



Irish Girl Guides Outreach Pack
Section Two



Notes to Leaders on Section Two

Section Two is designed to be a fun, interactive, informal way of running educational activities with the girls in your unit around identity, diversity, respect and interculturalism while also challenging their attitudes to exclusion, prejudice and discrimination.

By taking part in these activities the girls will learn to reflect on their own attitudes and be more positive about diversity whether at home, at school, in Guiding or in the wider world. The activities also help to build trust between the girls, promote teamwork, improve communication skills and increase their self esteem while still focussing on the core issues of the pack. This is achieved through sharing and reflecting by means of group work, role plays, brainstorming, moving debate, non-verbal communication etc.

Section Two is divided into five parts and is designed to be flexible so that you can dip in and out of the different activities throughout the year, with the possibility of a gentle introduction to start with and delving further as the year goes on. By using the activities on an on-going basis rather than on one night a year, they can have a more lasting effect. The five parts are:

1. Identity and belonging promotes a positive identity and a sense of belonging which will help empower every girl to develop a confident self- and group-identity, while still respecting the identity and rights of others.

2. Diversity and respect raises awareness and a positive understanding of diversity, while developing a sense of the importance of respect for diversity.

3. Cross cultural communication reflects on the way we communicate and enhances our communication skills while also highlighting some difficulties which may be faced when communicating with people from different backgrounds or cultures.

4. Inclusion and exclusion helps the girls to appreciate the feelings generated by being excluded and therefore to comprehend the importance of inclusion in an intercultural society.

5. Celebrating cultural diversity brings together crafts, recipes, games, music and song from around the world.

The age range for each activity is indicated with the IGG Branch logo(s). However, as much as each girl is different and unique, so is every unit, so please remember this is only a guide. Feel free to adapt activities to the level that the girls in your unit are at. Also, if an activity covers part of the Branch programme, the programme link has been given for your reference.

Key things to remember when using the activities from the pack

- It is important to know the girls in your unit well before doing an activity. Sensitivity may be needed with certain activities as issues may be raised for particular girls.
- It would be helpful to set a group contract before using the pack with the girls, so as to support the setting up of a safe space with respect, trust, confidentiality as this will also encourage an open, caring and non-judgmental environment.
- Try to bring a positive and upbeat attitude to the evening. As the leader, you can play a key role in setting the tone.
- Encourage all the girls to take part, not only in the activity, but in the debriefing as well. We all learn through doing.



- Be flexible and adaptable as one of the activities might work well with one group and not with others. It depends greatly on the girls' participation and energy or simply their form on that evening. Be sure to try again!
- Try to link the activities together as this will help the girls to see the bigger picture.
- Look out for specific 'Notes to leaders' on some activities as these will be either a particular tip for that activity or possibly a word of caution when considering doing that activity with your girls e.g. the tree of life.

Debriefing & evaluation

With most activities debriefing notes have been included at the end to encourage reflection, to have a discussion about the activity and to allow the girls to process what they have learned. Sometimes the debriefing can be more of a learning experience than the actual activity itself and can help to give the girls closure on the activity.

Why debriefing? Some of the benefits of debriefing are that it

- Summarises information learned in the activity
- Encourages self-expression and reflection
- Highlights key learning
- Helps to make sense of the experience
- Encourages observation, insight and general awareness both during and after the activity
- Shows that we care about the girls' experiences and feelings during and after the activity
- Provides a forum to give the girls facts and information around the topic





The leader's role in debriefing is to guide the discussion process, adding or interpreting information if necessary, but she should try to avoid drawing conclusions or forming a generalisation. It is important that the girls feel free to voice their opinions and that these are heard.

The general type of questions used to help create discussion during the debriefing would be - how do you feel? what happened? what did you learn? how does it relate to the real world? what if? where do we go from here ?




On the activity index below navy ticks indicate the level of debriefing experience the leader should have before deciding to run that activity with the girls in her unit as per the chart below.

Tick	Activity level & debriefing experience required
✓	No debriefing needed, good warm up games/introduction for each section - so work away.
✓✓	Gentle introduction to discussion-raising activities - it's a great place to start debriefing an activity.
✓✓✓	These activities dig a little deeper and possibly take the girls out of their comfort zone. Use the guidelines, get comfortable with the topic - give it a go.
✓✓✓✓	These are great activities and can generate good discussion and learning. They are quite powerful, so caution is needed. The leader needs to know all the girls involved well and must have experience in debriefing - it is always good to have an energizer afterwards to revitalise the girls again.



	Page	Level	Ladybirds 	Brownies 	Guides 	Senior Branch 
Notes to Leaders	22					
Energisers	26					
Part 1 - Identity and belonging						
Throw the ball	28	✓				
Counter game	28	✓				
Valuing Others	29	✓✓				
Groups	29	✓✓				
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All about me	30	✓✓				
Tree of life	32	✓✓				
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Part 2 - Diversity and respect						
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Respecting others	46	✓✓				
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What did you say?	49	✓✓				
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Part 3 - Cross cultural communication						
One world story	55	✓				
Under, over & through the middle	55	✓				
Greeting game	56	✓✓				
Hello & Goodbye	57	✓✓				
Untangle the knot	58	✓				
Ski Walk	58	✓				
We are off to America	59	✓✓				
Blind Trail	60	✓✓				
Pictures say a thousand words	60	✓✓✓				
What's in a gesture?	61	✓✓✓				
Part 4 - Inclusion and exclusion						
The big wind blows	62	✓				
Spot the star	62	✓				
The obstacle	63	✓✓				
Sticker Game	64	✓✓✓				
Unequal distribution	65	✓✓✓				
Four corners	66	✓✓✓✓				
Labels	67	✓✓✓✓				



	Page	Level	Ladybirds 	Brownies 	Guides 	Senior Branch 
Force the circle	68	✓✓✓✓				
The exclusion game	69	✓✓✓✓				
Including and excluding	70	✓✓✓✓				
Part 5 - Celebrating cultural diversity						
Crafts						
Handprint – dove (unity) wreath	71	✓				
Korean fan	72	✓				
Piñata	73	✓				
Chinese new year lanterns	74	✓				
Paper plate maracas	74	✓				
A Kenyan collage	75	✓				
Chinese dragon	75	✓				
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Dream catchers	78	✓				
Bead craft	79	✓				
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Making castanets	81	✓				
Games						
Catch the chuang	81	✓				
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I wen hu	82	✓				
Jan, ken, pon	82	✓				
Hawk and hens	83	✓				
Sheep & hyena	83	✓				
Shoe game	84	✓				
The ocean is stormy	84	✓				
Mother, Father, Baby	85	✓				
Down, Down, Down	85	✓				
Da ga	86	✓				
Hanukkah spinning top	86	✓				
Music/songs						
World of music	87	✓				
Songs	87	✓				
Food activities & recipes						
Food from around the world	90	✓				
Shopping trip	90	✓				
Pizza	91	✓				
Koko	92	✓				
Banana toast	92	✓				
Sushi	93	✓				
Afghan biscuits	93	✓				
Guacamole	94	✓				
Turkish delight	94					
Hummus	94	✓				
Choc-orange bites	95	✓				
Keftedes	95	✓				
Chocolate truffles	95	✓				



Energisers

What is an Energiser?

Energisers are fun, quick and easy activities. They are a useful technique when girls are tired, bored, energy levels have dropped or where motivation is missing. A few samples suitable for all ages are given below.

Impulse[†]

What you need: nothing

What to do: Ask the girls to form a circle while holding hands. Ask them to send a pulse signal through the group e.g. a squeeze, hand tickle etc. Time it. Challenge the girls to do it faster.

Note to Leaders: If you allow them several opportunities to try this, make sure you have a timer that will display hundredths of a second.

Bloop[†]

What you need: Balloons (1 per team of 4-6 girls)

What to do: Divide the girls into teams of 4-6, and give each team a balloon to inflate. In their team, ask them to join hands and form a circle. The objective is to keep the balloon off the floor by hitting it into the air, without letting go of their hands. They can count along every time they hit it into the air. However if the balloon hits the ground or the circle breaks, they must start at zero again. See which team can reach the highest number.

Guess Who?

What you need: An orange or a small ball

What to do: Ask the girls to form a tight circle, where the girls' shoulders are touching and ask one girl to volunteer. She stands in the middle of the circle. Explain that, in a minute when all their eyes are closed, you will place an orange or a tennis ball in someone's hands. Then, when you say "start", they should all open their eyes and pass the orange or ball around the back of the circle. The girl in the middle has three guesses to find out who has the orange/ball.



Jump up & Bounce

What you need: A chair

What to do: Ask the girls to form a straight line with the tallest at the back up to the smallest at the front facing the leader who is standing on the chair at the top of the hall. Explain that, when the leader puts her hands straight up, they jump up in the air; when the leader calls "right", they jump to the right and then jump back into the line; and when the leader calls "left", they jump to the left and jump back into the line. However when the leader points to **her right they jump to their right**, then jump back into the line, and when the leader points to **her left they jump to their left** and jump back into the line again. The game can be run in two ways - one just for fun and energy, or if a girl goes wrong she sits out until you have a winner. You can play the game several times.

Human Machine*

What you need: nothing

What to do: Divide the girls into teams of 6-8. Tell them they must get from one side of the room to the other but only a certain number of body parts can touch the floor. (They can use some or all of the parts but no more) e.g. 10 feet & 10 hands or 9 feet & 11 hands. If they reach the other side successfully, you can reduce the number of body parts and begin again.

Sources:

† Adapted from website: www.excellerate.co.nz/freeicebreakers.html

* Adapted from **Big World Small World, A One World Week Education Pack** by National Youth Council of Ireland



Part 1: Identity and Belonging

Throw The Ball



TYPE OF ACTIVITY: Getting to know you and teambuilding activity

TIME: 10-15 minutes

AIM(S): To learn the names of the other girls in the Unit and to make the girls feel comfortable in each other's company.

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybird Pre-Enrolment, Brownie Guiding World Numbered Challenge No.6

WHAT YOU NEED: 4-6 tennis balls/bean bags

PREPARATION: None

WHAT TO DO:

1. Ask the girls and leaders to form a circle.
2. One leader has one tennis ball to start with.
3. She calls out one girl's name and throws her the ball.
4. Then that girl calls another girl's name and she throws the ball to her, until every girl and leader has got the ball once.
5. The last person to get the ball throws it to the leader who started the game, and then the sequence has been formed.
6. Keep throwing the ball in the sequence getting faster and faster. The leaders can introduce more balls into the circle to create chaos, mayhem and fun.

Counter Game



TYPE OF ACTIVITY: Warm up/getting to know each other activity

TIME: 15-20 minutes

AIM(S): To help the girls in the Unit get to know each other better.

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybird Pre-Enrolment, Brownie Guiding World Numbered Challenge No.6

WHAT YOU NEED: Coloured counters and copies of the template below for Ladybird & Brownie Units

PREPARATION: Photocopy a number of copies of the template below

WHAT TO DO:

1. Divide the girls into teams of around 5-6 and ask them to sit in a circle together.
2. Pass a bag of counters around each circle, asking each girl to take out 4 or 5 counters and telling them there can be no swapping.
3. Then once the girls have their counters, explain that for every counter they have, they must tell their team something about themselves.
4. With Ladybirds & Brownies you can explain that if they have a yellow counter they must tell the members of their team something they like to do as per the chart below.
5. When the first girl tells the team something about herself, you move on to the next girl. Keep going around and around the circle till each girl has shared 4-5 things about themselves with their team.

NOTE TO LEADER: This activity can also be run in one large group. but would need to be facilitated by a Leader.

Counter Game			
Colour	Say something about ...	Colour	Say something about ...
Yellow	Things you like to do	Red	Favourite food
Green	Favourite animals / Your pets	Blue	Family & Friends
Orange	School		



Valuing Others



TYPE OF ACTIVITY: Sharing & Self Esteem activity

TIME: 10 minutes

AIM(S):

- To explore the concept of identity
- To encourage celebration of diversity
- To build up self esteem and give confidence in speaking

GROUP SIZE: Any size, at least 6

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybird Pre-Enrolment, Brownie Health Promotion Interest Badge part 1, Guide Lifeskills Numbered Challenge No 7

WHAT YOU NEED: Pieces of paper, pens, box or hat

PREPARATION: None

WHAT TO DO:

1. Everyone stands in a circle.
2. The girls take it in turns to call out their names, and something they can do – such as ride a bicycle, make a cake, play the harp.
3. Give each girl a round of applause after they have introduced themselves.

NOTE TO LEADER: For younger girls the Leader can call out traits and anyone who identifies with this word would stand up.

Groups



TYPE OF ACTIVITY: Team building and brainstorming activity

TIME: 15-20 minutes

AIM(S): To discover the number of things girls share in common with other members of the Unit

GROUP SIZE: At least 10

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. Divide the girls into teams of 4-6.
2. Explain that you would like them to brainstorm with their team the type of groups each of them could belong to e.g. left-handed, right handed, blue eyes etc.
3. Hand each team a piece of paper and a pen and give them about 10 minutes to think about the different groups they could all belong to.
4. Go around to each team while they are brainstorming to check how they are getting on.
5. Debriefing and Evaluation:
 - Get the teams to feedback together about all the groups they thought of.
 - Which groups did they all think of? Which ones are different?
 - Was it difficult to come up with groups?
 - Were they surprised by the number of groups they came up with?

NOTE TO LEADER: Ladybirds can do this activity as a group discussion instead of brainstorming in teams.



Identity T-shirts



TYPE OF ACTIVITY: Teambuilding activity

TIME: 20-30 minutes

AIM(S):

- To explore the concept of identity
- To enable the girls in the Unit to get to know each other

GROUP SIZE: Any size, at least 6

AGE GROUP: Guides

PROGRAMME LINK: Guides Spruce Award, Introduction to 'ME' poster in My Interests & Lifeskills numbered challenge No 7

WHAT YOU NEED: One piece of A1 flipchart paper per girl, colouring pens and stapler

PREPARATION: Create a simple t-shirt and model it for the girls

WHAT TO DO:

1. Give everyone a piece of flip chart paper. Tell them to fold it in half and cut out a semicircle at the top so they can put it over their heads and wear it like a t-shirt. You can use the stapler to fasten the t-shirts on under their arms.
2. Ask the girls to think about what other people in the group know about them immediately after meeting them e.g. gender, type of clothes they wear, physical characteristics. Tell them to write or illustrate these aspects of their identity on the front of their T-shirts.
3. Ask the girls to draw or write on the back of their T-shirts all the aspects of their identity/personality which require deeper interaction to be discovered e.g. their interests, beliefs, behaviour etc.
4. Ask the girls to wear their t-shirts back to front. They then walk around the room and exchange 3 pieces of information about their identity which are not immediately obvious to the girls they meet. Continue until everyone has interacted with 2 or 3 people.

All About Me



TYPE OF ACTIVITY: Sharing and reflection activity

TIME: 30 minutes

AIM(S): To encourage people to think about themselves and to share this information with others

GROUP SIZE: Any size

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Lifeskills numbered challenge No 7

WHAT YOU NEED: Pens and a photocopy of the worksheet overleaf for each girl

PREPARATION: Photocopy the worksheet overleaf

WHAT TO DO:

1. Give each girl the "All about me" worksheet.
2. Ask each girl to complete the worksheet.
3. Ask the girls to share the information with two or three others or if the girls are comfortable with each other, get them to share with the whole Group.
4. Debriefing and evaluation:
 - Discuss how the girls felt when they considered some of the questions.
 - Did they learn something new about themselves?
 - Were they reluctant to write down their good points?
 - Whats was easiest or hardest to share?
 - What made them feel good about themselves?



All About Me Worksheet

My name	
My mother's name/father's name	
Where I live	
Who I live with	
Where I lived when I was a child	
Where I go to school	
My favourite thing about school	
My favourite place to be	
What I enjoy doing in my free time	
What I like doing using my hands	
What I like doing using my brain	
What I like doing using my whole body	
What I like best about being in Guiding	
A person who has had a great influence on me	
A book I have enjoyed	
A film I have enjoyed	
My favourite kind of music	
The colour that looks best on me	
The most beautiful place I've seen	



Tree of Life



TYPE OF ACTIVITY: Sharing activity which allows girls to explore their family tree. This is a good activity to make the girls aware that throughout history people have always moved from one country to another. It often happens that young people are unaware of their family background.

NOTE TO LEADER: **Be aware that, if you have any adopted children in your Unit, this activity would not be suitable.** It is important that girls only tell what they want to share. No one should feel under pressure to disclose facts that they do not feel comfortable with. It is important that there is already an atmosphere of trust in the Unit which allows for differences to be put forward. Otherwise girls may be reluctant to share something about their family which they fear could lead to exclusion.

TIME: Divided into three parts:

Part A: Planning the activity; 30 minutes

Part B: The research: a day or a week, depending on the time available

Part C: Sharing the family tree: 30-60 minutes depending on the size of the Unit

AIM(S):

- To make the girls aware of their own family and cultural background
- To generate empathy with other people who have travelled or emigrated to another country and with minority ethnic groups

GROUP SIZE: 9 to 36

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Senior Branch The Arts and our Heritage programme module

WHAT YOU NEED: Example of family tree

PREPARATION: Create your family tree or complete the sample provided

WHAT TO DO:

PART A: (week 1)

1. Explain to the girls the concept of a family tree (if necessary)
2. Ask if they have ever made or thought of making their own family tree.
3. Suggest that the girls go home and talk to their parents and relatives and try to draw up their family tree as far back as someone in their family can remember. They can make a list of all the first names/ surnames in their family. Ask them to collect old photographs and photocopy them for the family tree.
4. Talk about what the girls should ask their family; e.g. Do they have ...
 - Relatives who are members of a minority group (ethnic group, religious, etc)?
 - Relatives who have emigrated to another country or moved to another town/city?
 - Relatives who came from another country as immigrants, or immigrants who married into the family?
 - Relatives who had another religion, spoke another language?

