are a sustainable and fair-trade option, as they are made from recycled materials and often support local communities. Many organisations support and empower villages through the purchase and promotion of these beautiful paper bead creations.

What to do

1. Take a rectangular piece of paper 10 inches by 12 inches (25 to 30cm)
2. Along the shortest edge of the paper being used make a mark every 1 ½ inches (4cm)
3. Along the opposite shortest edge make the first mark at ¾ inch (2cm) from the edge and the rest of the marks every 1 ½ inches (4cm)
4. With a ruler and pencil – Draw a line from on the corner of the paper to the first mark you made on the opposite side of the paper. Then back down to the first mark you made. That will make a triangle. Continue across the edges in the same manner. There will be a series of triangles.
5. Cut out the triangles
6. Take one of the triangles and place your rolling tool at the base of the paper with the coloured side facing away from the tool. Roll from the long base of the triangle paper around the tool.
7. Glue the end of the paper so that the bead doesn't unroll
8. Use nail polish to seal the bead – let it dry
9. Take the tool out from the bead
10. Create as many beads as you like and thread them onto a string or some wool



Djembe (Drum) Making

8+ yrs

1 hr

Purpose

To make and play your own Djembe.



You will need:

- An open area with a flat surface, preferably with soft mats or padding, or on grass.



Background Information

Drums have a huge role in a lot of African cultures. The djembe is one of the most versatile and widespread percussion instruments on the planet. Sounds are made by striking different parts of the djembe. Said to have been invented in West Africa (Mali). It has been an important part of spiritual and ritualistic life in West Africa for many generations.

It is traditionally used for storytelling to pass on historical, religious and cultural information and is also linked with singing and dancing for important events like:



- Festivals calling for rain and good harvest
- Ceremonies including births, weddings and funerals
- Celebrations

The drum has a unique design that lends to its sound. It has a goblet shaped body and is carved and hollowed out of a single piece of tree trunk. Strings are used to tune the drum.

What to do



1. Cut hole in bottom of each container - this allows the sound to travel the length of the completed drum
2. Glue the bottoms of the two cups together
3. To add strength to the drum, on the outside tape the two cups together where they have been glued to make a smooth surface
4. Using 4 to 5 inch (10 to 12 cm) pieces of masking tape, continue to completely cover the outside of the cups
5. Using a preferred paint colour, paint the entire drum
6. The drum can be left as a single colour - or geometric designs can be added using permanent markers
7. Cut the end off the balloon - this is the drum skin.
8. Stretch the balloon over the top of one of the cups. Secure the balloon around the top with the elastic band. Gently pull it as tight as you can so when you tap it makes a sound
9. Hold the balloon in place with the rubber band and smooth out any wrinkles.
10. Repeat the previous steps to make the opposite end of the drum
11. Using a length of string or twine long enough to go around the centre portion of the drum where the cups are attached with a little left over, loosely secure the string with a square knot.



Djembe (Drum) Making

8+ yrs

1 hr

12. Repeat this same process by attaching a string around the top and again around the bottom over the rubber bands.
13. Using a piece of string at least 4 feet long (1.2 metres),
 - I. Take one end of the string and tie it with the ends of the string at the top of the drum
 - II. Make it secure
 - III. Using the other end of the string go to the middle of the drum where you have attached a string and pull the string through
 - IV. Wrap it around again
 - V. Go back to the top of the drum, go to the right a little way, go around both the string and rubber band making a loop to secure the string in place
 - VI. Make a second loop
 - VII. Return to the centre going to the right the same distance as you did when going around twice
 - VIII. Continue all the way around the cup, ending at the top of the cup
 - IX. Take the end and make one more knot using the ends of the strings where you started
 - X. Cut the extra string to tidy it up

14. Your drum is now ready to use. Notice as you tap a different area of the drum a different tone will sound.

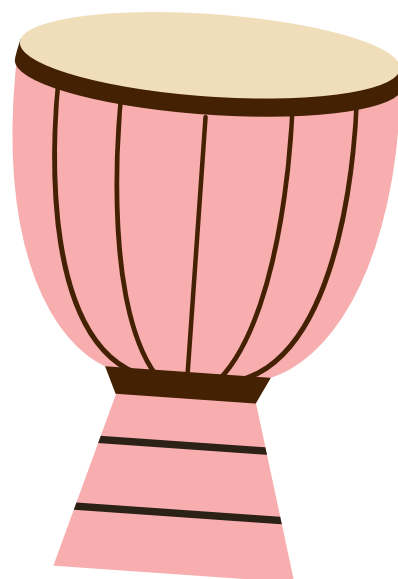
Alternatives

- Learn about different ways to play your drum [HERE](#)
- Consider using paper or other recycled materials rather than a balloon to make the skin of your drum to be more environmentally friendly

Reflective questions



- Why did people use drums for communication?
- What could you use your drum to communicate?
- How does it feel to play a rhythm on your drum?





Mask Making

6+ yrs

1 hr

A reminder here about what we said at the beginning of this pack ([page 248](#)) about cultural appropriation and cultural appreciation. Don't forget to maintain a brave space and be respectful when completing these activities.

Purpose

Learn about the symbolic meaning behind masks and get creative making a mask.

You will need:

- Paper plate (8½ or 10-inch -20cm or 25cm)
- Tempera or poster paint
- Paint brush
- Scissors
- Newspapers
- White glue
- Crepe paper

Background Information

People have worn masks since the beginning of time. Masks have been worn for protection, concealment, performance, or even just plain amusement. Storytellers and actors wear masks to portray characters and make their stories more interesting. Every culture has some form of mask art. Some of the most beautiful masks in the world have come from Africa.

Masks are often painted with contrasting colours against a white background. The colours often have symbolic meanings and power.

Red: Life and Blood

White: The spirit world of the ancestors

Gold: Fortune

Blue: Innocence

Black: the unity of the people of Africa

Green: The Earth and Africa as the mother country

Purple: The colour of royalty and dignity – power, wealth, and luxury





Mask Making

6+ yrs

1 hr

What to do

1. Start out with a paper plate. Draw and cut out a pair of holes for eyes.
2. Take some strips of newspaper. Twist and form them into a mouth and nose shape. Glue them onto the plate.
3. Paint your mask with a base colour, which is typically brown, black, or white. Use a water-based paint like poster paint. Let the paint dry completely.
4. Paint dots, lines, zigzags, and spirals to make a geometrical pattern. You can choose a single colour such as white or make the mask as colourful as you like. Be as creative or as simple as you would like.
5. Some tribal masks have hair. Crepe paper, raffia, yarn, or feathers can be used. Glue whatever you like to the edge of the plate.
6. Share your mask with the rest of your group and unit, explain why you chose the design you selected.

