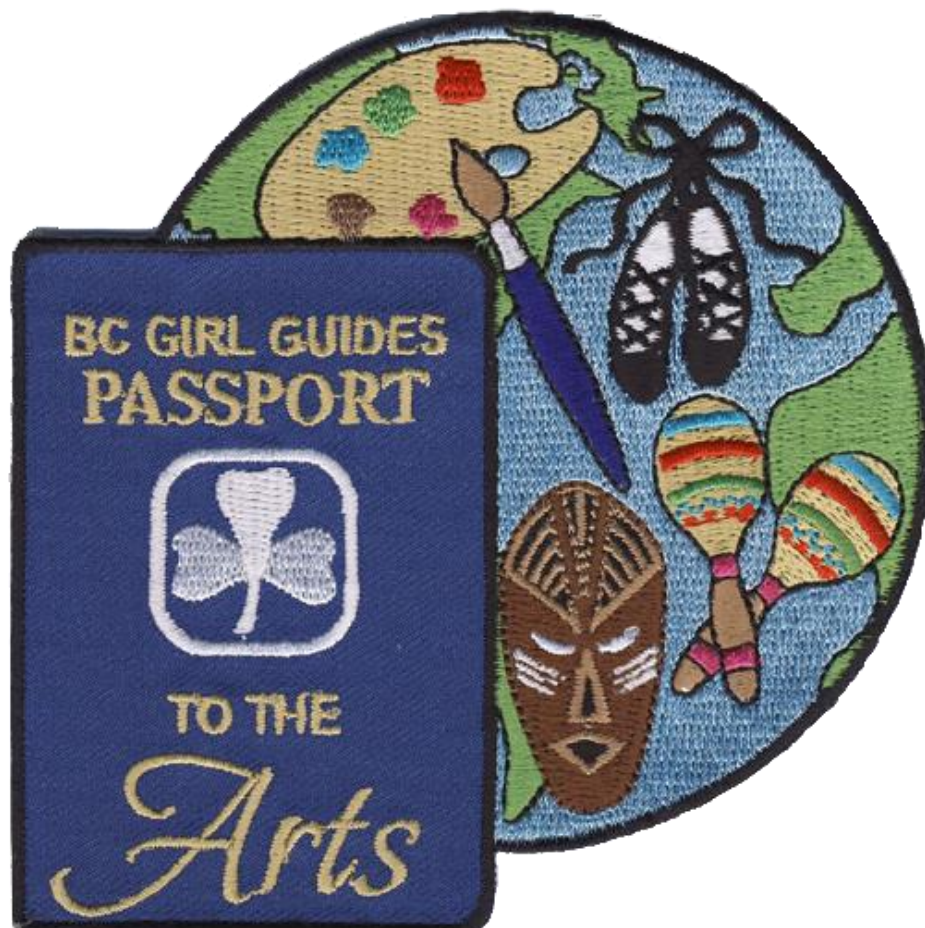


## ARTS TO GO – PASSPORT TO THE ARTS CHALLENGE

AN ARTS CHALLENGE  
FROM THE BC PROGRAM COMMITTEE

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# ALL ABOARD!

Get onboard! Take part in the Arts to Go – Passport to the Arts Challenge, and experience the world in dance, music, crafts and drama. Look forward to feeling the excitement and wonder of discovering other countries as you immerse yourself in other cultures.

The Arts to Go toolbox, which is packed with quick and simple choices to enhance your adventure for dance, music, crafts and drama, was created by the BC Training Committee then revised by the BC Program Committee and published on the BC Girl Guides website in 2013. You can find this resource split between four pdf files on the Unit Guider Resources page of the BC Girl Guides website. (<http://bc-girlguides.org> Program > Program Resources > Unit Guider Resources).

## Earning Your Arts to Go – Passport To The Arts Challenge

**Required:** Visit all five (5) regions of THE GLOBE, doing at least one selection from each region, and including all of the four categories of dance, music, crafts and drama. Remember to mark your passport accordingly!

**Plus:** For Sparks and Brownies: Do at least two more activities from your choice of the five regions of THE GLOBE, each in a different category, for a total of 7 activities.

For Guides and up: Do at least four more activities from the five regions of THE GLOBE, each again from a different category, for a total of 9 activities. Rangers may earn the crest by leading younger girls to complete the challenge.

**About the “Around the World” “region”:** The heading “Around the World” acts as an additional “region.” In the craft section, the activities are found throughout all parts of the world, sometimes under different names, but all having a common motif. In the music and drama sections, the activities will help you to explore several regions through each activity. These are optional activities to help you complete the challenge – you are not required to do an “Around the World” activity.

At the end of this document you will find a passport, which you can print and fold to use to track your progress through the challenge.

When you have completed the activities, complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/> (click on Program > Challenges & Activities > Provincial Challenges) on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.

## **AROUND THE GLOBE – PASSPORT ACTIVITIES**

The following pages list the various activities by category. You must choose activities from all five regions, and you must do at least one activity from each category.

For example, you could choose a dance from Asia/Pacific, a song (music) from Australia/New Zealand/Oceania, a craft from South America/Central America/Caribbean, a drama activity from Africa/Middle East, then any activity from the four categories for Europe/Russia. This fulfills the core requirements of the challenge. Additional activities are chosen based on your branch level. You are not required to do any of the activities from the “Around the World” section.



# Dance



## Asia/Pacific Region Dance

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Tinikling</b> [Philippines]                                  | <input type="checkbox"/> <b>Ribbon Dance</b> [China]                                 |
| <input type="checkbox"/> <b>Tari Tempurung</b> (Dance of the Coconut Shells) [Indonesia] | <input type="checkbox"/> <b>Tambourine Dance</b> [China]                             |
| <input type="checkbox"/> <b>Poco Poco Line Dance</b> [Indonesia]                         | <input type="checkbox"/> <b>Sabilulungan Dance</b> [Indonesia]                       |
| <input type="checkbox"/> <b>Flower Fan Dance</b> [China]                                 | <input type="checkbox"/> <b>5 Step Dandiya Raas</b> (Indian Stick Dancing) [Gujarat] |

## Australia/New Zealand/Oceania Region Dance

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Four Sisters Barn Dance</b> [Australia] | <input type="checkbox"/> <b>Maori Stick Game</b> [New Zealand]                      |
| <input type="checkbox"/> <b>How do you Dootee</b> [Australia]       | <input type="checkbox"/> <b>Epō i tai tai e'</b> (Maori Circle Dance) [New Zealand] |
| <input type="checkbox"/> <b>Thady You Gander</b> [Australia]        |   |
| <input type="checkbox"/> <b>Maori Poi Song</b> [New Zealand]        |   |

## South America/Central America/Caribbean Region Dance

- |  |   |
|--|---|
| <input type="checkbox"/> <b>La Raspa</b> [Mexico]      | <input type="checkbox"/> <b>Mi Chacra</b> [Argentina] |
| <input type="checkbox"/> <b>Caimarusa</b> [Colombia]   | <input type="checkbox"/> <b>Carnavalito</b> [Bolivia] |
| <input type="checkbox"/> <b>Cielito Lindo</b> [Mexico] | <input type="checkbox"/> <b>Chilili</b> [Bolivia]     |

## Africa/Middle East Region Dance

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Cherkassiya</b> [Israel]       | <input type="checkbox"/> <b>Dabke</b> [Middle East] |
| <input type="checkbox"/> <b>Funga Alafia</b> [West Africa] | <input type="checkbox"/> <b>Belly Dance</b> [Egypt] |

## Europe/Russia Region Dance

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Dance of Greeting</b> [Denmark]      | <input type="checkbox"/> <b>Napoleon</b> [Denmark]             |
| <input type="checkbox"/> <b>Kinderpolka</b> [Germany]            | <input type="checkbox"/> <b>Alunelul</b> [Romania]             |
| <input type="checkbox"/> <b>Hurry Scurry (Fjaskern)</b> [Sweden] | <input type="checkbox"/> <b>Sur La Pont D'Avignon</b> [France] |
| <input type="checkbox"/> <b>Noriu Miego</b> [Lithuania]          |  |

## Dance Music Tips

You can convert the music from YouTube videos to MP3 format to download to your MP3 player or smartphone using online conversion sites. <https://www.google.ca/search?q=convert+youtube+mp3> (Note: BC Girl Guides does not endorse or recommend any of the linked sites; we are providing this search link as a convenience only).

Check your local library for world/international music and dance CDs.

Often you can purchase individual songs through digital music stores, such as iTunes or Amazon. Links to specific songs on these websites have been included at the end of this document.

# Music



## Asia/Pacific Region Music

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Sakura-Cherry Trees</b> [Japan]      | <input type="checkbox"/> <b>Bento-Uri</b> [Japan]                  |
| <input type="checkbox"/> <b>Burmese Welcome</b> [Thailand]       | <input type="checkbox"/> <b>Zo San</b> (The Elephant Song) [Japan] |
| <input type="checkbox"/> <b>Chinese Fisherman's Song</b> [China] | <input type="checkbox"/> <b>Silver Moon Boat</b> [China]           |

## Australia/New Zealand/Oceania Region Music

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Australian Campfire Opening</b> [Australia] | <input type="checkbox"/> <b>He Puru Taitama</b> [New Zealand] |
| <input type="checkbox"/> <b>Kookaburra</b> [Australia]                  | <input type="checkbox"/> <b>Tongo</b> [Polynesia]             |
| <input type="checkbox"/> <b>Home Among the Gum Trees</b> [Australia]    |   |

## South America/Central America/Caribbean Region Music

- |  |   |
|--|---|
| <input type="checkbox"/> <b>The Train from Almendral</b> [Uruguay] | <input type="checkbox"/> <b>Linstead Market</b> [Jamaica] |
| <input type="checkbox"/> <b>Suitors</b> [Brazil]                   | <input type="checkbox"/> <b>Tingalayo</b> [Caribbean]     |
| <input type="checkbox"/> <b>I Let Her Go, Go</b> [Trinidad]        |   |

## Africa/Middle East Region Music

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Zulu Farewell</b> [Africa]         | <input type="checkbox"/> <b>Tzena</b> [Israel]                   |
| <input type="checkbox"/> <b>Ira Congo</b> [Africa]             | <input type="checkbox"/> <b>We Who have Come Here</b> [Zimbabwe] |
| <input type="checkbox"/> <b>Light the Stars</b> [South Africa] |  |

## Europe/Russia Region Music

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Sarasponda</b> (Spinning Song) [Finland] | <input type="checkbox"/> <b>Bon Appetit</b> [France]        |
| <input type="checkbox"/> <b>Music Shall Live</b> [Denmark]           | <input type="checkbox"/> <b>Bonsoir Mes Amis</b> [France]   |
| <input type="checkbox"/> <b>Dutch Fire Opening</b> [Netherlands]     | <input type="checkbox"/> <b>Polish Haying Song</b> [Poland] |
| <input type="checkbox"/> <b>Merci, Seigneur</b> [France]             |   |

## Around the World Music

- |  |  |
|--|--|
| <input type="checkbox"/> <b>International Hello Song</b> | <input type="checkbox"/> <b>International Welcome Song</b> |
|--|--|

# Crafts



## Asia/Pacific Region Crafts

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Suminagashi</b> - Japanese marbling paper [Japan] | <input type="checkbox"/> <b>Krathong Boats</b> [Thailand]      |
| <input type="checkbox"/> <b>Origami</b> [Japan]                               | <input type="checkbox"/> <b>Scoubidou Doll</b> [Japan]         |
| <input type="checkbox"/> <b>Chinese Calligraphy</b> [China]                   | <input type="checkbox"/> <b>Kokeshi Doll</b> [Japan]           |
| <input type="checkbox"/> <b>Batik Cloth</b> [Indonesia]                       | <input type="checkbox"/> <b>Chinese New Year Craft</b> [China] |

## Australia/New Zealand/Oceania Region Crafts

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Aboriginal Dot Painting</b> [Australia] | <input type="checkbox"/> <b>X-Ray Bark Painting</b> [Australia] |
| <input type="checkbox"/> <b>Koru Art</b> [New Zealand]              | <input type="checkbox"/> <b>Bilma Clapsticks</b> [Australia]    |

## South America/Central America/Caribbean Region Crafts

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Worry Dolls</b> (Muñeca Quitapenas) [Guatemala] | <input type="checkbox"/> <b>Molas</b> [Panama]           |
| <input type="checkbox"/> <b>Rain Sticks</b> [Chile]                         | <input type="checkbox"/> <b>Papel Amate</b> [Mexico]     |
| <input type="checkbox"/> <b>Titicaca Circle Weavings</b> [Peru]             | <input type="checkbox"/> <b>Retablos</b> [Latin America] |
| <input type="checkbox"/> <b>Zampona</b> [across South America]              | <input type="checkbox"/> <b>Tupus</b> [Ecuador]          |

## Africa/Middle East Region Crafts

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Adinkra Symbols and Cloth</b> [Ghana] | <input type="checkbox"/> <b>Kalimba</b> (African Thumb Piano) [Kenya] |
| <input type="checkbox"/> <b>Adire Cloth</b> [Nigeria]             | <input type="checkbox"/> <b>Ndebele Dolls</b> [South Africa]          |
| <input type="checkbox"/> <b>Senufo Cloth</b> [Ivory Coast]        | <input type="checkbox"/> <b>Sistrum</b> [Egypt]                       |
| <input type="checkbox"/> <b>Maasai Necklaces</b> [Kenya]          | <input type="checkbox"/> <b>Wodaabe Mirror Pouch</b> [Niger]          |

## Europe/Russia Region Crafts

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Pysanka</b> [Ukraine]                              | <input type="checkbox"/> <b>Tomte Elf</b> [Scandinavia]     |
| <input type="checkbox"/> <b>Dymkovskaya Toy</b> [Russia]                       | <input type="checkbox"/> <b>Delft Pottery</b> [Netherlands] |
| <input type="checkbox"/> <b>Walnuss Weigenkinder</b> (Walnut Babies) [Germany] | <input type="checkbox"/> <b>Wycinanki</b> [Poland]          |
|  | <input type="checkbox"/> <b>Pointillism</b> [France]        |

## Around the World Crafts

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Flower Crowns</b> | <input type="checkbox"/> <b>Basketry</b> |
|---|--|

# Drama



## Asia/Pacific Region Drama

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Bunraku Puppetry</b> (simplified) [Japan] | <input type="checkbox"/> <b>Hand Shadow Puppets</b> |
| <input type="checkbox"/> <b>Javanese Shadow Puppets</b> [Indonesia]   | [Indonesia/Thailand/Korea]                          |

## Australia/New Zealand/Oceania Region Drama

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Karetao</b> [New Zealand] | <input type="checkbox"/> <b>Corroboree</b> [Australia] |
|---|--|

## South America/Central America/Caribbean Region Drama

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Teatro Lambe Lambe</b> [Brazil] | <input type="checkbox"/> <b>Finger Puppets</b> [Bolivia] |
| <input type="checkbox"/> <b>Mamulengo Puppets</b> [Brazil]  |  |

## Africa/Middle East Region Drama

- ☐ **African Folktale Performance** [Africa]

## Europe/Russia Region Drama

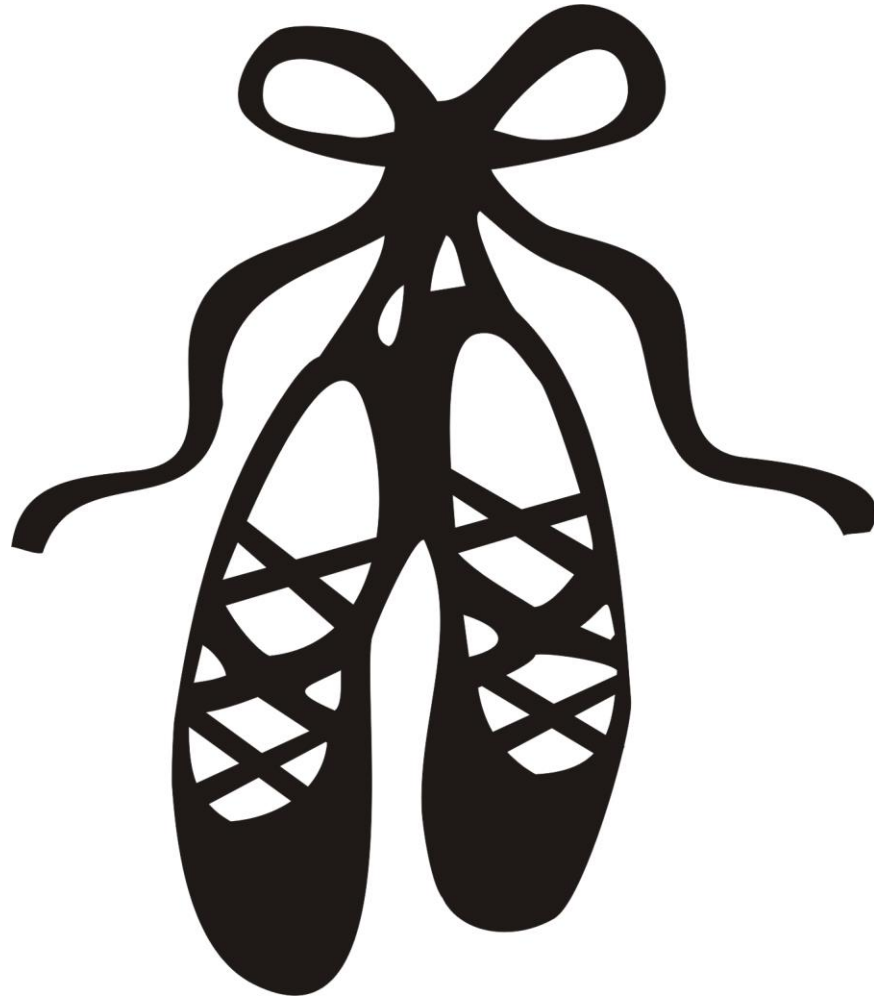
- |   |  |
|---|--|
| <input type="checkbox"/> <b>Pantomime</b> [Greece, Italy, France, UK] | <input type="checkbox"/> <b>Folk Play</b> [Europe] |
|---|--|

## Around the World Drama

- |  |   |
|--|---|
| <input type="checkbox"/> <b>International Topic Tennis</b> | <input type="checkbox"/> <b>International Art Antiques Roadshow</b> |
| <input type="checkbox"/> <b>A to Z Around the World</b>    | <input type="checkbox"/> <b>Around the World Drama Circle</b>       |
| <input type="checkbox"/> <b>Around the World Slideshow</b> | <input type="checkbox"/> <b>World Tour Charades</b>                 |

## ACTIVITY INSTRUCTIONS

# Dance



## Asia/Pacific Region

### Tinikling [Philippines]

*Let's Dance CD – track 8*

This energetic Philippine national dance requires supplies in order to perform it. Tinikling means “bamboo dance” – you can use bamboo poles, closet dowels or even PVC pipes. The poles are hit against raised blocks on the floor, and then against each other.

#### Directions

1. The wooden blocks are laid on the floor at either end of where the poles will be, then the ends of the poles are laid on top of the blocks, parallel to one another, and about 14” – 18” apart.
2. Two girls operate the poles – one on either end. They tap the poles twice on the blocks, then slide the poles together, then back to the starting place. Hold the poles together for 2 beats (if the music is 4/4 time). Practice with “down, down, together, together”.
3. One or two dancers stand beside the poles, while two girls operate the poles. There are many different moves that can be made in time to the music. The following are basic double steps, double being the number of feet touching the ground. Instructional videos can be found online at <http://people.bethel.edu/~shenkel/PhysicalActivities/Rhythms/Tinikling/DoublesSteps.html> or at <http://tanyaelementarymusic.blogspot.ca/2014/01/tinikling-fun-high-energy-dance-from.html>

#### Supplies

- ☐ 2 poles per group of 4 dancers, about 8 feet long – bamboo is traditional, but could use wooden dowels or PVC pipe
- ☐ 2 - 2x4 wooden blocks – about 24” to 30” long, marked about 14-18” apart, where the poles will hit
- ☐ music with 4/4 time

Step name	How to:	Music beat	Cue
Straddle jump	2 jumps in 2 straddle jumps out	1 & 2 3 & 4	Jump in Jump out
Straddle jump turn	1 jump in, 1 jump in, ½ turn 2 straddle jumps out	1 & 2 3 & 4	In, turn Jump out
Stride jump	2 jumps in 2 stride jumps out, R foot forward 2 jumps in 2 stride jumps out, L foot forward	1 & 2 3 & 4 5 & 6 7 & 8	Jump in Right foot Jump in Left foot
Stride jump turn	1 jump in, 1 jump in, ½ turn 2 stride jumps out, R foot forward 1 jump in, 1 jump in, ½ turn 2 stride jumps out, L foot forward	1 & 2 3 & 4 5 & 6 7 & 8	In, turn Right foot In, turn Left foot
Slalom jump	2 jumps in 2 jumps out on one side 2 jumps in 2 jumps out on other side	1 & 2 3 & 4 5 & 6 7 & 8	Jump in Right side Jump in Left side

## Tari Tempurung (Dance of the Coconut Shells) [Indonesia]

This is an Indonesian playground game in which children make musical movement patterns with coconut shells. This game is roughly the equivalent of our jump rope and/or elastics games, games in which co-operation, teamwork, co-ordination, fitness, and rhythm are all important. The same song is used for this dance all across Indonesia, but in each area the movements and patterns are different, as children create their own games.

### Supplies

- ☐ 2 coconut shells per dancer; improvise with small bowls if you can't find coconuts

See a sample version of this dance online at:

<http://youtu.be/XQMYrA2-xY8>. Note that this is just one version of the dance – the dance can vary widely, but the music, with the same beat and tempo, is common throughout.

