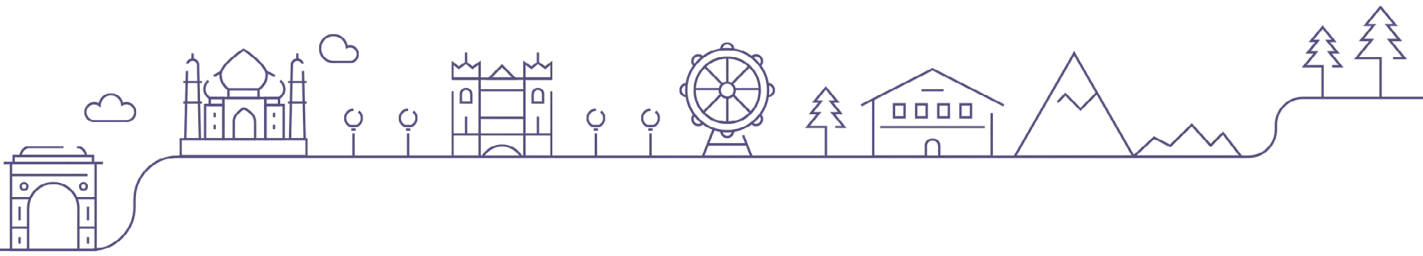


WORLD CENTRES INTERNATIONAL ADVENTURES





**A WORLD OF
POSSIBILITIES**

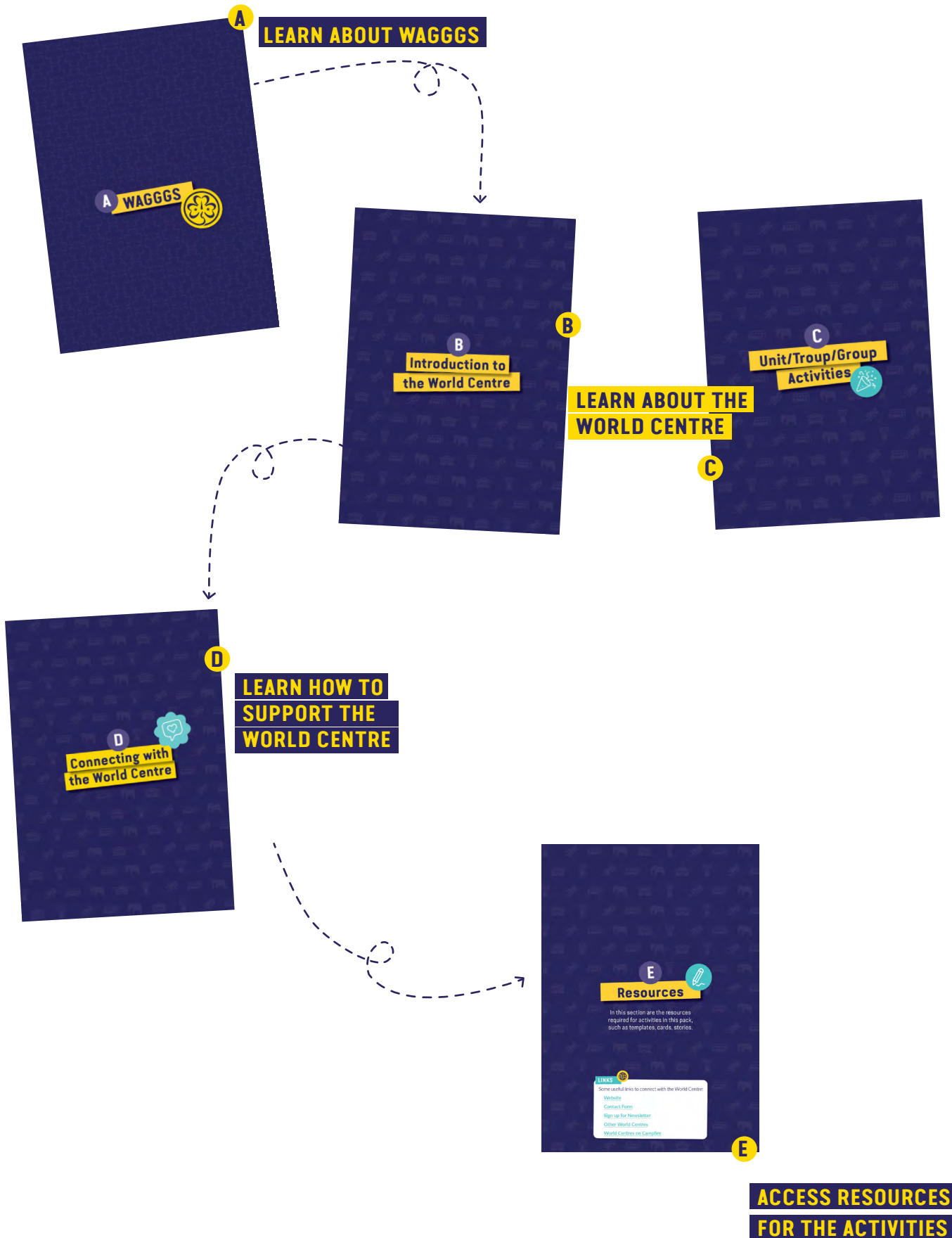


Sign up for our newsletter and get the latest on events,
programmes and opportunities to get involved.

worldcentres.waggs.org



About this Activity Pack





FIND US



1932

Our Chalet

in Switzerland, opened in 1932



1957

Nuestra Cabaña

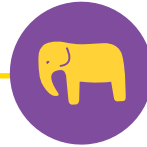
in Mexico, opened in 1957



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

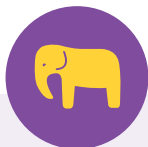


Use #NuestraCabaña #wheredreamscometrue

[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




KUSAFIRI



Welcome!