Alternatives

- Use a box or any cardboard you have available instead of a paper plate
- You could make masks out of **PAPER MÂCHÉ** if you would like more complex experience

Reflective questions



- Can you disguise yourself by wearing a mask?
- Why do people wear masks?
- How does it feel to wear a mask?
- What does it mean when someone says “people wear masks” but they are not talking about them wearing an actual mask?





Maasai Necklace

6 to 14 yrs 1 hr

Purpose

To make your own Maasai necklace and to understand more about the significance of wearing a Maasai necklace for the Maasai people.



You will need:

- Paper plates – 8-inch or 10-inch (20cm or 25cm) plate depending size of the person making the necklace.
- For younger children, the project could start with a coloured plate to avoid having to do too much painting.
- Various colours of paint, crayons, or markers
- Paint brushes if using paint
- Items to decorate the necklace – beads, pasta,
- String
- Glue
- Scissors



Background Information

Maasai necklace is a traditional east African necklace, worn by the Maasai people of Kenya and Tanzania. They are the most common type of African necklaces and are typically worn along with custom Maasai attire such as decorated dresses, beaded bracelets, beaded earrings, and decorated sandals.

Necklaces are made from a range of materials, including beads, shells, and metals. They are often worn as a form of protection or to signify status and wealth.

Necklace colours have meaning:

Red: Bravery, unity and blood.

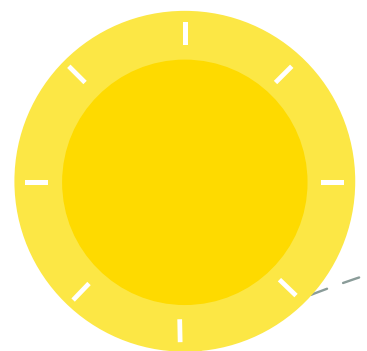
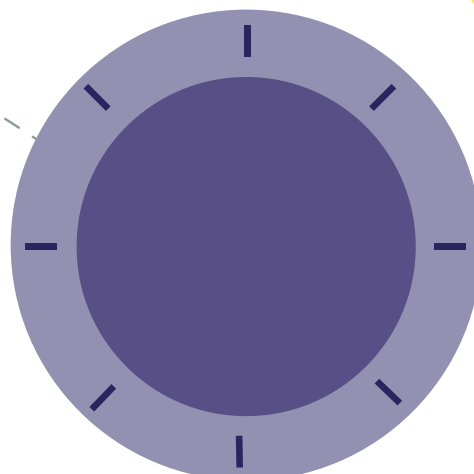
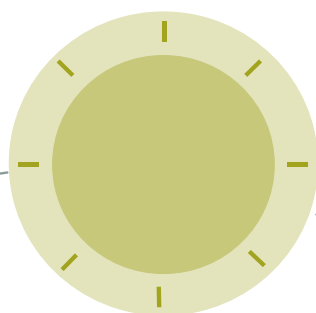
White: Peace, purity and health.

Blue: Energy and the sky (and rain too).

Orange & yellow: Hospitality.

Green: Health and land (representative of green grass).

Black: People and the challenging times they have to go through.





Maasai Necklace

6 to 14 yrs 1 hr

What to do

The necklaces are made using the outer edge of a paper plate

1. Cut into the edge of the plate, making a slit to the point where the outer rim meets the flat of the plate begins. This should be 1-2 inches deep or 2.5 to 5cm.
2. Cut all the way around the plate at that distance
3. Designs can be sketched on the plate before they are painted or coloured. This is optional.
4. Paint or using crayons colour the plate in bright and fun colours and designs.
5. Make the necklace as elaborate as you wish. You could even add beads or pasta
6. Wear the necklace proudly! You could even wear it when dancing to the Kusafiri song or other music from Africa.



Alternatives

- Use a box or any cardboard you have available instead of a paper plate

Reflective questions

- What do you know about the Maasai people?
- Why are they famous?
- What is a tribe?
- What other tribes do you know that come from Africa?
- Do you belong to a tribe?



Kente Cloth (Weaving)

8 to 16 yrs 1 hr

Purpose

To learn about Kente Cloth and practise weaving



You will need:

- Several colours of construction paper or card stock
- Scissors
- Glue stick
- Black Markers
- Yarn/Wool
- Yarn/Wool needle



Background Information

Kente Cloth is beautiful brightly coloured woven cloth with geometric patterns. The colours of the Kente cloth have special meanings.

1. Yellow (Gold)

- **Meaning:** Wealth, royalty, and spiritual purity.
- **Symbolism:** Yellow is associated with gold, which is highly valued in African cultures, particularly in Ghana, where the Gold Coast (as it was known) had a rich history of gold mining. Yellow also symbolizes vitality, energy, and the sun.

2. Green

- **Meaning:** Growth, fertility, and renewal.
- **Symbolism:** Green represents the land, agriculture, and nature. It is a color that symbolizes prosperity and hope for the future. It can also represent spiritual growth and the rejuvenation of life.

3. Red

- **Meaning:** Passion, strength, and courage.
- **Symbolism:** Red often symbolizes the bloodshed and struggles in the fight for freedom and independence. It is also associated with leadership, strength, and valor.

4. Blue

- **Meaning:** Peace, love, and harmony.
- **Symbolism:** Blue represents tranquility, harmony, and the calmness of the sky and ocean. It can also signify good health and hope, and it is often seen as a symbol of the spirit.

5. White

- **Meaning:** Purity, cleanliness, and spiritual health.
- **Symbolism:** White is associated with purity, light, and innocence. It also represents a clean slate, new beginnings, and wisdom. In many African cultures, white is worn during times of celebration or religious rituals.

6. Black

- **Meaning:** Maturity, spiritual strength, and life.
- **Symbolism:** Black represents the strength of people, the beauty of the Earth, and the connection to ancestors. It is also a color associated with resilience, authority, and a deep spiritual connection.

7. Purple

- **Meaning:** Wealth, dignity, and spiritual growth.
- **Symbolism:** Purple is a rare color in Kente cloth and is often linked to nobility and dignity. It can also represent spiritual insight, mystery, and a deep connection to wisdom.

8. Pink

- **Meaning:** Femininity, love, and kindness.
- **Symbolism:** Pink is a softer color, symbolizing love, affection, and compassion. It is often used to express feelings of tenderness and joy.



Kente Cloth (Weaving)

8 to 16 yrs ⌚ 1 hr

9. Brown

- **Meaning:** Earth, harvest, and community.
- **Symbolism:** Brown represents the earth and the connection to the land. It symbolizes the importance of family, community, and the harvest, representing sustenance and survival.

10. Orange

- **Meaning:** Energy, vitality, and abundance.
- **Symbolism:** Orange signifies enthusiasm, vitality, and excitement. It is associated with creativity and the energy of the sun, as well as the harvest and abundance.

