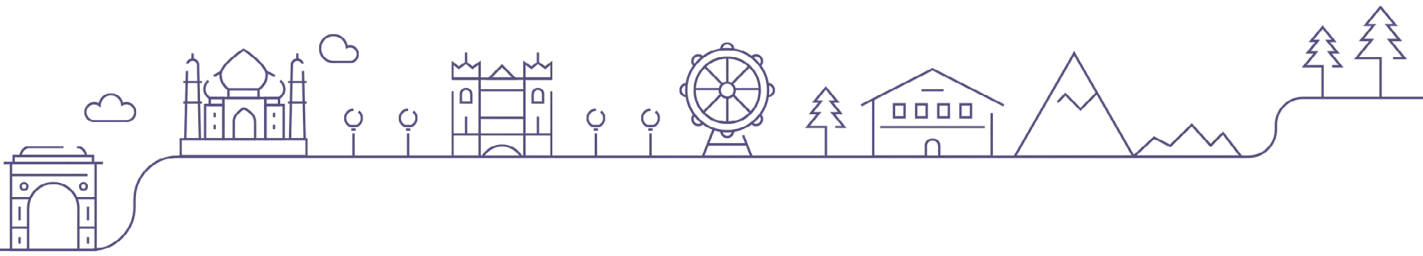
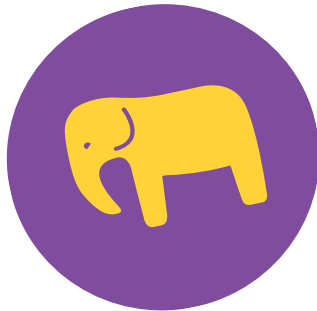