This activity pack has information and different activities to help you learn about Kusafiri 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 Kusafiri 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



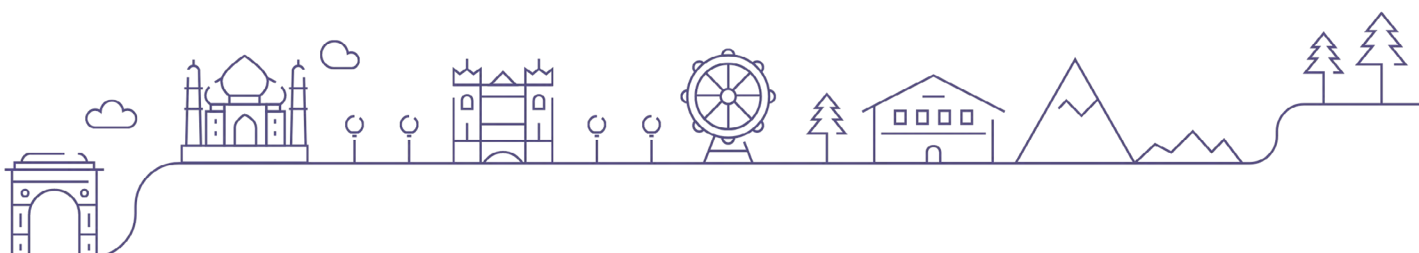
How to use this pack

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.



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.

A WAGGGS





WAGGGS

(World Association of Girl Guides and Girl Scouts)

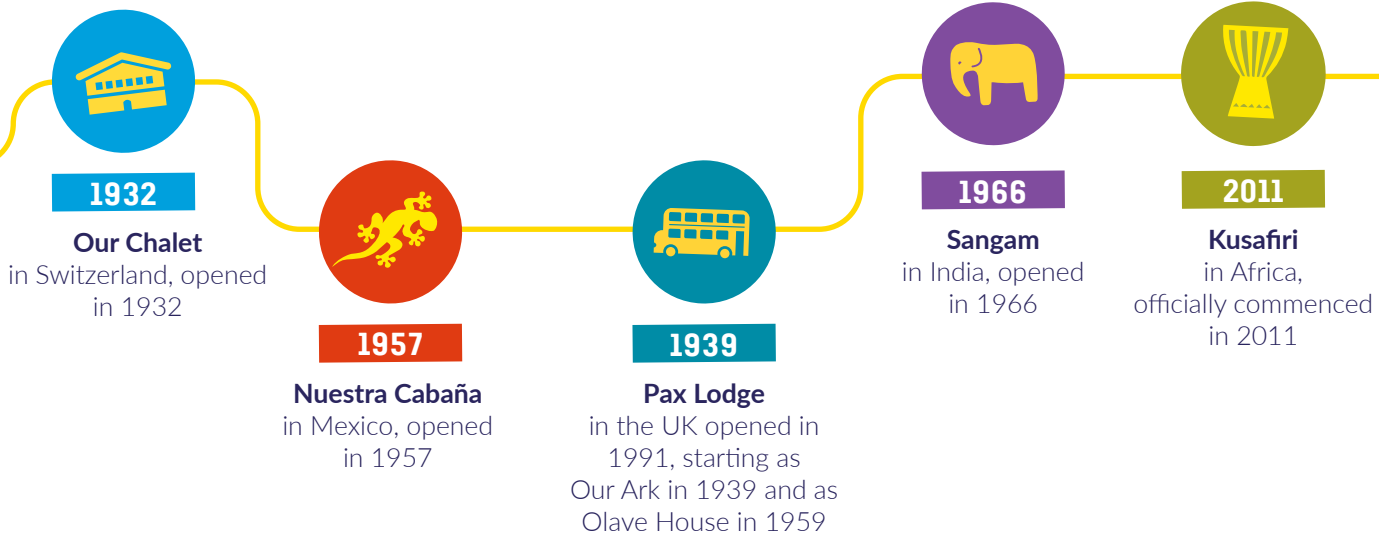
What is WAGGGS?

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 **Kusafiri**.