PART B

Give the girls until the next Guide/ Senior Branch meeting to make up their family trees.

PART C (week 2)

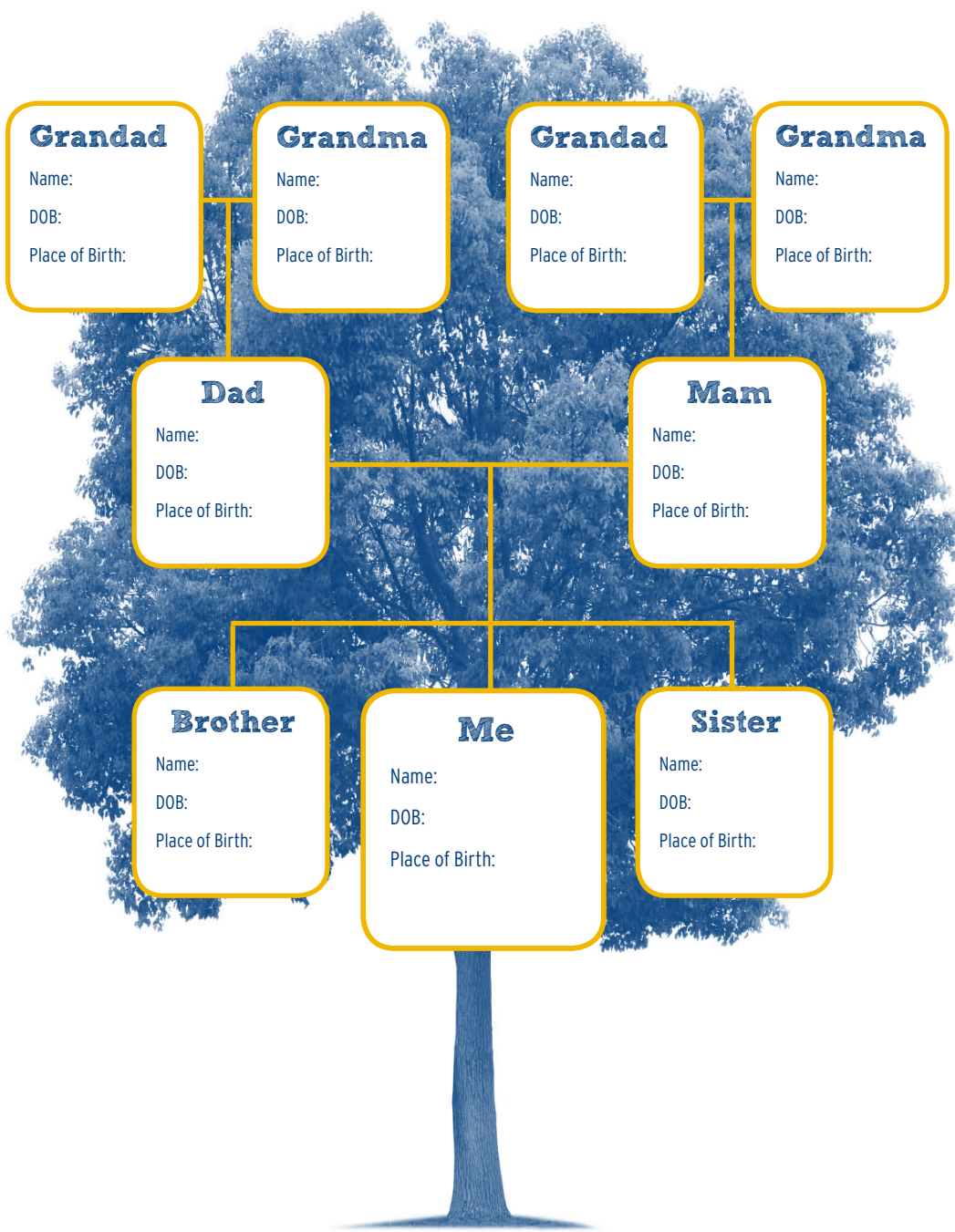
Ask the girls to share their findings with the rest of the Group

Encourage the girls to show their trees, pointing out how far they went back in time. If they wish, they can point out which relatives moved abroad or came from another country.

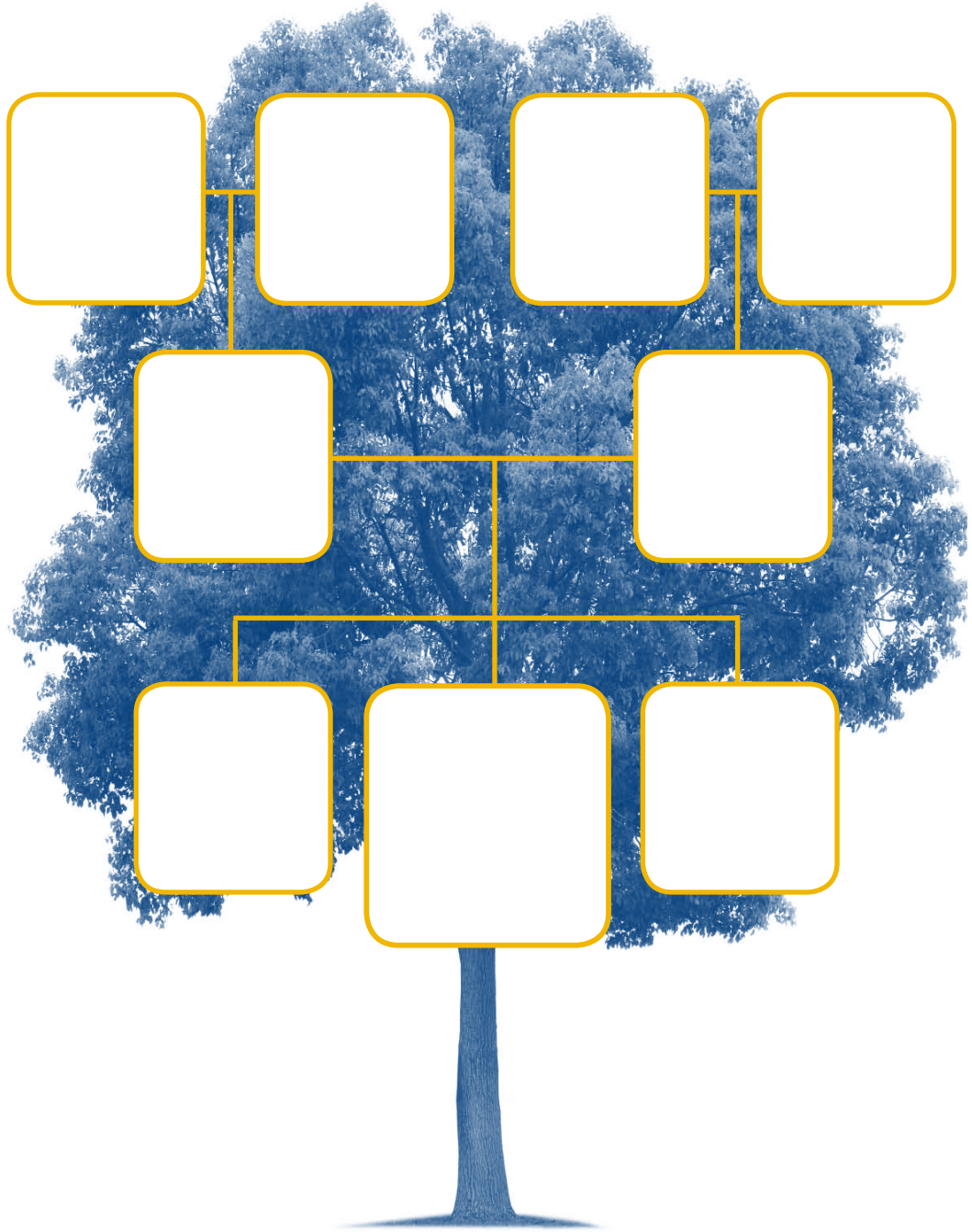
If their relatives are emigrants or immigrants ask them why did they move to another country or immigrate into this country?



Sample Family Tree



Family Tree





Guess My Identity

TYPE OF ACTIVITY: Trust and teambuilding activity

TIME: 20 minutes

AIM(S): To explore how we perceive our own and other people's identities.

GROUP SIZE: Any size

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Lifeskills numbered challenge No 7

WHAT YOU NEED: Slips of paper, pens/pencils and box/hat

PREPARATION: None

WHAT TO DO:

1. Each girl gets a slip of paper. They have to write down three aspects of their personal identity.
2. They fold this slip of paper up and all the slips are placed in a box. The papers are shuffled and each person draws out a piece. If they got their own slip of paper, they put it back and choose another.
3. One girl starts by reading out the identifying words/ statements. She then has to guess who wrote it. If she guesses incorrectly, this is opened to the rest of the Group to guess.
4. Keep on going until everyone has had a turn.
5. Debriefing/ Evaluation: ask the following questions:
 - Was it easy to identify the people from what they'd written? Why?
 - Are you surprised by the choices that people made?
 - Do you have a different view of the people?
 - What did people think was important about their identity?
 - Can the identifying characteristics be divided into different categories? e.g. personal, physical, cultural, social.

NOTE TO LEADER: This activity works best with a Unit where the girls know each other quite well. During the activity, make a list of the words and phrases the girls use.



Who Influences My Ideas?

TYPE OF ACTIVITY: Discussion, group work

TIME: 20 minutes

AIM(S):

- To learn more about who and what influences our ideas and opinions about various issues
- To understand how this happens

GROUP SIZE: Any size

AGE GROUP: Brownies, Guides and Senior Branch

PROGRAMME LINK: Guide Gold Award, Lifeskills, media

WHAT YOU NEED: Piece of paper and a pen for each girl

PREPARATION: The Leader prepares a sample sheet, with her name in a circle in the centre and then she writes some of the people and things that influence her around this circle to use as an example for the activity

WHAT TO DO:

1. Give each girl a piece of paper.
2. Divide the Group into pairs or this can be played in Sixes for Brownies
3. Ask them to consider who influences their ideas and opinions.
4. In the middle of the piece of paper they draw a circle and write their names in this circle. They write the people and things that most influence their ideas and opinions close to the circle and all other people and things that influence them further away from the circle. They discuss this with their partner or Six.
5. When this is complete have a group discussion about this topic. Discuss 'Who or what is most important in influencing your ideas?'

NOTE TO LEADER: Examples of things that can influence the girls opinions include friends, family, especially parents, television, newspapers, etc.



Everyone Belongs In My Community



TYPE OF ACTIVITY: Team work activity and role play

TIME: 30 minutes

AIM(S): To get the girls to focus on the local community and think about various aspects of this community

GROUP SIZE: At least 10

AGE GROUP: Brownies, Guides, Senior Branch

WHAT YOU NEED: Pens and paper

PREPARATION: None

NOTE TO LEADER: Ideally the space needed is 2 separate rooms but one large room would be fine also

WHAT TO DO:

1. Divide girls into two teams, team one and team two. One girl in each team gets a piece of paper and a pen to write notes. Each team is given a separate task, which will be performed in front of the other team once they have completed the task.
2. Each girl in team one must imagine that their family is moving to a new town 100 miles away. They will be leaving their schools and neighbourhoods. Ask them to discuss what they will miss most about where they live; their friends, activities etc. Then create a role play about this situation.
3. The girls in team two must imagine that a new family is moving into their area. Ask them to create a role play on how they would welcome them into their community.
4. Each team performs their role play for the other team. Have a discussion about immigration with the whole Group afterwards.

If It Was...Our World!



TYPE OF ACTIVITY: creative brainstorming activity

TIME: 30 minutes

AIM(S): To raise awareness around the diversity of national identities and cultures

GROUP SIZE: Any size

AGE GROUP: Brownies, Guides and Senior Branch.

PROGRAMME LINK: Guides Lifeskills numbered challenge No 12

WHAT YOU NEED: Pens and copies of the "If it was ... our world!" worksheet overleaf

PREPARATION: Photocopy the worksheet overleaf for each team

WHAT TO DO:

1. Divide the girls into teams of 4-6.
2. Explain that they have landed on a deserted island and they get to create the type of world they live in. They have lots of things to think about.
3. Hand each team a copy of the worksheet and a pen and give them around 10-15 minutes to answer all the questions. Go around to each team while they are brainstorming to check how they are getting on.
4. Get the teams to feedback about the 'world' they have created.



If It Was...Our World! - Worksheet

Name of the island	National food
Language	National Dance
Flag	National Animal
Choose a leader for their island	National Sport
Rules of the island	National Costume





Passport

NOTE TO LEADER: Be aware that, if you have any girls in your Unit who have immigrated to Ireland, this activity might not be suitable, as some migrants' experience of showing their passports at airports can be a difficult and fearful one. Many of the people who seek asylum might destroy their passports so that they cannot be recognised as a citizen of a particular country. Some are very reluctant to say where they are from. Although this is an extreme situation, it is better to be aware of it as it could have happened to a girl in your Unit.

TYPE OF ACTIVITY: Awareness-raising activity

TIME: 20-30 minutes

AIM(S): To learn more about the details on your passport and the importance of this document.

GROUP SIZE: Any size

AGE GROUP: Brownies and Guides

WHAT YOU NEED: Pieces of card and a sample passport

PREPARATION: Create a sample passport using the passport template below

WHAT TO DO:

1. Each girl is given a piece of card. Discuss passports with the Group, what they are, what they are used for, information included on them etc.
2. Tell them that they are going to make their own passports. Show them the sample and the headings they should use.
3. Girls create passports and show them to the whole Group.
4. When the girls have created their own passports, have a discussion about what type of information they feel should be included in passports.

NOTE TO LEADER: Photocopy the sample passport for the Brownies with the headings done out as this will make the activity easier for them.

SAMPLE PASSPORT

Name:		Countries Visited	
Photograph:	Date of Birth:		
	Place of Birth:		
	Nationality:		
Passport No.:	Place of Issue:		
Date of Issue:	Expiry Date:		
Signature:			



Part 2: Diversity and Respect

Human Bingo



TYPE OF ACTIVITY: Warm-up activity, getting to know you game, identity game

TIME: 15 minutes

AIM(S): Girls get to learn more about one another

GROUP SIZE: As many as you like, no limit

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Brownies Guiding World Numbered Challenge No. 6

WHAT YOU NEED: A photocopy of either worksheet A below or B overleaf for each girl and pencils/pens

PREPARATION: Photocopy either worksheet A below or B overleaf

WHAT TO DO:

1. Give each girl a worksheet.
2. Each girl must move around the room and find someone who agrees with one of the statements in the boxes and then she writes down that girl's name.
3. Then she moves on to find another girl who agrees with a statement in another box and so on until every box has a different name in it.
4. The first girl to have filled every box shouts "Bingo"

NOTE TO LEADER:

- Statements in each box can be added to or changed to suit the age group you are playing the game with.
- This activity is better as an indoor activity and the space needed depends on the number of girls.

Human Bingo Worksheet (A)

Finds someone who likes...

NAME: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____



Human Bingo Worksheet (B)

NAME:

Goes to a different school than you	Owens a dog	Has a sister	Dislikes chocolate
Has the same colour eyes as you	Likes school	Is wearing a ring	Was born in a different country than you
Watches Home & Away	Likes dancing	Likes playing soccer	Is wearing different coloured socks than you
Writes with the same hand as you.	Can play the piano	Walks to school	Pink is her favourite colour
Has the same colour hair as you	Wears glasses	Owens a cat	Has a birthday in the same month as you



Outlines



TYPE OF ACTIVITY: warm up and introduction to diversity and respect section

TIME: 30 minutes

AIM(s): A simple activity to emphasise that differences between people are really quite minimal.

GROUP SIZE: Any number

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: Chalk or a marker and large sheets of paper

PREPARATION: None

NOTE TO LEADER: Space needed for the activity is a large room or it can be run outside

WHAT TO DO:

1. Put the girls in pairs.
2. They must then draw around the outline of each other's hands or feet with chalk or a marker.
3. Ask the other girls to identify the hands or feet.

Me Too!



TYPE OF ACTIVITY: Probing deeper 'getting to know you' activity

TIME: 20 minutes

AIM(s): An exercise to show that people are more alike than different.