### Directions

1. Dancers start off-stage in a diagonal line, holding coconut shells, one in each hand.
2. **Enter:** using small change steps; R, L, R; L, R, L; etc., and all dancers follow the leader around to the front of the stage.
3. Dancers clap the coconuts together, front, front; back, back; etc.
4. **Circle:** continue change steps until all dancers are in a circle in the centre of the stage.
5. **Coconuts clapping:** dancers place right arm into centre of circle, raising hands to make a high circle. The dancers tap all the coconuts together, as dancers travel around the small circle using small change step; R, L, R; L, R, L, etc.
6. Left arm is held out at the side. Dance continues until everyone is back in their original place.
7. **Going under the arms:** While still tapping coconuts together, a couple side by side take turns to go under the circle of arms to come out on the opposite side of the circle and separate, going around the outside of the circle back to their place.
8. **Bobbing down:** still tapping right hand and coconuts together, dancers slowly squat down until everyone is kneeling.
9. **Finish:** bring left up arm slowly up to meet right in the centre of the circle, grab coconut with left hand, make one big 'tap' with all coconuts together, then open left arm sharply out and down so that coconut is then placed on the floor, turn head out from circle to face audience, leaving right arms up and together in centre of circle. Freeze and then slowly draw arms down to sides.

## Poco Poco Line Dance [Indonesia]

See one version of this dance online: <http://youtu.be/bhc2EP-0JNU>. There are many videos on YouTube showing this dance.

Poco Poco is a line dance in which the dancers face four directions of the room.

### Directions

1. Face to your front.
2. Walking to the right; step right, left, right and bring feet together.
3. Repeat to the left; stepping left, right, left, feet together.
4. Step forward onto left foot, bring right foot in together.
5. Step back onto right foot, bring left foot in together.
6. Step forward on left, swish right foot forward into a low kick at the front,
7. This gives the impetus for a  $\frac{1}{4}$  turn to the left,
8. Bring both feet together and start again on new side.
9. Repeat facing left side of the room, facing the back, facing the right side and face the front to finish.

### Arm movements

Arm movements may imitate the steps of harvest:

**Rowing**, (paddling movements with arms close to your sides)

**Hoeing**, (downward thrusting as if hoeing soil ready for planting)

**Sowing** (hands curling around by the side of your body as if sowing seeds in the fields)

**Hanging** (reaching up and over poles, placing food up to dry)

**Peeling** (hands simulate the peeling of the coconut fibres off the shell)

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## Flower Fan Dance [China]

See one version of this dance online:

<http://youtu.be/xeuGfHJeDrc>

This is a traditional dance and there are many variations, some much longer than others – girls should begin with a fairly simple routine and can then watch videos to learn more complex moves.

### Supplies

- ☐ a fan for each girl

### Directions

1. All dancers begin in upstage right corner.
2. Walk into middle of the stage, making three lines across the stage.
3. All dancers turn themselves around on the spot, then the front line kneels down, 2nd line kneels up, and back line stands.
4. 3rd line opens fan slowly and shakes it, then 2nd line opens fan slowly and shakes it, then front line opens fan slowly and shakes it.
5. All bring fan into the front of the chest, then all rise and shuffle into centre of stage to make one line down the middle of the stage.
6. Travelling to the front, the dancers then peel off to the right and left sides alternately, following leader around to back corner.
7. Travel diagonally across the stage, one by one, one dancer from each side of the stage alternately.
8. Make V-shape facing front, shake fans, then freeze.
9. Bow.



## Ribbon Dance [China]

See one version of this dance online:

[http://youtu.be/F1\\_MWJge2EI](http://youtu.be/F1_MWJge2EI)

### Supplies

- ☐ two long, flowing ribbons for each girl

### Directions

1. Dancers in position on floor, on knees, arms crossed with hands on shoulders frozen.
2. Dancers bring hands down, lift ribbons up, bring one knee up and lift ribbons up and down x 4.
3. Dancers jump up on spot wiggling ribbons into the air x 4
4. Dancers turn slowly on spot, waving ribbon to make 'octopus' movements x 2.
5. Dancers follow leader to run in a large circle around the center making 'butterfly' movement with ribbon.
6. Dancers then run in towards center of circle, then jump and lift ribbons into the air, then travel backwards to original position x 2.
7. Front dancers move outwards and backwards to form long line, dancers pose, then all bow.

Once the girls have learned a basic set of steps, have them create their own sequence, explaining what the ribbon movements mean in their sequence. More explanations on the ribbon moves can be found online: <http://users.rowan.edu/~conet/rhythms/culturaldances/chineseribbondance.html>

## Tambourine Dance [China]

See one version of this dance online:

<http://youtu.be/YdxX6doliXE>

### Supplies

- ☐ a tambourine for each girl

### Directions

**Starting position:** dancers stand in 2 lines, lengthwise down both sides of the stage.

1. Beat tambourine for introduction. (2 x 8 counts)
2. Travel to opposite side of stage; step hop. (4 times)
3. Repeat, returning to original position.
4. Beat tambourine as lunging to R side. (8 counts)
5. Beat tambourine as arms are crossed in front of the body, palms down. (8 counts)
6. Hold arms in position; wiggle head side to side. (8 counts)
7. Pivot sideways across the stage, arms swinging in front of body. (8 counts)
8. Beat tambourine and lunge to R side. (8 counts)
9. Turn on the spot, shaking the tambourine.
10. Bow.

## Sabilulungan Dance (One Voice) [Indonesia]

The music for this dance can be found at [http://youtu.be/keStciE\\_kok](http://youtu.be/keStciE_kok). See the dance performed here: <http://youtu.be/bDTP3Mu004>.

Sabilulungan is a traditional dance done to celebrate the ritual of rice harvest in Indonesia. The dance includes movements of the hand-harvesting process including scything (cutting the rice stalks), pounding (to loosen the husks from the rice) and winnowing (blowing the husks off the rice grains). The intricate dance finishes with the dancers performing a clapping game, using their hands slapping different body parts to make body percussion. This last part represents the games played by farmers to celebrate finishing the long harvesting process. The clapping rhythm gets faster and faster, as the dancers challenge each other to keep in time.

Following are instructions for the clapping game, which is the final section of Sabilulungan.

There is no musical accompaniment to this section, only the leader calling out 'Hip' to signal the next section of the game. The game is more fun if the pace gradually speeds up in each section.

### Directions

**Formation:** Kneeling in small groups

#### Shoulder and hip beats (Counts 1-8)

1. Beat right hand on left shoulder and left hand on right hip x 2
2. Beat left hand on right shoulder and right hand on left hip x 2
3. Beat right hand on left shoulder and left hand on right hip x 2
4. Beat left hand on right shoulder and right hand on left hip x 1
5. Beat right hand on left shoulder and left hand on right hip x 1

#### Repeat in reverse: Shoulder and hip beats (Counts 9-16)

#### Sideways swings (Counts 1-8)

Join hands with the person beside you - place R forearm over L, R palm down and L palm up

1. Body swings to the right side, head turns to look at person on the left x 2
2. Body swings to the left side, head turns to look at person on the right x 2
3. Body swings to the right side, head turns to look at person on the left x 2
4. Body swings to the left side, head turns to look at person on the right x 1
5. Body swings to the right side, head turns to look at person on the left x 1

#### Repeat in reverse (Counts 9-16)

#### Hand claps (Counts 1-8)

1. *Clap hands with the people next to you:* Clap your right palm down into the left palm of your neighbour, while you clap your left palm up into the right palm of your neighbour x 2
2. *Change your hands over to:* Clap your left palm down into the right palm of your neighbour, while you clap your right palm up into the left palm of your neighbour x 2
3. *Change your hands over to:* Clap your right palm down into the left palm of your neighbour, while you clap your left palm up into the right palm of your neighbour x 2
4. *Change your hands over to:* Clap your left palm down into the right palm of your neighbour, while you clap your right palm up into the left palm of your neighbour x 1
5. *Change your hands over to:* Clap your right palm down into the left palm of your neighbour, while you clap your left palm up into the right palm of your neighbour x 1

#### Repeat in reverse (Counts 9-16)

**Indonesian bow:** All dancers stand up at the same time; place their palms together in front of their chest and bow from the waist.

## 5 Step Dandiya Raas (Indian Stick Dancing) [Gujarat]

Dandiya Raas is the traditional folk dance of Gujarat, India, but is also popular through all the states of India. Dancers wear colourful clothing and hold colourful sticks. You will need to create Dandiya sticks before performing the dance.

The dance can be performed with or without music. A suggested song is “Chaiyya Chaiyya” which can be heard at: <http://youtu.be/15gYfUypkPM>.

### Supplies

- ☐ 2 wooden dowels per girl
- ☐ washi tape, ribbons and tape, or paint
- ☐ bells
- ☐ string

### Directions – Dandiya Sticks

1. If decorating with tape or ribbon, wrap it around each stick, winding it up the stick to create a slanted pattern. For ribbon, secure in place with tape or hot glue. Decorate both sticks to match as a pair.
2. If decorating with paint, paint the two sticks in colourful patterns to match each other. Allow to dry completely.
3. String a bell onto a string, tape the string to one end of a stick. Repeat for the second stick.

### Directions – Dance

See video instructions online at: <http://youtu.be/26GMtIBE5rE>. Decide in advance if you are doing single or double stick moves.

**Formation:** Form two circles – an inner and an outer circle, facing one another (even numbers of dancers are needed).

1. Beat 1: Tap the sticks low in front of yourself
2. Beat 2:
  - Single: Tap your RIGHT stick with your partner, up high
  - Double: Tap both sticks to the RIGHT with your partner, up high
3. Beat 3:
  - Single: Tap your LEFT stick with your partner, up high
  - Double: Tap both sticks to the LEFT with your partner, up high
4. Beat 4: Tap the sticks low in front of yourself
5. Beat 5: Tap your RIGHT stick with your partner, up high, as you pass by right shoulders and move to the next partner.

**Foot Work:** Left step-2-3, Right step-2-3 (steps are ‘hops’ with light touches and on which the stick beat is heard)

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## **Australia/New Zealand/Oceania Region**

### **Four Sisters Barn Dance [Australia]**

The Four Sisters Barn dance is a traditional couples bush dance in Australia.

See this dance online at: <http://youtu.be/PJefvI2iNNQ> and <http://youtu.be/tle1IEJxvAo>.

#### **Directions**

**Formation:** 2 dancers form a couple. The couples stand in a circle, facing counter-clockwise and holding hands - a "barn dance hold", or "open position, upper hold" – left hands held in front of the partners, right hands held above the outer right shoulder, so that the inner partner's arm is up behind the outer partner's right shoulder. Traditionally, the men are on the inside of the circle and the ladies on the outside of the circle.

1. In the first 4 bars, everyone moves slightly diagonally (around in a circle), travelling forwards. Both partners STEP on RIGHT foot, SLIDE LEFT foot to behind right foot, STEP again on RIGHT foot, HOP on that RIGHT foot, and SWING the LEFT foot over.
2. Repeat, starting on LEFT foot.
3. Repeat, starting on RIGHT foot.
4. Repeat, starting on LEFT foot.
5. Starting with the RIGHT foot, all move forward with 4 step hops.
6. Outer circle partners do 4 step hops turning under their partner's right arm, while the inner circle partners do 4 step hops and turn their partner.

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### **How do you Dootee [Australia]**

See a sample of this dance/game online at: <http://youtu.be/3yUx-VGBZw0?t=52s>. The words listed below are chanted, not sung.

#### **Directions**

1. **Start** in a circle with your arms crossed and hands joined with the girls on both sides of you.
  2. With hands still joined, move crossed arms up and down in the circle, and chant:  
***"How d'ya dootee, How d'ya dootee How d'ya do today?"***
  3. Reverse the way your arms cross and join hands again, chanting:  
***"Do you live where you used to live, or have you shifted away?"***
  4. Reverse the way your arms cross, joining hands again and chanting:  
***I'm sorry you're so disagreeable, I only stopped to say ...***
  5. Find a new place in the circle, cross arms and join hands with the girls on each side of you and chant: ***"How d'ya dootee, How d'ya dootee. How d'ya do today?"***
-

## Thady You Gander [Australia]

This is a traditional Australian Barn Dance.

This dance can be viewed at: <http://youtu.be/kriGSov3nAM>. Music: <http://youtu.be/TSAPPkf6BQc>

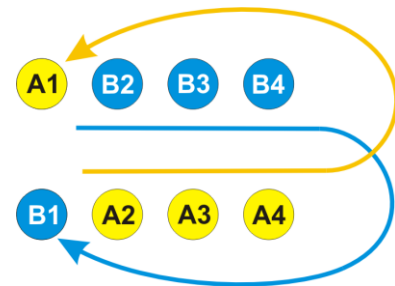
### Directions

**Formation:** 4 pairs of girls line up in two lines (A and B), facing their partners (8 dancers).

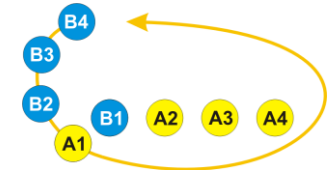
1. The two girls at the top of the lines (A1 and B1) skip down between the two lines. When they reach the end of the line, Girl A1 crosses over to the back of side B and skips back to the top of the line taking the place of Girl B1. Girl B1 crosses over to the back of side A and skips back to the top of the line taking the place of Girl A1. (Girls finish in their partner's place). While this is happening, the rest of the group are clapping.

Line B B1 B2 B3 B4

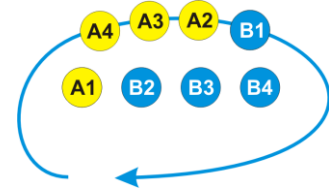
Line A A1 A2 A3 A4



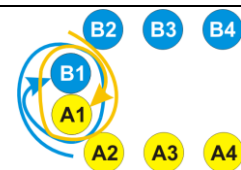
2. Girl A1 turns to Girl B2, taps her on the shoulder, then leads line B all the way around Line A and back into place. Line A claps.



3. Girl B1 nods and winks at Girl A2, then leads Line A all the way around Line B and back into place. Line B claps.



4. Girls A1 and B1 hook right arms to do a one and a half turn in the middle which will take them back to the line they started in.



5. They then hook left arms with the person beside them and do a single turn (A1 & A2, B1 & B2).
6. Go back to their partner with a right turn (A1 & B1), then to the person beside them with a left turn (A1 & A3, B1 & B3).
7. Back to their partner for a right turn (A1 & B1), then on to the next person in line for a left turn (A1 & A4, B1 & B4). In this way, they move down to the far end of the line.
8. Do a final right turn swing with partners A1 & B1. There is now a new pair at the top of the line who will do the same dance (A2 and B2), starting at step 1.

## Maori Poi Song [New Zealand]

The Poi dance originated with the Maori people in New Zealand. Poi means “ball on a cord”. Women danced the Maori Poi to keep their hands flexible for weaving. Poi are used to accompany many Maori songs.

See Maori Poi dances online at <http://youtu.be/4CWJ04GNtT8> and at <http://youtu.be/E3p2dcGNpWY?t=2m43s>.

The Maori Poi Song “Rere Atu” can be seen at <http://youtu.be/pDzN18PZQB4> and at <http://youtu.be/AZuGDM2TOKg>. Learn how to use the poi, then try using them with this song.

### Supplies

- ❑ One set of Poi per girl  
For beginners, you could fill the end of socks with beans or a tennis ball on a string, or even a glow-necklace which would make pretty designs.

### Directions

The Maori words for the song indicate how the poi are to move.

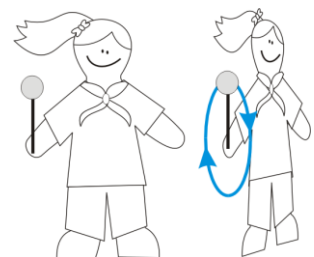
Rere atu (fly away)  
Rere mai (fly back)  
Taku poi (my poi)  
Rere mai (fly to me)  
Rere runga (fly up)  
Rere raro (fly down)  
Rere tika e (fly straight along)  
Rere tika e (fly true)

### Step 1: Holding the Poi

You need to hold your poi firmly and securely, but in a way that can be easily released. Usually this involves wrapping it around fingers or hand. If using rope, watch where it may rub between fingers. If you prefer, you can create a handle on your poi ball and hold it by that.

### Step 2: Spinning Individually

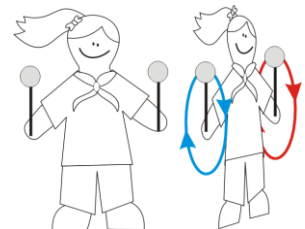
Start with your dominant hand and practice swinging your poi in a circle forwards and/or backwards. This is done with a rotation of the wrist. To move the ball forward, your palm should be facing down and pushing the poi away. To move the ball backwards, your palm should face up as if pulling the air towards you. Tuck your thumbs in and focus on swinging evenly to a beat. It should be swinging in a circle at your side, not in front of you. When you've mastered it with your dominant hand, try it with the other hand.



### Step 3: Spinning Together

Next, try both hands together – remember, focus on being even. If you have a problem with them crossing, tangling or hitting you, make sure the angle of your hands is correct and that they are either palm up or down.

If you become proficient spinning them together, try spinning them at opposite times. One poi up and one poi down.



For more detailed poi usage instructions, search online:

<https://www.google.ca/search?q=how+to+poi>

## Maori Stick Game [New Zealand]

Stick games were originally used to train young men for spear fighting. The song used for this traditional game is “E Papa Waiari”.

See the sticks in action online at <http://youtu.be/pGPK2DIBz98> and <http://youtu.be/E3p2dcGNpWY>. The song is at <http://youtu.be/mvDEGp0Vr0Q>. There are many varieties of the stick game online. The following (public domain) instructions are from *Jubilee Song Book* (page 48).

### Directions

This game can be played by any number of pairs, partners facing. Most players new to the game prefer to sing the melody to “la” so they are free to concentrate on their sticks. They are always held upright and loosely grasped in the middle. The game begins and ends with the chorus, which is also repeated between each pattern.

**Chorus:** Tap sticks on ground simultaneously, one on each side, then twice together at chest level. Repeat eight times (or sixteen if the chorus is sung twice).

**Pattern One:** Both partners tap floor at sides, then own sticks together at chest level. Each tosses her right stick to her partner, then her left stick. Repeat twelve times to end of verse.

**Pattern Two:** Partner B puts down left stick. Both tap to side then A at chest level while B throws right stick into own left hand. Then A throws left stick to B’s right hand and at the same time her own right stick to her own left hand, catching B’s stick with her right hand. This whole figure takes only one bar of music and is repeated to the end of the verse.

**Pattern Three:** Tap at sides, tap together, then exchange both sticks with partner, one always throwing inside, the other to the outside.

**Pattern Four:** For this figure, only change grip to hold sticks by one end. Tap other ends to right side, flip sticks into the air and catch them. Repeat left. Then throw right stick to own left hand, left stick to own right. Tap both sticks to right side then exchange right sticks with partner. Repeat whole figure, exchanging left.

**Pattern Five:** Tap to sides, tap together. Toss left stick to partner’s right hand while right stick goes to own left, and partner’s stick is caught with right hand. Repeat to end of verse.

Many other patterns may be invented by other players. Variations include playing in fours, or in circle; carving or decorating the sticks, or playing in the dark with fluorescent painted sticks.

### Supplies

- ☐ One set of sticks per girl. Each should be ten to twelve inches long and approximately one inch in diameter. The sticks can be branches, doweling old broom handles, etc., cut to size.



## Epō i tai tai e' (Maori Circle Dance) [New Zealand]

Epō i tai tai e' is a Maori song that spread throughout the Pacific and was (mistakenly) thought to have Hawaiian origins. It is actually from New Zealand.

See one version of this dance at: [http://youtu.be/tFp\\_iO7qiGw](http://youtu.be/tFp_iO7qiGw) and the clapping motions at <http://youtu.be/3Xxav4UV7MU>. The song is at <http://youtu.be/zX1H3qfDrco>.

### Directions

1. Make an inner and outer circle of facing pairs. Perform the actions below each time a specific word is sung.
2. Between verses hold partners hands and dance round on the spot.
3. The outer circle then moves to the right to face a new partner and the game begins again.

### Lyrics

Epo i tai tai e, oh!  
Epo i tai tai e,  
Epo i tai tai,  
Epo i tuki tuki,  
Epo i tuki tuki e!

### Actions

'epo': slap knees twice.  
'tai tai': clap hands twice  
'ay': fold hands across chest  
'tuki tuki': either click fingers above head or gently tapping the temples

## South America/Central America/Caribbean Region

### La Raspa [Mexico]

La Raspa is a dance that is often called the "Mexican Hat Dance". It is not the traditional Mexican Hat Dance, but a fun novelty dance. Some other names for this dance are: "Shuffle Dance", "Scissors Dance" and "The File". It can be found on *Dance! Dance! Dance!* (track 11). See this dance online at <http://youtu.be/VAsCO1oVzU>.

The song can be found online at [http://youtu.be/edUxc\\_LaJ1E](http://youtu.be/edUxc_LaJ1E).

### Directions

**Formation:** In partners, scatter throughout the room, facing your partner.

#### Part 1:

1. Hands on hips, jump in place – first hop on your left foot and bring your right foot forward with your knee straight, your right heel touching the floor and toes pointing up, then do the same hop onto your right foot (with left foot forward), then your left foot hop again (with right foot forward). (This is called the bleking step)
2. Pause ... clap own hands twice.
3. Repeat above, starting with right foot forward,
4. Continue to repeat until the chorus begins.

#### Part 2:

1. Clap hands, then hook right elbows with your partner and skip around clockwise for eight steps.
2. Clap hands again, the hook left elbows and skip around anti-clockwise for eight steps.
3. Repeat Part 2

Switch partners then repeat the entire dance from the beginning.