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

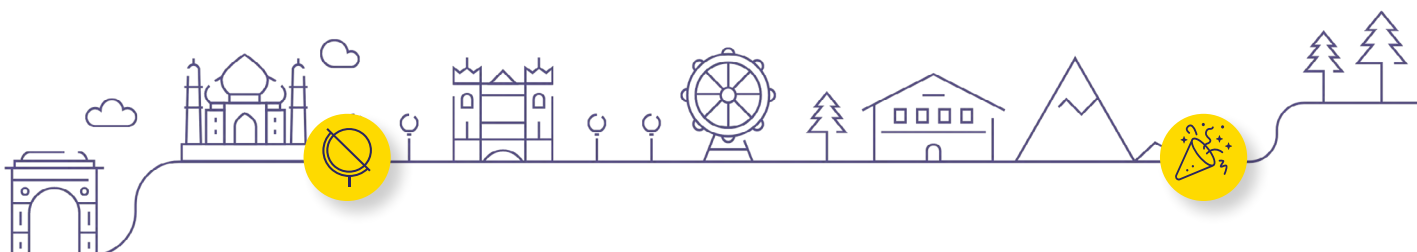


GAMES

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	11
 Game	Card Games	All ages	20-30 mins	Set of World Centre Cards (in Resources)	12
 Culture	Interactive Story	All ages Suitable for large groups	20 mins	The World Centre Story (in Resources), Props (optional)	14
 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	15
 Culture	WAGGGS Quiz	All ages	20-30 mins	Quiz questions (in Resources); access to the answers (eg. books, leaflets, websites)	17
 Culture	Souvenir Swap Relay	All ages	20-30 mins	Variety of items from each of the World Centres	18





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 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)





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?





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?



Tourist Agency

12+ yrs

45-60 mins

Purpose

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



You will need:

- A group of at least 12-18 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.



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.





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

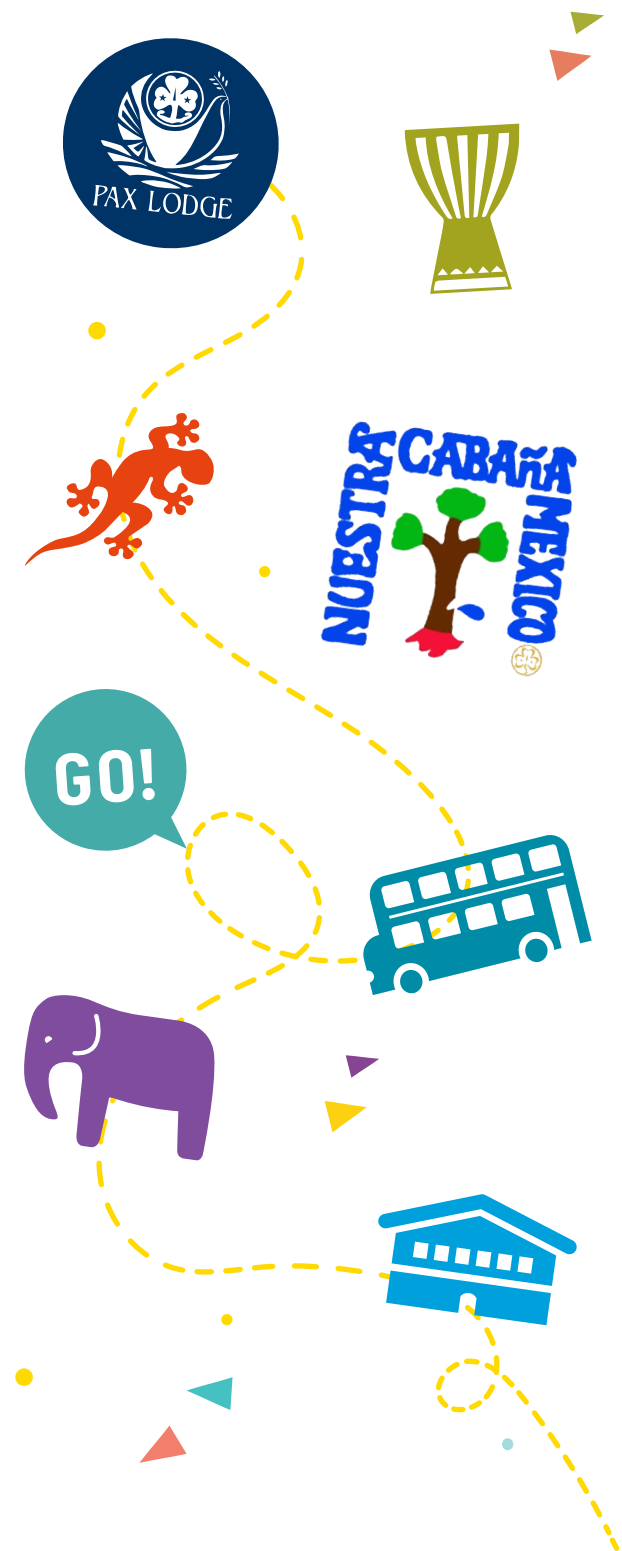
To explore souvenirs from each World Centre and consider their similarities, and what makes them unique

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 theirs 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 (5-6 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
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!