GROUP SIZE: A minimum of 10

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: A chair for each girl

PREPARATION: None

WHAT TO DO:

1. Sit on chairs in a circle. Ask the girls to think of something that is unique to them, something they think that only they can do, know, have done or will do – e.g. been to Spain three times. If this is true for one of them, she will say, "I have been in Spain three times!", and another girl who has also been to Spain three times will jump up and say "Me too!".
2. Then they sit down again and the first girl must try to find something else that is unique.
3. When nobody else can share what is unique, you move on to the next girl.
4. The first round ends when all the girls have said something about themselves that is unique only to them in this Group.
5. The next step is to ask everyone to think of something that they believe they share with all the others. Remove one chair and ask the girl whose turn it is to stand in the middle. When she starts and says, for example, "I am a member of The Irish Girl Guides", then everyone who agrees jumps up and says "Me too!" and the girl in the middle tries to grab a chair. Then a new girl goes to stand in the middle.
6. Debriefing and Evaluation: When everyone has said something which all in the group share, or when you think the game has gone on long enough, the Leader stops it to go through the questions below.
 - What was the easiest - finding something unique or something you share with others?
 - What do you generally like best - feeling unique or sharing things with others?
 - What you thought was unique; did you share it with others after all?
 - Are there things common to all Brownies and Guides?
 - Can any of these things make others feel left out?
 - Can you find anything that is common to all people? In your town? In your country?

NOTE TO LEADER:

- It is good if the Leaders take part in this activity also, especially at the beginning since they will then show what type of unique or shared qualities they are looking for.
- If the girls are very young the Leaders may find themselves talking about common physical things like height, eyes, hair, feet, but with older girls you can discuss other things e.g. hobbies, interests.



Take A Good Look



TYPE OF ACTIVITY: Focuses on developing observation skills

TIME: 10-15 minutes

AIM(S): To improve observation skills

GROUP SIZE: Any size, girls work in pairs.

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Guide Preparation for the Observer interest badge

WHAT YOU NEED: No equipment needed

PREPARATION: None

WHAT TO DO:

1. Girls are put in pairs who sit opposite one another.
2. Ask them to sit in silence for 5 minutes. Give no more instruction than that.
3. Then ask them to turn back to back. The leader goes around the room asking the girls questions about their partner e.g. what colour eyes did she have? what colour were her shoes? was she wearing a ring?

Snapshot



TYPE OF ACTIVITY: Awareness-raising activity

TIME: 15 minutes

AIM(S): To show that everyone shares similar traits and characteristics.

GROUP SIZE: Any number

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: Photocopies of photographs opposite and overleaf, glue and card

PREPARATION:

- Photocopy the photographs opposite and overleaf, one picture per girl in your Group
- Glue the pictures onto card with one photograph per piece of card
- Cut the pictures into four-piece jigsaws for Ladybirds and Brownies and eight-piece jigsaws for Guides.

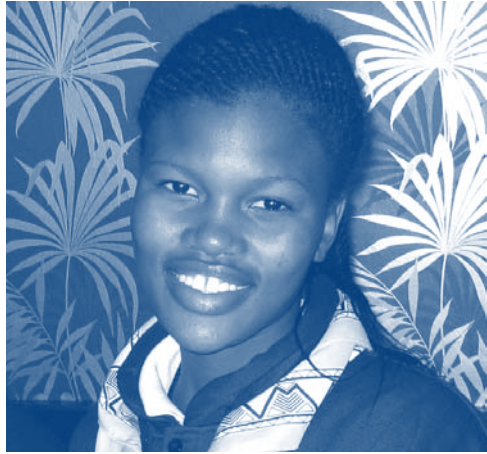
WHAT TO DO:

1. Give each girl a piece of card from a different picture.
2. Put the rest of the cards on the floor all mixed up.
3. Tell the girls to find the rest of the pieces to make the picture of their person.
4. As soon as they have all the pieces for the picture of their person, they place their cards on the floor in a line so they end up with a line of people.
5. Get the girls to look at the pictures and point out the similarities and differences e.g. everyone has skin but different coloured skin. They will see that most of the differences are just colour, size or shape.



Section Two Diversity and Respect







Diversity Thermometer

TYPE OF ACTIVITY: Moving debate

AIM(S): Explore young peoples' values and attitudes to diversity.

TIME: 20-30 minutes

GROUP SIZE: At least 7 and up to 36

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: A number of statements (see below) and the "thermometer" (see below)

PREPARATION: Draw a thermometer on the floor or the ground. If you want to make it as realistic as possible; make it both blue and red, but otherwise a line or a piece of string with markings 1, 2, 3, 4, 5, 6 is sufficient. Number 1 stands for "I totally disagree", number 6 for "I agree totally" and the numbers in between represent degrees of agreement or disagreement. For Ladybirds you could put "Agree", "Disagree" and "Unsure" on separate pieces of card and place them around the room instead of the thermometer.

WHAT TO DO:

1. Read aloud the statements one at a time and ask the girls to go to the place along the thermometer which corresponds best with their opinion. They must go to a distinct number, not stand between numbers.
2. After each statement, let one or more of the girls explain what they think. At first it is enough that only one girl gives her opinion. Then, when more difficult statements are dealt with, let there be a sincere discussion.

NOTE TO LEADER: Start with easy, more general statements, saving the most difficult ones until last; the ones to which not even you know the answer. The reason for this is that the participants need to get used to the method before you force them to state their opinion on more complicated matters. Statements may be changed to suit the age group of the girls taking part e.g. I prefer cats to dogs.

Diversity Thermometer Statements

- Going to Ladybird/Brownie/Guide meetings is fun.
- Anyone can become a Ladybird/Brownie/Guide.
- It is easy to make others want to become Ladybirds/Brownies/Guides.
- Guiding allows me to be myself.
- Guiding teaches me to care and share.
- All Ladybirds/Brownies/Guides are equally well accepted and are treated equally.
- Ladybirds/ Brownies/Guides make good friends.
- It is easy to be a new Ladybird/Brownie/Guide since everyone cares for you.
- Guiding attracts a certain type of person.
- Guiding is open to any new girls and women in Ireland to join.
- I love finding out about games, crafts and food from other countries.
- Ladybirds/Brownies/Guides learn about respect.



Respecting Others



TYPE OF ACTIVITY: Interactive role play activity with group discussion to reinforce the importance of respect

TIME: 30 minutes

AIM(S):

- To learn that it is important to respect others
- To learn more about why it is important not to stereotype others

GROUP SIZE: 20 to 30 girls

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Lifeskills numbered challenge No 18

WHAT YOU NEED: Paper, pencils, post-its or stickers

PREPARATION: Prepare positive and negative signs (see samples below)

WHAT TO DO:

1. Divide the Group into two.
2. Take team A aside and give them each paper and a pencil. Tell them to have a conversation, or interact with 10 people in team B in an allotted time. They write down who they interact with.
3. Everyone in team B gets a sign e.g. a post-it or sticker on her forehead with a positive or negative statement written on it.
4. No one is able to read their own sign so they don't know what it says. Make up signs like 'tell me I look tired', 'ignore me', 'tell me I look great', 'call me clever', 'treat me like your best friend' etc. There should be a variety of positive and negative signs.
5. Only team A can initiate a conversation. Team B must wait for someone to talk to them. The girls in team A should try to slip the comment on the sign into conversation.
6. Debriefing and evaluation:

After the two teams 'interact' it is important to debrief

 - Discuss what happened and how the girls felt.
 - Talk about how some girls had advantages and why
 - Did team A show respect for all members of team B?
 - What is respect?
 - Why is it important to have and show respect for other people?

NOTE TO LEADER:

- **If a Leader knows there is someone with poor self-esteem or who is very shy, it may be a good idea to 'plant' them with a positive sign. If you don't know the girls well, you should check with someone who does. With an exercise like this, it is also important that everyone knows that the game ends when the game is over.**
- This exercise can be used in a discussion about stereotypes.





Leaving Home

NOTE TO LEADER: Be aware that, if you have any girls in your Unit who have immigrated to Ireland, this activity might not be suitable, as some migrants may have had a similar painful experience to that which this activity is trying to portray.

TYPE OF ACTIVITY: Sharing and reflection activity

TIME: 30 minutes

AIM(S):

- Gain understanding of the difficulties and challenges met by young people in some parts of the world
- Consider the things that are most important to them in their home environments

GROUP SIZE: Any size

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Copper Beech Award, Lifeskills Challenges

WHAT YOU NEED: Cardboard, cut into irregular shapes – at least 3 pieces per pair of girls. The bulkier and more difficult to carry, the better!

PREPARATION: On the cardboard, write a selection of the words/phrases below, so that each piece of cardboard has a word/phrase on it. You can repeat words as often as you like:

- Food (non perishable items)
- Books and dictionaries
- Personal things: photographs and letters from friends
- Medical supplies – 1st aid kit
- Money
- Toiletries: shampoo, soap etc.
- Warm clothes
- Summer clothes
- Pets
- Music: ipod or an instrument

WHAT TO DO:

1. At the start of your meeting, divide the girls into pairs.
2. Explain to the Group that they have to leave Ireland, perhaps forever. This is what they know:
 - They are leaving with their immediate family – parents & siblings
 - They don't know what country they are going to
 - They don't know how they will get to the new country. It may be very time-consuming.
3. Indicate the pile of cardboard shapes in the hall. Tell the girls that each pair must choose three items. Once they have made their choice, they will have to keep the items with them for the rest of the meeting.
4. If they want to, they can exchange items with other pairs.
5. Give the girls enough time (about 10 minutes) to look at all the items and bargain a little. At the end, call time sharply (say, with a whistle), and tell them that they must now keep whatever they're holding. The team must guard this carefully.
6. For the rest of the meeting, the Leaders can try to take the possessions if they are not guarded.
7. Carry on with the rest of the meeting until around 15 minutes before the end and ask the girls to sit in the circle. Discuss the activity.
8. Debriefing and evaluation:
 - How did it go? What was difficult?
 - How did they find choosing which items to bring with them?
 - What other information would they have liked to have known?
 - Did they lose any of their items over the evening?
 - What feelings did the activity create?



The Travelling People



TYPE OF ACTIVITY: Discussion activity, awareness-raising activity

NOTE TO LEADER: You don't need to be afraid to carry out this activity with the girls in your Unit if one of them is a Traveller, even though the other girls may not be aware of this fact. She may choose whether or not to disclose this fact to them during the activity. It is important that prejudices are not reinforced during this exercise. You can also adapt this activity to apply to any of the immigrant groups in Ireland.

TIME: 30 minutes

AIM(s):

- To learn more about the Traveller culture
- To enable the participants to examine their own prejudices and the sources of these

GROUP SIZE: Any number

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Cultural Awareness Interest Badge, Copper Beech Award, Lifeskills challenge and Lifeskills numbered challenge No. 18, Senior Branch Community involvement programme module

WHAT YOU NEED: Pens, paper, and the 'Travelling People' worksheet (below)

PREPARATION: Read the information about the Irish Traveller Community in Section Three

WHAT TO DO:

1. Explain a little about the activity and tell the girls a bit about Traveller culture. Challenge any prejudices or negative portrayals girls may give at this point.
2. Divide the girls into teams of four. Hand out a copy of the worksheet below to each team.
3. Give the teams approximately 10 minutes to answer the questions. Then go around the room and check in with the girls to see how they are getting on.
4. Reconvene as a Group, get feedback from the girls, then try and answer the various questions they might have.

The Travelling People Worksheet

- Do you know about where Travellers live?
- Do you know of any traditions important to Travellers?
- Do you know any of the traditional jobs that Travellers used to do?
- Did you know that Travellers have their own language which they only speak among themselves called Cant? Do you know any Cant words?
- Do you know of, or have you read, any books on Travellers?
- Have you any friends who are Travellers?
- What does the term "nomadic" mean?
- Could you become a Traveller?
- How much of what you know about Travellers is based on what you have heard from other people?
- Where else do our ideas come from?
- How much of the information is factual and how much is general impression, not based on fact?

Debriefing and Evaluation:

- How did it go? What was difficult?
- Were some questions easier than others?
- What feelings did the activity create?
- What did you learn by taking part in the activity?
- Were you surprised at anything you learned?
- How would you feel to be a Traveller living in Ireland today?
- Will you do anything differently after this activity?



What Did You Say?



TYPE OF ACTIVITY: Informative relay game

NOTE TO LEADER: The Traveller identity is marked by a number of common features; a common history and experience, an oral tradition, their own language, value system and, of course, a nomadic way of life. The distinctive Traveller lifestyle and culture sets Travellers apart from the sedentary population or 'settled people'. Travellers have a unique history and value system, as well as language, customs and traditions. The Traveller languages are called Cant, Gammon, or Shelta¹. This game gives the girls a chance to look at some Cant words.

TIME: 10-15 minutes

AIM(s): To learn more about the Traveller culture & language

GROUP SIZE: Any number

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Cultural Awareness Interest Badge, Copper Beech Award, Lifeskills challenge

WHAT YOU NEED: (see below)

PREPARATION:

- Photocopy Tables 1 below & 2 overleaf for each team of 4-6 girls
- Read the information about the Irish Traveller Community in Section Three

WHAT TO DO:

1. Divide the girls into teams of 4-6
2. Explain that the Irish Traveller community have their own language called Cant which they generally only speak to each other. (Below is a selection of some Cant words.)
3. Give Table 1 to the girls to look at. Tell them that these are Cant words and explain that you will be playing a game where they need to try to remember the translation for each word.
4. Give them a few minutes to look at the table and learn the words.
5. Line the teams up in a straight line and number the girls in each team one to four/six and take back Table 1.
6. Place copies of Table 2 on the floor at the top of the hall in front of the teams.
7. When you call out a number and an English word, the girl with that number must run up and point to the equivalent word in Cant on Table 2. The first girl who picks the right word gets a point for her team.

WHAT DID YOU SAY? – Table 1

Crush - go	Cadie - cap	Gailles - children
Gilmurs - shoe	Tugs - clothes	Your Geel - yourself
Tairie - talk	Cob - cabbage	Dorra - bread
Fíen - man	Suibaila - boy	Beor - woman
Lacken - girl	Gammy - bad	Buffer - country person

.....
¹ <http://www.nccri.ie/cdsu-travellers.html>



WHAT DID YOU SAY? - Table 2

Gammy	Tairie	Cob
Buffer	Gilmurs	Fíen
Crush	Gailles	Lacken
Tugs	Cadie	Your Geel
Dorra	Suibeila	Beor



Guess The Religion



TYPE OF ACTIVITY: Teamwork & knowledge game

TIME: 20 minutes

AIM(S): To learn about different religions.

GROUP SIZE: Any size

AGE GROUP: Brownies, Guides and Senior Branch

WHAT YOU NEED: Copies of the worksheets overleaf, (one for each team of 4-6 girls and 1 worksheet for the Leader), scissors and a freezer/Ziploc bag for each team

PREPARATION: Cut up each photocopied worksheet into 30 pieces and put in a freezer/Ziploc bag






WHAT TO DO:

1. Divide the girls into teams of between 4-6.
2. Give each team a freezer/Ziploc bag containing all the pieces.
3. Explain that they have to decide which symbol and set of 4 facts match each religion.
4. After approximately 10 minutes bring the Group back together and discuss their answers. Tell the girls the right answers.
5. Debriefing & evaluation:
 - Ask the girls how they found the activity
 - Was it difficult?
 - Do they feel they know more information about other religions now?
 - Ask them to share with the Group one thing they have learned by taking part in the activity?

NOTE TO LEADER:

- See Section Three for more information on the different religions.
- An alternative easier version is if the Leader cuts the worksheet up as a jigsaw and the girls have to make the jigsaw instead of matching the pieces.



				
Christianity	Islam	Hinduism	Judaism	Buddhism
Is the most widely practiced religion in the world with over two billion followers.	Is the religion of Muslims and is the second largest religion in the world, with over one billion followers	Is a diverse and rich religion, one of the oldest-dating back over 3,000 years and the third most popular worldwide with 900 million believers.	Is the faith of the Jewish people. It is one of the oldest religions still practiced today with over 18 million followers	Dates back to the sixth century B.C.E. and it is based on the teachings of Siddhartha Gautama, the Buddha, the "awakened one".
Place of worship is called a church	The holy book is called the Qur'an	Place of worship is called a temple	Weekly holy day is called the Sabbath	Can worship in their houses or in the Temple (Stupa)
The spiritual leaders are called priests, ministers or pastors.	Place of worship is called a Mosque	Some pray three times a day and can do so anywhere	Religious leaders are called rabbis, which in Hebrew means 'teacher'	Worship may include chanting, meditation, and readings from texts or even playing music
The key religious text is the Bible.	Do not eat pork.	Do not eat beef	Place of worship is called a synagogue	The most important holiday is Buddha Day



The Story Of The Rainbow



NOTE TO LEADER: At the end of this story, God is mentioned as the creator of all things. Be aware that some religions such as Hinduism recognise several Gods and Goddesses, while some girls on the other hand, might not have that belief at all.

TYPE OF ACTIVITY: Listening and thought-provoking activity

TIME: 10 minutes

AIM(S): To help illustrate diversity

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Brownies Outdoor World Numbered Challenge No.1 & Guiding World Numbered Challenge No. 1

WHAT YOU NEED: The words of the story overleaf

PREPARATION: Photocopy the story

NOTE TO LEADER: This reading can work very well when included in a Guides Own

WHAT TO DO:

1. Ask a Leader or an older girl in the Group to be the narrator and select eight other girls to be the different colours and the rain.
2. Ask all the girls to sit in a circle in silence and explain that a story will be read out and you would like them all to be quiet.
3. The girls selected read the story.
4. After the story is over, the girls can discuss the story and their opinion on it and if they think it reflects any aspect of life.



The Story of the Rainbow (based on an Indian Legend)

Once upon a time, all the colours in the world started to quarrel; each claimed that it was the best, the most important, the most useful, the favourite...