Among the Asante (or Ashanti) people of Ghana, West Africa, a popular legend relates how two young men—Ota Karaban and his friend Kwaku Ameyaw—learned the art of weaving by observing a spider weaving its web.

One night, the two went out into the forest to check their traps, and they were amazed by a beautiful spider's web whose many unique designs sparkled in the moonlight. The spider, named Ananse, offered to show the men how to weave such designs in exchange for a few favours. After completing the favours and learning how to weave the designs with a single thread, the men returned home to Bonwire, and their discovery was soon reported to Asantehene Osei Tutu, first ruler of the Asante kingdom. The asantehene adopted their creation, named kente, as a royal cloth reserved for special occasions, and Bonwire became the leading Kente Weaving Centre for the asantehene and his court.

Kente cloth was originally worn by royalty, wealthy or respected people. Today it is worn by all, especially for special occasions. On average, a men's size cloth measures 24 strips wide, making it about 8 feet wide (2.4 metres) and 12 feet long (3.6 metres). Women may wear either one large piece or a combination of two or three pieces of varying sizes ranging from 12-5 strips, averaging of 6 feet long (1.8 metres).





Kente Cloth (Weaving)

8 to 16 yrs 1 hr

What to do

1. Cut two desired colours of paper in horizontal strips $\frac{3}{4}$ inch (2cm) wide, or vertical pieces, make about eight strips
2. Cut two or three desired colours of paper horizontal in to strips $\frac{3}{4}$ inch (2cm) wide. For horizontal weaving pieces, you should make about 3 each of each of the colours
3. Each coloured strip can be decorated with a geometric design or the strips can be decorated after they are woven
4. Lay the eight vertical strips side by side close together lengthwise in an alternating pattern making sure the tops aligns
5. Take one horizontal, with a glue stick, glue the strip onto the vertical strips matching the upper edge of the vertical strips centering it
6. Choose more weaving strips. Weave these strips horizontally through the vertical strips starting from the top making sure they are placed snugly against each other
7. To secure the weaving strips, every third strip can be glued
8. Upon completion of the horizontal strips trim the extra pieces

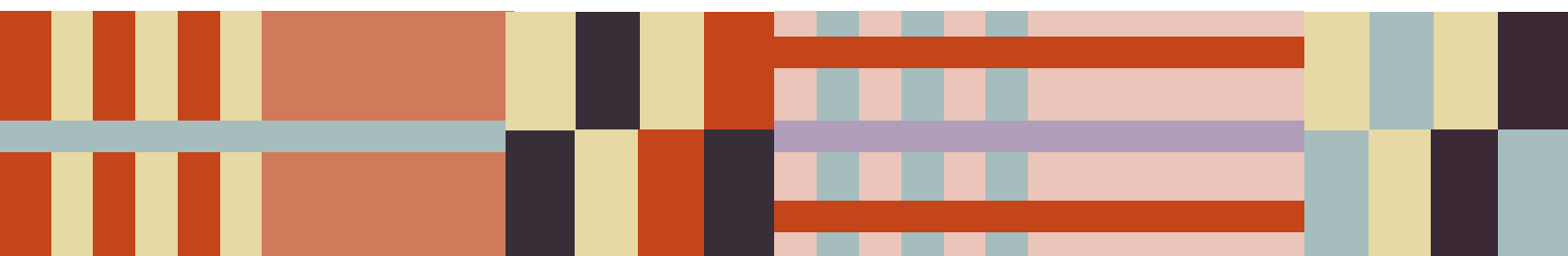
Alternatives

- Accents can be made with the black marker
- Yarn/Wool can be added to horizontal strips to add texture
- Use fabric instead of paper and secure with a stitch

Reflective questions



- What is the cultural importance of weaving?
- Have you seen weaving in any other cultures?
- What skills did you need for weaving?





Ananse and the Pot of Wisdom – A folktale

6+ yrs

15 mins



Purpose

To listen to an Ghanaian folktale and understand the wisdom behind it. You may recognise this spider from the activity above and how people in Ghana learned to weave from the spider.



You will need:

- The story (below)

Background Information

An African folktale is an anonymous, timeless story circulated orally among African people and meant to hand down knowledge and wisdom from generation to generation.

This folktale is from Ghana in West Africa.

What to do

Read the story to your group or share it with your group in whatever way you would like:

Long ago, people knew very little about farming, tools or how to weave cloths.

Nyame, the god of heaven, kept all the wisdom stored up in a clay pot. One day, Nyame gave Ananse the spider a special gift: the pot with all the wisdom in it. Ananse was so excited. He did not want to share with anyone else!

Ananse decided to keep the pot away from the world. He tied a rope around the pot of wisdom and it hung down in front of him, so he would be able to climb a tree. Ananse found it difficult to climb the tree. He was beginning to get very impatient, bruised and tired.

Ananse's little son had been standing at the bottom of the tree watching. Suddenly he said, "but father, wouldn't it be easier to climb if you tied the pot to your back instead?"

Ananse tried tying the clay pot full of wisdom to his back and it really was a lot easier. But then, he stopped and thought, "I'm supposed to be the one with all the wisdom, and here this little child was smarter than me." Anan was so angry about this, that he threw the clay pot down, and out of the tree. It smashed into pieces on the ground. Of course, all the wisdom got out and flew, all over the world.

That is how people learned to farm, how to make clothes, and iron, alongside all other information allowing people to understand how to do most things.

Alternatives

- You could share the story at a Campfire
- You could ask for some volunteers to act out the story as you read it aloud. You would need someone to be: Nyame, Ananse the Spider, Ananse's son, and the people of the world.

Reflective questions



- What are the lessons from this folktale?
- What stories are told in your culture that have a lesson?



The legend Regarding Origin of Fire – A folktale

6+ yrs

15 mins

Purpose

To listen to an Kenyan African folktale and understand the wisdom behind it.



You will need:

- The story (below)



Background Information

An African folktale is an anonymous, timeless story circulated orally among African people and meant to hand down knowledge and wisdom from generation to generation.

This folktale is from Kenya in East Africa.

What to do

Read the story;

A long time ago a man borrowed a spear, katimu, from a neighbour to kill a porcupine which was destroying his crops. He waited in the field and eventually speared one, but it was only wounded and ran off with the spear in its body and disappeared down a borrow.

He went to the owner and told him that the spear was lost, but the owner insisted on having it back. the man bought a new spear and offered it to the owner in place of the lost weapon, but the owner refused it and again, insisted on the return of the original spear.

The man then proceeded to crawl down the porcupine burrow, and having crawled a long way found himself eventually, to his surprise, in a place where many people were sitting about cooking food by fire. They asked him what he wanted and he told of his errand. They invited him to stay and eat with them, he was afraid and said he could not stay as he must go back with the spear which he saw lying there.