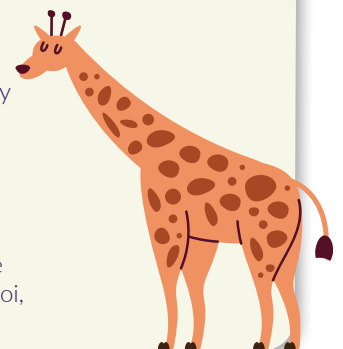
REFRAIN:

On va changer le monde ioooo,
Un monde où l'on 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 Kusafiri 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



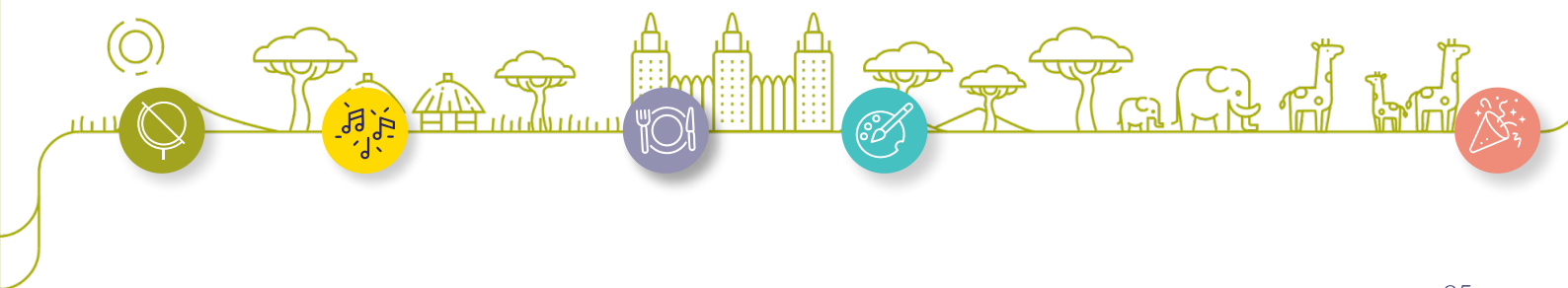
Games

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	27
Game	Sport the Lion	5 to 15 yrs	15 mins	Small pieces of paper and tape	28
Game	Crocodile may I cross the river?	5 to 15 yrs	15 mins	Something to create a line on the ground or floor	30
Game	The Giant's House	8 to 18 yrs	30 mins	No equipment is necessary	32
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.	33
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.	34
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.	36
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.	38
Arts & Craft	Kente Cloth (Weaving)	8 to 16 yrs	1 hour	Several colours of construction paper or card stock, Scissors, Glue stick, Black Markers, Yarn/Wool, Yarn/Wool needle.	40
Culture	Ananse and the Pot of Wisdom - A folktale	6+ yrs	15 mins	The story (below)	43
Culture	The legend Regarding Origin of Fire	6+ yrs	15 mins	The story (below)	44
Culture	Swahili	8+ yrs	30 mins	Words Phrases and Numbers (below)	45
Culture	French	8+ yrs	30 mins	Words Phrases and Numbers (below)	47
Culture	Kusafiri Quiz	8+ yrs	15 mins	The questions and answers to the quiz (below)	49
Game	Birthdays Circle Dance	5+ yrs	10 mins	A way to play music and some music	50
Music and Dance	Pass the Lyric	8+ yrs	10 mins	No equipment required	51
Arts & Craft	Kusafiri Dance	8+ yrs	20 mins	A way to watch and listen to the Kusafiri dance moves from an online video	52
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	53
Game	Cooking Tagine	12+ yrs	1 hour	Recipe (below), Ingredients, Something to cook in and on	54
Game	Cooking Nkate Cake	10+ yrs	15 mins	Recipe (below), Ingredients, Something to cook in and on	55
Game	Cooking Jollof Rice	10+ yrs	1 hour	Recipe (below), Ingredients, Something to cook in and on	56



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.



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.

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?





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



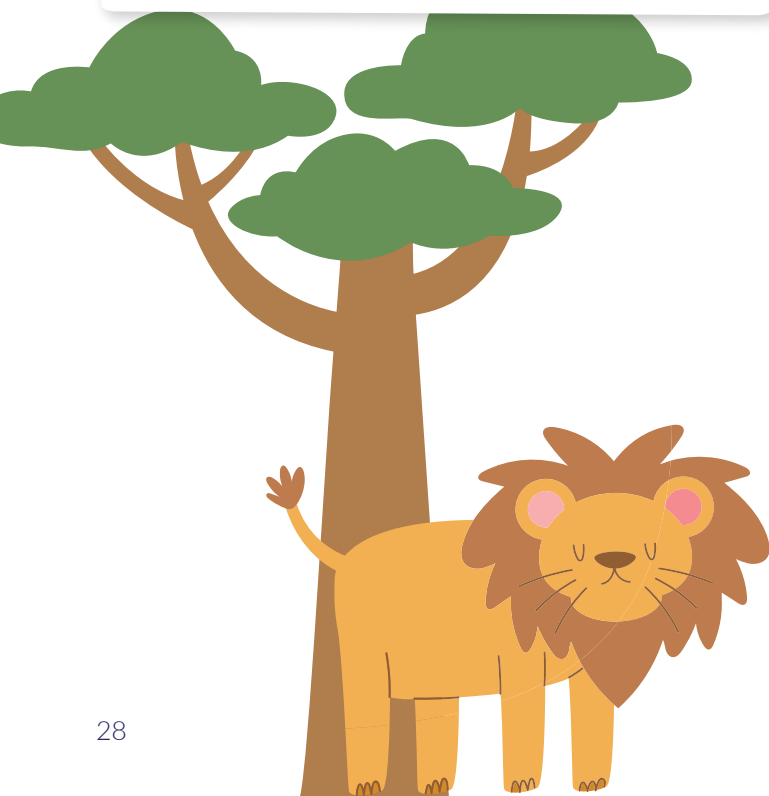
- What is your favourite animal that lives in Africa?
- Are there any African animals that are endangered?
- Is there anything we can do to help take action and support the protection of these endangered animals?