## Caimarusa [Colombia]

Caimarusa is a Columbia folk song. The story to go with this song is that after a long absence from her village, the beloved Caimarusa returned, and the villagers performed this dance in her honour. It is found in *Musical Fun with the Brownie Pack* (page 18) and the song can be found online at: <http://tuneguide.e-guiding.com/caimarusa.mp3> and

### Directions

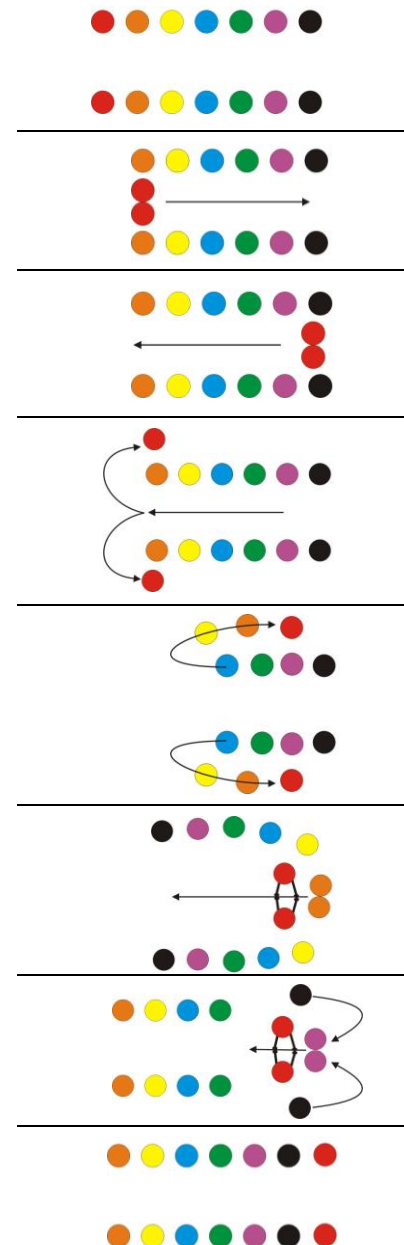
Lyrics for the song:

Caima, Caima, Caimarusa, Caimarusa,  
Caima, Caima, Caimarusa, Caimarusa-sa!

La la la, la la la,  
La la la, la la la la...

(repeat until girls are back in position)

1. **Formation:** Partners line up facing one another.
2. Begin singing the song, girls on the sides clapping and tapping their feet to the beat. Partners at the end (the "head" girls) join both hands and side-skip to the end of the line.
3. Once at the end of the line, they side-skip back to the start.
4. Girls split apart once back at the start of the line and skip on the outside of the lines to the other end. The song now changes to the "La la la" part.
5. All the girls in the lines follow the head girls around their lines to the far end of the lines.
6. Keep singing the "La-la-la". The head girls join their hands and hold their arms high to form a bridge. The other girls meet their partner, join hands and pass under the bridge, moving back to where the line began before, and returning to the original position, but with the head girls now at the tail of the line.
7. Now the game starts over again, with a new pair of girls to skip and form a new bridge. Repeat until everyone has a turn to be the skippers/bridge pair.



## Cielito Lindo [Mexico]

Cielito Lindo was originally a ranchero song sung by a solo guitarist, but is now performed by mariachi bands. This is a very slow dance. Music is online at: <http://youtu.be/Y7AWb3eShEo>.

**Formation:** dancers form a circle and join hands.

### Part 1: Verse

1. Circle to the left 8 steps (slow walk to the beat).
2. Circle to the right 8 steps.

Repeat Part 1.

### Part 2: Chorus

1. Rock-step right foot forward (step forward with right foot, then transfer weight back to left foot – a rocking action), 8 times.
2. Step on right foot then do 2 heel taps with left heel, then step on left foot and do two heel taps with right heel, 8 times.

Repeat Part 2.

Repeat entire dance.

## Mi Chacra [Argentina]

This singing game is played along to the Argentinean folk song Mi Chacra. The chorus is sung in Spanish, as is each farmyard animal. The words of the chorus 'O vas camarade' means 'Oh come my friend'. A full Spanish version can be found at: <http://youtu.be/hpT4zMVebn0>.

### Directions

**Formation:** Form a circle, standing next to a partner, holding hands. When skipping around, this will form an inner and an outer circle. Even numbers of dancers are required.

### Lyrics

Come and see my farm, it is so beautiful,  
Come and see my farm, it is so beautiful.  
El pollito sounds like this: Peep! Peep!  
El pollito sounds like this: Peep! Peep!

### Chorus

O vas camarade, O vas camarade,

O vas, o vas, o vas!

O vas camarade, O vas camarade,

O vas, o vas, o vas!

### Verses

El conchinito (piglet) Oink oink!  
El patito (duckling) Quack quack!  
El gatito (kitten) Miaow miaow!  
El perrito (puppy) Woof woof!!  
El burrito (donkey) Hee-haw!  
El gallito (rooster) Cock-a-doodle-doo!  
El osito (little bear) Grrr grrr!  
Poco pavo (turkey) Gobble gobble!

### Actions

Skip around the circle to the left.  
Skip around the circle to the right.  
Flap elbows with bent knees  
Flap elbows with bent knees

Face your partner:

Clap a high five, first with your right hand then with your left hand, for each 'o vas camarade'

Link right elbows and skip around to the right.

High fives.

Link left elbows and skip around to the left.

Make up actions for each of the animals.

## Carnavalito [Bolivia]

Carnavalito is one of the most popular traditional dances of Bolivian folklore. It is danced at every festival, especially during their carnival celebration. See it online at <http://youtu.be/xPKBHAI2uwY>. Music can be found at <http://youtu.be/fqbpxkJrVM> with an instrumental version at <http://youtu.be/r0kYFaUk2UA>.

### Description

This dance 'snakes' through the streets during festival time. This is a simple adaptation of the dance.

**Formation:** In a line, girls grasp the hands of the girls beside them. Put your left hand into the small of your back and your right hand into the left hand of the girl in front of you (in the small of her back). A girl at one end of the line starts the dance.

### Part A

1. Bend forward and step with right foot, step with left foot, then 3 quick steps (right, left, right).
2. Straighten up and step with left, step with right, then 3 quick steps (left, right, left).
3. Repeat until the music changes.

### Part B (music change)

1. Change the steps to step-hops (skips) with the leader leading the line in eight step-hops. (step with right foot, hop on right foot, step with left foot, hop on left foot – repeat 7 more times)
2. Do a 180 degree turn and repeat the step-hops 8 times in the opposite direction.

Repeat Parts A and B until the song is over.

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## Chilili [Bolivia]

This is a simple dance from Bolivia. It can be seen online at <http://youtu.be/qqviK9pU4eg>. Music is at <http://youtu.be/Y5hZGVzk5bU>.

### Directions

Basic footwork is used throughout.

**Step 1:** Step RIGHT, LEFT, RIGHT, touch LEFT

**Step 2:** Step LEFT, RIGHT, LEFT, touch RIGHT

Start with two lines of girls facing each other.

### Part 1

1. Start facing towards the center, move sideways to own right, using basic step (RLR-touch). Clap hands high and to the right on the touch.
2. Repeat step 1, moving to the left with opposite footwork (LRL-touch) and clapping hands low to left.
3. Repeat step 1.
4. Repeat step 2.

### Part 2

1. Use one basic step (RLR-touch) to travel into the center so that you come R-shoulder to R-shoulder with partner. While traveling forward, bring hands forward up to shoulder height. Snap fingers of both hands on the touch.
2. Using opposite footwork (LRL-touch), back up away from partner. Hands come down. Clap low in front of you on the touch
3. Repeat step 1 of part 2.
4. Repeat step 2 of part 2.

*(continued next page)*

**Part 3 (interlude)**

1. With arms up at shoulder height, take one basic step forward (RLR-touch), but this time do a ¼ clockwise turn to end facing your partner in the middle of the dance floor (i.e. perpendicular to starting position). Snap fingers of both hands on the foot touch.
2. Turn out to your left (counter-clockwise), facing away from your partner, use one basic step (LRL-touch), and move across the dance floor into the place previously occupied by your partner, do one complete CCW turn (pull L shoulder back as you turn). Clap low on the touch.

Repeat dance on opposite side of the set.

**Africa/Middle East Region****Cherkassiya [Israel]**

Can be found on *Dance! Dance! Dance!* (track 15).

This dance originates with the Circassian tribe from southeastern Russia who brought it with them when they immigrated to Israel at the beginning of the 19<sup>th</sup> century. It simulates the movements of the horse and rider, and represents Israel in international folk dance circles.

**Directions**

**Formation:** Closed single circle, all facing centre with hands joined.

**Note:** The circle moves LEFT in the chorus, RIGHT in the other parts.

**Chorus:** A grapevine step (repeated 4 times).

- |  |               |
|--|---------------|
| 1. Moving to the left, cross right foot in front of left and step on it. | (Cue: CROSS)  |
| 2. Take a very short step to the left, with the left foot.               | (Cue: STEP)   |
| 3. Cross right foot behind left and step on it.                          | (Cue: BEHIND) |
| 4. Take a very short step to the left, with the left foot.               | (Cue: SIDE)   |

**Part 1:** (repeated 8 times)

- |   |               |
|---|---------------|
| 1. Moving to the RIGHT, step to the side with right foot.   | (Cue: STEP)   |
| 2. Step on left foot behind right foot and bend both knees. | (Cue: BEHIND) |

**Chorus:** Repeat chorus.

**Part 2:** Moving to the RIGHT, take eight step-hops (to make this look like trotting horses, extend free foot behind each time you hop).

(Cue: STEP-HOP)

**Chorus:** Repeat chorus.

**Part 3:** (repeated 8 times)

- |   |              |
|---|--------------|
| 1. Moving RIGHT, keep feet together and move toes to the right.       | (Cue: TOES)  |
| 2. Without lifting feet from the floor, move both heels to the right. | (Cue: HEELS) |

**Chorus:** Repeat chorus.

**Part 4:** (repeated 8 times)

- |   |                     |
|---|---------------------|
| 1. Staying in place, kick right foot forward. | (Cue: FORWARD KICK) |
| 2. Then kick left foot forward.               |                     |

**Chorus:** Repeat chorus.

**Part 5:** (repeated 8 times)

Staying in place, kick right foot backward, then kick left foot backward.

(Cue: BACKWARD KICK)

**Chorus:** Repeat chorus.

**Part 6:** Moving RIGHT, in semi-crouch position, shuffle sixteen steps.  
(Push feet forward without lifting them from the floor.)

(Cue: SHUFFLE)

**Chorus:** Repeat chorus.

## Funga Alafia [West Africa]

This West African song of welcome in the Yoruba language could also be sung as a call and response song. "Alafia" is a Hausa greeting, and "Ashay" means "good health and peace be with you." A steady drumbeat would enhance this dance. There are many ways to perform this dance. This is just one version. See some versions online: <http://youtu.be/FlvMIF3TWhU?t=4m29s> or <http://youtu.be/kxrkwEgAq00> or <http://youtu.be/yGtvctFTbk>.

Music: [http://www.danceofdelight.co.uk/Music\\_Ideas\\_CD/page2.html](http://www.danceofdelight.co.uk/Music_Ideas_CD/page2.html)

### Directions

The song repeats over and over again, as follows:

### Lyrics

Funga alafia, Ashay, ashay.  
Funga alafia, Ashay, ashay.  
Funga alafia, Ashay, ashay.  
Funga alafia, Ashay, ashay.

Most African dances are done with a flat foot (not using pointed toes) and knees slightly bent.

1. Begin in a circle, elbows bent and palms touching those of the girls on either side. Side step, bending knees clockwise round the circle.
2. Repeat in the opposite direction. Drop hands.
3. Sidestep twice to the right swaying arms with elbow bent and clap twice to right.
4. Repeat to the left.

Once you have mastered the basic song, try adding in the following words and hand motions:

### Lyrics

With my thoughts I welcome you,  
Ashay, ashay.  
With my words I welcome you,  
Ashay, ashay.  
With my heart I welcome you,  
Ashay, ashay.  
See, I have nothing  
up my sleeves.

### Hand Motions

Both hands to top of head,  
both hands outstretched at hip level.  
Hands to either side of mouth,  
then hands outstretched at hip level.  
Hands crossed over heart,  
then hands outstretched at hip level.  
Point to eyes, then show open palms,  
then run hands along opposite wrists.

### African Dance

Now try singing Funga Alafia and add these harvest motions to create an African Harvest dance. Start in a circle, moving side step, as above.

1. Drop hands. Spread seeds, using your hands in a circular motion and casting out like you are spreading seeds while waiting.
2. Stomp the seeds using your right foot. Then stomp your left foot. The stomp should be a heavy, low stomp, with your hands out to the side.
3. Look to one side, then the other side, as if talking to your friends and give them a nod. Repeat twice.
4. Swing your arm right to left in a loose bounce while waiting. Lower your walking stance.
5. Raise your arms to shoulder height, then higher as if the grain is growing.

*(continued next page)*

6. Pick up your arms up over your head so it looks like you are holding a basket. Turn front then back.
  7. Motion as if you are gathering crops away from your body and bringing them towards your body, creating a fist.
  8. Push in circle – move torso back and forth.
  9. Spread wings – turn to right, bring arms up as if spreading wings and push shuffle feet, bring arms down, then turn to your left and repeat steps, then turn in.
  10. Go back, back, back, back.
  11. Act like a bird – wave both arms out to the side while feet move first to right, then change to left.
  12. Move your hands in a knife cutting motion. Turn to the right, then to the left.
  13. High skip twice to the right then tap, tap, tap with both feet. High skip to the left twice and then tap, tap, tap with both feet.
- 

### **Dabke [Middle East]**

This is an Arabic folk dance that is widely performed at weddings and other celebrations. See a video tutorial at <http://youtu.be/HYxQMbsmPaw>. There are many songs that can be played for this dance. YouTube has several [https://www.youtube.com/results?search\\_query=dabke+songs](https://www.youtube.com/results?search_query=dabke+songs).

#### **Directions**

**Formation:** dancers form a long line or circle, holding hands, or crossing arms over the shoulders of the dancer next to them.

1. Stand with your two feet slightly apart, with left leg slightly ahead of right. (BASIC)
  2. Step to the right by crossing left foot over right. (CROSSOVER)
  3. Step right foot to right (uncrossing legs). (BASIC)
  4. Repeat steps 2 & 3 above.
  5. Low kick left leg. (LOW KICK)
  6. Raise left leg, bent at knee. (RAISE)
  7. Stomp left foot firmly on the ground. (STOMP)
  8. Repeat the entire dance for as long as you can!
- 

### **Belly Dance [Egypt]**

“Belly dance” is the western name for Raqs Sharqi, which is believed to have descended from dances in early Egypt. It is the classical Egyptian style of belly dance. See a video of Samia Gamal, perhaps Egypt’s most famous belly dancer: <http://youtu.be/DJNHfmETiVk>.

There are many instructional videos online showing belly dance moves. The Howcast website has a number of instructional videos at <http://www.howcast.com/guides/1028-How-to-Belly-Dance>. This video teaches beginner belly dance: <http://youtu.be/UsB99vqn8L0>.

It is best to work with a belly dance instructor to learn this dance. Online, in addition to videos, you can find written instructions detailing the basic movements.

<http://www.bellydancingvideo.com/core-belly-dance-moves.htm>

<http://www.shemiranibrahim.com/7-core-movements-belly-dancing>

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**Europe/Russia Region****Dance of Greeting [Denmark]**

This dance can be found on *Let's Dance!* (track 1). See this dance online at <http://youtu.be/Ju-bd-rAj3s>. Music is at <http://youtu.be/uoyrVG-mHU>.

**Directions**

**Formation:** single circle facing centre.

**Part 1**

1. Clap your hands twice, then bow to the dancers across the circle. (CLAP, CLAP, BOW)
2. Repeat 1. (CLAP, CLAP, BOW)
3. Stamp twice in place, still facing centre (left foot then right foot). (STAMP, STAMP)
4. Turn around once in place with four running steps. (TURN YOURSELF AROUND)
5. Repeat 1-4.

**Part 2**

1. Everyone joins hands and circles to the left, 16 light running steps. (CIRCLE LEFT)
  2. Keeping hands joined, reverse direction to the right, 16 light running steps. (CIRCLE RIGHT)
- 

**Kinderpolka [Germany]**

This is a children's dance from Germany that mocks adults with their scolding fingers. The music can be found on *Dance! Dance! Dance!* (track 3). See this dance online at <http://youtu.be/InMF1QpJHPc> and <http://youtu.be/cKcg74pzBkw>. The tune can be heard at <http://abcnotation.com/searchTunes?q=kinderpolka&f=c&o=a&s=0>

**Directions**

**Formation:** In a single circle, partners face each other, hands joined, arms extended sideways, about shoulder high.

**Part 1**

1. Couples take two side steps toward the centre of the circle (step-close, step-close). Arms are positioned so that the arms inside the circle are pointed down, outside arms are up. (IN)
2. Three steps in place.
3. Two side steps away from centre (back to place). Arms are positioned so that the arms outside the circle are pointed down, inside arms are up. (OUT)
4. Three steps in place.

Repeat all of Part 1.

**Part 2**

1. Slap thighs with both hands once. (THIGHS)
2. Clap own hands once. (YOUR OWN)
3. Clap partner's hands three times. (AND 1,2,3)

Repeat all of Part 2.

**Part 3**

1. Place right heel forward and shake right forefinger at partner three times. (SHAKE)
2. Repeat with left heel and left forefinger.

**Part 4**

1. Turn about in place with four running steps. (TURN YOURSELF AROUND)
  2. Face partner and stamp three times. (AND 1,2,3) or take two steps forward, passing your partner by the right shoulder, and join with a new partner.
-



## Hurry Scurry (Fjaskern) [Sweden]

Fjaskern is pronounced FYESS-KEHRN. This dance changes tempo from extremely slow to almost impossibly fast, and can be done with one partner, or as a mixer with changing partners. It can be found on *Dance! Dance! Dance!* (track 6). See this dance online: <http://youtu.be/i6l3BsZZCqs> and [http://youtu.be/c\\_A3wCu0Bwo](http://youtu.be/c_A3wCu0Bwo).

### Directions

**Formation:** Partners stand in a circle, with one partner on an inside of the circle, all facing counter clockwise, with inside hands joined. Free hands on hips.

### Part 1

1. All walk forward sixteen steps (counter clockwise). (WALK)
2. Drop partner's hand, turn around. (TURN)
3. Join inside hands again and walk sixteen steps (clockwise) back to place. (WALK)
4. On the last count, turn to face your partner. (FACE PARTNER)

### Part 2

1. Facing your partner, do four scissor kick steps (step on left foot and at the same time, kick out right foot. Then step on right foot while kicking out left. Repeat left and right). (KICK RIGHT, LEFT, RIGHT, LEFT)
2. Change places with partner with four running steps, clapping own hands on the first step. (CLAP, CHANGE PLACES)
3. Repeat, returning to place.

Repeat all Part 2. Optional: at the end of the repeat, continue moving forward to the next person in the opposite circle so that you end up with a new partner.

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## Noriu Miego [Lithuania]

This is one of the most widespread dances in Lithuania, but is performed in a different way in each village. Noriu Miego means "I feel so sleepy". There is a song that sometimes accompanies the dance and tells of a young man who is tired and wants to sleep, but is kept awake by the voice of a maiden in the garden. Can be found on *Dance! Dance! Dance!* (track 5). See this dance online at: <http://youtu.be/mlCv4LjH4t8>.

### Directions

Partners are not required, so you can have groups of four, five or six, if necessary.

**Formation:** Groups of four to six, scattered about the room. Each forms their own circle.

### Part 1

1. Hop onto left foot and at the same time, place right heel forward, toes up. Pause. (LEFT...)
2. Hop onto right foot, and place left heel forward, toes up. Pause. (RIGHT...)
3. Hop onto left foot, right heel forward; hop onto right foot, left heel forward. (LEFT, RIGHT)
4. Hop onto left foot, right heel forward; hop onto right foot, left heel forward. (LEFT, RIGHT)

### Part 2

1. Clap own hands twice. (CLAP, CLAP)
2. Extend raised right hands to touch the centre of the square, to form a right-hand star. Walk around, clockwise, six steps. (STAR, RIGHT)
3. Clap own hands twice. (CLAP, CLAP)
4. Make a ½ turn right and extend left hands to form a left-hand star. Walk six steps counter-clockwise back to place. (STAR, LEFT)

Repeat the dance from the beginning.



## Napoleon [Denmark]

Although Napoleon Bonaparte was a military general in France who later named himself emperor of France, this folk dance is from Denmark. It can be found in *Dance! Dance! Dance!* (track 13) and can be seen online at <http://youtu.be/W-VBysSksoM>.

### Directions

**Formation:** Double circle of partners facing each other, with hands joined and arms extended sideways at shoulder level.

#### Part 1

1. Moving counter-clockwise, step to the side with outside foot. (STEP)
2. Bring inside foot to outside foot. (TOGETHER)
3. Step to the side with outside foot. (STEP)
4. Hop on outside foot. (HOP)
5. Repeat 1-4 in opposite direction, returning to place.
6. Clap own hands. Clap right with partner, clap own, clap left with partner. (CLAP OWN, RIGHT, OWN, LEFT)
7. Clap own hands, clap both with partner, clap both with partner again. (OWN, BOTH, BOTH)

Repeat Part 1.

#### Part 2

1. Link right elbows with partner and take eight step-hops. (RIGHT ELBOWS, STEP-HOP)
2. Link left elbows with partner and take eight step-hops. (LEFT ELBOWS, STEP-HOP)

Repeat the dance from the beginning.

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## Alunelul [Romania]

This dance, pronounced “Ah-loo-nay-lool,” was developed over hundreds of years, from an ancient chain dance. There are many variations on this dance. It can be found on *Let’s Dance!* (track 10). This dance can be seen online at: <http://youtu.be/O9fNhatPndU> and <http://youtu.be/93GF6ZgkkSc>. Music is at <http://youtu.be/2CEiWEQ4bFI>.

### Directions

**Formation:** Everyone in a circle, facing the centre. Arms up, outstretched to the sides, with hands resting on the neighbours’ shoulders. Alternately, hold hands.

#### Part 1

1. Moving right, step on right foot to the right. (STEP)
2. Step on left foot, behind right foot. (BEHIND)
3. Step on right foot to the right. (STEP)
4. Step on left foot, behind right foot. (BEHIND)
5. Step on right foot to the right. (STEP)
6. Stamp left heel. (STAMP)
7. Stamp left heel. (STAMP)
8. Pause, keeping weight on right foot. (PAUSE)
9. Now moving to the left, repeat 1-8 above, but reversing footwork.

Repeat all of Part 1.

(continued next page)

**Part 2**

1. Moving right, step on right foot to the right. (STEP)
  2. Step on left foot, behind right foot. (BEHIND)
  3. Step on right foot to the right. (STEP)
  4. Stamp left heel. (STAMP)
  5. Now moving to the left, repeat 1-4 above, but reversing footwork.
- Repeat all of Part 2.

**Part 3**

1. Standing in place, step right foot slightly to the right. (STEP)
  2. Stamp left foot. (STAMP)
  3. Step left foot slightly to the left. (STEP)
  4. Stamp right foot. (STAMP)
  5. Step right foot slightly to the right. (STEP)
  6. Pause, keeping weight on right foot. (PAUSE)
  7. Repeat 1-6 above, but reverse footwork.
- Repeat all of Part 3.