# WORLD CENTRES INTERNATIONAL ADVENTURES





**A WORLD OF  
POSSIBILITIES**

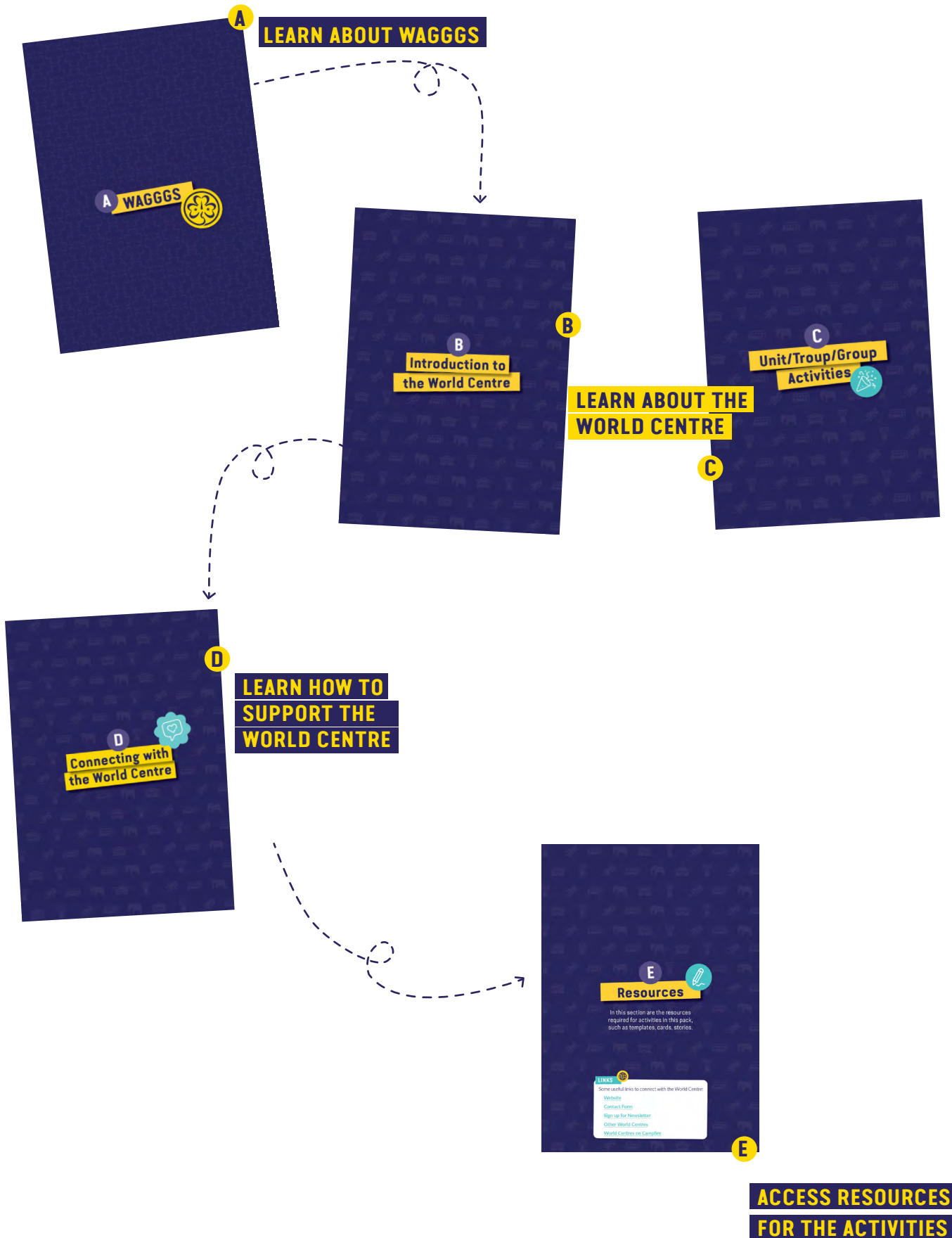


Sign up for our newsletter and get the latest on events,  
programmes and opportunities to get involved.

[worldcentres.waggs.org](http://worldcentres.waggs.org)



# About this Activity Pack





# FIND US



**1932**

## Our Chalet

in Switzerland, opened in 1932



**1957**

## Nuestra Cabaña

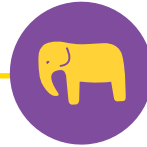
in Mexico, opened in 1957



**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



# NUESTRA CABAÑA






Mexico



# Welcome!

This activity pack has information and different activities to help you learn about Nuestra Cabaña 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 Nuestra Cabaña World Centre**  
Some general information about this World Centre
-  **D. Supporting the Centre**  
Things that everyone can do to support and promote the World Centre



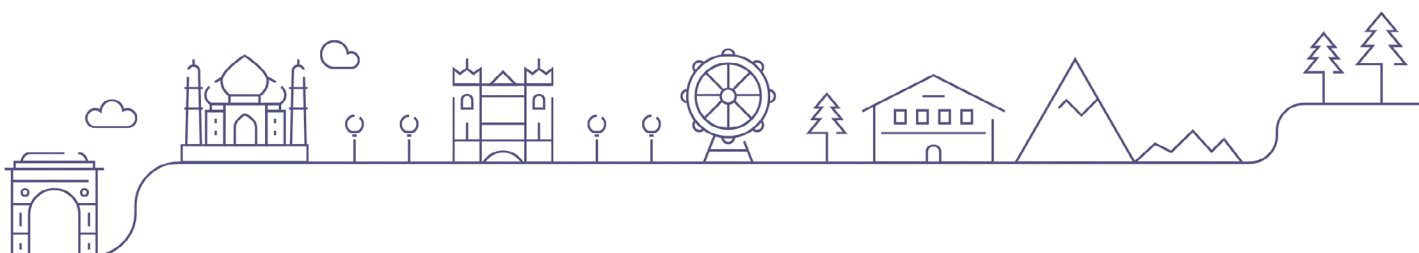
## How to use this pack

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.





# 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.

**A**

**WAGGGS**





# WAGGGS

(World Association of Girl Guides and Girl Scouts)

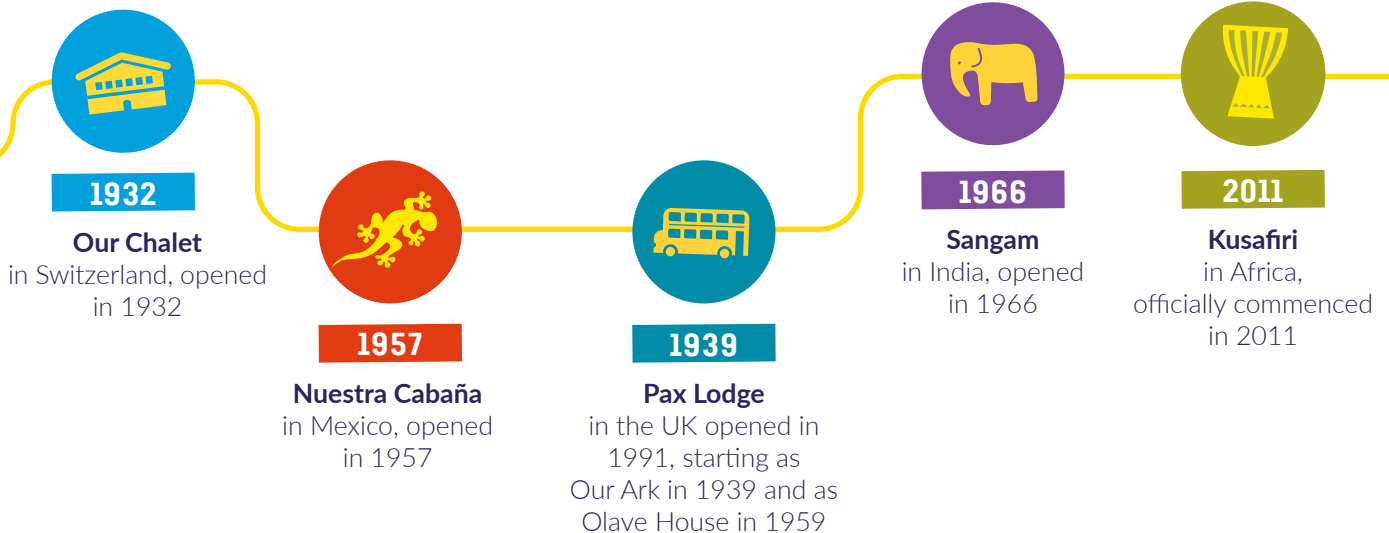
## What is WAGGGS?