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

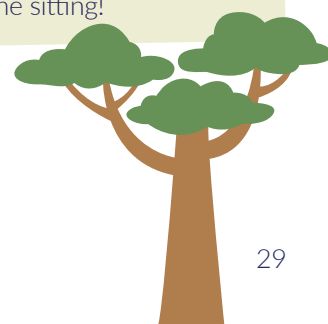
Lions Are Excellent Hunters, But They Don't Do It Alone:

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?



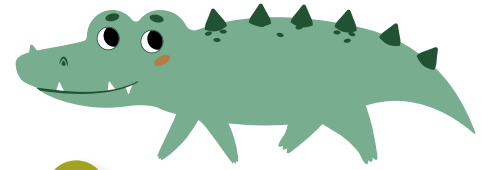


Crocodile may I cross the river?

👤 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.

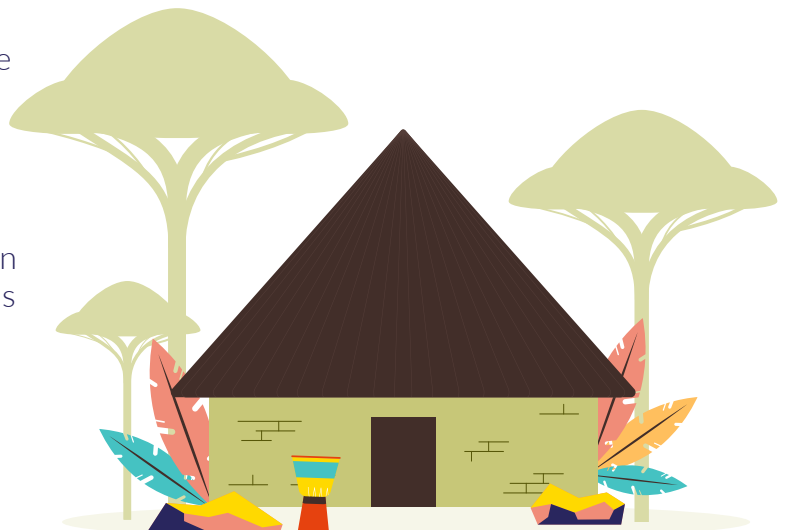
Alternatives

- 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
- 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 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.



What to do

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.

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.

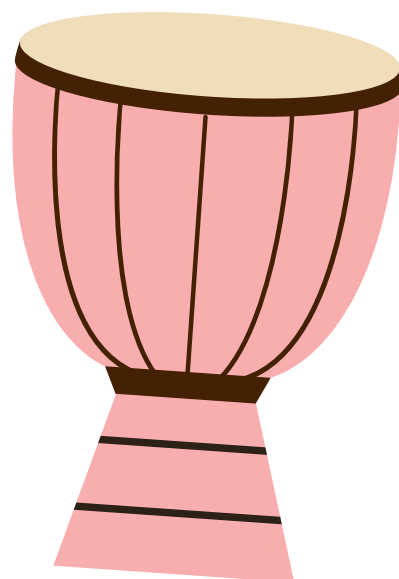
Alternatives

- 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 6) 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.

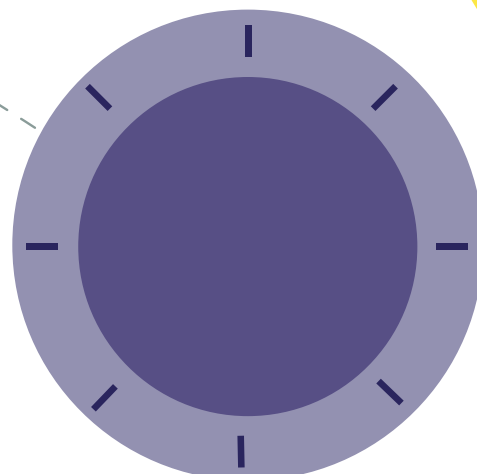
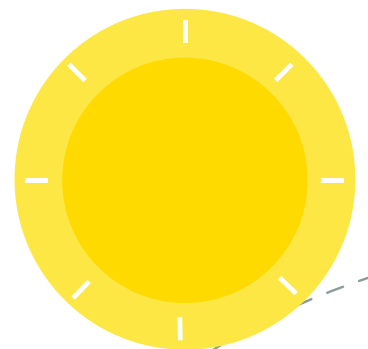
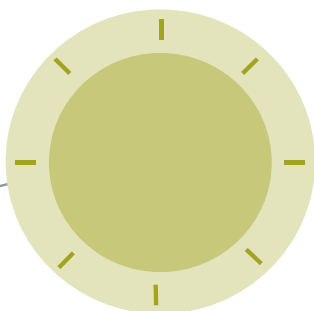
White: Peace, purity and health.

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.