Repeat the entire dance from the beginning.

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**Sur La Pont D'Avignon [France]**

Sur La Pont D'Avignon means “on the bridge of Avignon” and is a traditional French song about a rickety bridge in France that crossed the Rhône River between Avignon and Villeneuve-lès-Avignon between 1171 and 1185. The song is from the 15<sup>th</sup> century. Music is online at <http://youtu.be/iLvVZny4HzQ> or <http://youtu.be/vIRWnNOtJBE>.

**Directions**

**Formation:** Everyone in a circle, holding hands.

**Chorus**

1. Skip to the left through the first two lines of the chorus (to “on y danse”).
2. Switch directions, skip to the right for the remaining two lines (to “tous en rond”).

**Verses**

1. “Les beaux monsieurs font comme ca” - step into the center of the circle, bow and return to their places.
2. “Et puis encore comme ca” – repeat bow.

Repeat Chorus.

**Other Verses**

The verses depend on the version of the song you are using. In general, act as though you are the type of person/creature that is being sung about. (You’ll need to know some French!)

“Les belles dames font comme ca” – step into to the center, curtsy and return.

“Les soldats font comme ca” - all march to the center like soldiers, salute and return.

“Les grenouilles font comme ca” - hop like frogs to the center and back.

“Les gorilles font comme ca” - thump your chests like gorillas, to the center and back.

Make up your own verses!

# Music



## Asia/Pacific Region

### Sakura-Cherry Trees [Japan – Asia/Pacific]

Japanese Folk Song – can be found in *Songs to Sing and Sing Again* (page 85)

Information about this song can be found on Wikipedia [http://en.wikipedia.org/wiki/Sakura\\_Sakura](http://en.wikipedia.org/wiki/Sakura_Sakura), including lyrics, sheet music, a music file and links to other online versions.

Lyrics	Translation
sakura sakura yayoi no sora wa mi-watsu kagiri kasumi ka kumo ka nioi zo izuru izaya izaya mini yukan	Cherry blossoms, cherry blossoms, Across the spring sky, As far as you can see. Is it a mist, or clouds? Fragrant in the air. Come now, come now, Let's look, at last!

Source: Wikipedia – Creative Commons licence

### Burmese Welcome [Thailand]

Can be found in *Sing a Song With Sparks & Brownies* (page 11).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/651-song-burmese-welcome>

In this welcome song the girls stand in two lines facing each other, their own hands together, palms touching. They bow four times as the song is sing and the visitor walks between the lines. “Ma yea la?” means literally “Are you well?”

Lyrics
Ma yea la, Ma yea la, ah ma ba yea la? (repeat)

Original source unknown. Probably public domain. May be reproduced.

### Chinese Fisherman’s Song [China]

Can be found in *Celebrate with Song* (page 67)

Lyrics and tune:

<http://guidingjewels.ca/resources/songs/579-song-chinese-fishermen-s-song-bai-lang-tao-tao>

Music: <http://tuneguide.e-guiding.com/chinesefish.mp3>

Verse	Chorus
Big waves toss our boat but we're all brave: Grab the oars and we're on our way. Cast our nets down where fishes go. Catch a big fish and laugh "Ho Ho!"	Hi yo E-o E-o hung hi yo. Hi yo E-o E-o hung hi yo. Hi yo E-o E-o hung hi yo. Hi yo E-o E-o hung hi yo.

Source: *Celebrate With Song* published by Girl Guides of Canada-Guides du Canada.

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**Bento-Uri [Japan]**

Can be found in *Musical Fun with the Brownie Pack* (page 35).

Lyrics and sheet music:

<http://www.ccsvt.org/cms/lib5/VT01000775/Centricity/Domain/378/bento.uri.pdf>

Music: <http://www.ccsvt.org/cms/lib5/VT01000775/Centricity/Domain/378/bento.uri.redo.mp3>

*Due to copyright restrictions, lyrics for this song cannot be included in this resource document.*

**Zo San (The Elephant Song) [Japan]**

Japanese Folk Song.

Lyrics and sheet music: <http://bethsmusicnotes.blogspot.ca/2013/02/asian-folk-songs.html>

Music: [http://thejapanesepage.com/audio/zousan\\_elephants\\_song](http://thejapanesepage.com/audio/zousan_elephants_song)

Lyrics	Translation
zo-san, zo-san ohana ga nagai no ne sou you, kaasan mo nagai no yo.	Elephant, elephant, Why is your nose so long? Because my mother's Nose is so long, too.

*Original source unknown. Probably public domain.*

**Silver Moon Boat [China]**

Chinese folk song.

Lyrics and sheet music: <http://bethsmusicnotes.blogspot.ca/2013/02/asian-folk-songs.html>

Lyrics and tune: <http://guidingjewels.ca/resources/songs/652-song-silver-moon-boat>

Lyrics
Little silver moon rides the sky like a boat, Past the twinkling stars it will float, lightly float Sail little moon boat to the west, Sail, little moon boat, while I rest.

*Original source unknown. Probably public domain.*

**Australia/New Zealand/Oceania Region****Australian Campfire Opening [Australia]**

Can be found in *Jubilee Song Book* (page 5)

Lyrics and tune: <http://guidingjewels.ca/brownies/songs/227-song-australian-campfire-opening>

*Due to copyright restrictions, lyrics for this song cannot be included in this resource document.*

**Kookaburra [Australia]**

Can be found in *Canciones de Nuestra Cabana* (page 37).

Lyrics: <http://www.kididdles.com/lyrics/k003.html>

Music video with lyrics: <http://youtu.be/ysaskdFpPz8>

*Due to copyright restrictions, lyrics for this song cannot be included in this resource document.*

## Home Among the Gum Trees [Australia]

Lyrics: [http://dragon.sleepdeprived.ca/songbook/songs9/S9\\_91.htm](http://dragon.sleepdeprived.ca/songbook/songs9/S9_91.htm)

Music video with lyrics: <http://youtu.be/MLWzPQmd5sc>

*Due to copyright restrictions, lyrics for this song cannot be included in this resource document.*

## He Puru Taitama [New Zealand]

Traditional Maori. Can be found in *Campfire Activities* (page 126).

Music video with lyrics: <http://youtu.be/Ax7PH-FIU-o>

Lyrics	Translation
He pūru taitama e	I'm a strong young man.
He pūru taitama hoki!	A real young bull!
He pūru taitama	A vigorous lad.
He pūru Tukituki	A rampaging bull!
He pūru taitama e.	A husky young man.

*Original source unknown. Probably public domain.*

## Tongo [Polynesia]

Polynesia canoe song. Can be found in *Jubilee Song Book* (page 36).

Lyrics and sheet music: <http://alishagabriel.com/2012/02/tongo/>

Lyrics and tune: <http://guidingjewels.ca/resources/songs/556-song-tongo>

Each bar is sung by the leader then repeated by the group.

Lyrics
Tongo (Tongo)
Jim-de-be-na be-i-oh (Jim-de-be-na be-i-oh)
Tongo (Tongo)
Oo-pe-oo-kum-ba-yah (Oo-pe-oo-kum-ba-yah)
Oh-wa-lay (Oh-wa-lay)
Mah-lee-pah-may-lee-way (Mah-lee-pah-may-lee-way)

*Original source unknown. Probably public domain.*

## South America/Central America/Caribbean Region

### The Train from Almendral [Uruguay]

Can be found in *Songs to Sing and Sing Again* (page 56)

Lyrics and tune: <http://guidingjewels.ca/resources/songs/653-song-the-train-from-almendral>

Music video: <http://youtu.be/lzd26oa9JpI>

Girls are seated in a circle, either at a table or on the floor. Each one has a stone in her right hand which she passes to the next person on her left on the first count of each measure. On “chi-qui, chi-qui-cha” the girls go through the motions of passing the stones, but instead of actually passing them, each person retains the stone she received on the word “trail”. Each time the game is repeated, it should be played a little faster, the object being to see how fast the game can be played with most of the players passing on the stones at the correct time. All sing as they play.

Lyrics	Translation
Por el tren de acero	On the long rail of iron
el tren del Almendral	The train ran from Almendral
va corriendo, va corriendo	Keeps a-following the trail
con chi-qui, chi-qui-cha	With chi-qui, chi-qui-cha.

Source: *Songs to Sing and Sing Again*. No copyright listed. Original source unknown. Probably public domain.

### Suitors [Brazil]

Can be found in *Jubilee Song Book* (page 54).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/621-song-suitors>

Verse 1	Verse 2
There are suitors at my door, o le le o ba hi a	And I told him that I will, o le le o ba hi a
Six or eight or maybe more. o le le o ba hi	When the rivers flow uphill, o le le o ba hi a
And my father wants me wed, o le le o ba hi a	Or the fish begin to fly, o le le o ba hi a
Or at least that's what he said, o le le o ba hi a	Or the day before I die, o le le o ba hi a
O le o la, o le le o ba hi a	O le o la, o le le o ba hi a
O le o la, o le le o ba hi a	O le o la, o le le o ba hi a
O le o la, o le le o ba hi a	O le o la, o le le o ba hi a
O le o la, o le le o ba hi a	O le o la.

Source: *Jubilee Songbook* published by Girl Guides of Canada-Guides du Canada.  
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## I Let Her Go, Go [Trinidad]

Can be found in *Musical Fun with the Brownie Pack* (page 54) and *Canciones De Nuestra Cabana* (page 29).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/610-song-i-let-her-go-go>

Music: <http://tuneguide.e-guiding.com/gogo.mp3>

Formation (if done as a dance): A single circle with partners facing each other.

Lyrics	Actions
I let her go-go, Ee-ay, I let her go-go, Ee-ay, I let her go, . . . I let her go-go-go!	Partners pat hands two times on “go-go”. Turn & face the partner behind, pat hands 2 times on “go-go”. Partners put hands together on “go ...” but linger. Partners pass by the right shoulder & continue with new partner.

Source: *Canciones De Nuestra Cabana*. Public Domain. May be reproduced.

## Linstead Market [Jamaica]

Can be found in *Our Chalet Song Book* (page 26).

Lyrics and tune: <http://guidingjewels.ca/brownies/songs/654-song-linstead-market>

Music video with lyrics: <http://youtu.be/KdbSN4wfSfo>

Verses	Chorus
Carry mi' ackee go-a Linstead Market, Not a quattee wut sell; Carry mi' ackee go-a Linstead Market, Not a quattee wut sell.  (Chorus) Everybody come-a, feel-a, Not a quattee wut sell; Everybody come-a, feel-a, Not a quattee wut sell.  (Chorus) Make me call it louder, Ackee! Ackee! Red and pretty they are, Lady buy your Sunday morning breakfast, Rice and ackee taste good.  (Chorus)	Lawd, what a life, not a bite, What a Saturday night! Lawd, what a life, not a bite, What a Saturday night!    Akee – a red fruit Quattee – a small sum of money feel-a – handle the food

Source: *Our Chalet Song Book*. Original source unknown. No copyright information provided. Probably public domain.



**Tingalayo [Caribbean]**

Can be found in *Jubilee Songbook* (page 34).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/538-song-tingalayo>

**Lyrics**

Tingalayo, come little donkey come  
Tingalayo, come little donkey come.

Me donkey walk, me donkey talk  
Me donkey eat with a knife and fork

Tingalayo, come little donkey come  
Tingalayo, come little donkey come.

Me donkey eat, me donkey sleep  
Don't get too close to his hind feet

Tingalayo, come little donkey come  
Tingalayo, come little donkey come.

*Source: Jubilee Songbook published by Girl Guides of Canada. Original source unknown. Probably public domain. May be reproduced.*

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**Africa/Middle East Region****Zulu Farewell [Africa]**

Can be found in *Jubilee Songbook* (page 62).

Lyrics and tune: <http://guidingjewels.ca/brownies/songs/234-song-zulu-farewell>

**Lyrics**

Go well and safely.  
Go well and safely.  
Go well and safely.  
The Lord be ever with you.

Stay well and safely.  
Stay well and safely.  
Stay well and safely.  
The Lord be ever with you.

Hambani kahle.  
Hambani kahle.  
Hambani kahle.  
The Lord be ever with you.

*Source: Jubilee Songbook published by Girl Guides of Canada. Original source unknown. Probably public domain. May be reproduced.*

**Ira Congo [Africa]**

Can be found in *Jubilee Songbook* (page 62).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/546-song-ira-congo>

Music: <http://tuneguide.e-guiding.com/ira.mp3>

**Lyrics**

Ira congo,  
Ira congo by ay,  
Ira congo by ay  
Congo by ay  
Congo by ay.

*Source: Jubilee Songbook published by Girl Guides of Canada. Public domain. May be reproduced.*

**Light the Stars [South Africa]**

Can be found in *Jubilee Songbook* (page 61).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/547-song-light-the-stars>

Music: <http://tuneguide.e-guiding.com/light-the-stars.mp3>

**Lyrics**

Light the stars waiting overhead;  
Light the fields all around us spread;  
Light the hills,  
Light the sea,  
Light our hearts  
With faith and purity.

*Source: Jubilee Songbook published by Girl Guides of Canada. Public domain. May be reproduced.*

**Tzena [Israel]**

Can be found in *Our Chalet Song Book* (page 35) and *Diamond Jubilee Song Book* (page 11).

Music: <http://tuneguide.e-guiding.com/tzena.mp3>

After singing the song in unison, divide the girls into two groups. The second group starts when the first group has sung the first four bars.

**Lyrics**

Tzena, Tzena, Tzena, Tzena,  
Can't you hear the music playing in the village square?  
Tzena, Tzena, Tzena, Tzena,  
Can't you hear the music playing in the village square?  
Tzena, Tzena, join the celebration.  
There'll be people there from every nation.  
Dawn will find us dancing in the sunlight,  
Dancing in the village square.

*Source: Our Chalet Song Book. No copyright information provided. Probably public domain.*

## We Who have Come Here [Zimbabwe]

Can be found in *Celebrate With Song* (page 121).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/578-song-clapping-game-we-who-have-come-here>

Girls sit on the ground in a circle, spaced slightly apart with their legs apart. During the singing of the verse, girls beat time by striking the ground on each side of them with their palms on each strong beat (two to a bar).

The tune is then repeated, but girls don't sing, they hum and do the following:

On the preceding off beat they clap their own hands together; on the first beat of the bar they strike the ground on their right side with their right palm, while with their left, they strike the ground between their legs, leaning forward so full palm strikes ground. They repeat these two actions, this time striking the ground with their left hand to the left side while the right palm strikes the ground between their legs. On the second bar they beat twice with their hand on the ground beside them.

These actions are repeated four times in all during the humming of the tune.

Sing once again, combining words with all the actions.

Lyrics	Translation
Isu tanya pa no, Dai tanya tose, Ne kudansi titi zhusi, Nasi tai wonana.	We who have come here, Come here together, And if we had all come, We would do wonders.

Source: *Celebrate With Song* published by Girl Guides of Canada. Public domain. May be reproduced.

## Europe/Russia Region

### Sarasponda (Spinning Song) [Finland]

Can be found in *Celebrate With Song* (page 48).

Lyrics and music video: <http://www.mamalisa.com/?t=es&p=3687&c=23>

Due to copyright restrictions, lyrics for this song cannot be included in this resource document.

### Music Shall Live [Denmark]

Can be found in *Celebrate With Song* (page 15).

Lyrics and tune: <http://guidingjewels.ca/brownies/songs/655-song-music-shall-live>

Music video with lyrics: <http://youtu.be/CEiGAnRK5UE>

Lyrics	Translation
Himmel og jord en gang forgaar Men musikanterne, Men musikanterne, Men musikanterne, Ewig bestaar.	All things shall perish from under the sky; Music alone shall live, Music alone shall live, Music along shall live, Never shall die.

Source: *Celebrate With Song* published by Girl Guides of Canada. Public domain. May be reproduced.

## Dutch Fire Opening [Netherlands]

Can be found in *Songs for Canadian Girl Guides* (page 39).

Lyrics and tune: <http://guidingjewels.ca/resources/songs/589-song-dutch-fire-opening>

Lyrics	Actions
The wood has all been brought,	Girls all kneel on right knee in campfire circle and hold both hands out, palms up.
The fire is burning brightly,	Hold hands out as though warming them at the fire.
The smoke soars up.	Rise gracefully to feet, at the same time raising hands slowly to a position straight above heads.
Our circle is completed.	Lower hands until they rest around shoulders of the girls on either side.
Our campfire is open.	All turn to the right-pointing with the left hand towards the fire (not straight out from the body but slightly downward, use who hand, palm turned up slightly).

Source: *Songs for Canadian Girl Guides* Published by Girl Guides of Canada-Guides du Canada  
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## Merci, Seigneur [France]

Can be found in *Our Chalet Song Book* (page 70).

Lyrics and tune: <http://guidingjewels.ca/brownies/songs/656-song-merci-seigneur>

Lyrics and sheet music: <http://www.users.ms11.net/~gsong/Graces/words/merciseiq.html>

Lyrics
Merci, Seigneur, Merci, Seigneur, Merci, Seigneur.

Source: *Our Chalet Song Book*. No copyright information provided. Probably public domain.

## Bon Appetit [France]

Can be found in *Canciones de Nuestra Cabana* (page 11).

Lyrics and sheet music: <http://www.users.ms11.net/~gsong/Graces/words/bonappet.html>

Music: <http://tuneguide.e-guiding.com/bonappetit.mp3>

Due to copyright restrictions, lyrics for this song cannot be included in this resource document.

## Bonsoir Mes Amis [France]

Can be found in *Songs to Sing and Sing Again* (page 80).

Lyrics and tune: <http://guidingjewels.ca/brownies/songs/243-song-bonsoir-mes-amis>

Lyrics	Translation
Bonsoir mes amis, bonsoir, Bonsoir mes amis, bonsoir; Bonsour mes amis, Bonsoir mes amis, Bonsoir mes amis, bonsoir; Au revoir.  Puisqu'on est si bien ensemble, Puisqu'on est si bien ensemble, Pourquoi donc se separer, Pourquoi donc se separer?	Good-night friends, good-night, Good-night friends, good-night, Good-night friends, Good-night friends, Good-night friends, good-night, Good bye.  Since we are a right good company, Since we are a right good company, Why then should we separate? Why then should we separate?

Source: *Songs to Sing and Sing Again*. No copyright listed. Original source unknown. Probably public domain.

## Polish Haying Song [Poland]

Can be found in *Songs to Sing and Sing Again* (page 48).

Lyrics: [http://mudcat.org/detail\\_pf.cfm?messages\\_Message\\_ID=1049021](http://mudcat.org/detail_pf.cfm?messages_Message_ID=1049021)

Music video (in Polish): <http://youtu.be/jwTgr6k0IEw>

Music video (Polish karaoke – gives tune): [http://youtu.be/odS\\_WR3pGMI](http://youtu.be/odS_WR3pGMI)

Due to copyright restrictions, lyrics for this song cannot be included in this resource document.

## Around the World

### International Hello Song

Learn to greet people in many languages.

Lyrics, sheet music and music: <http://www.englishcurrent.com/songs/world-hello-song-flags-esl/>

Lyrics	Languages
Hello. Bonjour. Ni Hao. Jambo. Guten Tag. Buenos dias. Annyeong hashimnikka. Sawasdee. Namaste. Konnichiwa.	English. French. Mandarin Chinese. Swahili. German. Spanish. Korean. Thai. Hindi. Japanese.

Original source unknown. Probably public domain.

**International Welcome Song**

This is an alternate to the International Hello Song – just four languages instead of ten!

Music video with lyrics: <http://youtu.be/mTLGZTLPliw>

2 part round.

**Lyrics**

Hey, Hello, Bonjour, Guten Tag

Welcome, Welcome, Welcome, Welcome!

Buenos Dias, Buenos Dias!

*Public domain.*

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# Crafts



## Asia/Pacific Region

### Suminagashi - Japanese Marbling Paper [Japan]

"Floating ink" is the process of marbling plain paper with water and ink to transform it into beautiful and colourful art paper.

**Types of ink:** Inks that give vibrant images are opaque drawing inks, and traditional sumi inks used for Japanese calligraphy.

**Types of paper:** Use absorbent paper, such as paper intended for block-printing, handmade paper, or any "rice papers;" a pad of practice paper for Japanese ink-painting works well.

**Paintbrushes:** Sizes zero or one are good choices. You will want one brush for each colour of ink you plan to use, plus one extra for the dispersant agent.

**Dispersing agent:** Kodak Photo-Flo, which can be found at any store that carries darkroom supplies, is a popular choice now.

#### Supplies

- ☐ ink
- ☐ absorbent paper
- ☐ paintbrushes
- ☐ dispersing agent
- ☐ paint palette
- ☐ water
- ☐ tray – large enough for the paper, and deep enough to have an inch or two of water in it

#### Directions

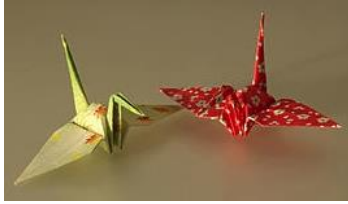
- Before getting started you need to prepare the inks you're going to use. Put about a half-teaspoon into the well of a small plastic watercolour palette. Mix up a solution of about one drop of Photo-Flo to one teaspoon of water in one of these. This solution will be the "invisible ink".
- Fill a tray with an inch or two of water and start testing the inks to see how well they float. To do this, dip a brush in the ink, then touch the brush very lightly to the surface of the water. When you touch the tip of the brush to the water, the colour should expand in a big circle, much the same way a drop of oil will expand on the surface of water. If your ink doesn't disperse, or if it sinks instead, add a tiny amount of Photo-Flo and try again. Once you have prepared all of your inks, you are ready to begin.
- Hold a brush with ink in one hand, and a brush dipped in the Photo-Flo solution in the other. Touch the brush with the ink to the water, then touch the brush with the Photo-Flo to the center of the circle of ink. The Photo-Flo solution will expand, turning your coloured circle into a ring. Alternate the ink and the Photo-Flo to create concentric circles. Experiment! Start circles on other parts of the water, or alternate two or more different colours of ink, with or without Photo-Flo in between them. Try gently blowing on or fanning the surface to see what kinds of patterns are created.
- When you are happy with the image on the water, take a sheet of paper and gently lay it across the surface of the water. Start with the corner closest to you and proceed to the corner diagonally opposite. Carefully lift the paper off the water and onto a flat surface such as a cookie sheet or a cutting board. If your ink appears to be running, rinse the paper off by pouring a slow stream of water over it. These papers are very fragile when wet, so be careful when handling them. Lay the sheet on a flat, absorbent surface to dry, skim the excess ink off the water in your tray, and you are ready to start the next sheet!