Green said: "Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves – without me all the animals would die. Look out over the countryside and you will see that I am in the majority."

Blue interrupted: "You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busybodies."

Yellow chuckled: "You are all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun."

Orange started next to blow its own trumpet: "I am the colour of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaws. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you."

Red, unable to stand it any longer, shouted out: "I'm the ruler of you all, blood, life's blood. I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and love; the red rose, poinsettia and poppy."

Violet, rose up to his full height. It was very tall and spoke with great pomp: "I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me – they listen and obey."

Indigo spoke much more quietly than all the others, but just as determinedly: "Think of me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace."

And so the colours went on boasting, each convinced that they were the best. Their quarrelling became louder and louder. Suddenly there was a startling flash of brilliant white lightning; thunder rolled and boomed. Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.

Then **Rain** spoke:

"You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that God made you all? Each for a special purpose, unique and different. He loves you all. He wants you all. Join hands with one another and come with me. He will stretch you across the sky in a great bow of colour, as a reminder that he loves you all, that you can live together in peace; a promise that he is with you, a sign of hope for tomorrow."



Part 3: Cross-cultural Communication

One World Story



TYPE OF ACTIVITY: Warm-up activity

TIME: 10 minutes

AIM(S): To show how a story can develop

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. Put the girls either sitting or standing in a circle.
2. Each girl in turn says one word which will add to the story that is developing. For example, 'I.....saw...a....chicken.....in.....the.....lemon.....soup....'

NOTE TO LEADER: This activity works best when the pace is lively.

Under, Over and Through The Middle



TYPE OF ACTIVITY: Warm-up activity

TIME: 10-15 minutes

AIM(s): Learn to communicate effectively to solve a puzzle

GROUP SIZE: Any

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybirds Red Spot

WHAT YOU NEED: 2 chairs per team, string and scissors

PREPARATION: Place two chairs back to back and approximately six paces apart. Tie the string from the top of one chair to the top of the other and from the top of the leg of one chair to the top of the leg of the other chair.

WHAT TO DO:

1. Divide the girls into teams of 6
2. Explain that, by working together as a team, they must get two girls in their team under the bottom string, two girls over the top string and two girls through the middle of the chairs.
3. If any girl touches the string at all, even with her hair, the whole team must start again.

NOTE TO LEADER: To make this activity hard and to encourage more team work and effective communication, you could choose to blindfold one or two, or even all the girls except one, who would then have to instruct the other girls in her team.





Greeting Game

TYPE OF ACTIVITY: Warm-up activity & ice breaker

TIME: 15-20 minutes

AIM(S): To learn how people greet each other in various countries and cultures

GROUP SIZE: At least 6

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybirds International Badge & Indigo Spot, Brownies Guiding Numbered challenge No.15

WHAT YOU NEED: Greeting cards as per worksheet below

PREPARATION: Photocopy onto card & cut up greeting cards from work sheet

WHAT TO DO:

1. Give a greeting card to each girl.
2. The girls go around and greet each other using their different greetings.
3. Discuss the greetings with the Group.

NOTE TO LEADER: Leader will need to read what is written on the card to young girls or they can use illustrations on the cards instead of writing.

Greeting Card Worksheet

<p>Inuit: Rub noses</p>	<p>Russian: Hug warmly</p>	<p>Irish/British: Shake hands</p>
<p>Dutch/Swiss: Three pecks on alternative cheeks.</p>	<p>Indian: Place hands together and bow.</p>	<p>French: Might kiss each other twice, three or four times on the cheek depending on the closeness.</p>
<p>Brazilian: Shake right hand, while patting the other person on the shoulder.</p>	<p>Parts of South Africa: Slap on each hand and bump each hip.</p>	<p>Tanzanian: Shake hands three times – 1st & 3rd time, shake hands normally and the 2nd time, do it as if they are beginning to arm wrestle.</p>



Hello & Goodbye



TYPE OF ACTIVITY: Hello and goodbye in different languages

TIME: 20-30 minutes

AIM(S): To look for a common theme in hellos and goodbyes and illustrate that, although they sound different, they have a similar meaning and the same intention

GROUP SIZE: At least 18

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Ladybirds Indigo spot

WHAT YOU NEED: Photocopied cards from the worksheet for each girl

PREPARATION: Photocopy the attached worksheet and cut up the cards so that each girl has her own card

NOTE TO LEADER:

- Explain the game by looking at English first. "Hello" literally means 'good day' or 'have a good day' or 'God's day'. Hello evolved from hail in old English which evolved from heill from the Norse language which meant health. Goodbye evolved from 'God be with you'.
- Ensure that every girl can pair up with someone else. If you don't have 18 participants, leave one or 2 of the languages out. If you have a large group of girls give out extra cards in 1 or 2 of the languages so that girls will end up in groups of 3.
- For Ladybirds an alternative could be for the Leader to call out the saying and the Ladybirds repeat it.
- If there are any girls from other countries at the meeting - ask them to say hello in their language.

WHAT TO DO:

1. Give each girl one card with Hello and Goodbye in the language used in that country
2. They must match up with girls who are speaking in the same language as them. In order to do this the girls need to go around the room and say "hello" and "goodbye" in the language they have on their card and find their partner/group.
3. Discuss other types of greetings without words e.g. a kiss, handshake.

Hello & Goodbye Worksheet

IRELAND		Language: Irish	
Hello	Dia Dhuit (God be with you)	Goodbye	Slán (Health to you)
FRANCE		Language: French	
Hello	Bonjour (Good day)	Goodbye	Au Revoir
GERMANY		Language: German	
Hello	Hello	Goodbye	Auf Wiedersehen (See you later)
ITALY		Language: Italian	
Hello	Ciao	Goodbye	Arrivederci (See you soon)
PORTUGAL		Language: Portuguese	
Hello	Hello	Goodbye	Adeus (To God)
SPAIN		Language: Spanish	
Hello	Hola	Goodbye	Adiós (to God)
HUNGARY		Language: Hungarian	
Hello	Udvozzlek (I greet you)	Goodbye	Fo Napot (Good day)
ROMANIA		Language: Romanian	
Hello	Buna Ziva (Health to you)	Goodbye	La Revedere (See you later)
HOLLAND		Language: Dutch	
Hello	Hallo	Goodbye	Goedenday (Good day)



Untangle The Knot



TYPE OF ACTIVITY: Energiser which focuses on communication and teambuilding

TIME: 15-20 minutes

AIM(s):

- How to cooperate with others
- How to communicate effectively to solve a problem

GROUP SIZE: At least 10

AGE GROUP: Ladybirds, Brownies and Guides

WHAT YOU NEED: A large room or outdoors

PREPARATION: None

WHAT TO DO:

1. Girls stand in a circle. They must close their eyes and move into the circle reaching forward with their hands and catch two hands they find, which must belong to two different people. (Leaders will need to help ensure this)
2. When they are holding two hands they open their eyes and find hands intertwined.
3. Girls must now try to undo the knot which has formed and create one large circle or a few smaller circles without letting go of each other's hands or breaking the link.
4. Game continues until the knot has been untangled.

NOTE TO LEADER: Sometimes it is not possible to create a circle or circles as a smaller knot that is impossible to undo may form.

Ski Walk



TYPE OF ACTIVITY: Communication and co-operation activity

TIME: 10-15 minutes

AIM(S): To improve communication and team work skills

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies, Guides & Senior Branch

WHAT YOU NEED: Two strips of cardboard or two strips of cloth cut from an old sheet about 6 inches wide and 6 foot long with a length of cord attached to the end of each ski if out of cardboard, per team. (These are called "skis")

PREPARATION: Attach the cord to the cardboard skis

WHAT TO DO:

1. Divide the girls into teams of 5-6.
2. Two skis are laid on the floor in front of each team.
3. One girl is picked to go in front of the team to hold the two cords or the front of the cloth.
4. The rest of the girls line up with one foot on each ski.
5. The object is for the team to synchronise movement so that they can move forward across the room on the 'skis'.
6. To add variety, make an obstacle course and get the teams to manoeuvre their way around it.

NOTE TO LEADER: Alternatively you can make giant team skis from wood and rope.



We Are Off To America



TYPE OF ACTIVITY: Scavenger Hunt

TIME: 10 – 15 minutes

AIM(S):

- To show that different words mean the same thing
- Highlight difficulties that may happen when communicating with people from different countries.

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybirds, Indigo spot

WHAT YOU NEED: Photocopy of the "What we need" list provided below and a Ziploc bag for each team. Bring any items on the list which you don't normally have in your meeting hall. This activity can be run on an overnight event or weekend away with Brownies and Guides.

PREPARATION: Photocopy the 'What we need' list for each team

WHAT TO DO:

1. Divide the girls into teams of 2-4
2. Explain that the Group is off to America to visit Girl Scouts over there. However they have sent us a list of things we must bring with us. Each team must try and find these items. For Ladybirds the leader might need to read out the list of things.
3. After 5 minutes bring the Group back together to go through the meanings and discuss the activity
 - Did they know all the meanings?
 - Were they surprised at all the words they knew or did not know?
 - Can they understand or relate to difficulties that could arise from communicating with people from other cultures now.

MEANINGS

Bobby pin	Hair clip	Band aid	Plaster
Chap stick	Lip gloss	Catsup	Ketchup
Jello	Jam	Trash	Rubbish
Sneakers	Runners	Chips	Crisps
Scotch tape	Sellotape	Candy	Sweets

WHAT WE NEED

Bobby pin	Band aid
Chap stick	Catsup
Jello	Trash
Sneakers	Chips
Scotch tape	Candy



Blind Trail



TYPE OF ACTIVITY: Communication activity

TIME: 15 minutes

AIM(S): To improve communication skills

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Ladybirds, Red spot

WHAT YOU NEED: chairs, paper and a mat/rug

PREPARATION: Lay out a simple obstacle course using the chairs, paper and rug.

WHAT TO DO:

1. Divide the girls into teams of 3-4.
2. Ask one girl to stand at the bottom of the hall and use her neckerchief to blindfold her. Explain that she must make her way to the top of the hall through the obstacles with verbal guidance from her team mates.
3. Get the rest of the team to move to the top of the hall. From there they must give direction and guidance to their team mate.
4. All teams simultaneously guide their team mate through the obstacle course.

NOTE TO LEADER:

- This activity can be run a couple of times giving all the girls a go at being blindfolded. The leader can move the obstacles around in between goes.
- It can be made easier or more difficult depending on the age range by changing the number of obstacles on the floor or by only running one team through the obstacle course at a time.

Pictures Say A Thousand Words



TYPE OF ACTIVITY: Communication & listening activity

TIME: 20-30 minutes

AIM(S): To explore the difficulties and misunderstandings that can occur when communicating with others.

AGE GROUP: Brownies and Guides

GROUP SIZE: Any size

WHAT YOU NEED: pencils and paper for each girl

PREPARATION: None

WHAT TO DO: The game is carried out in two rounds:

ROUND ONE

1. Divide the girls into two teams A & B
2. Get the girls to sit back to back with a member of the other team. This girl is now their partner. Give all the girls a pencil and paper.
3. Instruct that girls in team A must draw a quick picture or symbol which they then have to instruct their partner in team B to draw. Explain that the girls can't turn around and look at each other or talk or ask any questions.
4. When the time is up, get the girls in team B to guess what their illustration is of. After each girl guesses, she may look around and see how similar the original picture is to hers.

Debriefing:

- Ask the girls how they felt after each round.
- Was it difficult to communicate?
- Were they frustrated with their partner?
- Was it easier than they thought it would be the second time?
- What problem do we have in communicating?
- Does this contribute to anger or frustration between people?
- Could they relate this to communicating with people outside of Guiding?

ROUND TWO

1. Repeat round one except now the girls on team B draw the picture and instruct their partner in team A to draw it.





What's In A Gesture?



TYPE OF ACTIVITY: Communication activity

TIME: 15 minutes

AIM(S): To highlight that gestures have different meanings throughout the world

GROUP SIZE: Any size

AGE GROUP: Guides & Senior Branch

WHAT YOU NEED: paper and pencil for each girl

PREPARATION: none

WHAT TO DO:

- Get the girls to sit in a circle and give them each paper and a pencil
- Ask the girls to number their piece of paper from 1 to 10.
- Make each of the following gestures and ask them to write down what they think they mean. Ask the girls also to indicate if they think the gesture could be considered rude.
 - Beckon with index finger.
 - Point at something in the room.
 - Make a "V" sign.
 - Smile.
 - Sit with soles of feet or shoes showing.
 - Form a circle with their fingers to indicate *OK*
 - Hold up the right "pointer" finger with hand folded and facing away from body.
 - Pass an item to someone with one hand.
 - Wave hand with palm facing outward to greet someone.
- Debriefing and Evaluation: Ask the Group to discuss:
 - How did it go? What was difficult?
 - How come it was easier some times and not others?
 - Does body language influence communication between cultures?
 - Has anyone experienced trying to communicate with someone who has not understood what you were saying?

ANSWERS - WHAT'S IN A GESTURE

- Beckon with index finger. This means "Come here" in the U.S. To use the finger(s) to call someone is insulting in many cultures. Expect a reaction when you beckon to a person from the Middle or Far East; Portugal, Spain, Latin America, Japan, Indonesia and Hong Kong. It is more acceptable to beckon with the palm down, with fingers or whole hand waving.
- Point at something in the room. It is impolite to point with the index finger in the Middle and Far East. Use an open hand or your thumb (in Indonesia)
- Make a "V" sign. This means "Victory" in most of Europe when you make this sign with your palm facing away from you. If you face your palm in, the same gesture means "Shove it."
- Smile. This gesture is universally understood. However, in various cultures there are different reasons for smiling. The Japanese may smile when they are confused or angry. In other parts of Asia, people may smile when they are embarrassed. People in other cultures may not smile at everyone to indicate "Hello." A smile may be reserved for friends.
- Sit with soles of shoes showing. In many cultures this sends a rude message. In Thailand, Japan and France as well as countries of the Middle and Near East showing the soles of the feet demonstrates disrespect. You are exposing the lowest and dirtiest part of your body so this is insulting.
- Form a circle with fingers to indicate "O.K." Although this means "O.K." in the U.S. and in many countries around the world, there are some notable exceptions:
 - In Brazil and Germany, this gesture is obscene.
 - In Japan, this means "money."
 - In France, it has the additional meaning of "zero" or "worthless."
- Hold up the right "pointer" finger with hand folded and facing away from body. In Europe, it can mean two of something. They start counting with the thumb. In Japan it would mean "four," as the Japanese start counting with the little finger.
- Pass an item to someone with one hand. - In Japan this is very rude. Even a very small item such as a pencil must be passed with two hands. In many Middle and Far Eastern countries it is rude to pass something with your left hand which is considered "unclean."
- Wave hand with the palm facing outward to greet someone. In Europe, waving the hand back and forth can mean "No." To wave "good-bye," raise the palm outward and wag the fingers in unison, This is also a serious insult in Nigeria if the hand is too close to another person's face.
- Nod head up and down to say "Yes." In Bulgaria and Greece, this gesture means "No."

Part 4: Inclusion and exclusion

The Big Wind Blows!



TYPE OF ACTIVITY: Getting to know each other activity

TIME: 15-20 minutes

AIM(S): So that girls will learn more about one another

GROUP SIZE: Any number

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybirds Yellow Spot, Brownie Guiding World Numbered Challenge No.6

WHAT YOU NEED: Chairs and a reasonably good sized room

PREPARATION: Arrange chairs in a tight circle (one less than the number playing)

WHAT TO DO:

1. Girls sit on chairs in a tight circle. One girl volunteers or is chosen to stand in the centre of the circle.
2. This girl in the middle says "The big wind blows on anyone who ... (they call out one trait about themselves that they feel they might share with other girls in the Group; a physical trait, something about their family, a characteristic etc.)"
3. The girls who share this trait, characteristic etc. must change place with another girl, while the girl in the middle tries to sit on one of their chairs.
4. The new girl left without a chair goes into the middle and says "The big wind blows ..."
5. When the Leader calls 'Hurricane' all the girls must change places and it cannot be with the girl directly beside them.

Spot The Star



TYPE OF ACTIVITY: Energiser

TIME: 10-15 minutes

AIM(S): To create team spirit

GROUP SIZE: Any

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Ladybirds Red Spot

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. Get the girls to make a circle.
2. Ask one girl to volunteer. Explain that she is now a detective so she must leave the room, while the "star" is being picked.
3. Pick one girl in the circle to be the 'star'. She has to decide a movement which the rest of the group must follow. Throughout the game she keeps changing the movement which all the girls must follow immediately.
4. When the movement has started, bring the detective back into the room and into the centre of the circle.
5. Explain that she has three guesses to decide who the 'star' is. She has to try and spot when the 'star' changes the movement and the rest of the group follow her lead.