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 **Nuestra Cabaña**.





# 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

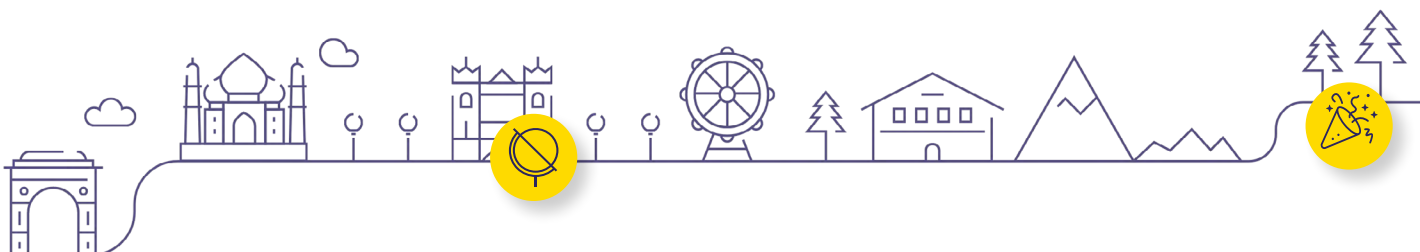


## GAMES

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	<b>Map It</b>	All ages	20 mins	A world map, mapping pins or markers. Digital/online alternative	11
 Game	<b>Card Games</b>	All ages	20-30 mins	Set of World Centre Cards (in Resources)	12
 Culture	<b>Interactive Story</b>	All ages Suitable for large groups	20 mins	The World Centre Story (in Resources), Props (optional)	14
 Culture	<b>Tourist Agency</b>	12yrs+ Suitable for at least 12-18 people or more	45-60 mins	Resources with information about each of the 5 World Centres	15
 Culture	<b>WAGGGS Quiz</b>	All ages	20-30 mins	Quiz questions (in Resources); access to the answers (eg. books, leaflets, websites)	17
 Culture	<b>Souvenir Swap Relay</b>	All ages	20-30 mins	Variety of items from each of the World Centres	18





# 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 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 an 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 “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)





# Card Games

All ages

20-30 mins

## 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 doing 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 Centres?
- 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). Place 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.

## 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?





**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.



**Want to see what's on offer now?**

[Click here!](#)



**For more information**

[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.