They made no effort to keep him, but told him to climb up the roots of the mugumu tree, which penetrated down into the cavern, and said that he would soon be outside again. They gave him some fire to take back with him, so he took the spear and the fire, then climbed out as he was told. This is said to be the way fire came to man: before that people ate their food raw.

When the man reached his friends, he returned the spear and said to the owner, "You have caused me a great deal of trouble to recover your spear, and if you want some of this fire which you see is going away into smoke, you will have to climb up the smoke and get it back for me."

The owner of the spear tried and tried to climb the smoke but could not do it, and the elders then came and intervened and said, "We will make the following arrangement; fire shall be for the use of all, and because you have brought it you shall be our chief."



Alternatives

- You could share the story at a Campfire
- You could ask for some volunteers to act out the story as you read it aloud. You would need someone to be: the porcupine, the man, the spear owner, people in the cave, elders

Reflective questions



- What are the lessons from this folktale?
- What stories are told in your culture that have a lesson?



Swahili

8+ yrs

30 mins



Purpose

To learn some Swahili (the most widely spoken language in sub-Saharan Africa and the common tongue for most East Africans).



You will need:

Swahili words and phrases:

- **Kusafiri** - to journey - **koo-sah-FEE-ree**
- **Jambo** - hello - **JAHM-boh**
- **Kwa heri** - goodbye - **kwah HEH-ree**
- **Tafadhali** - please - **tah-FAH-dah-lee**
- **Asante** - thank you - **ah-SAHN-teh**
- **Asante sana** - thank you very much - **ah-SAHN-teh SAH-nah**
- **Karibu** - gladly, you're welcome - **kah-REE-boo**
- **Ninaitwa ...** - My name is ... - **nee-nai-EE-twah**
- **Hakuna Matata** - there are no problems, no worries - **hah-KOO-nah mah-TAH-tah**
"Hakuna matata" or "no worries" is the Swahili saying made famous in The Lion King

Swahili numbers made into cards (as explained below):

1. **Moja** - one - **MOH-jah**
2. **Mbili** - two - **M-BEE-lee**
3. **Tatu** - three - **TAH-too**
4. **Nne** - four - **N-nay**
5. **Tano** - five - **TAH-noh**
6. **Sita** - six - **SEE-tah**
7. **Saba** - seven - **SAH-bah**
8. **Nane** - eight - **NAH-nay**
9. **Tisa** - nine - **TEE-sah**
10. **Kumi** - ten - **KOO-mee**

Background Information

Language is one of the most important parts of any culture. It is the way by which people communicate with one another, build relationships, and create a sense of community.

Swahili is an official language alongside English in Kenya and Tanzania, and primary school children are usually taught in Swahili. Many Ugandans understand some Swahili, although it's rarely spoken outside Kampala, the capital. Swahili is also spoken in parts of Malawi, Zambia, the Democratic Republic of Congo, Somalia, and Mozambique.

Over 82 million people speak it as a second language, making Swahili the 14th-most widely spoken language in the world.

★ **ASANTE SANA**

★ **6** *sita* ★ **4** *nne*

jambo

karibu

★ **5** *tano* ★ **g**



What to do

1. A fun way to learn and use simple Swahili words or phrases can be when a group assembles to have a snack.
 - The person passing out the treats might say “Jambo” [Hello].
 - The person, after receiving the treat might say “Asante” [Thank you].
 - Or at the end of a meeting everyone might say goodbye in Swahili by saying --- “Kwa heri”
2. Concentration is a card game for one, two, or more people to help learn Swahili numbers.
 - a. Make a deck of cards

Cut cardstock into 20 – 3 inch x 5 inch cards (7 to 12 cm).

On one side of two cards, print in the centre of the card “1 -- moja”

On the next two cards, print “2 – mbili”.

Continue until all ten numbers have been complete.
 - b. To play the game the cards are shuffled and laid down face down on a surface in orderly rows and column. The cards can be based on a theme. All of the cards must be part of a pair.
 - c. The first person turns over two cards. If the cards do not match, they are both turned back face down. If the cards match, they are removed from the deck and placed in front of the person who makes the match.
 - d. The person who makes the match continues to turn over two more cards trying to make a match until the cards do not match.
 - e. The next person takes over and does the same thing until there is no match.
 - f. The winner is the one with the most pairs.

Alternatives

- Think of some other situations when these Swahili phrases might be used and practice them.
- Think of some other ways to play with the Swahili number cards. For example, have everyone scattered around the room and then at your ‘go’ participants need to run around. When you shout ‘Kusafiri’ they have to freeze, your pull a card and they have to make groups of that number.

kwa heri

Reflective questions

- How difficult was it for you to speak the Swahili words and numbers?
- Can you speak more than one language?
- What is the most widely spoken language in the world?

ASANTE SANA 5 tano g



French

8+ yrs

30 mins



Purpose

To learn some French – the language spoken by many of the Member Organisations of WAGGGS in the Africa Region.



You will need:

These words and phrases in French:

- **Oui** – Yes - wee
- **Non** – No - noh
- **S'il-vous-plâit** – Please - seel voo pleh
- **Merci** – Thanks - mehr-see
- **Non, merci** – No thanks - noh mehr-see
- **De rien** – You're welcome - duh ree-ahn
- **Pardon** – Sorry - par-dohn
- **Bonjour** – Hello - bohn-zhoor
- **Salut** – Hello, Bye - sa-loo
- **Au revoir** – Bye, Goodbye - oh ruh-vwar
- **Bonsoir** – Good evening - bohn-swahr
- **Bonne nuit** – Good night - buhn nwee

Numbers 1-10 in French

- **Un** - one - uhn
- **Deux** - two - duh
- **Trois** - three - twah
- **Quatre** - four - katr
- **Cinq** - five - sank
- **Six** - six - sees
- **Sept** - seven - set
- **Huit** - eight - weet
- **Neuf** - nine - nuhf
- **Dix** - ten - dees

Background Information

Africa is the most diverse continent in the world. It is home to nearly 2000 languages, and French is one of the most widely spoken, alongside English, Swahili, and others. French is the official language in over 20 countries, many of which are where Kusafiri events have been held. Due to this, many Kusafiri events are held in French and English as many of the countries part of WAGGGS use these languages across the Africa Region.





What to do

1. A fun way to learn and use French words or phrases can be when a group assembles to have a snack.
 - The person passing out the treats might say “Bonjour” [Hello].
 - The person, after receiving the treat might say “Merci” [Thank you].
 - Or at the end of a meeting everyone might say goodbye in French by saying --- “Au revoir” or “Bonsoir”, or “Bonne nuit.”
2. Concentration is a card game for one, two, or more people to help learn French numbers.
 - a. Make a deck of cards
 - Cut cardstock into 20 – 3 inch x 5 inch cards (7 to 12 cm).
 - On one side of two cards, print in the centre of the card “1 -- un”
 - On the next two cards, print “2 – deux”.
 - Continue until all ten numbers have been complete.
 - b. To play the game the cards are shuffled and laid down face down on a surface in orderly rows and column. The cards can be based on a theme. All of the cards must be part of a pair.
 - c. The first person turns over two cards. If the cards do not match, they are both turned back face down. If the cards match, they are removed from the deck and placed in front of the person who makes the match.
 - d. The person who makes the match continues to turn over two more cards trying to make a match until the cards do not match.
 - e. The next person takes over and does the same thing until there is no match.
 - f. The winner is the one with the most pairs.