The Obstacle



TYPE OF ACTIVITY: Stalking, team building and co-operation activity

TIME: 40 minutes

AIM(S): To raise understanding of why a person would immigrate to another country and the obstacles and struggles they could face

GROUP SIZE: At least 10 but preferably more

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guide Copper Beech, Lifeskills Compulsory Challenge, Outdoor optional challenges No. 16

WHAT YOU NEED: A drum or something similar to make a clear sound. Items to use as obstacles, e.g. chairs, cutlery, tins

PREPARATION: None

WHAT TO DO:

1. Divide the room into two parts. Put the girls along one wall.
2. The Leader sits down on a chair, (which is placed roughly in the middle of the room) drum in hand, with her back turned towards the girls.
3. Tell the girls that the Leader lives in the very best country (A). It is everything anybody could wish for; it is warm and comfortable, about 25 degrees, you get lots of holidays, free ice-cream and constant attention to your needs. The girls are told that they live in a country (B), which is cold, dark, and the shops have nothing to sell. They want to go to country (A) but to get there they must sneak in at night, the Leader is not to hear them coming and they are not safe until everybody is across. As soon as the Leader hears the slightest sound she will beat the drum. Even if someone has managed to get into country (A), everyone must go back and start all over again.
4. When the Group has been successful once in getting across, the Leader puts an obstacle in the middle, for example, chairs in a mess, so that it will be harder to get into country (A). Now the girls have to climb over the obstacle or move it, without making a sound, to reach their goal.
5. Once they have managed this the Leader can put things that rattle on top of the chairs, e.g. tins and cutlery. Arrange them so that they will fall down easily. Now the Group has to overcome this even more difficult obstacle, still being completely quiet, and the Leader sounds the alarm if she hears them.
6. When the Group has managed this also, the Leader selects two or three girls to act injured who need help to get to country (A). Someone has only one leg and someone else has a broken arm. Depending on how it goes (some groups are successful, while others get discouraged), next time the Leader can give the Group a minute to plan how they think they could manage to get across.
7. Debriefing and Evaluation: Finish the activity by discussing:
 - How did it go? What was difficult?
 - How come it was easier some times and not others?
 - What feelings did the activity create?
 - Do you recognise the situation from somewhere else?
 - What would the real obstacles be?
 - Has anyone experienced wanting to get in somewhere but not being allowed to?

NOTE TO LEADER: Beat the drum at the slightest sound from the very beginning. This will reduce speed and take away the feeling of competition. By the time you have put obstacles in their way and appointed girls to act injured, they are generally working well as a team and may need your support, so then you can be a little easier on them. Remind them that it does not matter who made a sound; the one who made it is well aware of it and does not need to hear sighing or comments from the others.

Sticker Game



TYPE OF ACTIVITY: Non-verbal communication and reflection activity

TIME: 15 minutes

AIM(s):

- To increase young people's awareness of belonging
- To think about the criteria that people use to identify themselves as part of a certain group
- To encourage lateral thinking

GROUP SIZE: Need at least 10 girls

AGE GROUP: Guides

WHAT YOU NEED: Stickers

PREPARATION: A selection of different shapes and colours of stickers

WHAT TO DO:

1. Girls form a circle.
2. The Leader asks the girls to follow 2 rules for a little while: to close their eyes and to keep silent.
3. Then the Leader starts to put stickers on the forehead of every girl except one/two
4. The Leader explains that, in a few seconds, girls will be able to open their eyes and carry out the following activity. 'to make teams without talking'.
5. Once the Leader considers that the teams are formed, the girls sit down and reflect on the experience.
6. What is normal is for the girls to join a team according to their sticker's colour/shape.
7. Debriefing and Evaluation:
 - Sit down and discuss what happened.
 - Explain that they were simply told to form teams but not how to do it. Why is it that we seem instinctively to join those who are like us and exclude those who are not? What criteria did you use to join the team?
 - Why did you join by colours/shapes?
 - What was your reaction? Did you have an active role or did you wait to see what the others wanted to do?
 - How did you know the colour/shape of your sticker? How do people build their identity?
 - How did it feel to meet someone having the same colour as you?
 - Did you cooperate in making teams?
 - What teams do you belong to in day to day life? (Guides, school, family, sports club...)
 - Can anyone be a member of those teams?
 - Who in our society has no sticker?



Unequal Distribution



TYPE OF ACTIVITY: interactive learning and discussion activity

TIME: 15-20 minutes

AIM(S): To raise awareness of the idea of unequal distribution of wealth around the world

GROUP SIZE: 30 girls

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Brownies and Guides Development Education Syllabus

WHAT YOU NEED: The names of the seven continents written out on separate pieces of card, blue tack, seven plates or sealed containers and an assortment of biscuits (see table below)

PREPARATION: Organise biscuits (see table below)

Team	Continent	No. of Girls	No. of Biscuits	Biscuit type
1	Australasia	5	5	Fruit Shortcake
2	Asia	6	4	2 Digestives, 2 Ryvita
3	Europe	5	8	Hob nobs
4	South America	5	2	Rich tea
5	Africa	8	1	Ryvita
6	North America	1	10	Chocolate biscuits
7	Antarctica	0	3	Custard creams

WHAT TO DO:

1. Divide the girls into 6 teams (continents) and give each team a plate of biscuits according to the ratio above. Note that there are a different number of girls in each team and that each team gets different types of biscuits depending on which continent they are. Do not tell each team which continent they are yet. Also note that Antarctica has biscuits, but no girls.
2. Tell the girls that they can now eat the biscuits and give them about 2 minutes to do so. The Leader should not interfere.
3. Then ask the girls to form a circle and get one girl from each team to tell the rest of the group how many girls were in their team and how many biscuits their team got.
4. Discuss
 - How did each team feel about the amount of biscuits they got?
 - Was it fair?
 - How did the teams react? Was there stealing/sharing/fighting?
 - What did they think about the types of biscuits?
5. Explain that the biscuits reflect how the wealth is distributed around the world. In some countries there are lots of people who have very little and in other countries there are people who have more than they need.
6. Put the names of each continent on the wall
7. Get the girls to guess which team was which continent?
8. Questions
 - What could they have done as a Group to make it fair for everyone in the room?
 - What are some of the things that the girls have that people in poorer countries might not have? (Running water / warm clothes / house / car / toilet / phone etc.)

NOTE TO LEADER: You may need to adjust the number of biscuits according to the size of your Unit – this is ok as long as you make sure the ratios are still roughly the same. For example below is a table adjusted from 30 to 24 girls.

Team	Continent	No. of Girls	No. of Biscuits	Biscuit type
1	Australasia	3	3	Fruit Shortcake
2	Asia	5	3	2 Digestives, 2 Ryvita
3	Europe	4	7	Hob nobs
4	South America	4	1	Rich tea
5	Africa	7	1	Ryvita
6	North America	1	10	Chocolate biscuits
7	Antarctica	0	3	Custard creams



Four Corners



TYPE OF ACTIVITY: Non-verbal communication activity

TIME: 20-30 minutes.

AIM(S):

- To show the girls what it feels like to be uncertain if they will be included in or excluded from a group
- To show how powerless people can be in this situation, that they have no control over some of the factors that led to them being included or excluded
- To show some of the girls what it feels like to be included

GROUP SIZE: At least 16 girls

AGE GROUP: Brownies and Guides

PROGRAMME LINK: Guide Copper Beech, Lifeskills Compulsory Challenge

WHAT YOU NEED: A large room

PREPARATION: None

WHAT TO DO:

1. Choose four older girls to act as team leaders.
2. Each of these 4 team leaders is given a characteristic that will allow someone to join their team. (This is done in private). A quite obvious physical characteristic should be used e.g. glasses, jeans, type of shoes, colour of hair, etc.
3. Each team leader goes to a corner.
4. The remaining girls walk around the outside of the room in silence, and pass each of the team leaders extending their hand to each leader in anticipation of a handshake.
5. The team leader shakes her hand if a girl can join her group. Usually a few girls will not get chosen.
6. The adult Leader lets these girls pass all 4 team leaders at least one more time. She then calls an end to the game.
7. The Leader asks members of each team if they can figure out why they were accepted to that team. (The team has not been told that it is a physical characteristic).
8. A few rounds can be played if the girls are enjoying it.
9. Debriefing and evaluation: - Ask the team leaders
 - How they felt about having to accept or reject girls
 - How the girls felt about being accepted
 - How those not chosen felt about not being chosen
 - Was it fair?
 - What could have been done differently?



Labels



TYPE OF ACTIVITY: Role play

TIME: 20 minutes

AIM(S): To experience what it feels like to be treated in a certain way because of a label that society has given you

GROUP SIZE: At least 6

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guides Lifeskills Numbered Challenge No.18

WHAT YOU NEED: A large room and address labels or post-its to stick on all the girls' foreheads

PREPARATION: Prepare labels with phrases such as

- Listen to me
- Agree with me
- Disagree with me
- Ignore me
- Ask my opinion
- Do as I say

WHAT TO DO:

1. Divide the Group into small teams of 5 or 6 girls or use Patrols that are already set up. Explain that you are going to put a word or sentence on each girl's forehead and that the other girls in the Patrol must react to them based on what is written on their forehead.
2. Pose a question for the Patrol to discuss, for example- 'What do you get out of being involved in Guiding? 'What do you like most about being a Guide?'
3. The girls must have a chat/discussion about the question that has been posed during which they must react to each girl in the Patrol based on what's written on her forehead.
4. The girls in the Patrol must try to guess what's written on their forehead. After they have guessed, they can look at their label to see if they got it right.
5. Debriefing and Evaluation:
 - How did it feel to be treated according to this label?
 - Did it affect their behaviour?
 - How did the members of the Patrol interact?
 - What type of labels do we attribute to others in real life?
 - Is there any label that is common to a whole group of people?
 - How do you think it feels to have certain labels attributed to you?

NOTE TO LEADER: The reaction of girls to this activity will vary based on whether they have been given a positive or negative label. They may start to act as they are being treated. Some girls may start to feel under pressure if they are continually being asked their opinion. They will probably find it much harder to work as a Patrol under these circumstances. They will discover that body language can reveal a lot.



Force The Circle



TYPE OF ACTIVITY: Game about exclusion

TIME: 20-30 minutes

AIM(S):

- To experience being in a majority group
- To experience being included and excluded

GROUP SIZE: 6 girls in each circle, so ideally around 24 or 36 girls altogether

AGE GROUP: Guides

PROGRAMME LINK: Guide Copper Beech Award, Lifeskills Compulsory Challenge

WHAT YOU NEED: You either need a large room or space outdoors

PREPARATION: None

WHAT TO DO:

1. Divide the girls into their Patrols. Choose one girl in the patrol to be an 'outsider'.
2. Choose one girl in each Patrol to be an observer and give them paper and a pencil. Make it clear to the observer that she must not talk or interfere with/interrupt the Patrol.
3. Tell the other members of the Patrol to stand shoulder to shoulder to form as tight a circle as possible.
4. Explain that the 'outsider' must try to get into the circle while those who form the circle must try to keep her out.
5. The observer must take notes of what the girls in the circle say among themselves or to the 'outsider'; what the members of the circle do in order not to let the 'outsider' in; what the 'outsider' says; what the 'outsider' does.
6. After two or three minutes and regardless of whether they managed to enter the circle or not, the 'outsider' joins the circle and another member has a turn being an 'outsider'. The activity is over once all the members of the Patrol who want to have tried to force the circle.
7. Debriefing and evaluation:

Let the girls comment informally on what has happened. Then ask them:

- How did you feel when you were part of the circle?
- How did you feel when you were an 'outsider'?
- Find out if those who succeeded in forcing the circle felt differently to those who didn't manage it.
- What did the observer notice? What strategies were used? What did the girls say about each other?
- Do you recognize this type of situation from real life?
- Who are outsiders in Guiding?
- What can we do to make outsiders feel at home in Guiding?
- Who are considered "outsiders" in our society?
- What can Guiding do to help outsiders be admitted into society?

NOTE TO LEADER:

- Be careful when selecting the first outsider. Anyone who wants to be one can try, but it will be noted who you select first. Make sure that it is not someone who is already considered by the Unit to be an outsider, or else that role will be reinforced even more.
- This is a difficult activity to direct the discussion at the end and we would recommend that the Leader steering the debriefing would have previous experience of doing so. Please see the note on debriefing at the start of this section.
- When you have the discussion afterwards, it is important to make comparisons with real life situations. Talk about how it can feel to be an outsider in reality and draw parallels to society at large.





The Exclusion Game

TYPE OF ACTIVITY: Role Play

TIME: 30-40 minutes

AIM(S):

- To imagine and get some idea of what it's like to be from different social groups in society
- To be aware that some groups in society are excluded and discriminated against
- To feel what it's like to have a great deal of power
- To feel what it's like to be excluded
- To feel what it's like to be treated unjustly

GROUP SIZE: At least 9 girls

AGE GROUP: Brownies and Guides

PROGRAMME LINK: Guide Copper Beech, Lifeskills Compulsory Challenge

WHAT YOU NEED: Coloured dots in 3 different colours (red, blue and green) and role cards (cards explaining their roles; what they should do) as given below

PREPARATION: Photocopy worksheet with the role cards on to card

WHAT TO DO:

1. Divide the girls into 3 different teams of equal size. Do this by putting different coloured dots on the girls' foreheads.
2. Each team is given a role card and one girl in the team reads out the instructions to the rest of the team. They must then get into this role and do what is stated on the card.
3. There are 3 rounds altogether. Teams swap roles for each round. Each of the teams gets to experience playing the three different roles.
4. Debriefing and evaluation:
 - This can be done after each round or at the end of the activity.
 - Ask the girls what happened. It is essential to give the girls a chance to talk about what happened.
 - At the end of the three rounds also ask
 - How they felt in the different roles
 - Did things change as the activity went on?
 - Then check that all the girls are comfortable with the activity and that they understand that it was a role play. Explain clearly that the group is leaving the game behind to focus on what it can teach us about real life.
 - Can they relate their experience during the game to everyday life ?
 - Have they ever experienced discrimination or exclusion ?
 - Which groups in Ireland are most frequently excluded and discriminated against?
 - In what ways are they continually excluded?
 - Is it fair?
 - What could change or would need to happen to stop exclusion in Ireland ?

NOTE TO LEADER:

- This is a powerful activity that can create a lot of emotion and needs to be debriefed well at the end. See notes at the start of section 2 on debriefing.
- This activity can be altered when working with the younger Brownie age group. You could use the theme of 'Princesses' & 'paupers' for the activity for example.

The Exclusion Game Worksheet

<ul style="list-style-type: none"> • Your team has all the power and is treated very well. You can relax and enjoy life. You are very rich. • You should make sure that members of one of the other teams are standing together in a line facing the wall. Make sure they do not look around or talk. • You should give orders to the other team such as; hop on one leg, do 10 press-ups, make animal noises, count backwards or any other orders you can think of (within the limits of safety).
<ul style="list-style-type: none"> • Your team is totally excluded. You are slaves. You must stand facing the wall and not communicate (no talking, looking at or making gestures to others) with anyone else in your team
<ul style="list-style-type: none"> • You must do what the team who have all the power tell you to do (within the limits of safety). You are very poor and must work very hard to get by. You are better off than the team standing against the wall though.



Including And Excluding



TYPE OF ACTIVITY: Role play

TIME: 30 minutes

AIMS:

- To give an idea of what it feels like to be excluded and how it feels to exclude people
- To give an idea of what it feels like to be included and how it feels to include people
- To show that it is important to be genuine when interacting with girls and women from different backgrounds and to illustrate how being genuine is very different from playing a role

GROUP SIZE: Any size, at least 6 girls

AGE GROUP: Guides and Senior Branch

PROGRAMME LINK: Guide Copper Beech, Lifeskills Compulsory Challenge

WHAT YOU NEED: Two rooms (one large and one small or hallway)

PREPARATION: None

WHAT TO DO:

1. Ask two older girls (for Guides, ask two Young Leaders if possible) to volunteer to help with the activity.
2. They must leave the room with two of the Leaders. They are asked to prepare a short story that they will tell the rest of the girls when they go back into the room. They are given 10 minutes to do this.
3. Meanwhile in the large room, the rest of the girls are told to be really nice to the first person who comes back into the room and really unkind to the second person. They are informed that the girls outside are preparing a story from their lives to tell them and do not know what response they will get when telling this story.
4. The large group has a discussion about how they could be inclusive of the first girl by listening, asking questions, smiling, paying attention and welcoming her. They also discuss how they could exclude the second storyteller, by talking to each other and not paying attention, by looking bored, by contradicting her story and generally being rude.
5. The first girl returns to the room to a warm reception and is given 5 minutes to tell her story.
6. The second girl waits outside until the first girl has finished her story, then comes in to an unwelcoming atmosphere.
7. Debriefing and Evaluation:
 - After both girls have told their story, they are asked to tell the Group how they felt when telling it and how people's reaction to them and their behaviour when telling their story affected them.
 - The rest of the girls are asked to comment on the activity. They are asked how they felt and what their reaction was to the storytellers.

NOTE TO LEADER:

- **Ideally you will need 4 Leaders when carrying out this activity, two to stay in the room with the girls and two to go out of the room with the two volunteers taking part in the experiment.**
- **The reaction of the first girl may be something like; felt good but scared and it felt like the rest of the Unit were playing a role, that they weren't being sincere.**
- **The second girl is likely to feel uncomfortable and may give up telling the story.**



Part 5 - Celebrating Cultural Diversity

Part 5 is divided into Crafts, Games, Music and Food from around the world. It includes a sample of activities and games you can do with the girls in your Unit throughout the year to celebrate cultural diversity. As Guiding has over 10 million members worldwide you have lots of international resources at your finger tips for more ideas.