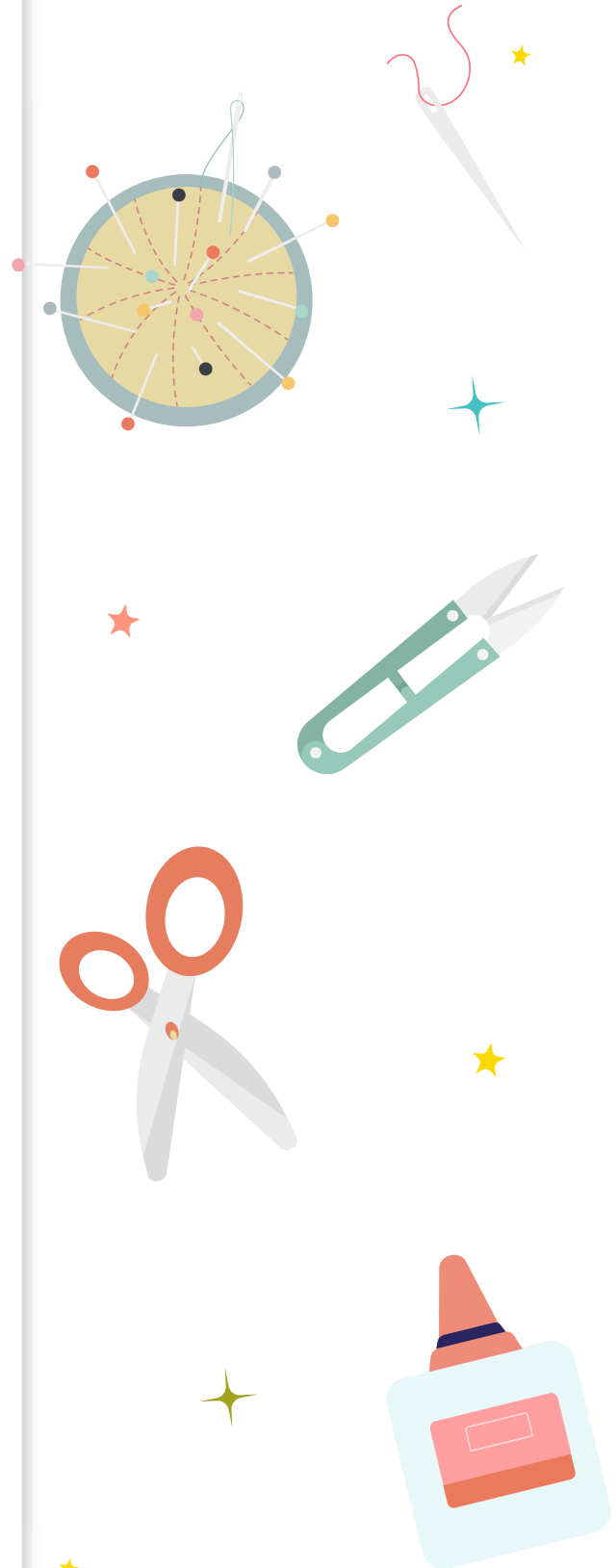
10. Orange

- **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

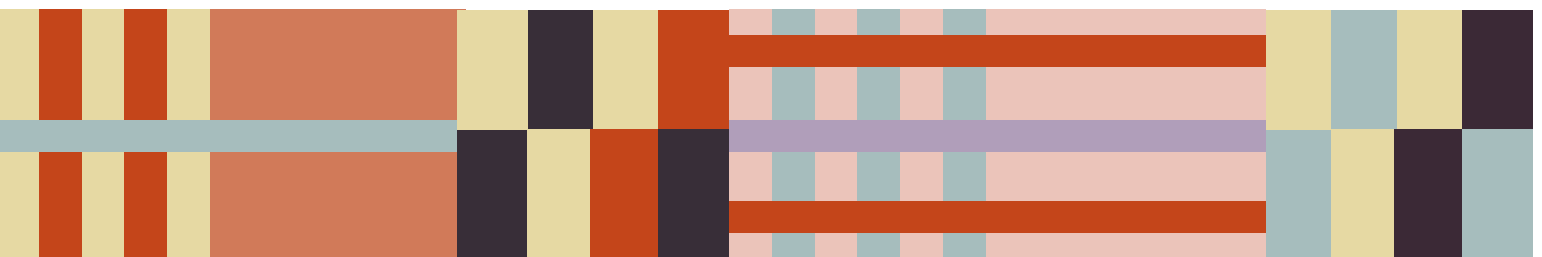
Alternatives

- 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.



6 sita



4 nne

jambo

karibu



5 tano

g

★ ASANTE SANA





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-plaît** – 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.

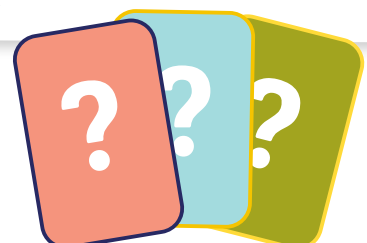
Alternatives

- 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.