Alternatives

- Think of some other situations when these French phrases might be used and practice them.
- Think of some other ways to play with the French number cards. For example, if you have several sets of cards you could play ‘snap’ and instead of saying ‘snap’ you can say ‘Kusafiri’. Cards are shuffled and dealt out to the players until there are no cards left. Each person takes a turn and turning a card over and placing it face up in the centre. If two cards match everyone ties to put their hand onto the stack of cards saying ‘Kusafiri’. If you are the first to say the word and to get your hand on the stack then the stack of cards becomes yours. The winner is the person with all the cards at the end of the game.

Reflective questions

- How difficult was it for you to speak the French words and numbers?
- Can you speak more than one language?
- How many people in the world speak French?



Kusafiri Quiz

8+ yrs

15 mins

Purpose

To learn more about Kusafiri World Centre through a fun quiz



You will need:

The Questions and the Answers for the Quiz (below)



Questions:

1. What two languages are represented within the Kusafiri's Song -- Karibu Kusafiri!?
2. Can you name one of the WAGGGS programmes that has been shared with the girls and young people who attend a Kusafiri event?
3. There are 5 WAGGGS Regions, in which region is Kusafiri World Centre located?
4. What does the word Kusafiri mean?
5. What are the four official languages of WAGGGS?
6. In what year did WAGGGS choose the name Kusafiri for the Fifth World Centre?
7. What is Kente cloth?
8. Can anyone visit Kusafiri?
9. A drum is the symbol that is associated with Kusafiri. What is the name of this type of drum?
10. What made Kusafiri unique compared to the other World Centres in its first years of having sessions?

Background Information

Kusafiri is the youngest of the WAGGGS World Centres. We encourage you to complete other activities before participating the quiz as the learning from those activities will make it easier to answer questions.

Answers:

1. French and English
2. Free Being Me, Stop The Violence, JLS-Juliette Low Seminar, Arts4 Change, Prepare to Learn, Prepare to Lead
3. Africa Region
4. A Swahili term ----"to journey"
5. English, Spanish, French, Arabic
6. The name Kusafiri was chosen in 2015.
7. Kente Cloth is a colourfully patterned cloth traditionally woven by hand in Ghana
8. Kusafiri is open for bookings for day visitors, independent guests and event guests. You don't have to be a Girl Guide or a Girl Scout to visit but may if you are, you will want to visit soon.
9. Djembe drum
10. Kusafiri was a moving World Centre which changed location across different countries in African Region, this made it more accessible for girls to attend and benefit from WAGGGS programmes and different events.

What to do

You can use these quiz questions in whatever way you like

Simple Q&A or cards or whatever you feel will work for your group.

Alternatives

- Share with others how you designed your quiz!
- Use the information at the beginning of this pack or on the [Kusafiri website](#) to create more questions.

Reflective questions



- What did you already know about Kusafiri?
- What did you learn about Kusafiri for this quiz?
- What else would you like to know about Kusafiri?





Birthdays Circle Dance

5+ yrs

10 mins

Purpose

Get to know the others in your group and let your creativity shine.



You will need:

- A way of playing music and some music



What to do

1. Music is played and the group forms a circle
2. You can create your own or use an online playlist like this: [Music playlist](#)
3. Everyone chants "Those who are born on Monday come in and dance, those who are born on Tuesday come in and dance. Etc.." People will join the circle when the chant refers to them and dance.
4. Continue until everyone has had a chance to dance.

Background Information

This is a Ghanaian game regularly played at Girl Guides meetings to help the group get to know each other while having some fun by dancing.

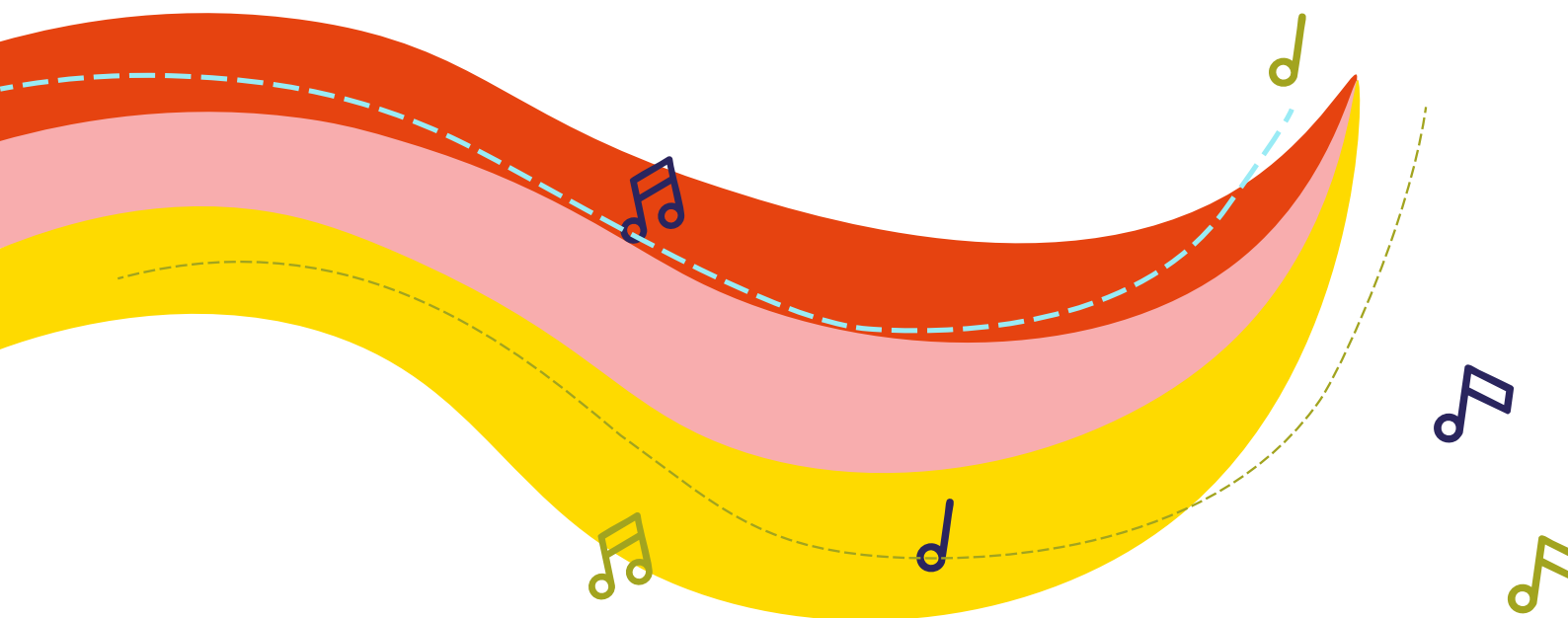
Alternatives

- You don't just have to use days of the week. You could have other things to invite people into the circle e.g. birth months, wearing a particular colour, letter of your name etc.