To start with, look up old copies of the international edition of Trefoil News which is published every January. The Distribution Centre stocks lots of brilliant books such as 'A world of ideas' the ultimate activity pack of programme ideas from around the world for Brownies and Guides by Girlguiding UK. They also stock lots of song books with international songs and a great cookery book with tasty ideas called the 'International cookbook'.

Don't forget you will find lots more activities and resources in your local library and through the internet. So have fun and enjoy.

CRAFTS

Handprint - Dove (Unity) Wreath



This wreath symbolizes cultural unity.

TIME: 20 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds, Brownies and Guides

PREPARATION: None

WHAT YOU NEED: paint (brown, yellow, red & white), paper (white & orange), scissors, glue, paintbrushes, containers to mix the paint in

WHAT TO DO:

1. Mix up the paints with the girls for the various skin-colours.
2. Possible combinations to try with the paints to create the skin tone colours: small amount of red + small amount of yellow + white or brown + white or yellow + small amount of brown
3. Make between 9 and 12 handprints in various skin tone colours by dipping a hand in paint and stamping it on the paper, for each wreath.
4. Let the handprints dry.
5. Make the dove by tracing a hand with the thumb extended and 4 fingers close together onto the centre of a piece of white paper.
6. Glue on a beak from orange construction paper or draw one on with orange marker.
7. Draw on a wing and an eye with black pencil, crayon or marker
8. Cut out the skin tone handprints and glue them together in a circle to form a wreath.
9. Glue the dove onto the back of the wreath (so that the wreath acts like a picture frame). Trim the edges of the paper that the dove is on as necessary.



Korean Fan



TIME: 20 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds, Brownies and Guides

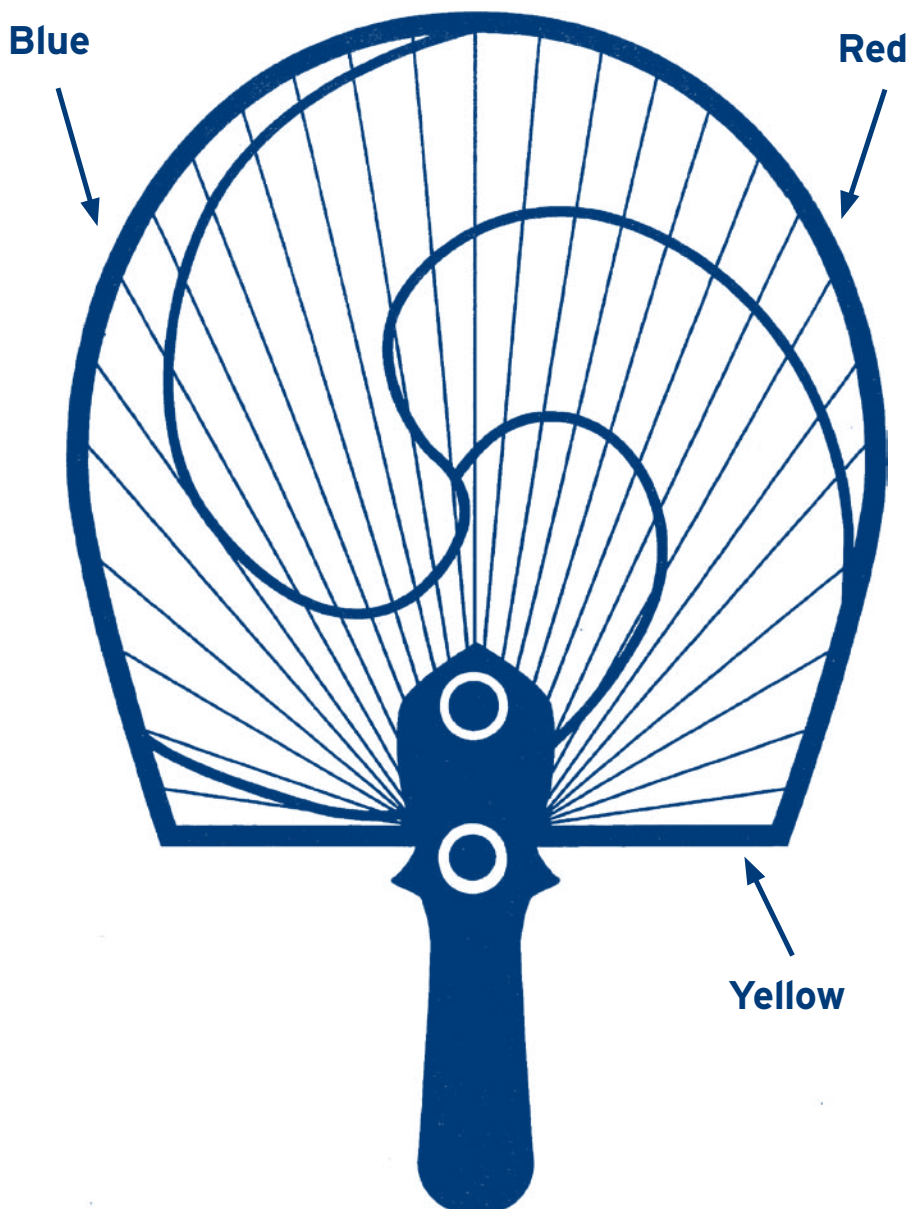
PREPARATION: None

WHAT YOU NEED: Tracing paper, thin card for fan, glue, thick card for handle, felt-tip pens, paints or crayons – preferably yellow, blue and red, scissors

WHAT TO DO:

1. Use the template below to trace the fan shape onto the piece of thin card.
2. Cut it out, then colour it in following the directions on the template.
3. Trace the handle shape onto thick card twice and cut them out.
4. Decorate them to look like wood or black lacquer.
5. Glue one of the handles onto each side of the fan in the position shown below.

NOTE TO LEADERS: Koreans use one of the oldest styles of fan to keep themselves cool. The design is based on a palm leaf, but they are now brightly coloured and fun to make – especially in the summer. The three colours used – red, yellow and blue – are popular in Korea and the pattern on the fan is one of the national symbols of Korea.



Piñata



TIME: 60-90 minutes (4 parts)

GROUP SIZE: Any

AGE GROUP: Brownies or Guides

PREPARATION: None

WHAT YOU NEED: (per piñata): 2 cups flour & 3 cups water, paint, crayons, or markers, newspaper, string, balloon, coloured crepe paper, hole punch, sweets or toys, or any other fun surprises

WHAT TO DO:

Part 1

1. Blow up a large balloon and tie the end.
2. Mix the flour and water together until it makes a smooth paste.
3. Cut the newspaper into 1 inch thick long strips and dip into the flour/water mixture.
4. Carefully place the strips on the balloon until it is covered, leaving a hole at the top.
5. Set aside and let the balloon dry.

Part 2

6. Place another layer of newspaper dipped in the mixture over the balloon and let dry.

Part 3

7. Repeat with one more layer, making sure you leave the hole at the top.

Part 4

8. When dry, pop and remove the balloon.
9. Paint the piñata with different designs and colours.
10. If desired, hang coloured crepe paper from the sides and bottom.
11. Punch 2 small holes in the top near the opening and string a large piece of string through the two holes.
12. Fill your piñata (through the hole you left at the top) with sweets, toys, or any other fun surprises.
You should also fill with strips of newspaper so that the surprises are not all in one location.
13. Tie your piñata in the air with the string and have fun!

NOTE TO LEADER:

- Piñatas are found at almost every Mexican celebration. Piñatas were traditionally in the shape of a six-pointed star and were filled with fruit, sweets, and small toys. Today they are designed in all types of shapes, including animals, plants, and flowers.
- At fiestas, the piñatas are hung in the air and children are blindfolded and take turns swinging at the piñatas. Eventually, the piñata is hit hard enough and it breaks releasing the sweets and toys that it contained.
- You can be very creative with this project. You can design your piñata into any shape (animal, flower, etc.) using your imagination. Use thick coloured paper filled with scrunched up newspaper and glue or tape to add any details to your basic piñata structure.
- This activity would best be done during an indoor weekend away as it would give the piñata plenty of time to dry.



Chinese New Year Lanterns



TIME: 10 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

PREPARATION: None

WHAT YOU NEED: Coloured paper (construction paper or gift wrapping), scissors, glue, tape or a stapler

WHAT TO DO:

1. Fold a rectangular piece of paper in half, making a long thin rectangle.
2. Make a series of cuts (about a dozen or more) along the fold line.
3. Don't cut all the way to the edge of the paper.
4. Unfold the paper.
5. Glue or staple the short edges of the paper together.
6. Cut a strip of paper 6 inches long and ½ inch wide.
7. Glue or staple this strip of paper across one end of the lantern – this will be the handle of the lantern



Paper Plate Maracas



A maraca is a Latin American and Tupi rattle.

TIME: 10 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

PREPARATION: None

WHAT YOU NEED: one or two paper plates per girl, dried beans, rice or popcorn, stapler, paint, markers or crayons, crepe paper streamers (optional)



WHAT TO DO:

1. Put a handful or two of dried beans, rice or popcorn on a paper plate.
2. Staple another paper plate securely on top of it.
3. You can use a single plate for each Maraca instead by folding a paper plate in half, adding the beans, then stapling the rim to itself.
4. Decorate the maracas with crayons, markers or paint.
5. Optional: Staple long crepe paper streamers to the maracas.

NOTE TO LEADER: You now have great maracas that you can use to make music.



A Kenyan Collage



TIME: 30 minutes

GROUP SIZE: Any

AGE GROUP: Brownies and Guides

PREPARATION: None

WHAT YOU NEED: (per team) large sheets of paper/wallpaper, paints, scissors, old magazines, glue, bits of old material, pencils

WHAT TO DO:

1. Put the girls into teams of 4-6.
2. Explain to the girls that they are going to make a collage of a Kenyan person.
3. Give each team the material needed.
4. Get one girl in each team to lie down on the sheet of paper and get another to draw around her.
5. They start by painting or colouring the face, hands and feet.
6. Draw a 'costume' onto the shape and then use material, scraps from old magazines etc to make the costume.
7. These collages could be cut out and displayed in a family group.

NOTE TO LEADER:

- Perhaps Guides could draw the person free-hand?
- The collage could be of 'costumes' from any country of the leader's or girls' choice?

Chinese Dragon



Dragons are symbols of good fortune in Chinese New Year celebrations

TIME: 30 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

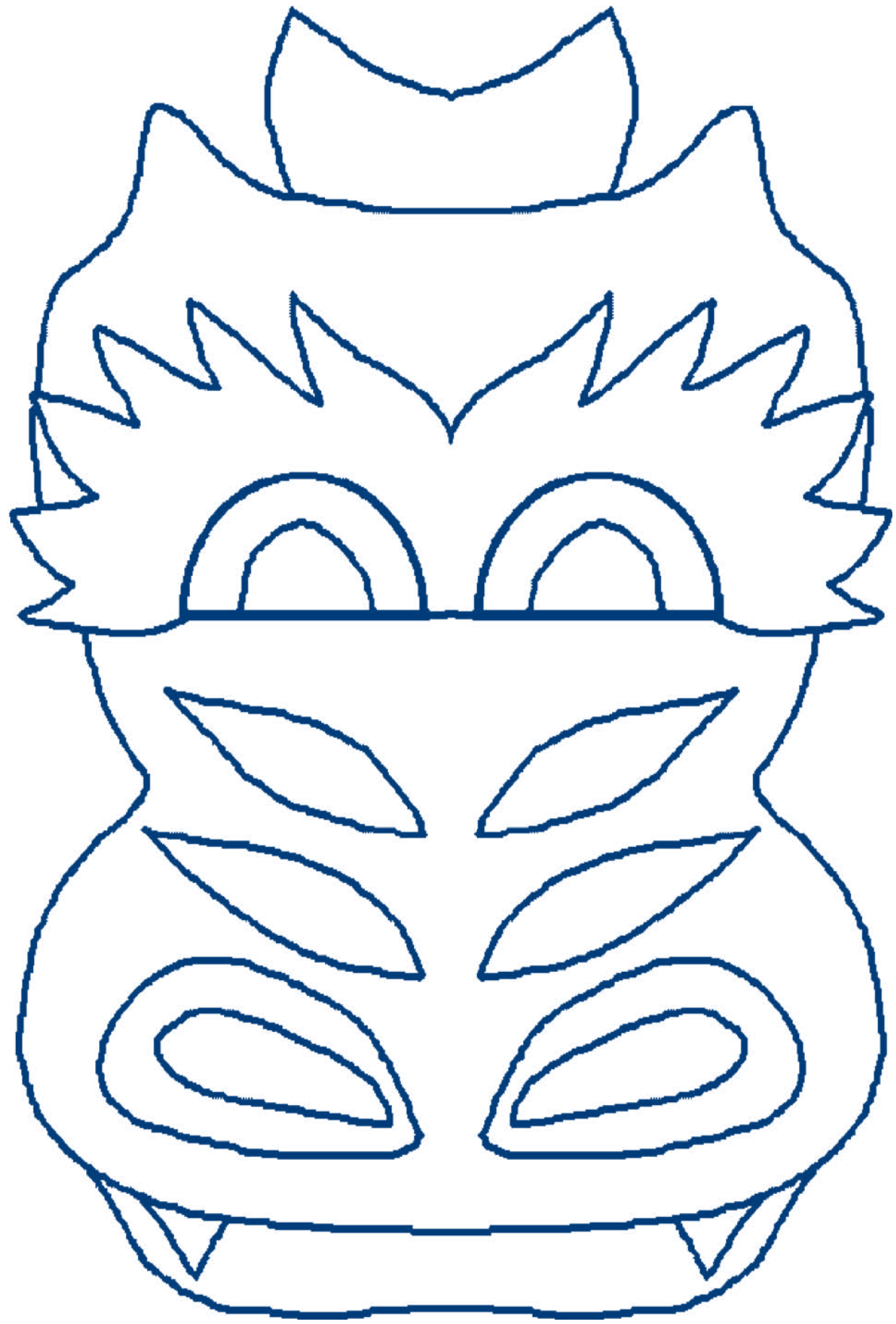
PREPARATION: Cut a strip of crepe paper 3 - 4 inches wide and between 3 and 6 ft long

WHAT YOU NEED (per girl): paints, in colours desired, markers or crayons to decorate the head, paint brushes, heavy paper (1" x 7"), wide crepe paper (at least 3 1/2" x 3'), stapler, photocopy of dragon overleaf, pencil, scissors

WHAT TO DO:

1. Get the girls to dab an assortment of spots and lines on the crepe paper with a paintbrush. Let dry.
If desired, hang the crepe paper on a clothesline or some place so that it can dry.
2. Get each girl to colour the dragon head as they wish.
3. Cut out the dragon head.
4. Staple the handle across the back of the head (made from a 1" x 7" piece of sturdy paper).
5. Staple the wide body strip of crepe paper to the back of the dragon head (once it is dry!).
6. Grab the handle with one hand and hold your dragon high.
7. Have a dragon parade! Give the girls lots of room to make their dragons dance!







Egyptian Bookmarks



TIME: 15 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Brownies Wider World Numbered Challenge No. 14 & Brownie Interest Badge Book Lover part 4

PREPARATION: Photocopy of the bookmark for each girl (see template below) For Ladybirds you could photocopy the template on card instead.

WHAT YOU NEED: Photocopies of bookmarks, scissors, glue, wool, hole punch, clear contact paper, cardboard or card.

WHAT TO DO:

1. Cut out the bookmark (one big rectangle) and fold in half (left to right) along the centre line.
2. Cut out a piece of cardboard to go in the centre to make the bookmark sturdier.
3. Glue the bookmark together.
4. Cover with clear contact paper so that it will last longer.
5. Punch a hole in the top of the bookmark with the hole punch.
6. Tie a piece of string/wool through the hole as a tassel.



Dream Catchers (for younger girls)



TIME: 20 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

PREPARATION: None

WHAT YOU NEED (per girl): paper plate, beads, wool, feathers, scissors, hole punch

WHAT TO DO:

1. Cut the centre out of the paper plate.
2. Around the inside of the circle punch holes with the hole punch. The more holes you punch, the longer it will take to finish.
3. Pull the wool through the holes in any way you want.
4. Add one or two beads as you go.
5. Use a couple of the holes and tie a piece of wool and add a couple of beads and some feathers. Allow them to hang down.
6. Hang near or over a bed.



Dream Catchers (for older girls)



TIME: 20 minutes

GROUP SIZE: Any

AGE GROUP: Guides

PREPARATION: None

WHAT YOU NEED (per girl): metal ring; (key chain rings work well), beads, wool (multiple colours), feathers

WHAT TO DO:

1. Knot the wool around the ring.
2. Tightly wrap the wool around the ring.
3. After 5 wraps for a key ring and 10-25 wraps for a larger ring pull the wool across the ring and start wrapping again.
4. You can change colours or continue with one colour.
5. Randomly add a bead or two as you go. Repeat until you have gone all the way around.
6. Tie a piece of wool, add a couple of beads and allow to hang down.
7. Hang near or over a bed



Bead Craft



TIME: 15-20 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Ladybirds Indigo Spot

PREPARATION: None

WHAT YOU NEED: pasta shapes, paintbrushes, wool, paint (black, red & green), beads

WHAT TO DO:

1. Give each girl some wool, roughly the length of a long necklace.
2. Leave a selection of beads and shapes on the table/floor for them to choose from.
3. Get the girls to thread material of their own choice through the coloured wool.
4. The pasta and bead necklaces could then have the pasta shapes painted in the Kenyan colours.