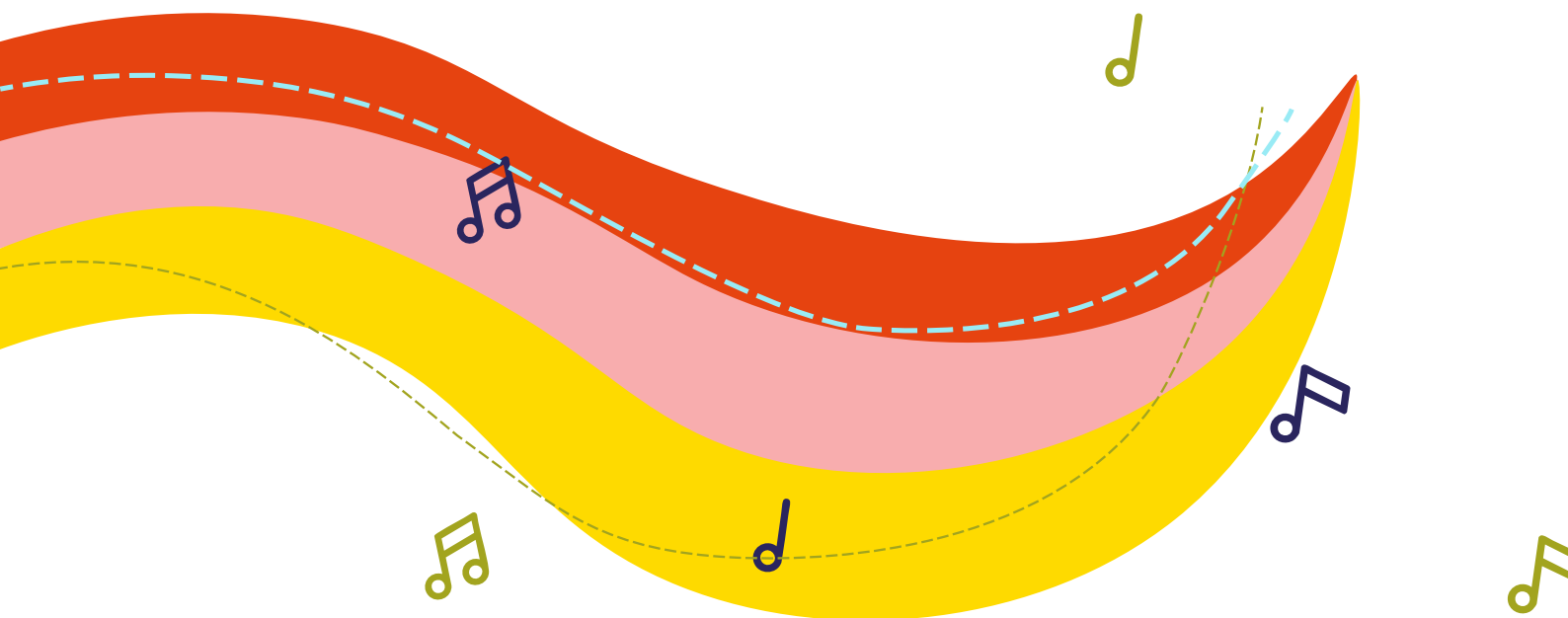
Alternatives

- 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

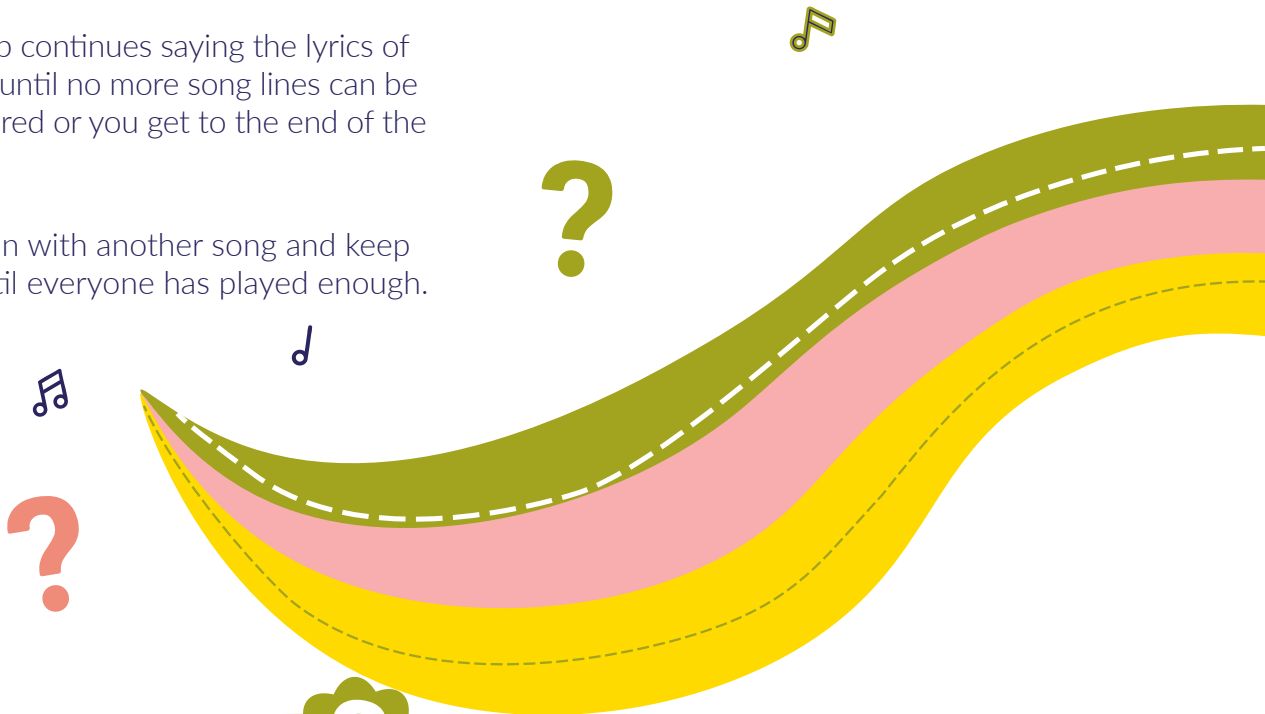
This musical communication game is a twist on the popular telephone game.