Reflective questions



- Do you think your dance matches your personality?
- Did you learn something new about the people in your group?
- Which other dances did you like most?





Pass the Lyric

8+ yrs

10 mins



Purpose

To check how people pay attention to information that is given to them through popular songs.



You will need:

- No items needed

Background Information

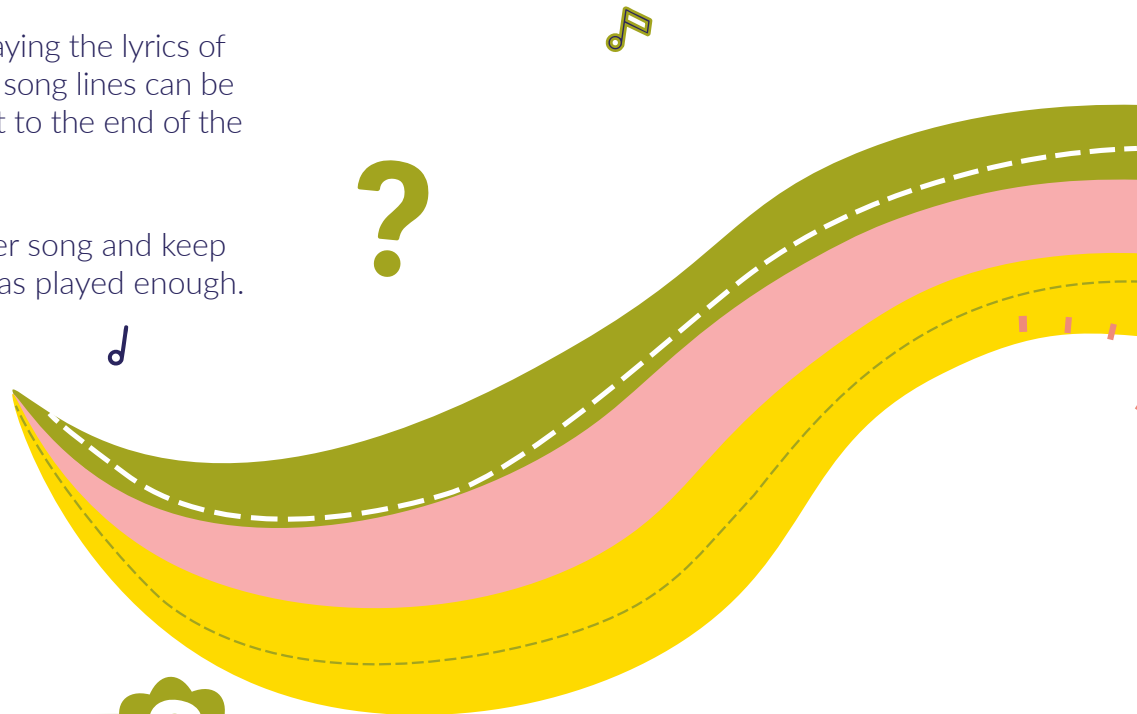
This musical communication game is a twist on the popular telephone game.

What to do

1. One person starts in the group by saying a word or sentence from a popular song or a Girl Guide or Girl Scout song
2. The next person is challenged to say the next line of the song.
3. The group continues saying the lyrics of the song until no more song lines can be remembered or you get to the end of the song.
4. Start again with another song and keep going until everyone has played enough.

Alternatives

- Randomly choose three different African songs and learn the lyrics. Afterwards, one person chooses one of the songs and that is the song which will be used to play the game.



Reflective questions

- How do you make sure you are actively listening to others?
- What's your favourite lyric of the song?



Kusafiri Dance

5+ yrs

20 mins

Purpose

To learn the dance moves featured in the Kusafiri song.



You will need:

- A way of playing the clip and a space to dance.



Background Information

Kusafiri turned 10 in 2021 and Girl Guides and Girl Scouts who had a life-changing Kusafiri experience wrote the Kusafiri song to celebrate. The song has been recorded and produced by the amazing Bodo Razafindrazaka, a fantastic singer and music video producer from Madagascar.

What to do

1. Watch the 'Dance with Us' version of the Kusafiri Song here: **DANCE WITH US**
2. Learn the moves by pausing the clip until you feel you have learnt all the moves.
3. Do the whole dance when you are ready!