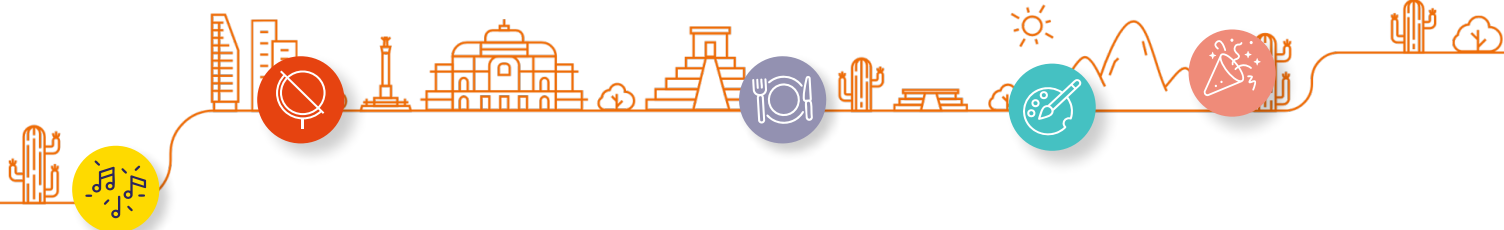
## Games

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.	28
Culture	Values Pyramid	All Ages	20-30 mins	A set of cards (postcard size), each with a value.	29
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).	30
Arts & Craft	Amate Painting	All Ages	30-60 mins	Paper, paint, water, suitable space for painting.	32
Arts & Craft	Making a Piñata	All Ages	1 hour	A wide range of craft materials such as paper, scissors, glue. Candy or small toys.	34
Food	Pico de Gallo (Fresh Salsa)	12+ yrs	15 mins	Ingredients, chopping board, sharp knife, blender (optional), bowl.	36
Food	Guacamole	8+ yrs	15 mins	Ingredients, knife, fork, bowl.	38
Food	Cheesy Black Bean Quesadillas	8+ yrs	25-30 mins	Ingredients, bowl, utensils, frying pan or skillet	40
Music and Dance	Nuestra Cabaña Song	All Ages	20 mins	Words and music to the Nuestra Cabaña Song	42
Music and Dance	Macarena Dance	All Ages	20 mins	Macarena music, step instructions	43
Music and Dance	Maracas	All Ages	20-30 mins	Paper cups, seeds/beads/rice, glue, paint/decorations	44
Music and Dance	Spin Drum	All Ages	30-60 mins	Paper round mâché or cardboard box, wooden dowel, string, beads, glue, markers or stickers	45
Music and Dance	Jarabe Tapatio (Mexican Hat Dance)	All Ages	20 mins	Sombrero (hat), Mexican music.	46
Game	Atrapa el Sombrero (Catch the Hat)	6-12 yrs	15 mins	Sombrero (hat) per player, Mexican music.	47
Game	La Pirinola	All ages	20 mins	Pirinola (six-sided spinning top), tokens (ten per player).	48
Game	Piñata	All ages	20 mins	Piñata, music and some way to play music.	50



# 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.



## Purpose

To create a hierarchy or order of personal values.

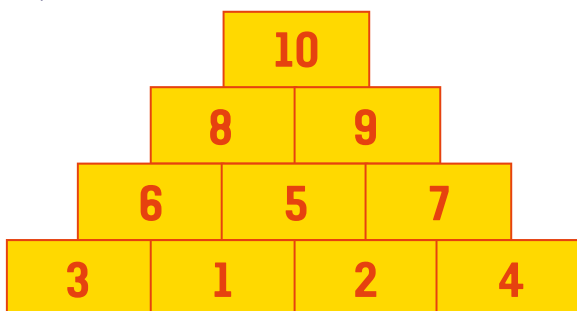


## You will need:

- 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.