Swedish Dove



In Sweden dove decorations are hung in windows at Christmas time.

TIME: 20 minutes

GROUP SIZE: Any

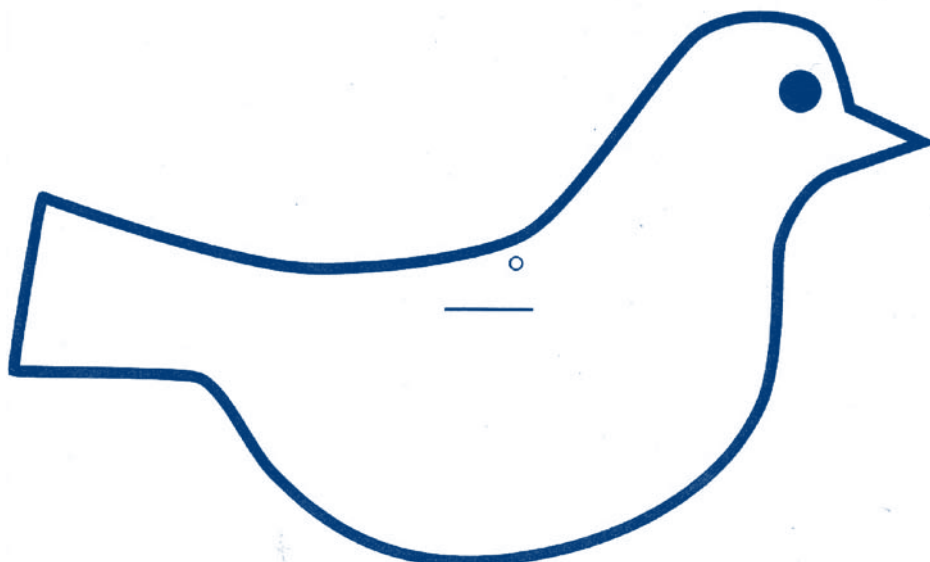
AGE GROUP: Brownies and Guides

PREPARATION: None

WHAT YOU NEED (per girl): tracing paper, scissors, cotton, ribbon or wool, stiff white card at least 10cm x 16cm, gold, white or silver paper or coloured tissue paper 15cm x 15cm

WHAT TO DO:

1. Trace the dove shape below onto the white card and cut it out.
2. Fold the coloured paper into a fan. The pleats should be about 1.5cm wide.
3. Cut small nicks out of each side in the centre.
4. Cut the slit on the dove as marked then thread the fan through the opening.
5. Open out the fan to make the wings.
6. Thread a piece of cotton, ribbon or wool through the position marked on the template and make a loop.
7. Hang the dove in a window



International Celebrating Cultures Festival Calendar



TYPE OF ACTIVITY: Craft, design a calendar marking festivals and events worldwide. These could include religious festivals, harvest festivals, lunar celebrations, national festivals.

TIME: Over two weeks. 30-40 minutes each week

AIM(S): To explore how and why people celebrate who they are

GROUP SIZE: 12 or 24 ideally. The activity can also work with other numbers but tasks given to the girls will need to be altered

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Ladybird Blue Spot

WHAT YOU NEED: Paper, card, magazines, pens, pencils, paints and other art material, books and information from the internet about different religious festivals and other cultural events.

PREPARATION: Refer to information in Section three in this pack. Bring in books about religious festivals and other cultural events that are celebrated around the world. Bring in pictures from magazines and the internet of various celebrations around the world.

WHAT TO DO:

1. Discuss festivals and cultural celebrations with the girls in your Group. Discuss events/ festivals/ religious celebrations that are important in Ireland e.g. Christmas, Halloween, Easter, St.Patrick's Day. Tell them that they are going to create a Calendar of festivals and cultural celebrations around the world.
2. Divide girls into teams of 12 ideally. Each team designs 12 illustrations for their international calendar.
3. The teams will be subdivided into pairs and each pair will be given two months of the year. They need to find out about festivals that are celebrated during these months.
NOTE: They can find information on festivals or celebrations such as The Chinese New Year, Thanksgiving, Bastille Day, American Independence Day, festival of Mardi Gras.
4. The girls in the pairs can decide to focus on separate months or work together to create illustrations for each month. They begin work immediately and are given a week to work on their illustrations.
5. The following week, the larger team then comes together to compile their calendar. The girls' birthdays or name days can then be included and the cover of the calendar can be created and decorated.
6. Have a discussion with the whole Group about the Calendars and the festivals and celebrations that are included in them. The girls who designed the pages can tell the Group more about the particular festivals and celebrations if they would like to. If possible display the calendars on the wall where your Group meets.

NOTE TO LEADER: Name days are celebrated in many countries (e.g. Poland and Greece) in preference to birthdays. Your name day will occur once a year and everyone with a particular name celebrates on that day.



Making Castanets



Castanets are used by flamenco dancers. The flamenco is a lively dance which originated in Southern Spain. Female flamenco dancers wear long, frilled dresses and click a pair of castanets in their hands.

TIME: 20-30 minutes

AIM(S): To have fun while making, experimenting and learning about flamenco dancing

GROUP SIZE: Any

AGE GROUP: Ladybirds or Brownies.

PROGRAMME LINK: Ladybirds Indigo spot

WHAT YOU NEED:

- A piece of strong cardboard for each of the girls (for example from a cereal box), which needs to be about 15cm x 15cm.
- Two bottle tops for each participant. (5 cent coins can be used instead of bottle tops but it is easier to make music with bottle tops)
- Glue

PREPARATION: Make a sample castanet

WHAT TO DO:

1. Fold the cardboard in half.
2. Glue the bottle tops to the inside of the cardboard; one on each side.
3. When the glue has dried the castanets will click when pressed together sharply.

Practice using the castanets with the girls.

GAMES

Name: Catch the Chuang
Country: Thailand



TYPE OF ACTIVITY: Warm up activity

TIME: 10 minutes

GROUP SIZE: Any

AGE GROUP: Brownies and Guides

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: A towel or other large piece of cloth, tied in a knot to resemble a ball with a tail (a Chuang)

PREPARATION: None

WHAT TO DO:

1. Form two teams.
2. Introduce the girls to the 'Chuang'
3. The Chuang is thrown back and forth between the two teams until one player fails to catch it. That player then joins the opposing team.
4. The game ends when one team has lost its players

NOTE TO LEADER: This game is traditionally played on special holidays such as Songkran. Songkran is the traditional Thai New Year which is celebrated about the middle of April.



Name: Rabbit without a house

Country: Brazil



TYPE OF ACTIVITY: Warm up activity/energiser

TIME: 10 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. Pick a girl to be "it" (the rabbit without a house) and someone to be the caller.
2. Divide the others into teams of 3.
3. Each team makes a rabbit in a house by two girls holding hands (the house) and one (the rabbit) standing inside them.
4. The caller yells "Find a house" and all the rabbits, including the one without a house, have to run to find another house.
5. The rabbit left without a house becomes "it".

Name: I Wen Hu

Country: Taiwan



TYPE OF ACTIVITY: Warm up activity/energiser

TIME: 10 minutes

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. The 'I wen Hu' meaning Commander/leader stands at the top of the room with her back turned to the girls.
2. On the signal from the other leader she counts to a number (e.g. 5 or 10) and turns around.
3. If the commander catches a person moving when she turns around, that person must go back to the beginning. Each time the commander turns her back the girls try to reach the top and tap the commander on the back.

Name: Jan, Ken, Pon

Country: Japan



TYPE OF ACTIVITY: Warm up activity

TIME: 10 minutes

GROUP SIZE: Any

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. This is the same as Rock, Paper, Scissors in Ireland.
2. The first person who gets to 7 points wins.
3. Stone beats Scissors, Scissors beats Paper, Paper beats Stone
Jan beats Ken, Ken beats Pon, Pon beats Jan.



Name: Hawk and hens

Country: Zimbabwe



TYPE OF ACTIVITY: Warm up activity/energiser

TIME: 10 minutes

AGE GROUP: Brownies

PROGRAMME LINK: Ladybirds Red Spot, Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. One girl is the hawk and all the other girls are hens.
2. Each end of the hall is a safety zone.
3. The hawk stands between the safety zones and tries to catch the hens as they run back and forth from one safety zone to the other.
4. When a hen is caught, she sits on the side and watches the game.
5. The last hen caught becomes the hawk.

Name: Sheep & Hyena

Country: Sudan



TYPE OF ACTIVITY: Warm up activity

TIME: 10 minutes

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. The Leader asks two girls to volunteer, one become the hyena and the other the sheep.
2. The rest of the girls join hands and form a tight circle.
3. The girl who is a sheep stands in the middle of the circle.
4. The players in the circle have to try to keep the hyena from breaking through the circle to get to the sheep
5. The game ends when the hyena gets the sheep or gets too tired to go after the sheep anymore.
6. Two other girls become the sheep and hyena.



Name: Shoe Game

Country: Netherlands



TYPE OF ACTIVITY: Warm up activity/energiser

TIME: 10 minutes

AGE GROUP: Ladybirds, Brownies & Guides

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Nothing

PREPARATION: None

WHAT TO DO:

1. Ask the girls to sit in a circle.
2. Each girl removes one shoe and keeps it in her right hand on the floor
3. All sing:
I will pass this shoe from me, to you, to you
I will pass this shoe from me, to you, to you
4. When the song starts she taps her shoe in front of herself, to her right, to her left and repeats for the second line.
5. On the final "to you" she drops her shoe in front of the girl to her left.
6. The song continues and each girl now uses the shoe that has been placed in front of her.

Name: The Ocean is Stormy

Country: Denmark



TYPE OF ACTIVITY: Warm up activity and memory game

TIME: 10 minutes

GROUP SIZE: Any

AGE GROUP: Brownies

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: Chalk/string

PREPARATION: None

WHAT TO DO:

1. Use chalk or string to mark circles on the floor or ground.
2. Get into pairs. Each pair, except one, should stand in a circle and choose the name of a fish. The names of some fish are: Sea Bass, Trout, Perch, Catfish, Herring, Salmon, Pike, Flounder and Sturgeon.
3. The 2 girls who have not chosen fish names are the whales. They walk around the outside of the circles and call out names of fish.
4. When a pair's fish name is called, they leave the circle and walk behind the whales.
5. After all the fish names are called, or after the whales call all the names they can think of, the whales shout "The ocean is stormy!"
6. Then everyone rushes to find a circle. Any two girls can get in a circle.
7. The 2 girls left without a circle become the whales for the next game.



Name: Mother, Father, Baby

Country: Kenya



TYPE OF ACTIVITY: Warm up activity/energiser

TIME: 10 minutes

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Ladybirds Indigo Spot, Brownies Wider World Numbered Challenge No.18

WHAT YOU NEED: Beanbag

PREPARATION: None

WHAT TO DO:

1. The girls stand in a circle. Divide them into teams of three. In each team, you have a mother, father and a baby.
2. Place a beanbag in the middle of a circle.
3. The Leader calls a name (mother, father or baby) and whoever is called runs around the outside of the circle clockwise.
4. The other two members of the team stand one in front of the other with their legs wide apart.
5. When the Leader shouts 'home' everyone must keep going until they get back to their own team, then they must crawl underneath their partners' legs into the middle of the circle.
6. Whoever gets to the beanbag first gets a point for their team and so on.

Name: Down,Down,Down

Country: Australia



TYPE OF ACTIVITY: Warm up activity/energiser

TIME: 10 minutes

AGE GROUP: Ladybirds, Brownies & Guides

PROGRAMME LINK: Brownies Wider World Numbered Challenge No.18

WHAT YOU NEED: A ball for each pair

PREPARATION: None

WHAT TO DO:

1. Divide the girls into pairs
2. The two girls throw a ball back and forth between them.
3. When 1 of the girls drops the ball, both say "down, down, down".
4. After that, the girl who dropped the ball gets down on 1 knee, elbow or chin, etc.
5. The game continues on like this until one of the players cannot go further "down".



Name: Da Ga

Country: Ghana



TYPE OF ACTIVITY: Teambuilding

TIME: 10-15 minutes

AGE GROUP: Ladybirds and Brownies

PROGRAMME LINK: Brownie Wider World Numbered Challenge No.18

WHAT YOU NEED: String or Chalk

PREPARATION: None

WHAT TO DO:

1. Mark out a corner of the room – this is the snake's den. Ask for one volunteer to be the snake.
2. Everybody sits on the ground and must move without standing up. The snake chases people and when the first girl is caught she joins the snake in chasing others. Only the first and last girl forming the snake can catch people. If the snake breaks, it must return to its den before coming out again.
3. The game continues until only one girl remains free.

Name: Hanukkah Spinning Top

Faith: Judaism



TYPE OF ACTIVITY: Traditional game played at Hanukkah, an important Jewish festival. (See Section three)

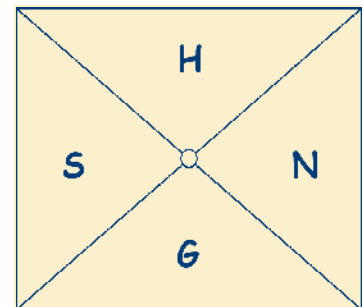
TIME: 10 minutes

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Ladybirds Indigo Spot, Brownies Wider World Numbered Challenge No.18

WHAT YOU NEED: Pencils and card, scissors, pencil sharpeners, rulers, tokens e.g. pebbles, sweets, nuts and explanation on cards of how to play with the spinning top for each team

PREPARATION: Make a sample spinning top



WHAT TO DO:

To make the spinning top

1. Mark a 4 inch square of light cardboard diagonally into four.
2. Write the 4 words N (nothing), G (everything), H (half) and S (put in one) in the four spaces. Each letter goes in a separate space.
3. Push a short sharp pencil through a hole in the centre of the cardboard.

How to play with the spinning top

Play in small teams (2 or 3 girls in each team)

1. Place a small pile of tokens e.g. nuts in the middle. Give each player some also.
2. The players take turns spinning and follow the directions on the side uppermost when it stops, i.e. take all, take half, put one token in.
3. Play until someone wins all the tokens.

NOTE TO LEADERS: The letters used in the game come from Nes Gadol Hayah Shan which means "great miracle happened here" in Yiddish.



MUSIC

World of Music



TYPE OF ACTIVITY: Listening activity

TIME: 20-30 minutes

AIM(S): To explore young people's awareness of the world through music

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

PROGRAMME LINK: Ladybirds Indigo Spot

WHAT YOU NEED: Samples of music from around the world (available in most music shops or can be downloaded from the internet), map of the world and a CD player

PREPARATION: Find suitable music

NOTE TO LEADER: One website where you can download music is called: www.worldmusic.net/listen

WHAT TO DO:

1. Explain to the girls that you are going to play some pieces of music. Ask them to close their eyes and listen carefully. The girls have to guess where the music comes from.
2. After they guess they must point this place out on the map. Ask them if they like the music. If they didn't guess correctly, ask if they were surprised about its origins.

Songs



TIME: 5 minutes per song approximately

AIMS:

- To learn a new song
- To learn that people all over the world share the same experiences

GROUP SIZE: Any size

AGE GROUP: Ladybirds, Brownies, Guides and Senior Branch

WHAT YOU NEED: Sheets with the lyrics of the song

PREPARATION: Photocopy the words of the song for the girls

WHAT TO DO:

1. Explain to the girls that they are going to learn a new song. Give out the sheets with the lyrics on it. Some of them may already know the song.
2. Discuss the words of the song with the girls. Read over all the words to help the girls learn them.
3. Sing the song.

IT'S A SMALL WORLD AFTER ALL

WORDS: It's a world of laughter, a world of tears
It's a world of hopes and a world of fears
There's so much that we share, that it's time we're aware
It's a small world after all.

CHORUS: It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world.

There is just one moon and one golden sun
And a smile means friendship to everyone
Though the oceans are wide and the mountains divide
It's a small world after all.

REPEAT CHORUS.



MAKE NEW FRIENDS

WORDS: Make new friends, but keep the old,
 One is silver and the other's gold

ACTIONS:

1. Everyone gets a partner, numbering themselves 'one' and 'two'.
2. The number ones form an outer circle while the number twos form an inner circle.
3. In circles facing their partner the song is sung once while shaking hands with the left hand at the same time.
4. Then the inner circle takes one step to the right and everyone repeats the song and actions.
5. Girls keep repeating song and actions until they have returned to their original partners.

I'D LIKE TO TEACH THE WORLD TO SING

TUNE: The "Coca Cola" song

WORDS: I'd like to build the world a home
 And furnish it with love
 Grow apple trees and honey bees and snow-white turtle doves
 I'd like to teach the world to sing
 In perfect harmony
 I'd like to hold it in my arms and keep it company
 I'd like to see the world for once
 All standing hand in hand
 And hear them echo through the hills "Ah, peace throughout the land"

I'd like to teach the world to sing In perfect harmony
I'd like to build the world a home
And furnish it with love
Grow apple trees and honey bees and snow-white turtle doves

A SINGING GAME FOR BROWNIES

TUNE: Here we go around the Mulberry Bush - words by Wendy Baker

WORDS: Here we go round and round the world,
 Round the world, round the world.
 Here we go round and round the world,
 To visit all the Brownies. (Skip while singing)

England is where the Brownies began,
Brownies began, Brownies began,
England is where the Brownies began,
According to the Founder's plan. (Skip)

In Holland the Brownies all wear clogs,
All wear clogs, all wear clogs,
In Holland the Brownies all wear clogs,
And clomp around in jigs and jogs. (Heel out- touch foot each time)

Each Brownie in India is called a Bulbul,
Called a Bulbul, called a Bulbul,
Each Brownie in India is called a Bulbul,
She might wear a sari which looks nice and cool (Flap arms)

(Note: A Bulbul is a brightly coloured cheerful bird in India)

In Australia the Brownies see kangaroos,
See kangaroos, See kangaroos,
In Australia the Brownies see kangaroos,
Hoppity, skippety, jump! (Hop like kangaroos)



Japanese Brownies all have fans,
All have fans, all have fans,
Japanese Brownies all have fans,
And wave them gently with their hands.