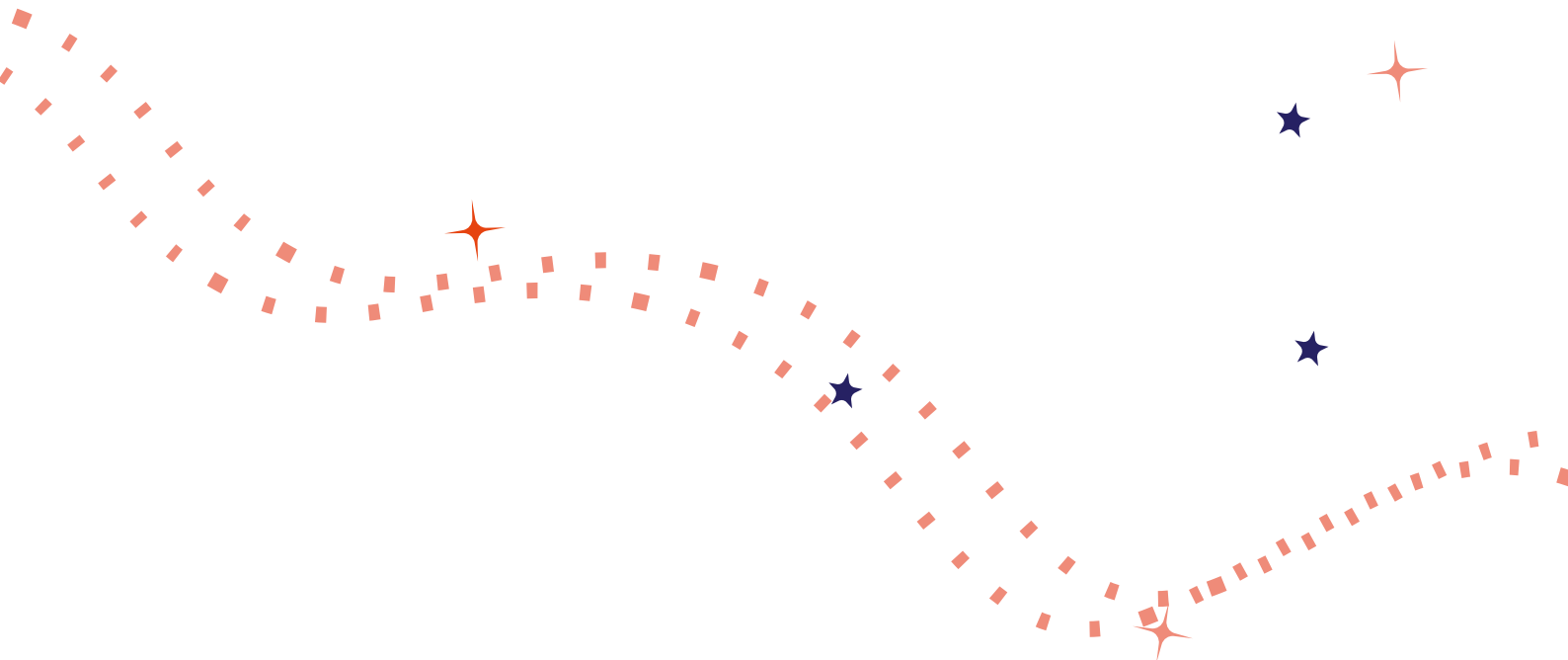
Alternatives

- Make up your own moves to the Kusafiri song and share them with each other.

Reflective questions



- Which is your favourite dance move in the song?
- If you were to add a line and dance to the song, which one would it be?





Kitchen Charades

8+ yrs

15 mins



Purpose

To learn about African cooking, dishes and ingredients while practicing non-verbal communication skills.



You will need:

- Each of the words below on a folded piece of paper. Words to use:

Beginner level: salt, sugar, milk, chicken, rolling pin, spoon, cup.

Middle level: chapati, tofu

Expert level: jollof, ugali

- Something to keep the pieces of paper in
- A way of searching online for information if you don't know any of the items on the list

Background Information

This communication game is a fun way to learn about the different items you might find in an African kitchen. Some of these are items you use to cook, some are ingredients, some are African dishes!

Alternatives

- You can use a mixture of beginner, middle and expert words depending on how familiar your group is with these items already or the age of the group.

Reflective questions



- How many African foods do you know so far?
- Were there any foods that came up which you did not know?
- Are there any meals you could try cooking after this that you did not already know?

What to do

1. Take turns in your group to act out one of the kitchen items on the pieces of paper whilst not saying anything aloud. This means using actions to help your audience understand what you're trying to communicate!
2. The team or person who successfully guesses what you are acting out wins the point!
3. Continue until you complete all the words have been used.





Cooking Tagine

12+ yrs

1 hr

Purpose

Get a flavour of North African culture by trying this slow cooked stew.



You will need:

Equipment

- This recipe requires a slow cooker rather than a tagine but do use a tagine if you have one.

Ingredients

- 900g lamb shoulder neck or leg, cut into chunks
- 1 tbsp olive oil
- 1 onion chopped
- 3 carrots cut into chunks
- 2 tsp ras-el-hanout
- 1 tsp ground cumin
- 1 tbsp tomato purée
- 1 chicken or lamb stock cube
- 1 sweet potato cut into chunks
- 30g dried cherries
- ½ tsp honey
- ½ bunch coriander chopped
- Couscous to serve



Background Information

Tagine is a popular dish in North African countries including Morocco, Algeria and Tunisia. Tagine refers to both the name of the dish and the pot in which it is cooked. A tagine is portable to allow the dish to be cooked in many locations and is conical shaped to ensure condensation is trapped in the process. This ensures that water is not lost during cooking which is important where water supplies are limited.

This recipe has been taken from

BBC GOOD FOOD

Alternatives

- Tagine can use a range of ingredients so you can include a different meat or fish if you would like, or no meat at all to make it vegetarian.

Here's a link to a vegetarian recipe

MOROCCAN TAGINE

Reflective questions



- Which other African food can you prepare?
- What did you love about the whole preparation process?

What to do

1. Fry the lamb in the oil in batches and tip it into the slow cooker.
2. Fry the onion in the same pan for 5 mins or until it softens a little.
3. Add the carrots and spices, stir everything together, add the tomato purée, stock and 250ml water and swirl everything around the pan.
4. Tip into the slow cooker.
5. Add the sweet potato, dried cherries, honey and another 500ml water.
6. Cook on low for 8 hrs or high for 4 hrs.
7. Stir in the coriander and serve with couscous.
8. Leave to cool before freezing.



Cooking Nkate Cake

10+ yrs

15 mins

Purpose

Try cooking a traditional Ghanaian recipe that uses just two ingredients!



Background Information

This sweet snack, also known in English as peanut brittle, is very popular in Ghana and a favourite of many guests at Kusafiri.

You will need:

Equipment

- Food processor or a ziplock bag
- Rolling pin
- A non-stick pot
- 2 sheets of parchment paper
- A spoon

Ingredients

- 500g unsalted roasted peanuts
- 500g granulated sugar



What to do

1. Crush your peanuts. This can be done with your food processor or just in a ziplock bag and bash it with a rolling pin. It's up to you how coarse or smooth you go as to what your preference is for the end result. Transfer crushed peanuts into a bowl and set aside for later.
2. Set aside your 2 pieces of parchment paper - do this now to give yourself time to work quickly later on.
3. Pour the sugar into your pot and turn on a low heat to make caramel. Stir the sugar continuously until it is melted. This may take some time.
4. Once the sugar is melted, add the crushed peanuts to the sugar to combine the two ingredients until your peanuts are well moistened. Turn down the heat and combine quickly so it doesn't set.
5. Transfer your mixture onto the parchment paper. Be careful not to burn yourself as the mixture will be hot. Put the second piece of parchment paper on top and roll it out to your desired thickness. This tends to be around 1-2cm.
6. Cut and mould the mixture into your desired shape. This could be a diamond shape or anything you like!
7. Allow it to cool completely and store in an airtight container. Once it's set it will snap easily. Enjoy!

Alternatives

- You can make this dish in smaller or larger quantities, just make sure to keep the two ingredients equal.
- You can also try different shapes for your mixture before it cools!

Reflective questions



- Why do you think people at Kusafiri like this sweet so much?
- What sweets do you like?



Cooking Jollof Rice

10+ yrs

1 hr

Purpose

Try cooking a popular West African dish that's a flavourful mix of rice, tomatoes, peppers, and spices. This recipe focuses on a Ghanaian style of Jollof.