By Zephyris (Own work) [CC BY-SA 3.0], via Wikimedia Commons



## Origami [Japan]



By Laitche, Public domain,  
via Wikimedia Commons

There are many resources on the Internet that give instructions on how to fold origami.

<https://www.google.ca/search?q=origami+instructions>

### Supplies

- ☐ origami instructions
- ☐ origami paper

## Chinese Calligraphy [China]



By Gsklee, Public Domain,  
via Wikimedia Commons

In China there are more than 3,000 dialects of spoken Chinese, but the written language is the same. Chinese symbols began as pictures more than 3,000 years ago. Find Chinese symbols online to try it yourself!

<https://www.google.ca/search?q=chinese+calligraphy+kids>

Find your name in Chinese to paint in calligraphy:

<http://www.chinese-tools.com/names/search.html>

### Supplies

- ☐ paper
- ☐ black paint
- ☐ calligraphy brush

## Batik Cloth [Indonesia]

Batik is an ancient form of decorating cloth by applying wax to areas to resist dye and creating art through colour and design. Similar to Adire cloth from Africa, batik will use many colours in its creation.

Rather than using wax, we will give a method using washable glue.



By Gunawan Kartapranata  
(Own work) [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/),  
via Wikimedia Commons

### Supplies

- ☐ cotton material
- ☐ blue gel glue
- ☐ watered down acrylic paint
- ☐ paintbrushes
- ☐ parchment or wax paper

### Directions

1. Pre-wash the cotton material such as handkerchiefs before starting.
2. Place the material on the paper (if using pillowcases, place the paper inside to prevent bleeding through).
3. Create lines and design on the material, painting on the glue straight from the container, making sure the glue is thick and continuous.
4. Allow to dry for a day or two.
5. When dry, have the girls use paint to create beautiful combinations of colour. Anywhere the glue has been applied, the material will remain white. Again, let dry for a day or two.
6. When dry, put the cloth into warm soapy water and let soak, then scrape away to remove glue. Once cleaned and dried, iron or put into high heat dryer to set colour.

## Krathong Boats [Thailand]

In Thailand, on the full moon in November, they celebrate Loy Krathong, a festival of the night. Loy means “to float” and Krathong means “circular floating object”. People launch their Krathongs all together during the festival, believing that they will bring them good luck.

### Directions

1. Cut a circular base of foam to put under the bottom of the Dixie cup. Glue the foam to the bottom of the cup or cut a hole so the bottom of the Dixie cup fits in — this can be done without the foam but the boat definitely floats better and the girls don't get frustrated if they load it down in decorating.
2. Cut the sides of the Dixie cup and bend down and into leaf points if wished.
3. Cut the banana leaves (or waxed paper) into pieces of approximately 2 inches by 5 inches.
4. Place a leaf (or paper) horizontally, then fold one side down, then the other side down to make point. Fold the sides down again to make a sharper point. Once a lot of them have been done, arrange them in star or flower pattern around edge of cup base, gluing them down and turning up points. Stapling also will work to attach the leaves.
5. Use the flowers to decorate and place a candle in center.
6. Float in water.



By YashiWong [GFDL],  
via Wikimedia Commons

### Supplies

- ☐ Styrofoam meat trays or other light material that will float
- ☐ paper Dixie cup
- ☐ banana leaves (if available from an Asian market) or wax paper
- ☐ glue
- ☐ scissors
- ☐ flowers
- ☐ tea light candle
- ☐ scissors



By Barb Wilson

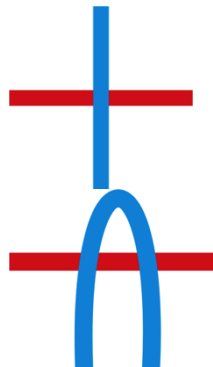


## Scoubidou Doll [Japan]

These dolls are meant as decoration rather than as a toy; they could be used for a keychain fob.

### Directions

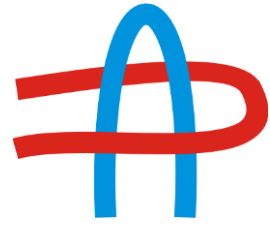
1. Lay the two pieces of cord across each other in a plus sign with the centers meeting.
2. Bring the top string down across the center string so that now there is an upside down U lying on the center string.



### Supplies

- ☐ thick shoelace type of cord or rope in 2 colours – 1 piece 50 cm long and 1 piece 30 cm long
- ☐ bead that will fit the cord when doubled up
- ☐ black crepe or felt or wool
- ☐ tiny bell
- ☐ small piece of string

3. Now take the right side of the center string and bring it across the 2 strings of the U to form a sideways U where the one side of the U is over the two other strings, and the other side is under the two strings.



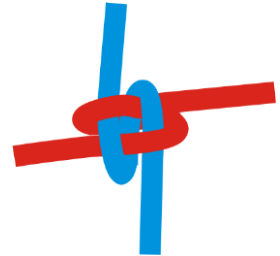
4. Take the left side string of the upside down U and now bring it back up again over the sideways U.



5. Take the top of the sideways U and bring it back to the right, crossing over 2 strings but being tucked in under the third.



6. Now pull all 4 pieces of the ropes tight. Put a finger on the middle to keep the strings aligned.



7. Continue to repeat the pattern of crossing as often as you like until you have run out of string or the pattern is long enough – the little sausage looking pattern is called a Scoubidou.
8. To make the doll: Have at least 6 to 8 knots or longer for the doll base.
9. Thread the bead onto the two longer strings bringing it down to the scoubidou.
10. Cut the black paper crepe into hair shape – a rectangle that has a small rectangle out of the middle bottom of the black rectangle.
11. Wrap the “hair” around the top of the bead and using the gold string and bell tie this to just above the bead to attach the hair. Use glue if needed.
12. Take the two shorter strings and tie them into a reef knot in front.
13. Trim the ends.



By Barb Wilson

## Kokeshi Doll [Japan]

Kokeshi are dolls originally from northern Japan. They are handmade from wood, have a simple trunk and an enlarged head with a few thin, painted lines to define the face. One characteristic of Kokeshi dolls is their lack of arms or legs.



By Mhashi [GFDL], via Wikimedia Commons

Examples of Kokeshi dolls can be seen online:

<https://www.google.ca/search?q=kokeshi+dolls&tbm=isch>

### Directions

1. Glue the ball or bead to the body. This will be the head.
2. Cover the body with origami paper and/or coloured tape to create a patterned "kimono" outfit.
3. Draw the hair and face onto the ball or bead. Keep them very simple.

### Supplies

- ☐ large wooden bead or ping pong ball
- ☐ cork or small yogurt drink bottle (or similar size)
- ☐ fine and thick permanent markers
- ☐ washi tape or other coloured tape
- ☐ origami paper
- ☐ glue

## Chinese New Year Craft [China]

There are many crafts associated with Chinese New Year: lanterns, dragons, lai-see money envelopes, and Chinese drums, are some examples. All of these examples are included in the BC Girl Guides Rainbow Revelry Red Appendix document on the BC Girl Guides website (<http://bc-girlguides.org> Program > Program Resources > Unit Guider Resources, or the direct link is at: <http://bc-girlguides.org/Documents/BC/program/RainbowRevelry-Red.pdf> )

Find more ideas online at <https://www.google.ca/search?q=chinese+new+year+crafts>

## Australia/New Zealand/Oceania Region

### Aboriginal Dot Painting [Australia]



By Julie Thomson

Dot painting originated with the Australian Aboriginals and is thought to have been a way of passing on sacred stories hidden within the overlay of dots and preserving the landscape of their region within the picture. There are symbols that are traditionally used in the pictures and originally the colours used were red, ochre, black and brown but many bright colours are now used and the paintings incorporate animals of the land.

### Supplies

- ☐ paper, bark, stones, cork or other material to create the artwork on
- ☐ pencil
- ☐ acrylic paint
- ☐ a method to apply dots: brushes, Q-tips, nails, dowel rods, etc.

### Directions

1. Have girls learn briefly about the origins and symbols of Dot Art.
2. Girls then can pencil in a light design of an animal or set of symbols that they believe will tell a story.
3. Once they have their basic design, girls can begin to paint. The background is to be filled in with the dots as well as creating the designs with dots.

## Koru Art [New Zealand]

The koru is the name the Maori give to the new unfurling fern frond; it symbolizes new life, growth, strength and peace. It is an important symbol in Maori art such as carving and their tattoos.

### Directions

1. Have girls see examples of Koru art (see online <https://www.google.ca/search?q=koru+art&tbm=isch>) and practice the spiral Koru design.
2. Once they are comfortable with the shape, have them draw onto the black cardstock with and embellish around the frond shape. Double lines are often used.
3. Then paint or cover with pastels the areas to be coloured.
4. Mount on white cardstock.

### Supplies

- ☐ black and white cardstock
- ☐ white pencils
- ☐ oil pastels or acrylic paints
- ☐ practice paper
- ☐ pencils



[Public domain], via Wikimedia Commons

## X-Ray Bark Painting [Australia]

This traditional style of painting is from Arnhem Land in Northern Australia; the technique of cross-hatching called rarrk depicts the inner bones and organs of animals found in Australia. Painted with white and earth colours, the figures were large, covering an entire surface.

See examples online:

<http://fmsstudentartgallery.blogspot.ca/2013/06/australian-x-ray-paintings.html> and <https://www.google.ca/search?q=rarrk&tbm=isch>

### Directions

1. Learn about native animals of Australia (kangaroo, koala, echidna, dingo, platypus, wallaby, wombat, etc.)
2. Create a picture covering most area of the paper – do the outline and then create stylized bones and organs in the animal.
3. Vary the lines, thicknesses and colour of pencils used.

### Supplies

- ☐ cardstock in earth tones – ochre or brown, tan, etc.
- ☐ chalk or pastels or pencil crayons



Unknown artist, Public domain, via Wikimedia Commons



## Bilma Clapsticks [Australia]

These clapsticks are a percussion instrument used to accompany the didgeridoo – they are traditionally made from the eucalyptus tree and are small but beautifully decorated, often with dot painting. Bilma are traditionally played by holding the one stick in one hand and clapping the other stick against the top of the first.



By Andrewa [\[CC BY-SA 3.0\]](#),  
via Wikimedia Commons

### Supplies

- ☐ 2 sticks per girl – can be wooden dowels, 6-8” long
- ☐ acrylic paint
- ☐ paintbrushes
- ☐ Q-tips
- ☐ clear lacquer

### Directions

1. Paint the sticks first with paintbrushes – could be one solid colour or stripes around the sticks. Both sticks in a set match.
2. Decorate with a dot pattern, using the Q-tips to apply the paint.
3. When dry, cover with lacquer and allow to fully dry.

## South America/Central America/Caribbean Region

### Worry Dolls (Muñeca Quitapenas) [Guatemala]

These little dolls are put under children's' pillows once they have told the doll their troubles and the belief is that as the children sleep the worry dolls take the troubles away.

### Directions

1. Wrap & twist a pipe-cleaner around the clothespin to create arms. Cut to size for arm length.
2. Begin wrapping your clothespin with yarn. Wrap over the pipe cleaner as well.
3. When wrapping gets to the middle of the peg (the waist), you can start wrapping each “leg” individually.
4. Use markers, coloured pencils, or paint (as well as bits of felt or wool) to add a facial expression, hair, skin tone, shoes, etc.

### Supplies

- ☐ wooden peg clothespins
- ☐ yarn or embroidery thread
- ☐ pipe cleaners
- ☐ markers, pencil crayons
- ☐ scissors



By Leena (Own work) [\[GFDL\]](#), via Wikimedia Commons

## Rain Sticks [Chile]

These musical instruments were used in ceremonies and believed to bring rain because of the sound they made like falling rain.

### Directions

1. Glue cardboard circles (centered) onto two squares of brown paper about 6 inches by 6 inches and set aside.
2. Lay out a long strip of aluminum foil and scrunch the foil into a LOOSELY scrunched long skinny snake shape; then, twist your foil snake into a loose coil about the length of the tube.
3. Next, slide the coil into your tube and secure the foil with masking tape at each end.
4. Spread some glue around one end of your tube. Then, place one of the papers (with the cardboard circle facing inward) over the end of your tube and press the edges down. Hold in place with a rubber band until dry.
5. Pour  $\frac{1}{4}$  cup beans or rice or popcorn into the tube and seal the other end in the same way as step 4. What the tube is filled with will make a different sound so it is nice to have some variety of fillers and let the girls choose.
6. Have the girls create a colourful pattern onto more brown paper, large enough to wrap around the stick.
7. Scrunch up and carefully smooth out the decorated paper a few times, until it is evenly textured, looking bark-like.
8. Spread glue over the back of the textured paper and roll it around the tube, overlapping itself and covering the other edges of the paper used to seal the ends.
9. Wrap a piece of twine twice around each end of your tube and tie in a knot.
10. Add a bead to each end on the twine and secure with a knot.
11. Spread glue onto the ends of feathers and stick them up into each of the beads. Let dry completely.

### Supplies

- ☐ cardboard mailing tube or other cardboard tube, about 2 inches diameter or more
- ☐ 2 cardboard circles to fit and cover the ends of the tube
- ☐ brown grocery bag paper to cover tube
- ☐ glue sticks or tacky glue
- ☐ markers
- ☐ medium size beads
- ☐ pieces of twine
- ☐ feather
- ☐ aluminum foil
- ☐ masking tape
- ☐  $\frac{1}{4}$  cup popcorn kernels, dried beans or rice
- ☐ 2 rubber bands



By Andy Brice, Public domain, via Wikimedia Commons

## Titicaca Circle Weavings [Peru]

Circle weaving, the base of basket weaving, is used to create beautiful weavings in Peru, much as the Ojo de Dios weavings are done in Mexico.

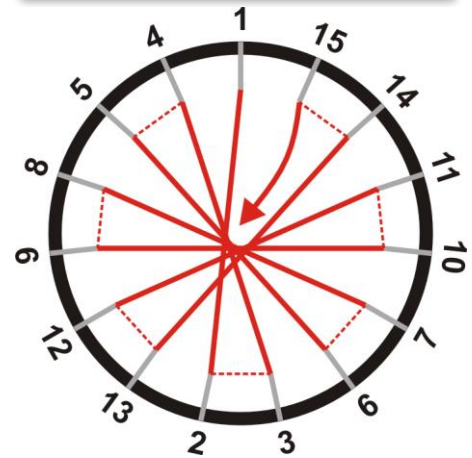
Lake Titicaca in Peru offers colourful circle weavings for sale to tourists as the craft is so admired for its beautiful design. Now we can have the girls create a beautiful design also.

### Directions

1. Have the girls paint or colour the plate in a concentric circle design to accent the circle weaving they will do. Have the girls view Aztec design beforehand.
2. When dry, the plate must have an uneven number of notches cut into the edge, evenly spaced. Dependent upon plate size, anywhere from 11 to 21 notches is good.
3. Starting at one notch and leaving a tail behind the plate, start at the top and bring the yarn down to bottom. There should be more notches on the right side than the left. Wrap the yarn behind the notch to the next closest right notch and now bring the yarn up to the top, crossing the first string. Cross behind to the next notch on the left and bring the yarn down, crossing, repeat until done.
4. Now that the warp is done, the girls can begin the weft. Start with the end of your warp yarn (in the figure, use the arrow end of the yarn to begin weaving... this also provides the last part of the warp), then have the girls pick small amounts of yarn they weave in and out, but not too tightly – this is the part that should be monitored, to begin with, so as to make sure they are going over and under, as well as not pulling too tightly.
5. Add yarn until the weaving is about halfway (or more) up the plate.

### Supplies

- ☐ paper plates stiff enough to weave on (Chinet is best)
- ☐ paint or markers to colour the plates
- ☐ yarn
- ☐ scissors



## Zampona [across South America]

Zampona are known by many names dependent upon which region; this musical instrument is a series of reeds of decreasing lengths linked together with weaving.

### Directions

1. For each zampona to be made, 13 lengths of  $\frac{1}{2}$ " PVC pipe are required. You can buy pipe that usually comes in lengths of eight or ten feet and then use a tube cutter or a hacksaw to cut it according to the measurements shown.
2. After you cut the pipe you need to number each piece according to the table.



By Arent  
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via Wikimedia  
Commons

### Supplies

- ☐ lengths of PVC pipe
- ☐ cork to fit very tightly the PVC pipe
- ☐ a strong glue, such as carpenter glue
- ☐ duct tape or packing tape
- ☐ fine sandpaper
- ☐ yarn or cord, if wished, to cover the tape (traditionally the pipes are woven together)

Pipe #	1	2	3	4	5	6	7	8	9	10	11	12	13
Length	3 $\frac{3}{4}$ "	4 $\frac{1}{4}$ "	4 $\frac{3}{4}$ "	5 "	5 $\frac{1}{2}$ "	6 $\frac{1}{4}$ "	7 "	7 $\frac{1}{4}$ "	8 $\frac{1}{4}$ "	9 "	9 $\frac{1}{2}$ "	10 $\frac{3}{4}$ "	12 "



3. Sand smoothly both ends of all pipes as you put your lips to these pipes.
4. Close an end of each piece of pipe with a cork and glue in place.
5. Divide the pipes into two groups – the odd numbered pipes in one group, and the even numbered pipes in the other group.
6. Arrange both groups of pipes so one end of each group is all leveled flat and the other end looks like stairs.
7. Bind each group of pipes very tightly with duct tape. If possible, bind with just with one strand of duct tape per group.
8. Use the yarn or cord to cover the tape, if wished.
9. You need to place your Zampona with the large seven-pipe row in the back and the six-pipe row in the front.
10. To play, hold the Zampona facing you and a little higher than your chin. The smallest pipes should be on your left (opposite to what western music usually has, where normally you would have the highest notes from the smallest pipes on your right).
11. You play the pipes by placing them next to and under your lower lip while directing the air “inside” the pipe not across the top. The blowing technique is like when you blow across a pop bottle.
12. To try and control the flow of air that produces the sound you use your tongue to cut the air, almost like you were going to spit. If you blow across the top of the pipes you get an interesting, airy sound/effect.

## Molas [Panama]

Molas are brightly coloured appliques made in Panama by the Kuna Indians.

The term Mola can mean "cloth," "clothing," or "blouse." Girls learn to make Molas at a young age. The source for traditional design inspiration for Molas include the following: natural world native animals (iguanas, lizards, parrots, fish), local vegetation (palm trees, coconut crops, sea grasses), and the shapes of the coral reefs. See online for samples of original molas: <https://www.google.ca/search?q=molas&tbm=isch> and for paper samples: <https://www.google.ca/search?q=paper+molas&tbm=isch>. In this version, we make layered paper molas.

### Supplies

- ☐ coloured paper
- ☐ black cardstock
- ☐ scissors
- ☐ glue
- ☐ examples of molas
- ☐ paperclips

### Directions

1. Choose 4 colours of paper. Cut out a design as the top piece, using one of the traditional designs, such as a native animal or vegetation of Panama.
2. Glue the design onto another piece of paper, then, leaving a thin border, cut out the second colour around the first shape. You can use paper clips to help hold the paper together when cutting the shapes.
3. Now glue the layered pieces onto a third colour of paper, and cut out the third paper in the same shape, again leaving a thin border around the other paper. Save the black paper for last, as that is the traditional base layer.
4. From the scraps of paper left, cut out and glue details for eyes, mouths, or ornamental designs.



By Johantheghost [CC BY-SA 3.0], Wikimedia Commons

## Papel Amate [Mexico]

Papel Amate is Mexican bark paper. The paper is traditionally made using bark from mulberry or fig trees, and it is painted with birds, plants or animals in bright colours.

### Directions

1. Cut apart a brown paper grocery bag to get 3 or 4 "bark papers" from one bag.
2. Draw designs of birds, plants or animals on the paper. Leave some space between the drawing and the edge of the paper.
3. Outline the designs with a black marker and erase any pencil lines still showing.
4. Crinkle the paper, smooth it out, and repeat until the paper is an even, crumpled texture.
5. Smooth out the paper again and press it under heavy books to flatten it or iron the paper on a medium setting (but no steam)!
6. Use tempera paint to carefully paint inside the black lines. Neon tempera is especially fun for this project.
7. Leave the background unpainted to show the "bark" paper. After the paint is dry, the girls can go back over any lines that were covered up by the paint with the marker.

### Supplies

- ☐ brown paper bags
- ☐ iron
- ☐ black permanent markers
- ☐ tempera paints
- ☐ paintbrushes
- ☐ pencils
- ☐ erasers
- ☐ heavy books or iron

## Retablos [Latin America]

One form of retablo is a small painting on metal, usually of a saint or holy person. In this version, girls will paint a self-portrait.

### Directions

1. Cover the cardboard with aluminum foil. Smooth it out and tape it to the back of the cardboard so that it doesn't move.
2. Add soap flakes to the tempera paint to make it thick. This will allow the paint to stick to the foil.
3. Paint a self-portrait on the foil, painting just your head and shoulders. Don't completely cover the foil with paint, as you want to be able to see some of the shiny foil so that it looks like a retablo.



Tin Retablo Santa Painting, Mexico, 1896, Public Domain

### Supplies

- ☐ a piece of cardboard for each girl
- ☐ aluminum foil
- ☐ tape
- ☐ soap flakes
- ☐ tempera paint
- ☐ soap flakes
- ☐ paintbrushes

## Tupus [Ecuador]

Women have worn tupus for centuries to clip their shawls. They are spoon-shaped, generally with a point and a rounded end. They were worn in pairs to hold together the knitted and felted shawls that keep the women warm in the Andes. Designs are often of the sun, moon and native symbols, such as birds.