(pretend to have a fan & fan yourself)

When German Brownies wave good-bye,
Wave good-bye, wave good-bye,
When German Brownies wave good-bye,
They say "Auf Wiedersehen" (Wave goodbye)

In every land they lend a hand,
Lend a hand, lend a hand,
In every land they lend a hand,
That's the Brownie Motto! (Make a Brownie Sign)

NOTE TO LEADERS:

Other songs with an International theme:

From 'Ladybird Songbook and CD' (Available in the Distribution Centres)

- Dance, Dance, Dance the Ladybirds (No.8)
- Friends (No.13)
- Key-Lay-Lay, An African naming song (No.23)

From 'The Brownie Guide to Songs' (Available in the Distribution Centres)

- Chelo Papella (No. 21)
- Jaybird (No. 52)
- Kookaburra (No. 53)
- My Ship sailed from China (No.55)

From 'Songs Just For A Guide' (Available in the Distribution Centres)

- The Dutch Shoe Song (No. 10)
- Tzena (No. 13)
- The Austrian Yodeller (No. 35)
- Tongo (No. 40)
- Pax Lodge Song (No. 45)
- Our Chalet Song (No. 46)
- Our Cabaña Song (no. 47)
- Sangam Song (No. 48)
- The Mexican Fruit Song (No. 49)
- Twapandula (No. 50)
- Norwegian Echo Song (No. 53)



FOOD

Food From Around The World



TYPE OF ACTIVITY: Teamwork

TIME: 20-30 minutes

AIM(S): To test the girls' knowledge of where foods originate from and to familiarise the girls with food from different parts of the world

GROUP SIZE: Any

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybirds Blue spot, Brownies My World Numbered Challenge No. 1 & Wider World Numbered Challenge No. 15

WHAT YOU NEED: Food e.g. dried pasta, chocolate, tea leaves, curry powder and a sheet of paper with names of different countries around the world that the food items come from.

WHAT TO DO:

1. Divide the girls evenly into teams of 5 or 6 if possible.
2. Each team is given a sheet of paper and samples of the food.
3. They must put the food into the section of the sheet that it matches up with.
4. See which team gets finished first.
5. Go through the correct matches.
6. Show the girls a sample of some Sushi and ask them where it comes from and if they know the ingredients. Use different samples for Ladybird and Brownie age groups.

NOTE TO LEADERS: You could simplify this for Ladybirds by having a map of the world and pictures of food and ask them to stick the food to the country of origin.

Shopping Trip



TYPE OF ACTIVITY: Outing in local area

TIME: 1 hour

AIM(S):

- To illustrate the growing diversity in the food we eat.
- To find out what proportion of the food they eat has been influenced by the movement of people around the world.

GROUP SIZE: At least 9

AGE GROUP: Ladybirds, Brownies and Guides

PROGRAMME LINK: Ladybirds Indigo spot, Brownies My World Numbered Challenge No. 1 and Wider World Numbered Challenge No.15

WHAT YOU NEED: Enough Leaders and parents to help for this outing (see ratios of adult to girls in IGG's Safety Guidelines), paper and pencils

PREPARATION: Let parents know where you will be going on this outing and ask if they would like to come along to help you with the girls. Visit the local supermarket and have a look around yourself before visiting with the girls.

NOTE TO LEADER:

- You can come up with a list of questions that the girls need to answer during the visit, e.g. find a food from Spain, on what aisle would you find food from Mexico? You will come up with more ideas for questions during your visit to the supermarket.
- Alternatively you could bring food to the meeting rather than bringing girls to the supermarket.



WHAT TO DO:

1. Visit the local supermarket with the girls in your Group.
2. Divide the girls into teams to look at different types of food such as bread, fruit and vegetables, dried food such as pasta and rice, tinned food, spices etc.
3. Give each team a sheet of paper. One girl in the team must write down where each food item is grown, where it is manufactured and in which country the food is eaten. Alternatively Ladybird Guides could tell their Leader the answer and she will then write the answers down.
4. Gather the whole Group together, and get each team to tell the others what they discovered or if they have any questions about the foods they looked at. Answer any of these questions.

Recipe: Pizza

Country: Italy

Usually the pizza we buy is ready made and we just heat it. Why not make it from scratch? This works very well on Brownie Pack Holiday when there is more time.

PROGRAMME LINK:

Brownies My World numbered challenge No.4
 Brownies Wider World numbered challenge No. 11
 Brownie Interest Badge Cook (Advanced) part 3
 Brownie Interest Badge International part 6
 Guides Spruce Award My World Compulsory Challenge
 Guides Lifeskills numbered challenge No. 12
 Guides Cultural Awareness Badge part 3

WHAT YOU NEED: (amounts are for 4 girls)

1 sachet of active dried yeast, 3 ½ cups of warm water, 500gm plain flour, tomato puree, grated cheese, 1 tablespoon olive oil, 1 tablespoon salt, other pizza toppings e.g. ham, pineapple, sweetcorn

WHAT TO DO:

1. Divide the girls into teams of 4
2. Put the yeast into the water and stir vigorously.
3. Beat in ½ the flour, olive oil and salt followed by the remaining flour.
4. Knead till smooth and elastic, then put it into an oiled bowl and leave to rise in a warm place for about 1½ hours (until twice the size)
5. Cut the dough into 4 and let each girl knead and flatten her own pizza base into a circle (the shape is not vital!).
6. The girls put tomato puree on the bottom of the dough
7. They then put the grated cheese and the toppings of their choice on top.
8. The Leader devises a system to identify each pizza and places them in the oven for about 20 minutes at 215°C or 425°F.



Recipe: Koko

Country: Ghana

PROGRAMME LINK: Guides Spruce Award, My World Compulsory Challenge; Lifeskills numbered challenge No. 12 and Cultural Awareness badge part 3

WHAT YOU NEED:

60gm cornmeal, Pinch of salt, ½ litre of water

WHAT TO DO:

1. Boil the water in a saucepan and add a pinch of salt.
2. Mix the cornmeal to a paste with a little cold water.
3. Bring back to the boil and cook on a low heat for about 10 minutes.
4. Serve with milk and sugar.

NOTE TO LEADER:

- Ask the girls does it taste the same as oatmeal porridge?
- Why would people from Ghana eat cornmeal rather than oatmeal porridge?

Recipe: Banana Toast

Country: Solomon Islands

PROGRAMME LINK: Brownies My World Compulsory Challenges numbered Challenge No. 4 & Brownie Interest badge International part 6, Guides Spruce Award My World Compulsory Challenge

WHAT YOU NEED (for four girls): 4 bananas, 1 teaspoon of cinnamon powder, juice of an orange or lemon, slices of bread for toast, grated rind of orange or lemon, butter for spreading, 2 tablespoons of caster sugar, bacon.

WHAT TO DO:

1. Place bananas, fruit juice and rind in a bowl and mash together until smooth.
2. In a separate bowl, mix together the sugar and cinnamon.
3. Toast the bread on one side only
4. Thinly butter the untoasted sides and sprinkle with half sugar and cinnamon mixture
5. Spread the banana mixture on next and top with remaining sugar mix
6. Grill lightly
7. Serve with grilled bacon as they do in the Solomon Islands



Recipe: Sushi

Country: Japan

Traditional sushi is cold rice with fish, cheese or vegetables rolled up in seaweed.

PROGRAMME LINK: Guides Spruce Award My World Compulsory Challenge, Lifeskills numbered challenge No. 12 and Cultural Awareness badge part 3

WHAT YOU NEED: Sheets of toasted seaweed (available for purchase), sushi seasoning, sushi rice, bamboo mat, wasabi paste, bowl of vinegared water, cheese, paper plates, cucumber, knives & forks, soy sauce, plastic gloves

WHAT TO DO:

1. Cook the rice and add the sushi seasoning
2. Fold one sheet of seaweed in half parallel with lines marked on rough side of sheet, cut along fold.
3. Place a half sheet, shiny-side down, lengthways across bamboo mat or tea towel about 2cm from edge closest to you.
4. Dip fingers in bowl of vinegared water. Put cooked rice in centre of seaweed, spread out over seaweed. Place a dab of wasabi paste in the centre of the rice. Place a strip of cheese and cucumber end to end.
5. Roll the bamboo mat or tea towel, pressing gently but tightly.
6. Unroll mat. Place sushi roll on a board and cut into pieces
7. Serve with soy sauce and more wasabi, if desired

Recipe: Afghan Biscuits

Country: New Zealand

PROGRAMME LINK: Brownies My World numbered challenge No. 4, Brownie interest badge Cook (Advanced)) part 3 & Brownie interest badge International part 6, Guides Spruce Award My World Compulsory Challenge

WHAT YOU NEED: (makes about 25 biscuits), 7oz butter, 6oz plain flour, 2oz caster sugar, 1oz cocoa powder, 1 teaspoon of vanilla essence, 1 teaspoon baking powder, 2 oz chopped dates, 2oz cornflakes-crushed

WHAT TO DO:

1. Place butter and sugar in a mixing bowl and cream together until soft, light and fluffy.
2. Blend in vanilla essence and dates.
3. Sieve flour, cocoa and baking powder into mixture and fold in.
4. Fold in cornflakes.
5. Divide into 25 pieces and press into flat circles.
6. Place on a greased baking tray.
7. Bake in a moderate oven (350-375°F/Gas 4-5) until firm to touch.
8. Cool on a wire tray.
9. When cold, these biscuits can be decorated with chocolate icing.



Recipe: Guacamole

Country: Mexico

Mexicans eat guacamole with tortillas or tacos and it is a nice dip for raw vegetables.

PROGRAMME LINK: Guides Spruce Award My World Compulsory Challenge

WHAT YOU NEED: 2 ripe avocados, juice of half a lemon, 1 tomato peeled and finely chopped, salt & pepper

WHAT TO DO:

1. Halve the avocados, remove the stones and scoop the flesh into a large bowl.
2. Add the other ingredients together with a fork. Season to taste
3. Serve quickly before mixture turns brown.

Recipe: Turkish Delight

Country: Turkey

PROGRAMME LINK: Brownies My World numbered challenge No. 4 & Brownie interest badge International part 6, Guides Spruce Award My World Compulsory Challenge

WHAT YOU NEED: ¼ litre of water, 30gm gelatine, 500gm sugar, icing sugar, green colouring & peppermint flavouring or rose water & vanilla flavouring, cornflour

WHAT TO DO:

1. Put the water into a large pot.
2. Add gelatine and sugar, heat slowly until the sugar has dissolved.
3. Boil for 20 minutes stirring from time to time.
4. Leave to cool for about 10 minutes without stirring.
5. Stir in either a few drops of green colouring and peppermint flavouring or rose water and vanilla.
6. Pour into a square silicone cake tray and leave **OVERNIGHT TO SET**.
7. Cut into squares and toss each piece in a mixture of cornflour and icing sugar.
8. Keep in an airtight tin.

Recipe: Hummus

Country: Middle East

It is a thick creamy spread made from chick peas mixed with tahini, a paste made from crushed sesame seeds and is usually served with pitta bread.

PROGRAMME LINK: Guides Spruce Award My World Compulsory Challenge

WHAT YOU NEED: 1 can of chick peas, juice of one lemon, 1 tablespoon of tahini, salt, 1 clove of garlic, peeled and crushed, paprika

WHAT TO DO:

1. Drain the chick peas.
2. Puree the chick peas in a liquidiser or food processor.
3. Add the tahini, garlic, lemon juice and salt and stir thoroughly.
4. Serve with pitta bread.



Recipe: Choc-Orange Bites

Country: England

PROGRAMME LINK: Brownies My World numbered challenge No. 4, Brownie interest badge Cook (Advanced) part 3 & Brownie interest badge International part 6, My World Compulsory Challenge

WHAT YOU NEED: 150g Fairtrade dark chocolate, saucepan, 2 tablespoons golden syrup, wooden spoon, 2 tablespoons cocoa powder, freezer bag, 100g butter, rolling pin, grated zest of 1 large orange, grater, 225g digestive biscuits, plate, petit four cases (optional)

WHAT TO DO:

1. Put the chocolate, golden syrup, cocoa powder and butter in a saucepan.
2. Stir gently over a low heat until they have melted together.
3. Put digestive biscuits into a freezer bag and crush them with a rolling pin.
4. Stir the crushed biscuits and orange zest into the melted chocolate mixture.
5. Leave the mixture until it is cool enough to touch.
6. Using the palms of your hands, roll the mixture into small balls.
7. Put the balls on a plate and pop them into the fridge to set for about 30 minutes.
8. Once the balls have set, make them look extra special by putting each ball into a petit four case.

Recipe: Keftedes

Country: Greece

PROGRAMME LINK: Guides Spruce World Compulsory Challenge

WHAT YOU NEED: 1 small loaf of white bread, 1 tablespoon vinegar, 1 large onion, 1 tablespoon vegetable oil, 900gm minced pork, 2 medium eggs, 2 tablespoons chopped parsley, salt & pepper

WHAT TO DO:

1. Cut the crust off the bread and soak it in water.
2. Chop the onion finely.
3. Remove bread from water and squeeze out any excess water.
4. Mix all ingredients together.
5. Then take small amounts of mixture, roll into balls, dust with flour and fry in oil.
6. Serve hot or cold.

Recipe: Chocolate Truffles

Country: Columbia

PROGRAMME LINK: Guides Spruce Award My World Compulsory Challenge

WHAT YOU NEED: 1 bar of dark chocolate, 1 tin of condensed milk, cocoa power or chopped nuts or desiccated coconut

WHAT TO DO:

1. Melt the chocolate in a bowl over a pan of hot water.
2. Pour in a dessertspoon full of condensed milk.
3. Add more condensed milk until the mixture thickens
4. Allow it to cool then roll into small balls and then roll balls into either the cocoa, nut or coconut.



References for Activities

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Who influences my ideas?	Rutter, Jill, 1998. Refugees: A resource pack for primary schools. Refugee Council
Everyone belongs in my community	Celebrating Difference; an Intercultural Programme for Senior Primary Classes, Crosscare
Passport	A World of Ideas, 1995. Girlguiding UK.
Part 2 - Diversity and respect	
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Me too!	Working with Refugee Girls and Women: Guidelines and training modules, 2001. WAGGGS
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The Travelling people	Cultures in Conflict-Activities exploring cultures in conflict, 1992. DEFY (Development Education for Youth)
The story of the rainbow	www.cyc-net.org
Part 3 - Cross cultural communication	
One world story	Trefoil News, January 1989. Irish Girl Guides
Greetings from different countries	A World of Ideas, 1995. Girlguiding UK.
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Untangle the knot	Peace by Piece: One World Week, 2003. National Youth Council of Ireland.
Ski Walk	Peace '96: A Programme of Peace Activities for Young People, 1996. Six Associations: Irish Girl Guides, Catholic Guides of Ireland, Catholic Boy Scouts of Ireland, Scout Association of Ireland, The Guide Association Northern Ireland and Scout Association Northern Ireland
We are off to America	Original idea from Sharon Griffin.
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Pictures say a thousand words	One World Week, 1991. National Youth Council of Ireland.
What's in a gesture?	Haynes, Judy, 2002. www.everythingsl.net
Part 4 - Inclusion and exclusion	
The big wind blows	Building World Citizenship: The WAGGGS Perspective, 1999. Irish Girl Guides
Spot the star	More Power to Youth: A resource for youth workers on global power and justice, 2007. National Youth Council of Ireland.
Sticker Game	Beyond Barriers Toolkit, 2004. Europe Region WAGGGS and Europe Region WOSM.
Four corners	Beyond Barriers Toolkit, 2004. Europe Region WAGGGS and Europe Region WOSM.
Labels	All different, all equal Education Pack, 1995 Council of Europe.
Force the circle	All different, all equal Education Pack, 1995 Council of Europe.
The exclusion game	The Rights Stuff: An Education Resource on the UN Convention on the Rights of the Child, 1998. DEFY - Development Education for Youth, Amnesty International and Trócaire.
Part 5 - Celebrating cultural diversity	
Crafts	
Handprint - dove (unity) wreath	www.dltk-kids.com
Korean fan	A World of Ideas, 1995. Girlguiding UK.
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Paper plate maracas	Trefoil News, Irish Girl Guides
A Kenyan collage	Harambee Awareness Pack in Trefoil News, 2002. Irish Girl Guides.
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Rabbit without a house	National Youth Council of Ireland
I wen hu	National Youth Council of Ireland
Jan, ken, pon	National Youth Council of Ireland
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Shoe game	Songs Just for a Guide, 2003. Irish Girl Guides
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