## 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.



## 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



# Butterflies

All Ages

20-30 mins



## 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)

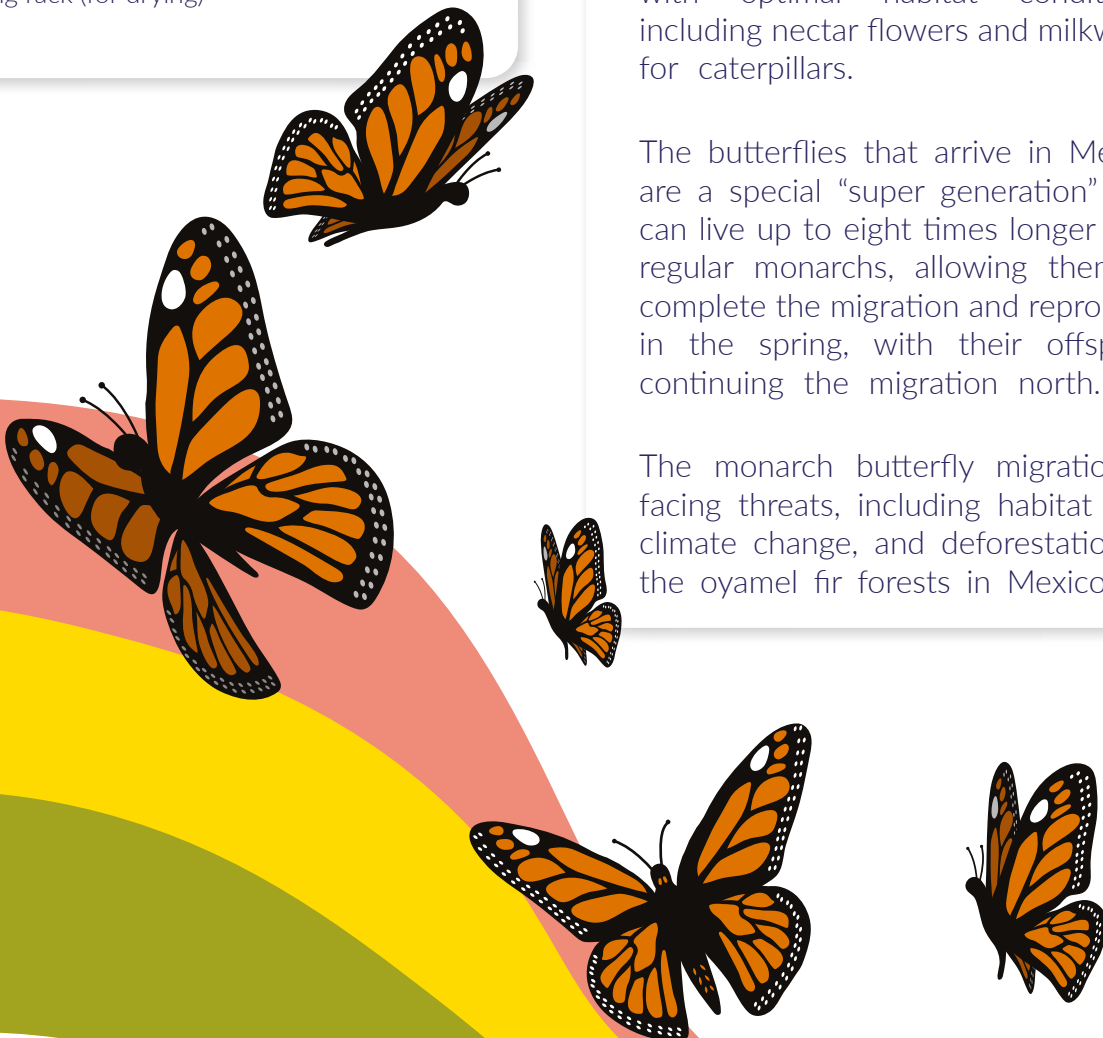
## Background Information

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.

- 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.





## 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

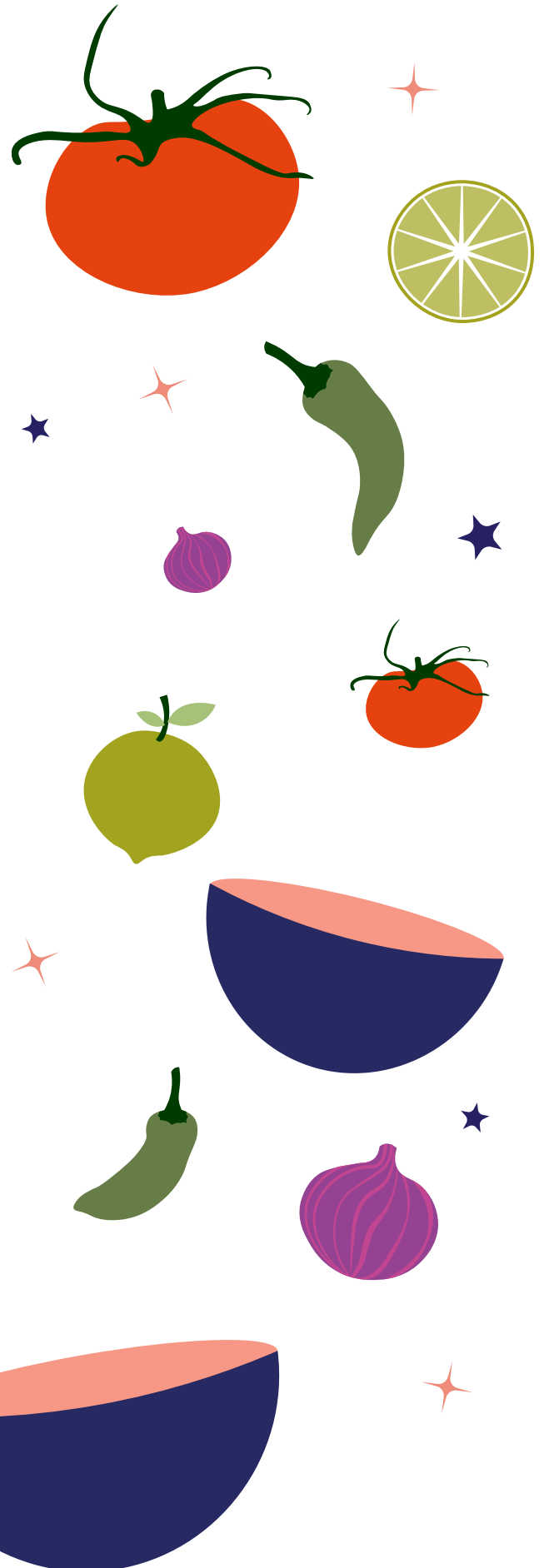
## Alternatives

- 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 – ahuacatl (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.