By Museum Expedition 1941, (Brooklyn Museum), via Wikimedia Commons

Read about the history of tupus online:

<http://www.thisisecuador.com/contents/handmade-in-ecuador/85-tupus-an-andean-tradition-which-still-holds-strong.html>

### Directions

1. Begin by sharing some images of tupus with the girls so they can see some of the traditional patterns used.
2. Create a pattern on the foil-covered cardboard by pushing in with a stylus.
3. Attach the cardboard to a clip using glue.

### Supplies

- ☐ long metal hair clips, or extra-long bobby pins, or alligator clips and cinch pins
- ☐ two small pieces of cardboard covered with aluminum foil
- ☐ glue
- ☐ stylus

## Africa/Middle East Region

### Adinkra Symbols and Cloth [Ghana]

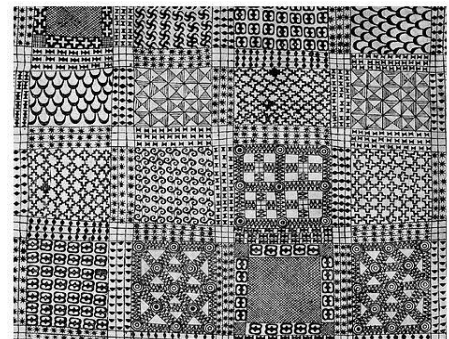
Originating in Ghana, Adinkra cloth was printed with symbols of universal values and was worn by chiefs to promote leadership. The following link is a document that takes a comprehensive look at the background and symbols: [http://www.stlawu.edu/gallery/education/f/09textiles/adinkra\\_symbols.pdf](http://www.stlawu.edu/gallery/education/f/09textiles/adinkra_symbols.pdf)

### Directions

1. Give brief introduction to girls about origins of Adinkra cloth and the meanings of the symbols.
2. Have each girl pick a different symbol to carve. They will share their stamps with the other girls when making their adinkra cloth, so try to have each girl choose something different.
3. Girls then create their symbol to use as stamp and make ready to use (attach foam to wood pieces or jar lids etc.). (Find instructions on how to make stamps online: <https://www.google.ca/search?q=make+stamp+kids>).
4. Have girls practice on scrap material or paper to determine the amount of paint they must apply to the stamps to get a good print. Remind girls of the linear pattern of stamping, as seen in examples of adinkra cloth.
5. Have girls create their cloth using the stamps.

### Supplies

- ☐ materials to make stamps (potatoes, apples, or other material you can carve; or cut out fun foam and glue it to hard cardboard)
- ☐ cloth (cotton or cotton-blend), paper or poster board to stamp onto
- ☐ black fabric paint or poster paint



Public domain, via Wikimedia Commons

## Adire Cloth [Nigeria]

Adire is the name given to indigo (dark blue) dyed cloth made by Yoruba women of South Western Nigeria, using resist dye techniques. Adire translates as tie and dye.

Cloth is painted or stenciled with a pattern that is dye-resistant and then the material is dyed until the desired depth of colour is achieved. View sample designs online: <https://www.google.ca/search?q=adire+cloth&tbm=isch>

### Directions

1. Pre-wash your fabric and start small, such as a pillow front or wall hanging.
2. Use pencil to lightly draw your pattern onto your material. Once you are happy with your design, trace over the drawn lines and dots, this time with glue. It might take a little practice to get a good stream going.
3. Once your gluing is done, take a minute and make sure all of your lines are strong and connected to make sure that the glue hit every part of the design: let your glue dry and cure entirely – at least overnight. Tip: *This project uses a lot of glue. For a roughly 20" x 20" piece of fabric, you might use almost an entire 4 oz. bottle.*
4. Mix up the dye, using the instructions that come with the chosen brand. Since there is glue involved with this project, don't make the water too warm as the glue will then melt off in the process. Warm-ish to cool water is fine.
5. Dunk the fabric into the dye bath and follow instructions on how long to stir it, leaving it in the bath for about an hour. Make sure the glue isn't starting to come off.
6. Pull the fabric from the bath and rinse it in cold water until the water runs clear. Then wash the fabric in warm soapy water until the glue washes away entirely. Hang the fabric to dry.

### Supplies

- ☐ fiber reactive indigo dye, such as Dylon Permanent Fabric Dye
- ☐ white 100% cotton fabric
- ☐ blue gel school glue – it must be the blue gel and not white glue
- ☐ salt
- ☐ pencils



By Aurelijus Zykas, Public domain, via Wikimedia Commons



## Senufo Cloth [Ivory Coast]

Senufo cloth paintings first originated in Ivory Coast in western Africa – the tribes made Senufo cloth paintings to protect themselves when they were hunting and to bring them good luck when they were dancing. The Senufo people are known for their mud paintings of stylized animals, using motifs for these paintings of birds, snakes, fish, frogs, crocodiles, and turtles, though not limited to these animals.



By Ann Porteus, [CC BY 2.0], via flickr

Geometric patterns such as circles, stripes, and zigzags embellish the drawings. These patterns are done in a rhythmic design. See samples online: <https://www.google.ca/search?q=senufo+cloth&tbm=isch>

### Directions

1. Choose an animal from the pictures, then draw an outline of the animal onto paper.
2. Transfer the image to the fabric square by placing the drawing underneath the fabric and tracing the drawing using a permanent marker.
3. Inside the outline of the animal, create different sections of patterns and visual texture. Be sure to vary width of the lines and to fill in all the areas of the drawing.
4. Leaving space as an outline around the shape of the animal (to prevent the paint from bleeding into the detailed drawing), paint the background of the fabric using acrylic paints or tempera. If the paints are too thick to move with ease on the fabric, dilute them with water. Some colour may be introduced into the animal for accent.
5. Lay flat to dry.

### Supplies

- ☐ scissors
- ☐ paintbrushes
- ☐ acrylic or tempera paint
- ☐ 18"x18" squares of unbleached muslin
- ☐ black permanent markers
- ☐ paper
- ☐ pictures of animals
- ☐ pencils

## Maasai Necklaces [Kenya]

The Maasai tribe is well known for its bead jewelry. The colours of the beads are symbolic to the tribe. Red represents bravery, strength and unity. Blue represents energy and the sky, which provides rain water to sustain them. Green symbolizes nourishment and land. Orange symbolizes generosity, friendship and hospitality. Yellow symbolizes fertility and growth, representing the colour of the sun. White represents peace, purity and health, the colour of cow's milk. Black symbolizes unity and solidarity – representing the colour of the people.



By David Berkowitz [CC BY 2.0], via Wikimedia Commons

<https://www.google.ca/search?q=maasai+necklace&tbm=isch>

### Supplies – Paper Style

- ☐ large circular paper plates
- ☐ scissors
- ☐ pencils
- ☐ markers

### Supplies – Cord Style

- ☐ large thick cord (bungee cord or basket cord)
- ☐ embroidery thread in many colours
- ☐ beads of various kinds
- ☐ string or metal to make connectors for necklace

**Maasai Necklaces [Kenya] (continued)****Directions – Paper Style**

1. Cut out the centres of large paper plates, so that just edge remains.
2. Girls can use pencil to create line patterns and breaks in the circle then they can colour in with markers.

**Directions – Cord Style**

1. Cut the cord long enough for girls' necks and attach necklace ends or use string to tie to ends to tie on later.
2. Girls then start wrapping the cord with embroidery thread, changing colours and repeating, if liked.
3. Beads can be introduced to the embroidery thread at this point, if desired.
4. After initial wrapping, girls can create pattern wrapping with black or other coloured thread.

**Kalimba (African Thumb Piano) [Kenya]**

By Rod Waddington from Kergunyah, Australia (Kalimba, Suri Tribe, Kibish) [CC BY-SA 2.0], via Wikimedia Commons

<https://www.google.ca/search?q=Kalimba&tbm=isch>

African thumb pianos are found across Africa and are known as kalimbas in Kenya – they use the same basic model of metal tines of varying lengths secured on a hollow wooden box – we are going to make a basic model to experiment with.

**Supplies**

- ☐ small wooden block, sanded
- ☐ paint or markers
- ☐ metal, such as bobby pins, ends of hacksaw blades, long hair clips, thin metal brackets
- ☐ something to cut metal with (i.e. metal shears)
- ☐ thick rubber band
- ☐ wooden popsicle sticks
- ☐ hot glue or tape

**Directions**

1. Decorate the wooden block, if desired, with paint or markers.
2. Cut the metal being used to be varying lengths.
3. Line the metal pieces up in decreasing length and tape or hot glue in place on the wooden block.
4. Glue a popsicle stick over top of the metal ends and secure in place with a tight rubber band.
5. Slide a popsicle stick underneath the metal tines now to force them to be bent up at an angle. Secure this in place. Play!

## Ndebele Dolls [South Africa]

These dolls are made by Zulu women and are used to mark a turning point in a tribe member's life such as courtship, a wedding, becoming a man, etc. These stylized, traditional dolls have a black head, beading and bright colours.



Photo By HelenOnline (Own work) [CC BY-SA 4.0], via Wikimedia Commons

### Directions

1. Cover the styrofoam ball in the black jersey and secure to the top of the body with glue.
2. Cover the body in bright fabric, gluing in place.
3. Use pins to secure sequins and/or beads in place for eyes on the head.
4. Using wire, string rows of seed beads or other small beads and wrap them around body or cross over the head, securing with pins or glue.

### Supplies

- ☐ something to make the body – quilting thread spools, short water bottles, small yogurt drink containers, etc.
- ☐ Styrofoam balls
- ☐ glue
- ☐ jersey material – black and other bright colours
- ☐ wire
- ☐ small beads
- ☐ sequins
- ☐ yarn
- ☐ pins

## Sistrum [Egypt]

A sistrum was used in ancient Egypt – it is a percussion instrument using the sound of metal rattling against metal.

### Directions

1. If using a tree branch, strip it of bark and smooth it. If using dowel, prepare it into a Y shape.
2. Drill one small hole near the end of each Y piece.
3. String wire with the metal pieces – for bottle caps, put a hole in them with a hammer and nail, then flatten them with the hammer (this helps with the sound).
4. After stringing, pull the wire through the drill holes (or wind it around the wood, if it isn't drilled) and tighten up.
5. The wood is then decorated as wished, with paint, yarn, feathers, etc.



Public Domain.

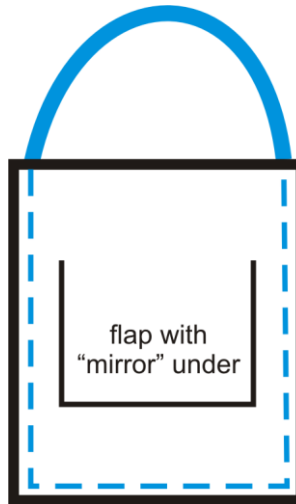


### Supplies

- ☐ Y-shaped tree branch or wooden dowel drilled and glued to make a Y
- ☐ drill with small drill bit
- ☐ wire
- ☐ bottle caps or pop tabs
- ☐ jingle bells
- ☐ metal buttons
- ☐ hammer
- ☐ nail
- ☐ paint or yarn, feathers, etc.

## Wodaabe Mirror Pouch [Niger]

The Wodaabe tribe of Niger wear leather pouches around their neck much like a necklace, decorated with various items such as shells and beads and embroidery. The pouches hold mirrors so that the members of the tribe can communicate with each other by reflecting the sun off their mirror when out in the desert.



### Directions

1. Fold the paper or material in half and cut out the shape of your pouch, making sure to keep the fold intact.
2. Open the folded paper/material and cut a flap (just three sides) into one side. Attach a piece of foil on the inside of the flap opening (so that when you lift the flap you will see the foil).
3. Fold your pouch closed (with the “mirror” inside) then use a hole punch to make holes around the three sides that need to be stitched.
4. Use string or yarn to stitch through the holes, leaving enough string to tie a knot in and make a handle.
5. Decorate the front of the pouch with beads, etc.

### Supplies

- ☐ brown paper or poster board or vinyl material
- ☐ yarn or string
- ☐ aluminum foil
- ☐ pencil
- ☐ glue
- ☐ tape
- ☐ scissors
- ☐ hole punch
- ☐ decorations (beads, buttons, shells, etc.)

## Europe/Russia Region

### Pysanka [Ukraine]

A pysanka is a Ukrainian Easter egg, elaborately decorated with Ukrainian folk designs using wax drawn onto the eggs, then dyed, repeating the wax drawing and dying to allow many colours on the final design. See samples online <https://www.google.com/search?q=pysanka&tbn=isch>.

### Directions

1. Eggs need to be blown out if wishing to be kept, or hard-boiled if not to be kept.
2. Pysanky designs are symmetrical. Discuss quadrants and halves and symmetrical design. Elastics can be used on the eggs to create a template for line drawing with pencil.
3. Show Pysanky patterns to the girls Shown patterns: <https://www.google.com/search?q=pysanky+patterns>.
4. Girls then create their designs using pencil.
5. Once the designs are complete, markers are used to colour the design in and create the patterns.
6. Older girls can be introduced to the actual techniques of Pysanky with kistkas and wax.

### Supplies

- ☐ permanent markers (such as Sharpies) in bright colours
- ☐ pencils
- ☐ elastics
- ☐ eggs



By Lubap [\[CC BY-SA 2.5\]](#), via Wikimedia Commons



## Dymkovskaya Toy [Russia]

A Dymkovskaya toy is a handmade clay toy, but also an art form. What is the difference between a Dymkovskaya toy and other toys made of clay? It is the snow-white background, which carries a festive, but simple pattern made of geometric figures. See examples of these toys online:

<https://www.google.com/search?q=Dymkovskaya+toys&tbn=isch>



Колчанова, Анисимовы, фото Smig, Public domain, via Wikimedia Commons

### Supplies

- ☐ air-dry clay, such as Model Magic (white, or paintable to be white)
- ☐ picture examples of Dymkovskaya toys
- ☐ permanent markers
- ☐ paint
- ☐ paintbrushes

### Directions

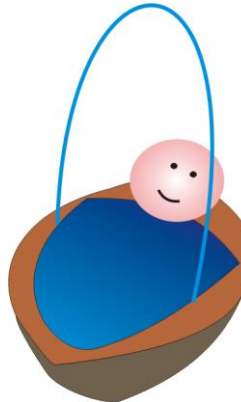
1. Create a model figure out of the clay and let dry. Common figures are animals such as horses, turkeys, deer and sheep or female figures.
2. Create geometric figures and paint in extremely bright colours. Let dry.

## Walnuss Weigenkinder (Walnut Babies) [Germany]

This easy craft is a traditional one done by children in Germany.

### Directions

1. Split the walnut carefully and try to get two intact pieces.
2. Cut a length of ribbon and glue it into the walnut – this will be your hanger.
3. Glue the bead onto the end of the pipe cleaner.
4. Wrap the pipe cleaner around your finger. This will give the bead baby a body and prop the bead up in the walnut.
5. Cut out a pillow of the felt or material and glue it into one end of the shell.
6. Glue in the bead and body and then glue on a piece of material or felt on top for the blanket.
7. Draw eyes and a mouth onto the bead.



### Supplies

- ☐ walnut
- ☐ wooden bead
- ☐ pipe cleaner
- ☐ glue
- ☐ ribbon
- ☐ fabric or felt pieces
- ☐ scissors

## Tomte Elf [Scandinavia]

For centuries in Scandinavia every farmhouse has been protected by a Tomte, an elf that is said to sleep under the floorboards and help guard the house against ill. They are often associated with Christmas as this is when the Tomten want a bowl of porridge and report to SinterKlaus as to whether the children of the household have been good all year.

### Directions

1. Cut a piece of felt to fit around the body; a second piece, not quite as long, can be used to create a "robe". Glue the clothing to the body.
2. Cut out a scarf and fray the ends by cutting small cuts all along the ends.
3. Glue a bead or ball onto the body, then tie on the scarf.
4. Make a hat of felt by cutting a triangle and either sewing or gluing it into a tapered hat. Glue this on to the head.
5. Create a beard and glue it on.
6. Glue the small pompom on for the nose. Traditionally, tomte do not have faces, just a nose and beard below the hat.

### Supplies

- ☐ corks for small tomten, cardboard tubes for larger ones
- ☐ wooden bead or Styrofoam ball
- ☐ felt
- ☐ glue
- ☐ scissors
- ☐ small pompom for nose
- ☐ cotton balls or wool or fake fur for beard

## Delft Pottery [Netherlands]

Delft pottery is traditional pottery from the Netherlands showing native Dutch scenes and other motifs important to the Dutch; it is only ever painted in blues on white pottery. You could visit a ceramics painting studio to complete this activity.

Examples can be seen online:

<https://www.google.ca/search?q=delft+pottery&tbm=isch>

### Directions

1. Show girls the examples of Delft pottery.
2. Have the girls determine their pattern to be on the edges of the plate and then design for the middle.
3. Encourage the girls to use many shades of blue when creating their designs.

### Supplies

- ☐ white paper plates (no coating)
- ☐ many shades of blue markers



By Daderot, Public domain, via Wikimedia Commons

## Wycinanki [Poland]

Wycinanki paper cutting is of Polish origin - the peasants would cut symmetrical designs out of paper to decorate their freshly whitewashed walls.

For this activity, templates can be used, if desired: <https://www.google.ca/search?q=wycinanki+template>.

### Directions

1. Fold the black paper in half.
2. Draw a half design from the folded edge to create a duplicate or full pattern when opened.
3. Cut out the pattern.
4. Open the paper and glue it onto white paper.
5. Use the coloured paper to create shapes in the black pattern – cut two pieces at the same time to retain symmetry.

**Gwiazdy** means "stars" in Polish. This version of paper cutting is from the Kurpie and Lowicz regions of Poland. The finished results look like snowflakes but have 8 sides.

1. Start with a large square of paper.
2. Fold your square in half (to make a rectangle), then in half again to make a square. Now fold in half one last time (corner to corner this time) to make a triangle.
3. Draw a curved line and cut off the top of the triangle.
4. Draw a symmetrical design (same on both sides). Don't draw any cuts all the way through.
5. Cut out along the lines you drew and unfold the paper.

**Scherenschnitte** is paper-cutting in the German tradition. Usually the cutting is intricate, sometimes symmetrical and is seen as a silhouette.

### Supplies

- ☐ black paper
- ☐ white paper
- ☐ scissors
- ☐ glue
- ☐ small pieces of brightly coloured paper
- ☐ pencil



By BrillLyle [CC-BY-SA 3.0], Wikimedia Commons

## Pointillism [France]

Pointillism is an art form using dots of paint closely spaced together to create patterns that form a picture – examples can be seen online: <https://www.google.ca/search?q=pointillism&tbm=isch>.

### Directions

1. A large piece of paper can be intimidating for this project, so use small pieces of paper, such as an index card. Lightly draw a picture in pencil.
2. Fill the picture in using dots of colour. You can use either markers (simple version) or paint applied with Q-tips.



### Supplies

- ☐ small paper (index card)
- ☐ pencil
- ☐ markers or paint & Q-tips

Georges Seurat - *The Side Show* (1888) - detail showing pointillism technique. Public Domain, via Wikimedia Commons.

## Around the World

### Flower Crowns

Flower crowns are made throughout the world as cultures use the natural materials around them to create and celebrate

The blooming of many flowers is long associated with harvest times and many cultures intertwine the wearing and decorating of flowers into their harvest ceremonies. Have the girls make a flower crown to wear for their songs and dances.



Public domain.

#### Supplies

- ☐ rustic or green floral wire
- ☐ fresh flowers or silk or lei flowers
- ☐ raffia
- ☐ ribbons
- ☐ silk or felt leaves
- ☐ glue

#### Directions

1. Use the wire to create the band, fitting it loosely to each girl's head.
2. Let the girls loose to create beautiful headpieces, intertwining ribbon, raffia and flowers.

### Basketry

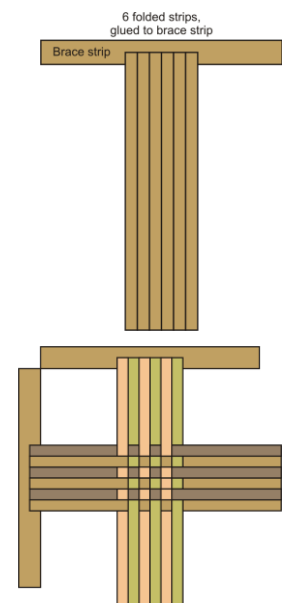
Woven baskets and mats are found around the world and are one of the oldest crafts using the natural resources of plants at hand.

#### Directions

1. Take apart the grocery bag (open it up).
2. Measure out and mark eighteen 1.25 inch strips.
3. Trim your 18 strips to the same length.
4. Glue two strips together, end to end, to make a long strip. Repeat so you have three long strips total. Put these strips aside for later.
5. You now have 12 strips remaining. Fold these strips in half, lengthwise (so they are still the same length, but now  $\frac{3}{4}$ " wide).
6. Using extra paper from the bag cut 2 brace strips for the sides of the basket, and glue 6 folded strips onto each of the 2 brace strips, as shown. Make two of these.
7. Now weave the two pieces together to form a base. (For clarity, different colours of strips have been shown).

#### Supplies

- ☐ paper grocery bag
- ☐ ruler
- ☐ pencil
- ☐ scissors
- ☐ hot glue



8. Center the weaving (make it even) and tighten it.

9. Glue two more pieces of extra paper from the bag onto the open ends to form the remaining 2 braces; do not join braces at the corners.

10. Trim the excess brace paper to the edge of the weave (leave a small overlap).

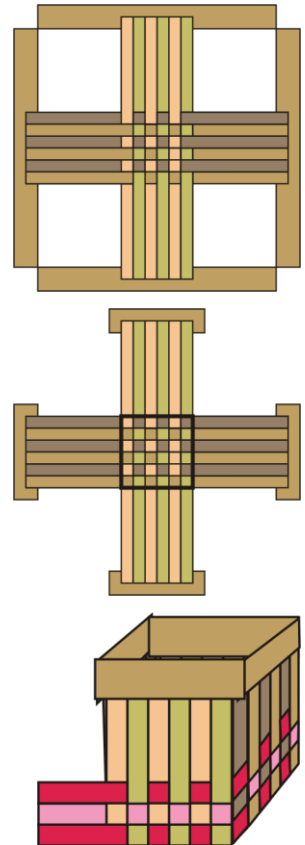
11. Fold up the strips (dark black lines in the diagram) at the edge of the weave on all 4 sides. You have made the bottom of the basket and you are next going to make the sides. You should now have what looks like an open box.