You will need:

Equipment

- Large pot, with a tight fitting lid
- Blender or food processor
- Wooden spoon or spatula for stirring
- Measuring cups and spoons

Ingredients

- 2 cups long-grain rice, rinsed
- 1 large onion, chopped
- Peppers
- 4 large ripe tomatoes, chopped
- ¼ cup vegetable oil
- 2 tablespoons tomato paste
- 1 teaspoon ground ginger
- 1 teaspoon garlic powder
- 1 teaspoon curry powder
- ½ teaspoon dried thyme
- ½ teaspoon smoked paprika (optional, for depth of flavour)
- Salt to taste
- 4 cups chicken or vegetable broth (or water)

Background Information

This savoury dish, made with rice, tomatoes, and a blend of spices, is a staple across West Africa, with each country (and even regions within countries) boasting its own unique take. It's especially popular in Ghana and Nigeria, where friendly rivalry exists over whose version reigns supreme.

What to do

1. Blend the base: Combine the chopped onions, peppers, and tomatoes (if using) in your blender or food processor. Blend until smooth, creating a pepper and tomato base.
2. Sauté the aromatics: Heat the vegetable oil in your large pot over medium heat. Add the tomato paste and sauté for about 2-3 minutes, stirring constantly to prevent burning. This helps to deepen the flavour of the tomato paste.
3. Add the blended base and spices: Pour the blended pepper and tomato mixture into the pot. Stir in the ground ginger, garlic powder, curry powder, thyme, smoked paprika (if using), and salt. Stir well to combine all the spices.
4. Cook the rice: Add the rinsed rice to the pot, ensuring it's evenly distributed. Pour in the chicken or vegetable broth (or water). The liquid should be about an inch above the rice. Bring the mixture to a boil, then reduce the heat to low, cover the pot tightly, and let it simmer for 15-20 minutes, or until the liquid is absorbed, and the rice is cooked through.
5. Steam and fluff: Once the liquid is absorbed, remove the pot from the heat and let it sit (covered) for another 5-10 minutes. This allows the rice to steam and ensures it's perfectly fluffy. Finally, use a fork to fluff the rice, mixing it gently.
6. Serve hot and enjoy your delicious homemade Jollof Rice



Cooking Jollof Rice

10+ yrs

1 hr

Alternatives

- You can make this dish in small or large quantities and can add as many protein or vegetables as you like.



This is a recipe sample from Sweet Adjeley's YouTube page [JOLLOF RICE](#)

Reflective questions



- Why do you think rice is such a popular food in many countries?
- Do you have a favourite rice dish?



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**Connecting with
Kusafiri**



SUPPORT KUSAFIRI

YOUNG PEOPLE

There are many opportunities for young people to support and experience a World Centre, here are just a few of the different opportunities available at Kusafiri and the other World Centres:



Scholarship

Look out for scholarship opportunities to volunteer or attend an event



Internship

An opportunity to practice skills, such as hospitality, media, marketing



Gap Year

Something to do while you consider your future ... you may find your perfect career!



Volunteer

Become part of the [WAGGGS Volunteer Pool](#); when volunteering opportunities are available, they will be announced to the Volunteer Pool and you can apply.

For more information about opportunities, [contact Kusafiri](#).





SUPPORT KUSAFIRI

ADULTS

Whether you have visited Kusafiri or not, you can promote the World Centre to others and encourage them to visit and share experiences.

Make a donation, or become a “friend”

- Friends of the World Centres – [Facebook](#)
- [Friends of Kusafiri](#)
- [Donate to Kusafiri](#)



Local Events

Plan and run some events at home to create awareness

- Dinner at a local African restaurant
- A shared meal of African cuisine
- A cooking event
- A craft event
- Other events e.g. drumming/ bead making/dance



Plan a Trip



The best way to support Kusafiri is to go there!

- Attend an event, or book a stay enroute to another destination.
- Volunteer – join the [WAGGGS Volunteer Pool](#)
- Invite your friends and go as a group
- Support others planning a trip (even if you cannot go)



Use social media to share and promote



- Share memories
- Share photos of recent local events

Use #kusafiriworldcentre #tojourney

- [Instagram](#) – @kusafiriworldcentre
- [Facebook](#) – @kusafiriworldcentre
- [YouTube](#) – @kusafiriworldcentre



Resources

In this section are the resources required for activities in this pack, such as templates, cards, stories.



LINKS

Some useful links to connect with Kusafri:

[Website](#)

[Contact Form](#)

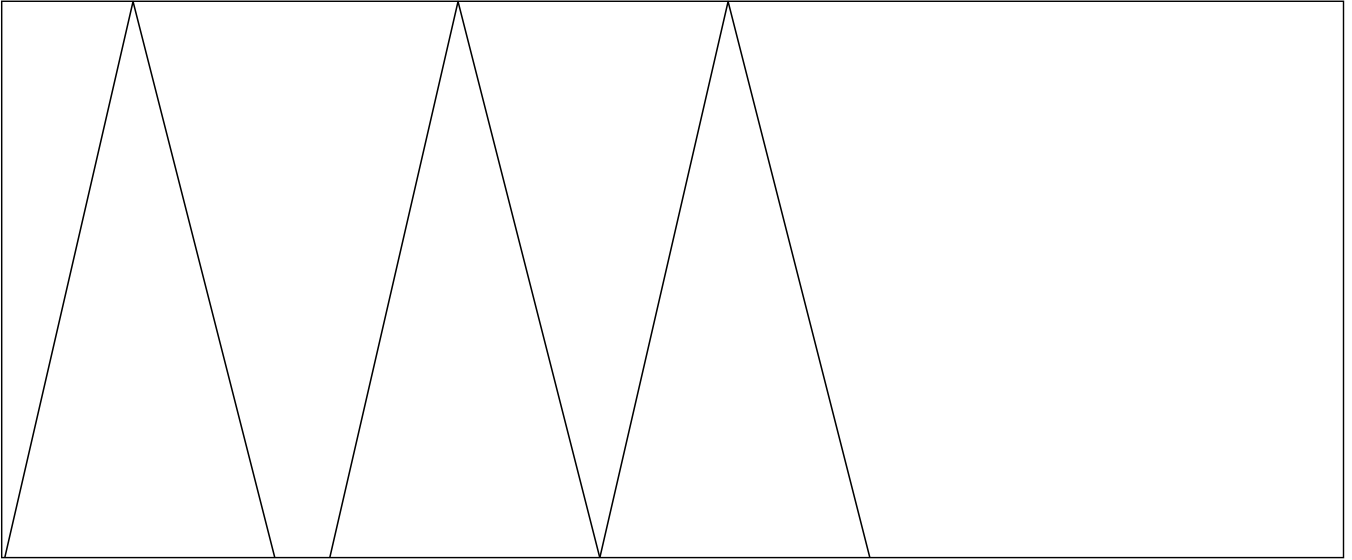
[Sign up for Newsletter](#)

[Other World Centres](#)

[World Centres on Campfire](#)



Paper Bead Template





www.worldcentres.waggs.org