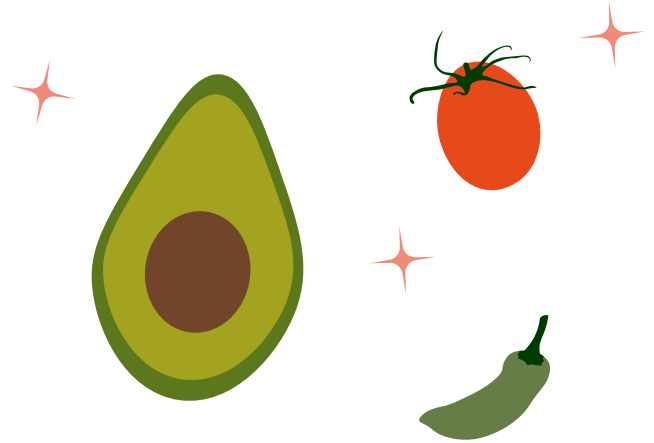
# Guacamole

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.



## 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.



## 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



# 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.

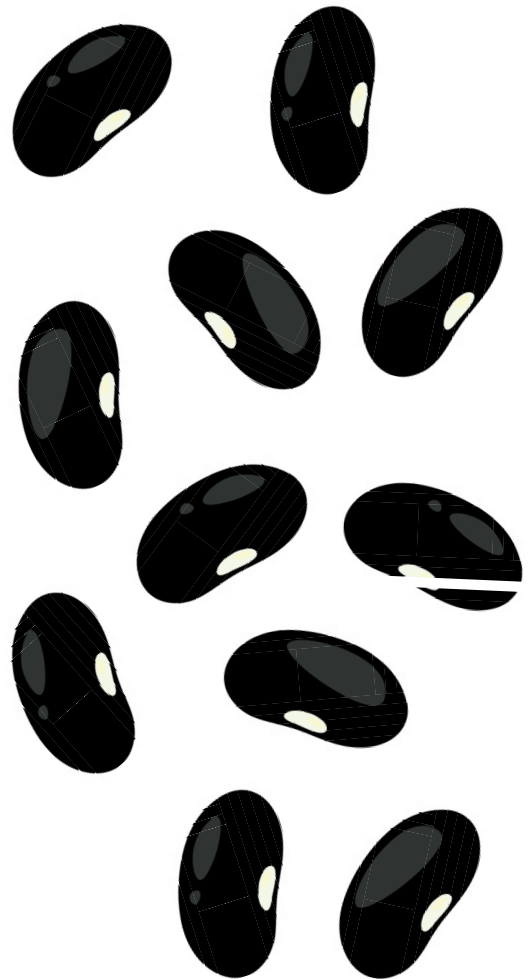
## Reflective questions



- 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 Section B)
- 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

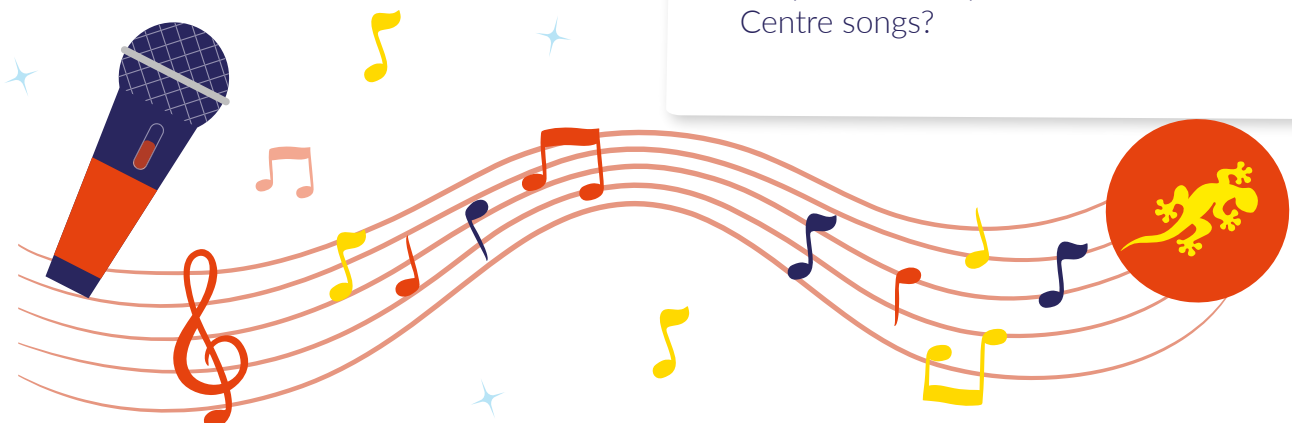
## What to do

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 arm's 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



## 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!

## 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.

## 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.



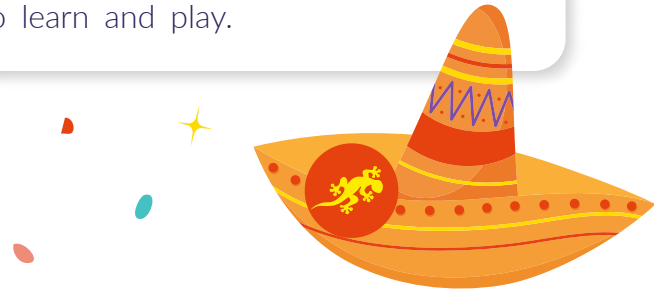
### You will need:

- 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



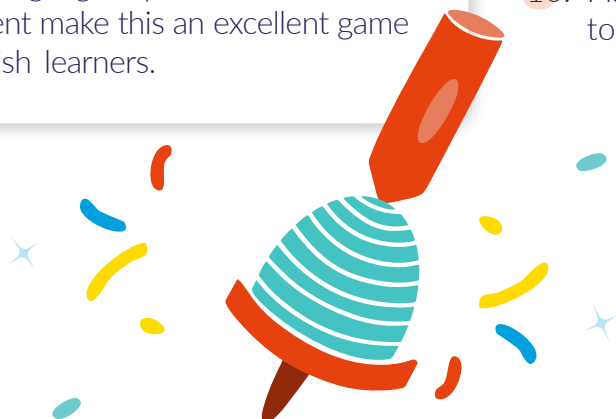
## What to do

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.

## 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.





*\*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.



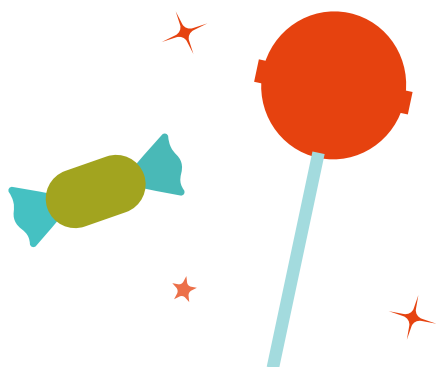
## You will need:

- 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 piñata 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 piñata 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.



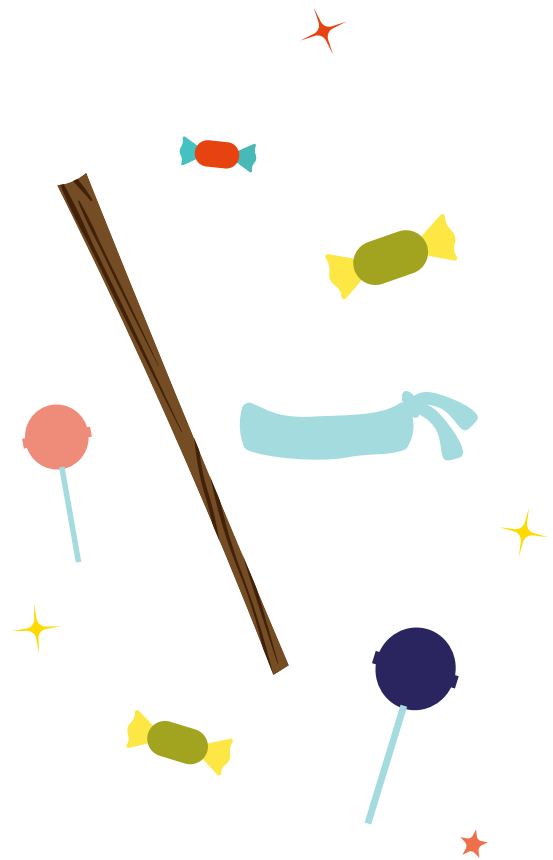
## Alternatives

- 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 WAGGS 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



# 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](#)



# Card Games

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

<b>Our Chalet</b>	<b>Nuestra Cabaña</b>	<b>Pax Lodge</b>	<b>Sangam</b>	<b>Kusafiri</b>
<b>31 July 1932</b>	<b>24 July 1957</b>	<b>2 May 1939</b>	<b>16 October 1966</b>	<b>11 July 2011</b>
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 (2026-2024)