12. Using the three long strips (made in step 4), now weave them through around all 4 sides, creating 3 rows. (Strip colours shown for clarity.)

13. Trim any excess weaving strip left from the 3 side strips (allowing a small portion at the end to weave in to the basket).

14. Now trim off top brace pieces and discard them, folding the tops of the vertical weaving strips in or out, depending upon where each strip finishes off, and tuck under the last woven piece on the top row, using the glue gun to keep folded piece in place.

15. You will now have a finished woven box.



# Drama





## Asia/Pacific Region

### Bunraku Puppetry (simplified) [Japan]

In Japan, the tradition of bunraku puppetry dates back hundreds of years. A bunraku puppet is quite large. Unlike most puppets, it requires three puppeteers to control. One puppeteer controls the doll's head, face, and right hand. Another puppeteer controls the doll's left hand. And the third operates its legs and feet.

The puppets are not intended to duplicate Bunraku puppets; rather, they are similar in concept to the puppets used in Bunraku. The newspaper puppets are incredibly simple compared to these puppets, which can take a lifetime to learn to make, but they allow students to begin to understand some of the ideas of this kind of puppetry. Central to the idea and use of the puppets the girls make is the fact that, as in Bunraku, the puppeteers are always plainly visible – in a way the puppeteer IS the puppet. Also important is the idea of creating a puppet whose character is clearly shown by its dress and appearance.

#### Directions – Part One

1. Divide the girls into groups of three or four, and give each some newspapers and tape.
2. Each group must build a giant figure – it can be a person or an animal – out of rolled up, folded or wadded newspaper and masking tape; limbs can be made by rolling paper into long, stiff tubes held together by tape, while solid masses, such as the body, can be made by loosely wadding paper and wrapping it thoroughly with tape. In general, the figures should be about the size of the girls. The more flexible the joints and movable the limbs, the better – wire can be strung through from piece to piece by hooking two pieces together and embedding the ends in the paper.
3. The girls should be thinking about how the puppet will move, as it is the kind of puppet that is manipulated from the outside. All girls should have a role in manipulating the finished puppet, one operating the feet, one the hands, one the head, etc. as an example.
4. When the puppets are finished the girls need to rehearse manipulation. They need to make the puppet move as a whole. Once they have practiced they may move onto creating the character of their puppet.

#### Supplies – Part One

- ☐ a large pile of old newspapers – a stack of 6 or more inches tall for each group of 3 or 4 girls
- ☐ thick, pliable wire, such as gardening wire or telephone wire
- ☐ masking tape – 4 or 5 rolls per group
- ☐ scissors

#### Directions – Part Two

1. Show the girls pictures of Bunraku puppetry and the distinctive features and dress of each of them.  
<https://www.google.ca/search?q=bunraku+puppets&tbm=isch>
2. Have the girls be sure of the character they want to create before beginning to decorate.
3. Finally, once the girls are practiced and the characters of the puppets created, bring two or more puppets together to interact.

#### Supplies – Part Two

- ☐ paint & paintbrushes
- ☐ material
- ☐ markers
- ☐ yarn
- ☐ glue
- ☐ assorted materials to decorate with

## Javanese Shadow Puppets [Indonesia]

Javanese shadow puppets date back to the 11<sup>th</sup> century. The original puppets were made from buffalo hide mounted on to hinged rods so the puppeteer could make their arms move. See images of these puppets online:

<https://www.google.ca/search?q=javanese+shadow+puppets&tbm=isch>

### Directions

1. Prepare your screen by cutting out most of the bottom of the box and then taping your paper to it and standing the box on its side so the screen is “hung”. Place the light behind the box with enough room to move your puppet between the light and the screen.
2. Draw a simple shape onto your paper. Details in the drawing will have to be cut out to allow the shadow to display the details. Mount the cut-out to a stick or straw.
3. Duck behind the box, making sure it's positioned with the screen in front of you, and the audience in the front of the screen.
4. Grab all the puppets and turn on the light behind the box.
5. Finally, turn off the light in the room.
6. Move the puppets between the light source and the box so that their shadows project onto the thin paper screen for the audience. Tell a story with the puppets.

### Supplies

- ☐ construction paper
- ☐ straws or balsa wood sticks
- ☐ scissors or Exacto knife
- ☐ a cardboard box (your “stage”)
- ☐ thin tissue paper (your “screen”)
- ☐ tape
- ☐ a light source

## Hand Shadow Puppets [Indonesia/Thailand/Korea]

Hand shadow puppets are shadow shapes created just with your hands. Instructions are online:

<https://www.google.ca/search?q=hand+shadow+puppets&tbm=isch>

### Supplies

- ☐ shadow theatre (hung light coloured sheet with light source behind)



**Australia/New Zealand/Oceania Region****Karetao [New Zealand]**

Karetao is a puppetry form that has its origin with the Maori, the indigenous people of New Zealand. These wooden figures represented ancestors and were intricately carved. The operator held the figure by a handle carved below its legs and pulled strings from behind to animate the loosely jointed arms. Special songs were composed for the puppets.

To demonstrate the method of Kertao, create wooden spoon puppets then put on a performance to music – have the puppets move to the music.

**Supplies**

- ☐ wooden spoons
- ☐ decorating supplies – paint, markers, fabric, ribbon, etc.
- ☐ scissors
- ☐ glue
- ☐ music

**Directions**

1. Explain the history of Karetao puppetry. Optional: show a demonstration video of these puppets: <http://youtu.be/xeeWV3tssYA>. Explain that they will be making wooden spoon puppets, which they will use to put on a show similar to a Karetao puppet show – one that is set to music.
2. Give each girl a wooden spoon. Allow them to be creative with their puppets.
3. When the puppets are finished, play some music and have the girls perform with their puppets.

**Corroboree [Australia]**

In Australia the aboriginal people integrated music, dance and storytelling into a comprehensive dramatic presentation, not seeing drama as a separate form. The corroboree was and is a night-time celebration of dance, costuming and music, where the Aboriginals moved through their Dreamtime but where it was done in the open to the public and thus was more like drama than anything else.

**Supplies**

- ☐ bilma clapsticks (see crafts section)

**Directions**

1. If possible, view <http://youtu.be/c5Sou45vT1s>, filmed at the Australia Museum in Sydney – this film illustrates how integrated the arts of the Aboriginals are.
2. Incorporate bilma clapsticks into a performance of a dreamtime story. See <https://www.google.ca/search?q=dreamtime+stories+kids> for story instructions.

**South America/Central America/Caribbean Region****Teatro Lambe Lambe [Brazil]**

Teatro Lambe Lambe is a very specialized puppet show as they are miniature puppets shown inside a small portable box scene, so usually can only be watched by one or two people. The puppet show is meant to be only two or three minutes long so is perfect for a group of girls to work on in creating the small puppets, the scene and the script!

**Directions**

1. If possible, view a sample Teatro Lambe Lambe production. One suggestion is <http://youtu.be/8oRLnyyWYmc>.
2. In small groups of 2-4 girls, prepare the stage, puppets and script for your Teatro Lambe Lambe production. Use the shoebox to create the stage and craft supplies to create the scenery and puppets. The puppets could be mounted on to popsicle sticks to control them from below the stage.
3. Present your Teatro Lambe Lambe to another group.

**Supplies**

- ☐ shoebox (or other small box)
- ☐ popsicle sticks
- ☐ craft supplies: paper, scissors, glue, markers, stickers, ribbons, etc.

**Mamulengo Puppets [Brazil]**

Mamulengo puppets are glove or hand puppets whose show incorporates magic and comical skits. See samples of these puppets online:

<https://www.google.ca/search?q=Mamulengo&tbm=isch>

Create felt hand puppets and put on a puppet show in the same style as the Mamulengo puppets – controlling the puppets themselves with your hands.

**Directions**

1. If possible, view a sample Mamulengo puppetry online. One suggestion is <http://youtu.be/JIMvJ40WOwc>.
2. Using a hand puppet template, cut out two pieces of felt. <https://www.google.ca/search?q=hand+puppet+template&tbm=isch>. Make sure to make the puppet big enough for a hand to fit inside to control it.
3. Decorate one of the pieces of felt to make it into a puppet.
4. Layer the two pieces of felt together, and sew them together, leaving the bottom open for your hand to go inside.
5. Put on a Mamulengo puppet production with your hand puppets.

**Supplies**

- ☐ hand puppet template
- ☐ felt
- ☐ scissors
- ☐ needle & thread
- ☐ decorative supplies: buttons, sequins, feathers, scraps of coloured felt, etc.
- ☐ glue

## Finger Puppets [Bolivia]

Finger puppets have been made by the people of Bolivia for many years – they use alpaca and llama wool to create detailed knitted finger puppets of all kinds and sell them to tourists as well as creating cooperative business opportunities for many women.

### Directions

1. Learn a couple of Bolivian legends to prepare to make your puppets. Some can be found on this website: <http://www.boliviabella.com/bolivian-myths-and-legends.html>
2. Use a rectangle of felt, that when rolled into a tube will fit over your finger, as your puppet base. Decorate it with craft supplies – give it a face and add decorative body parts.
3. When you are finished decorating, roll the rectangle into a cylinder and glue it so that it will over your finger.
4. Perform a puppet show based on a Bolivian legend.

### Supplies

- ☐ felt
- ☐ scissors
- ☐ decorative supplies: buttons, sequins, feathers, scraps of coloured felt, etc.
- ☐ glue

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## Africa/Middle East Region

### African Folktale Performance [Africa]

In African performance, drumming and dance were used to communicate to audiences. As well, visual imagery and symbolism through mask and costume as well as gesture added to the performance. Performances expected direct audience participation. The dancing, music, and song are communal in character, and audiences respond by clapping in rhythm, singing refrains, and repeating phrases. Out of this ritual performance and storytelling came the drama of Africa.

In this activity, the girls will create masks and act out an African folktale.

### Directions

1. Print a variety of African folktales. <https://www.google.ca/search?q=african+folktales>
  2. Divide the girls into groups and distribute a folktale to each group.
  3. Have the girls create masks to illustrate each character in their story.
  4. Act out the folktales. Try to incorporate dancing and song into the performance.
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### Supplies

- ☐ cardstock
- ☐ scissors
- ☐ hole punch
- ☐ elastic string
- ☐ decorative craft supplies

## ***Europe/Russia Region***

### **Pantomime [Greece, Italy, France, UK]**

The origins of pantomime are in early Greece then to Italy and France and the UK – its attraction lies in expressing emotions or feelings or actions through exaggerated gestures and without speech. Try some pantomime activities; suggestions can be found on the following website: <http://www.kidactivities.net/category/Literacy-Pantomime-Tips-and-Games.aspx>

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### **Folk Play [Europe]**

Folk Plays were seen as a means of orally acting out the stories of a village or community. These plays were often centered around calendar events such as the harvest or a celebration, or based on morality plays using exaggerated character types, such as English mummings or European folktales.

#### **Directions**

Find folk play “reader’s theatre” scripts online or from your local library to try with your unit. Some online resources are:

- The Yuletide Mummer’s Play: <http://www.jesterbear.com/CPCholidays/Mummer.html>
  - The Princess Mouse: <http://www.aaronshp.com/rt/RTE31.html> (a Finnish folk tale)
  - Reader’s Theatre Scripts: [http://www.storiestogrowby.com/script\\_body.html](http://www.storiestogrowby.com/script_body.html)
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## ***Around the World***

### **International Topic Tennis**

*Credit: Idea adapted from the Ontario Super Guide Program Drama Session 2014*

Drama isn’t just about acting!

#### **Directions**

1. Players can play a “singles” game of tennis (one on one) or in teams.
2. Players face one another. If in teams, form two lines that face each other, with the first person in each line facing the other team, and the remainder of the team lined up behind their first player.
3. Choose a topic relating to something international – could be international dances, music or crafts, a specific country or region, etc.
4. Choose one team (or player) to go first. The first player mimes hitting a tennis ball to her opponent. At the same time she says a word (or phrase) related to the topic. For example, if the topic is “France” she could say “Eiffel tower”.
5. The opponent now mimes returning the ball and says another word relating to the topic. For example, she could say “French”. (or “Paris” or “ballet” or “Napoleon” or “croissants”... etc.)
6. Play continues until someone is unable to think of a word related to the theme, or repeats a word already said.
7. In team play, after saying a word, the player moves to the end of the line, giving the next girl on her team the opportunity to “return the ball” to the other team.

## A to Z Around the World

*Credit: Idea adapted from the Ontario Super Guide Program Drama Session 2014*

### Directions

1. Players form a circle.
  2. In turn, players name arts from around the world beginning with each subsequent letter of the alphabet. For example, the first player could say "Australian Campfire Opening". Alternately, name a country that begins with the letter A (i.e. "Australia").
  3. The next girl continues with the next letter of the alphabet... she could say "Belly Dancing" (or "Brazil," following the country example).
  4. Continue through the entire alphabet. If someone is really stuck, allow the other girls to help, or pass that letter.
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## Around the World Slideshow

*Credit: Idea adapted from the Ontario Super Guide Program Drama Session 2014*

### Directions

1. Divide the girls into groups of 4-6.
  2. Each group comes up with an international trip story to share with the rest of the unit. Have each group choose a country (or multiple countries!) that they have (pretended) travelled to. Alternately, the Guider could provide a story for each group.
  3. Each group will pose in position as though they are frozen in several photographs. If the Guider is not providing the story, give the girls time to come up with several photograph ideas they will pose for.
  4. One girl from each group narrates their trip, while the remaining girls pose as each photo is "displayed". For example, the trip may have been to Africa and the girls went on a safari and saw many types of animals – have the girls pose as though they are the animals that they saw on the trip... or they could pose inside a Jeep with a large animal outside the vehicle! Perhaps another thing they did on the trip was learn to play African bongo drums – the girls can pose as though they are playing the drums. Or they saw women making elaborate beaded necklaces, etc.
  5. Allow each group to present a slideshow of their international trip.
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## International Art Antiques Roadshow

*Credit: Idea adapted from the Ontario Super Guide Program Drama Session 2014*

### Directions

1. Lay out a number of random everyday objects. Examples include: a pencil, a hair clip, a pair of tweezers, a roll of toilet paper, etc.
  2. Each girl chooses one of the objects. In turn, each girl presents her object to the group, acting as an antiques expert, describing the origin, history, construction and purpose of the object. For example, a pencil could be described as "This ancient artefact from Zimbabwe was constructed using the bark of the trees from their eastern hardwood forests. It represents a petrified snake, of which there are many in this land-locked country. Tribesmen would wear this design through a piercing in their nose, and they believed that by wearing them they were protecting themselves from poisonous snake bites."
  3. Continue until all girls have a chance to present their international artefacts.
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## Around the World Drama Circle

### Directions

Everyone stands in a circle. Shuffle and hand out all of the following cards – it is ok to receive multiple cards! Follow the cards in sequence, acting them out as described, for a trip around the world.

<p>1. (Starting card) Walk to the centre of the circle and pretend to be checking in at an airport counter. Pretend to get your ticket, and then say, <b>"I've booked my flight and I'm going around the world!"</b> Return to your spot in the circle.</p>	<p>2. When you hear that the first person is going on a plane to travel the world, jump up and down and yell, <b>"I need a ticket! Where can I get a ticket?!?"</b></p>
<p>3. When you hear someone looking to buy a ticket, call out <b>"Sale on round the world tickets! South America, Africa, Asia – wherever you would like to go!"</b> Repeat until somebody comes to buy a ticket!</p>	<p>4. When you find out you can buy tickets, run over to the ticket booth and say, <b>"I need a ticket! I want to go to Africa!"</b> Then, after paying for your ticket, join the circle next to the ticket seller.</p>
<p>5. Tell the person buying the ticket-- <b>"Ohh! You want to go to Africa? What do you expect to see? I would like to see the elephants!"</b> Pretend to be an elephant by showing a trunk and plodding around the circle.</p>	<p>6. When you hear about an elephant, walk briskly to the middle of the circle. Climb aboard an imaginary elephant and say <b>"I can see the women at the well gathering water and I can see the men hunting for fish in the river!"</b> Pretend to be gathering water and then fishing; return to your place in the circle.</p>
<p>7. When you hear about what the person could see on the elephant, step out of the circle and call out <b>"I want a ticket to Kenya; I want to see the Maasai women make the necklaces and see the men herd the cattle!"</b> Pretend to be beading and then herding with a stick. Return to the circle.</p>	<p>8. When you hear that someone has asked to go to Kenya, step out of the circle and say, <b>"But I want to go to Egypt! I want to see the camels and visit the Nile river where the crocodiles live!"</b> Pretend to be a camel and then a crocodile, then return to the circle.</p>

<p>9. When you hear that someone is going to Egypt, step out of the circle and say, <b>"Can someone sell me a plane ticket to China? I want to see the Great Wall and learn how to do calligraphy and make beautiful scrolls!"</b> Pretend to be looking at a high wall and then painting characters. Return to the circle.</p>	<p>10. When you hear that someone wants to go to China, step into the circle and say, <b>"Oh, I have heard China is beautiful but I would like to see Thailand where they grow acres of rice and where Buddha is worshipped by so many"</b> Pretend to be harvesting rice and then entering a temple (removing shoes, bowing with hands in front in prayer mode). Then return to circle.</p>
<p>11. When you hear about Thailand, say <b>"No trip to Asia would be complete without going to Japan. I would like to attend a tea ceremony."</b> Pretend to be involved in a formal tea ceremony (make tea, then drink tea). Do not return to the circle until you are told to leave.</p>	<p>12. When you see that someone is making tea, approach that person and say, shyly, <b>"Could I please have some tea, also? I am going to try and make some sushi for other guests"</b> Pretend to be sipping tea and carefully rolling sushi and cutting it up. Do not return to the circle until you are told to leave.</p>
<p>13. When the two people are having tea, come into the circle and announce, <b>"Japan is about to have a tsunami; we must leave and get on the plane to return another time"</b> All three people return to their place in the circle.</p>	<p>14. When everyone is back in circle, call out, <b>"I have a ticket to Russia and the Ukraine where I plan to see the women making Pysanky and the men doing the Cossack dance."</b> Pretend to be doing the dance and then return to the circle.</p>
<p>15. Watch the Russian dance for a while, then step into the circle and say <b>"I'm taking the plane to the Netherlands! I want to see the dykes and windmills and wear wooden clogs!"</b> Pretend to be wearing and then dancing in wooden clogs, then return to your place in the circle.</p>	<p>16. When you see the girl dancing in clogs, say, <b>"I love to dance but I would like to dance the can-can because I am going to Paris to see the Eiffel tower and drink café au lait at a sidewalk cafe."</b> Start dancing the can-can and then stop and look up to the top of the Eiffel tower, then pretend to sit down to sip at a coffee.</p>

<p>17. When the girl sits down to have her coffee, say <b>"Ooh-la-la This is Gay Paree! But I want to travel to Italy for their espresso coffee. Let's go now!"</b> Lead the other girl back to the circle with you.</p>	<p>18. When the Italian traveler has left the circle, step into the circle and say, <b>"When you are in Italy, you must learn to make pizza!"</b> Take your dough and knead it out, then toss it into the air and catch it, put it onto a pizza board and shove it into the oven. Return to the circle.</p>
<p>19. When the pizza maker has returned to the circle, step in and say, <b>"Come with me to Spain where we can be bullfighters and dance the flamenco!"</b> Wait until a second person joins you and then be either the bull or the fighter and then dance afterwards. When she starts to strum, return to the circle.</p>	<p>20. When the girl invites someone to Spain, go into the circle and join her in a mock bullfight and then the Flamenco dance, putting your hands into the air and using castanets as you twirl. <b>"The Flamenco is a good dance but better with someone playing a Spanish guitar"</b> Pretend to strum a guitar as you return to your place in the circle.</p>
<p>21. When the Spanish dancers have returned to their spots, call out <b>"I am on my way to Australia as I want to see kangaroos and throw a real boomerang"</b> Pretend to be a kangaroo and then throw a boomerang. Step back into your place.</p>	<p>22. When you hear someone say they want to go to Australia, call out, <b>"That is close to New Zealand. I want to see the Maori people row their war canoes and listen to the legends of the old ways."</b> Pretend to row a large canoe and then go sit cross-legged in the circle, ready to listen to a story.</p>
<p>23. When you see the girl who wants to go to new Zealand go and sit down, move into the circle and say, <b>"I want to visit Polynesia and watch the beautiful dancers sway to the music"</b> Start to do the hula and wait for someone to join you. When she stops, you stop too.</p>	<p>24. When someone starts to do the hula, join in, saying, <b>"I have learned the dances of Hawaii and Tahiti, of Samoa and the Cook Islands!"</b> Dance a bit and then both of you return to the circle.</p>



<p>25. When you see the hula dancers stop, step out and say, <b>"I am flying to Jamaica! I want to see them load the bananas onto boats and listen to calypso music"</b> Start singing, "Banana Boat Song" (Day-o, Day-o, daylight come and me wanna go home...) Return to the circle.</p>	<p>26. As the girl sings the Banana Boat song, join in for one line and then say, <b>"I want to see the rest of the Caribbean islands – the Bahamas, Barbados and Curacao, Haiti and Dominica. We might even see sunken treasure ships"</b> Return to the circle.</p>
<p>27. When the Caribbean islands are named, step into the circle and say, <b>"My plane is taking me to Venezuela – there I will see the tallest waterfall in the world, Angel Falls, and then I can travel the Amazon River, the longest river in the world!"</b> Act like you are sitting in a boat – Look at the crocodiles! Pretend to row faster.</p>	<p>28. As the girl rows down the Amazon, step into the circle and say, <b>"That means we can visit Brazil – that is where the carnival is held and we can wear masks and do the samba!"</b> Pretend to hold up a mask and then begin to dance as the other girl joins you and you return to circle.</p>
<p>29. As the girls samba back to circle, step into the circle and say, <b>"Can we go to Peru then? I want to climb Machu Picchu and see the Lost City; it is a very long climb but so exciting! It gets hard to breathe because it is so high up."</b> Pretend to climb and then pretend to have laboured breathing. Slowly return to the circle.</p>	<p>30. When you see the climber in Peru return to circle, step in and say, <b>"If we follow the Andes, we can go into Argentina where we can learn the tango and be gauchos, riding horses on the pampas."</b> Pretend to ride a horse and try to lasso an animal, then return to circle.</p>
<p>31. When you see the girl gaucho return to circle, step in and say, <b>"We've been to Asia, and Europe, Australia and Africa and now South America! I can't believe how much we've seen – and now it's time to head back home."</b> Return to the circle.</p>	<p>32. When the girl announces all the regions and steps back, you step in and say, <b>"We may have been around the world but there is still so much to see! Maybe we can find new things to see in the countries we have already visited or maybe we can explore new countries! But, it's always nice to get home. Time to say goodbye!"</b> Return to circle. (This is the end card.)</p>

## World Tour Charades

### Directions

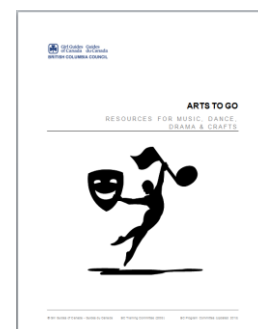
1. Basically, Charades is pantomime: acting out a word or phrase without speaking.
2. Charades can be played with any type of word or phrase. For this game, use the World Tour cards.
3. First, you may tell your audience the country listed at the top of the card. No more speaking after that! Indicate how many words are in your phrase or title by holding up that many fingers.
4. Then, hold up the finger of the word you are going to act out - for example, hold up two fingers for the second word.
5. You can then divide a word into syllables by tapping your fingers on your forearm... for example: if you have a two syllable word you would tap two fingers onto your arm.
6. The person acting the phrase cannot talk - if someone guesses the correct word, you point at the person who got it right and nod "yes".
7. You can cup your hand to your ear to indicate "sounds like"
8. Bring your thumb and index finger close together to indicate a little word (such as on, in, the, and...)