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 question



- 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

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.

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!

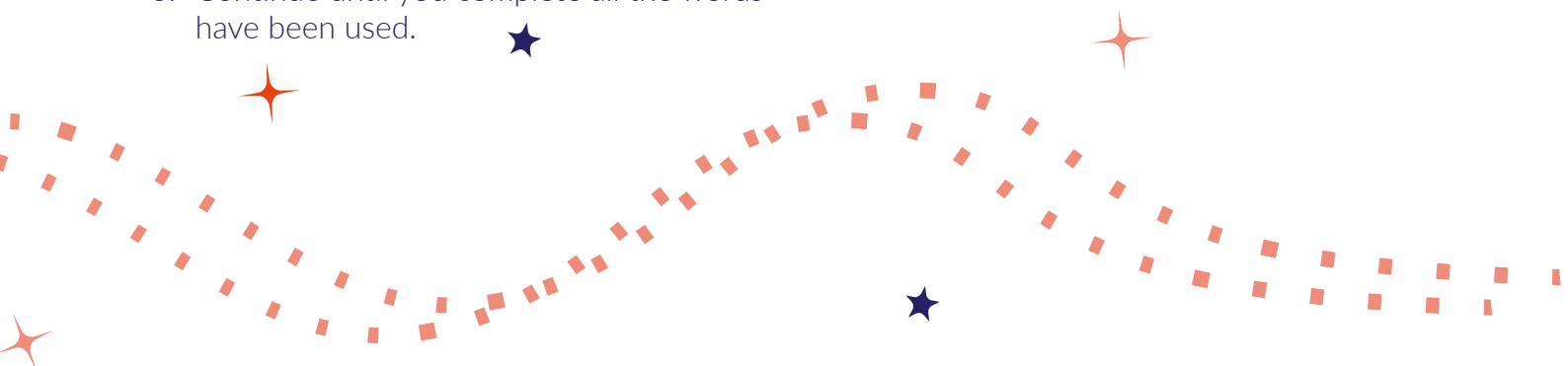
Alternatives

- 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?





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

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.

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?



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?



D



**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



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 Kusafri:

[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.

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.

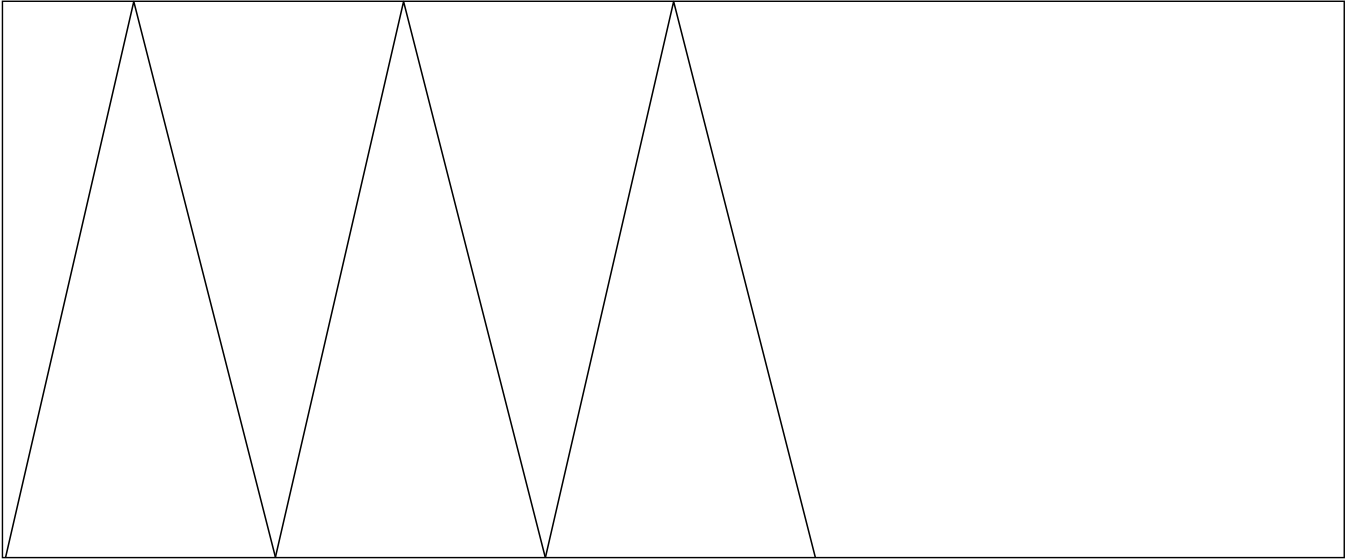
Links to find the answers

- [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



Paper Bead Template





www.worldcentres.waggs.org