# 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



# 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



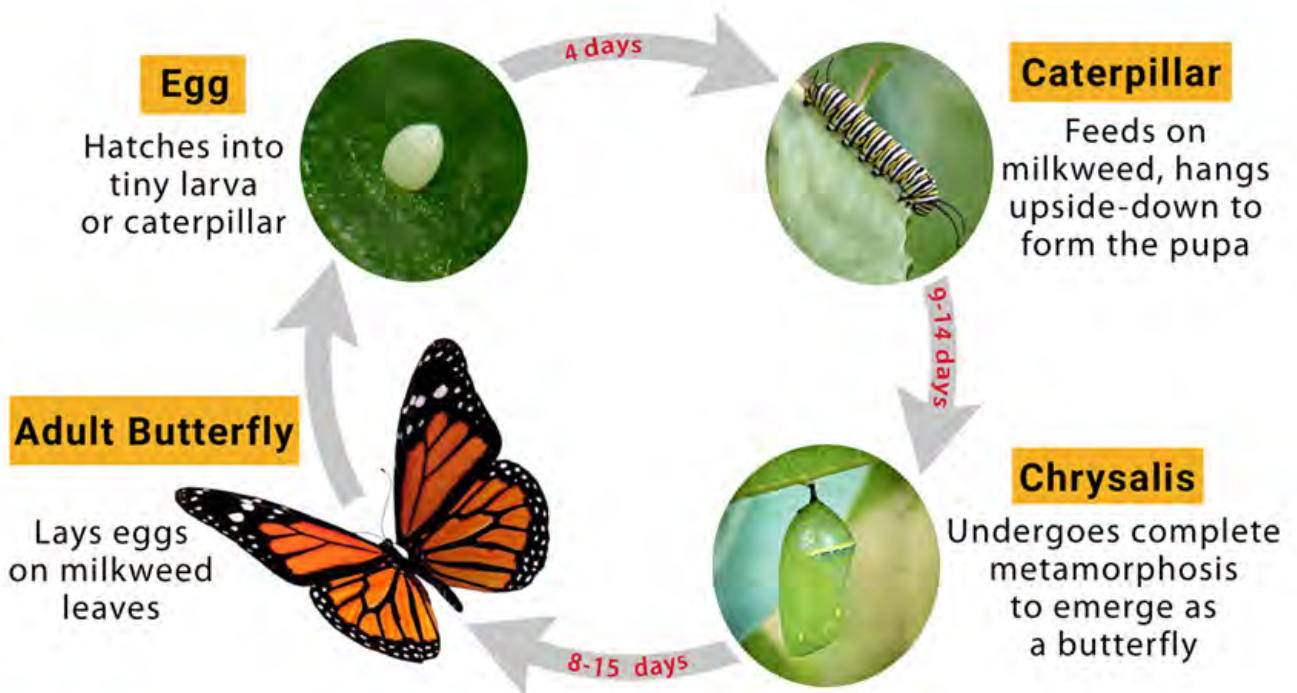
# Butterflies

## 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



BUTTERFLY IDENTIFICATION



# 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](#)

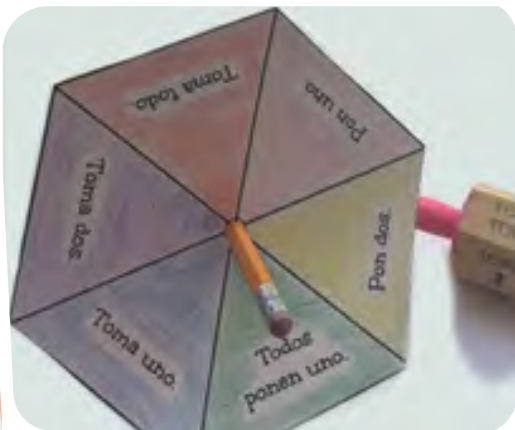
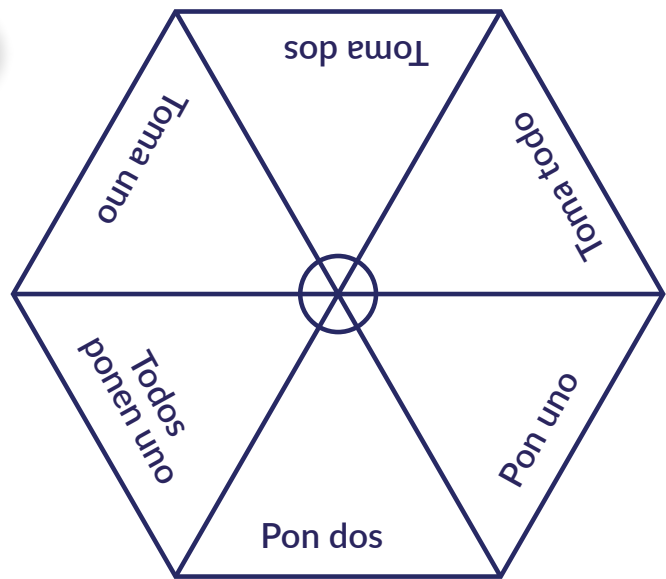
## You will need:

- Template printed or copied on plain 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



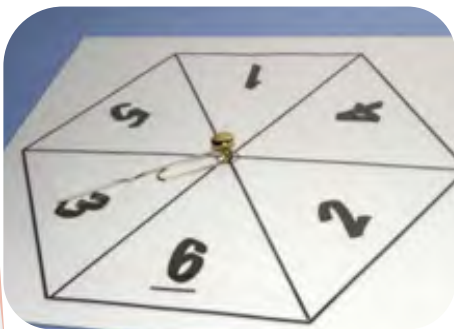
## What to do

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.





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