**World Tour Charades Cards**

World Tour – Middle East <b>Belly Dancer</b>	World Tour – Spain <b>Bullfighter</b>	World Tour – Japan <b>Putting on a Kimono</b>
World Tour – China <b>Ribbon Dancer</b>	World Tour – Australia <b>Kangaroo</b>	World Tour – Australia <b>Shearing Sheep</b>
World Tour – the Alps <b>Skiing</b>	World Tour – the Alps <b>Hiking in the Alps</b>	World Tour – all <b>Fishing</b>
World Tour – Nigeria <b>Bongo drums</b>	World Tour – Peru <b>Riding a Donkey</b>	World Tour – all <b>Sowing Seeds</b>
World Tour – all <b>Weaving</b>	World Tour – Pakistan <b>Snake Charmer</b>	World Tour – Africa <b>Tribal Dancer</b>
World Tour – Spain <b>Flamenco Dancer</b>	World Tour – Polynesia <b>Canoeing</b>	World Tour – China <b>Dragon Dancer</b>
World Tour – Africa <b>Elephant</b>	World Tour – Netherlands <b>Windmill</b>	World Tour – Italy <b>Pizza Maker</b>
World Tour – Switzerland <b>Cuckoo Clock</b>	World Tour – Japan <b>Origami</b>	World Tour – France <b>Bicycle Racer</b>
World Tour – France <b>Mime</b>	World Tour – Columbia <b>Growing coffee</b>	World Tour – Egypt <b>Building a Pyramid</b>

## PROGRAM CONNECTIONS

The Arts to Go resources on the BC Girl Guides website contain a comprehensive list of program connections which link to Music, Drama, Dance and Crafts. We encourage you to review this resource. You can find it on the BC Girl Guides website under the **Program > Program Resources > Unit Guider Resources** menu.



### Sparks

Activity	Program Connection
<i>Dance</i>	
All activities in this section (general connections)	World Around Me Keeper (Diversity Meeting, additional activity) Being Healthy Keeper (Move to the Beat)
<i>Music</i>	
All activities in this section (general connections)	World Around Me Keeper (Diversity Meeting, additional activity) Going Camping Keeper (Campfire) Exploring and Experimenting Keeper (Musical Instruments)
<i>Crafts</i>	
All activities in this section (general connections)	World Around Me Keeper (Diversity Meeting, WAGGS craft, additional activity)
<i>Drama</i>	
All activities in this section (general connections)	World Around Me Keeper (Diversity Meeting, additional activity) Being Me Keeper (Who Am I?)

## Brownies

Activity	Program Connection
<i>Dance</i>	
All activities in this section (general connections)	<b>Key to Active Living</b> 1. Feel the Pulse 2. Outdoor Action  <b>Key to the Arts</b> 5. Around the World in Song and Dance  <b>Related interest badges</b> Share Your Talent for Dance Go For It!
<i>Music</i>	
All activities in this section (general connections)	<b>Key to the Arts</b> 5. Around the World in Song and Dance  <b>Key to Camping</b> 5. Sing and Shout  <b>Related interest badges</b> Share Your Talent for Music
<i>Crafts</i>	
All activities in this section (general connections)	<b>Key to the Arts</b> 3. Art by Hand 4. Crafts from Afar  <b>Related interest badges</b> Special Days Artist at Work Super Crafts All About Art
<i>Drama</i>	
All activities in this section (general connections)	<b>Key to the Arts</b> 1. Act it Out  <b>Related interest badges</b> I Can Be Listen to This
Bunraku Puppetry Javanese Shadow Puppets Karetao Teatro Lambe Lambe Mamulengo Puppets Finger Puppets	<i>General connections above, plus:</i>  <b>Key to the Arts</b> 3. Art by Hand 4. Crafts from Afar  <b>Related interest badges</b> Puppet Play

**Brownies (continued)**

Activity	Program Connection
<i>Drama (continued)</i>	
Corroboree	<i>General connections above, plus:</i> <b>Related interest badges</b> Share Your Talent for Music Share Your Talent for Dance
African Folktale Performance	<i>General connections above, plus:</i> <b>Key to the Arts</b> 8. Marvellous Masks
Pantomime Around the World Slideshow World Tour Charades	<i>General connections above, plus:</i> <b>Key to the Arts</b> 7. No Talking
Any of the drama activities where you are creating your own presentation. Some of these connections could be applied, depending on the topic you present.	<i>General connections above, plus:</i> <b>Key to Me</b> 4. Respecting Others. 7. Helping Others <b>Key to I Can</b> 2. First Aid 8. Girl Guide Cookies <b>Key to STEM</b> 2. People in Science <b>Key to Active Living</b> 1. Feel the Pulse 7. Say No <b>Key to the Living World</b> 6. Weather Watch <b>Key to Camping</b> 4. Lost and Found Outdoors <b>Related interest badges</b> Exploring Space (act out space story) Saving Our Plants and Animals (skit about endangered animal)

## Guides

Activity	Program Connection
<i>Dance</i>	
All activities in this section (general connections)	<p><b>You in Guiding: Learn about WAGGGS</b> 1. Play a game or learn a song from a WAGGGS country.</p> <p><b>You and Others: Build Skills in Communication</b> 5. Explore dance as a way to communicate.</p> <p><b>Discovering You: Discover Your Creativity</b> 5. Explore performing arts with dance.</p> <p><b>Discovering You: Stay Fit and Healthy</b> 4. Participate in physically active games. 6. Complete any activity that helps you stay fit &amp; healthy.</p> <p><b>Beyond You: Discover Your Community</b> 1. Learn about customs and heritage of a cultural group.</p> <p><b>Beyond You: Try New Things</b> 6. Complete a new activity of your choice.</p> <p><b>Related interest badges</b> Cultural Awareness Heritage World Guiding Fitness Fun Dancing Music Fan Performing Arts</p>
<i>Music</i>	
All activities in this section (general connections)	<p><b>You in Guiding: Learn about WAGGGS</b> 1. Play a game or learn a song from a WAGGGS country.</p> <p><b>You and Others: Build Skills in Communication</b> 5. Explore music as a way to communicate.</p> <p><b>Discovering You: Discover Your Creativity</b> 5. Explore performing arts with music.</p> <p><b>Beyond You: Discover Your Community</b> 1. Learn about customs and heritage of a cultural group.</p> <p><b>Related interest badges</b> Campfire Leading Cultural Awareness Folklore Heritage World Guiding Singing Music Fan Performing Arts</p>



**Guides (continued)**

<i>Crafts</i>	
All activities in this section (general connections)	<p><b>You in Guiding: Learn about WAGGGS</b> 6. Activity of your choice to learn more about WAGGGS.</p> <p><b>Discovering You: Discover Your Creativity</b> 4. Try different materials to make art.</p> <p><b>Beyond You: Discover Your Community</b> 1. Learn about customs and heritage of a cultural group.</p> <p><b>Related interest badges</b> Cultural Awareness Folklore Heritage World Guiding Art Production Creative Craft Heritage Home Skills</p>
Batik Cloth Worry Dolls Titicaca Circle Weavings Adinkra Symbols and Cloth Adire Cloth Senufo Cloth	<p><i>General connections above, plus:</i></p> <p><b>Discovering You: Discover Your Creativity</b> 2. Use fabric, thread or yarn to create something.</p>
Basketry	<p><i>General connections above, plus:</i></p> <p><b>Related interest badges</b> Provincial/Territorial Heritage (basket weaving)</p>
<i>Drama</i>	
All activities in this section (general connections)	<p><b>You in Guiding: Learn about WAGGGS</b> 6. Activity of your choice to learn more about WAGGGS and International Guiding.</p> <p><b>You and Others: Build Skills in Communication</b> 5. Explore drama as a way to communicate.</p> <p><b>Discovering You: Discover Your Creativity</b> 3. Act out a dramatic presentation. 5. Explore performing arts with drama</p> <p><b>Related interest badges</b> Cultural Awareness Performing Arts</p>
Bunraku Puppetry Javanese Shadow Puppets Karetao Teatro Lambe Lambe African Folktale Performance	<p><i>General connections above, plus:</i></p> <p><b>Discovering You: Discover Your Creativity</b> 4. Try different materials to make art.</p> <p><b>Related interest badges</b> Art Production Creative Craft</p>

**Guides (continued)**

<i>Drama (continued)</i>	
Mamulengo Puppets Finger Puppets	<p><i>General connections above, plus:</i></p> <p><b>Discovering You: Discover Your Creativity</b>            2. Use fabric, thread or yarn to create something.            4. Try different materials to make art.</p> <p><b>Related interest badges</b>            Art Production            Creative Craft</p>
Any of the drama activities where you are creating your own presentation. Some of these connections could be applied, depending on the topic you present.	<p><i>General connections above, plus:</i></p> <p><b>You in Guiding: Understand the Promise and Law</b>            1. Act out a situation where promise and law can be used.            3. Skits that demonstrate what happens when you aren't prepared, then when you are prepared.</p> <p><b>You in Guiding: Learn about Guiding</b>            1. Tell Guiding history with a skit, mime or puppet show</p> <p><b>You and Others: Learn about Safety</b>            4. Skit about staying calm in a fire emergency.</p> <p><b>You and Others: Build Skills in Communication</b>            2. Humorous skit about miscommunication.</p> <p><b>Discovering You: Understand How to be Responsible</b>            4. Skit about peer pressure.</p> <p><b>Related interest badges</b>            Provincial Heritage (dramatize life of early settlers)            Canadian Guiding (skit about history of Guiding)            Folklore (skit or puppet show about legend, folk tale)            World Guiding (skit about Lord or Lady Baden-Powell)            Becoming a Teen (skit about becoming a teen)            Career Awareness (skit about job interview)            Interpreting (skit about visiting another country)            Inventing (skit about an invention)            Kitchen Creations (skit about accidents in the kitchen)            Picture This (videotape a skit)            Ecology (skit about the balance of plants and animals)            Endangered Species (skit about animals' living space)            Exploring (skit about what to do if lost)            Streetwise (streetwise puppet show)</p>

## Pathfinders

Activity	Program Connection
<i>Dance</i>	
All activities in this section (general connections)	<p><b>Creating Your Future: We're a Team</b> 4. Get active!</p> <p><b>Creating Your Future: Be a Model Citizen</b> Multiculturalism: be a cultural explorer.</p> <p><b>Girl Stuff: Girls Just Want to Have Fun</b> 4. Express yourself through the arts.</p> <p><b>A World to Discover: Girl Guides International</b> 3. Culture of a twinning country (or any WAGGGS country).</p> <p><b>A World to Discover: What's Up Around the World?</b> 11. Present the kind of world you want through dance.</p> <p><b>A World to Discover: Around the World at Home</b> 1. Learn a form of dance from another country. 7. International evening.</p> <p><b>Living Well: Active Living</b> 4. Try physical activities.</p> <p><b>My Music, My Movies and More: The Arts from A to Z</b> 5. Learn dance steps.</p>
<i>Music</i>	
All activities in this section (general connections)	<p><b>Creating Your Future: Be a Model Citizen</b> Multiculturalism: be a cultural explorer.</p> <p><b>Girl Stuff: Girls Just Want to Have Fun</b> 4. Express yourself through the arts.</p> <p><b>A World to Discover: Girl Guides International</b> 3. Culture of a twinning country (or any WAGGGS country).</p> <p><b>A World to Discover: What's Up Around the World?</b> 11. Present the kind of world you want through song.</p> <p><b>A World to Discover: Around the World at Home</b> 4. Music from other countries. 7. International evening.</p> <p><b>My Music, My Movies and More: Get Musical</b> Additional activity.</p> <p><b>My Music, My Movies and More: The Arts from A to Z</b> 9. Favourite songs.</p>

**Pathfinders (continued)**

<i>Crafts</i>	
All activities in this section (general connections)	<p><b>Creating Your Future: Be a Model Citizen</b> Multiculturalism: be a cultural explorer.</p> <p><b>Girl Stuff: Girls Just Want to Have Fun</b> 4. Express yourself through the arts.</p> <p><b>A World to Discover: Girl Guides International</b> 3. Culture of a twinning country (or any WAGGGS country).</p> <p><b>A World to Discover: What's Up Around the World?</b> 11. Present the kind of world you want through art.</p> <p><b>A World to Discover: Around the World at Home</b> 2. International crafts. 7. International evening.</p> <p><b>My Music, My Movies and More: The Arts from A to Z</b> 6. Choose a craft and learn more about it.</p>
Suminagashi - Japanese Marbling Paper Aboriginal Dot Painting Koru Art X-Ray Bark Painting Papel Amate Retablos Pointillism	<p><i>General connections above, plus:</i></p> <p><b>My Music, My Movies and More: Rembrandt &amp; Co.</b> 7. Create a painting.</p>
<i>Drama</i>	
All activities in this section (general connections)	<p><b>Creating Your Future: Be a Model Citizen</b> Multiculturalism: be a cultural explorer.</p> <p><b>Girl Stuff: Girls Just Want to Have Fun</b> 4. Express yourself through the arts.</p> <p><b>A World to Discover: Girl Guides International</b> 3. Culture of a twinning country (or any WAGGGS country).</p> <p><b>A World to Discover: What's Up Around the World?</b> 11. Present the kind of world you want through drama.</p> <p><b>A World to Discover: Around the World at Home</b> 7. International evening.</p> <p><b>My Music, My Movies and More: The Arts from A to Z</b> 1. Skit. 4. Short play.</p>

**Pathfinders (continued)**

<i>Drama (continued)</i>	
Bunraku Puppetry Javanese Shadow Puppets Karetao Teatro Lambe Lambe African Folktale Performance Mamulengo Puppets Finger Puppets	<p><i>General connections above, plus:</i></p> <p><b>A World to Discover: Around the World at Home</b> 2. International crafts.</p> <p><b>My Music, My Movies and More: The Arts from A to Z</b> 6. Choose a craft and learn more about it.</p>
International Topic Table Tennis A to Z Around the World Around the World Slideshow International Art Antiques Roadshow World Tour Charades	<p><i>General connections above, plus:</i></p> <p><b>My Music, My Movies and More: The Arts from A to Z</b> 2. Improvisational drama game.</p>
Folk Play Around the World Drama Circle	<p><i>General connections above, plus:</i></p> <p><b>Creating Your Future: I Have to Give a Speech</b> 6. Present a short play (other people's words) to a group.</p>
Any of the drama activities where you are creating your own presentation. Some of these connections could be applied, depending on the topic you present.	<p><i>General connections above, plus:</i></p> <p><b>Finding the Path: Choosing Your Own Direction</b> 1. Skit about the promise and law.</p> <p><b>Finding the Path: Bridging the Gap</b> 1. Skit about the fun of Pathfinders.</p> <p><b>Creating Your Future: Follow that Woman</b> 1. Act out the story of the life of an important woman.</p> <p><b>Creating Your Future: Be a Model Citizen</b> What being Canadian Means: skit about being a Canadian citizen.</p> <p><b>Let's Take it Outside: Up Close and Personal with Nature</b> 10. Skit about endangered species.</p> <p><b>Girl Stuff: Relationships, Values and Choices</b> 6. Dramatic presentation based on the relationship between values and decision-making. 7. Act out a new episode of your favourite show.</p> <p><b>Girl Stuff: Media and Image</b> 1. Act out scenes that show women as strong, unique individuals.</p> <p><b>A World to Discover: Going Global</b> 7. Act out scenarios you might encounter at the customs office.</p>

**Pathfinders (continued)**

<i>Drama (continued)</i>	
<p><i>Continued</i> Any of the drama activities where you are creating your own presentation. Some of these connections could be applied, depending on the topic you present.</p>	<p><i>Continued</i> <b>Living Well: Let Go and Chill Out</b> 1. Act out stressful experiences and how to manage them. <b>Living Well: Be Glad You're You</b> 4. Skit about a personal statement that represents you. 5. Skit to "sound out" what is bugging you. <b>My Music, My Movies and More: Be a Star</b> 9. Transform a short story into a screenplay. <b>My Music, My Movies and More: The Arts from A to Z</b> 8. Present a commercial. <b>On My Own: First Aid</b> 8. Create skits and practice what to do if you are the first to arrive at an emergency. <b>On My Own: Safe at Home or Out and About</b> 4. Act out what to do if offered a ride in a stranger's car, or if you were harassed by someone. <b>Exploring a Theme: From Dinosaurs to Vintage Cars</b> 4. Recreate life in an earlier era with a living museum.</p>

## Rangers

Activity	Program Connection
<i>Dance</i>	
All activities in this section (general connections)	<b>Celebrate Guiding</b> 3. Guiding Around the World  <b>Global Awareness</b> 21. International Days  <b>Leadership and Management</b> 2. Leading Children (if teaching a younger branch)  <b>Explore Your Creativity</b> 5. Let's Dance
<i>Music</i>	
All activities in this section (general connections)	<b>Celebrate Guiding</b> 3. Guiding Around the World  <b>Global Awareness</b> 6. Folk Tales 21. International Days  <b>Leadership and Management</b> 2. Leading Children (if teaching a younger branch)  <b>Explore Your Creativity</b> 30. Your Interests
<i>Crafts</i>	
All activities in this section (general connections)	<b>Celebrate Guiding</b> 3. Guiding Around the World  <b>Global Awareness</b> 21. International Days  <b>Leadership and Management</b> 2. Leading Children (if teaching a younger branch)  <b>Explore Your Creativity</b> 19. Being Crafty 20. Getting Better 29. Art All Around
Batik Cloth Tupus Adrinka Symbols and Cloth Senufo Cloth Masai Necklaces Flower Crowns	<i>General connections above, plus:</i>  <b>Explore Your Creativity</b> 10. Fashion Around the World.



**Rangers (continued)**

<i>Crafts (continued)</i>	
Koru Art	<i>General connections above, plus:</i> <b>Explore Your Creativity</b> 1. Artists and the Natural World.
<i>Drama</i>	
All activities in this section (general connections)	<b>Celebrate Guiding</b> 3. Guiding Around the World <b>Global Awareness</b> 6. Folk Tales 21. International Days <b>Leadership and Management</b> 2. Leading Children (if teaching a younger branch) <b>Explore Your Creativity</b> 30. Your Interests
Bunraku Puppetry Javanese Shadow Puppets Karetao Teatro Lambe Lambe Mamulengo Puppets Finger Puppets	<i>General connections above, plus:</i> <b>Explore Your Creativity</b> 16. It's Child's Play 19. Being Crafty 20. Getting Better 29. Art All Around
African Folktale Performance	<i>General connections above, plus:</i> <b>Explore Your Creativity</b> 17. Behind the Masks
International Topic Table Tennis A to Z Around the World Around the World Slideshow International Art Antiques Roadshow World Tour Charades	<i>General connections above, plus:</i> <b>Explore Your Creativity</b> 18. Theatre Sports

## DANCE MUSIC RESOURCES

If you are unable to locate copies of the dance music referenced in this challenge, you can purchase songs online from several digital music sources. Here we provide you with links to both iTunes and Amazon online music. Each song costs about \$0.99.

Note 1: As websites are constantly changing, BC Girl Guides is not responsible for the content or accuracy of the links below. Furthermore, BC Girl Guides does not endorse or favour any of the websites linked to below. These links are provided as a reference to help Guiders locate the music referred to in this document.

Note 2: Online sources are not always reliable, so if a link is broken, use a search engine to try and locate the song you are looking for.

Asia Pacific Region Dance	iTunes	Amazon
<b>Tinikling</b> [Philippines]	<a href="#">Tinikling</a>	<a href="#">Tinikling</a>
<b>Tari Tempurung</b> [Indonesia]	<a href="#">Indonesian music</a>	<a href="#">Indonesian music</a>
<b>Poco Poco Line Dance</b> [Indonesia]	<i>(not found)</i> – listen on <a href="#">YouTube</a> or <a href="#">YouTube</a>	
<b>Flower Fan Dance</b> [China]	<a href="#">Chinese music</a>	<a href="#">Chinese music</a>
<b>Ribbon Dance</b> [China]		
<b>Tambourine Dance</b> [China]		
<b>Sabilulungan Dance</b> [Indonesia]	<a href="#">Sabilulungan</a>	<a href="#">Sabilulungan</a>
<b>5 Step Dandiya Raas</b> [Gujarat]	<a href="#">Chaiyya Chaiyya</a>	<a href="#">Chaiyya Chaiyya</a>

### Australia/New Zealand/Oceania Region Dance

<b>Four Sisters Barn Dance</b> [Australia]	any <a href="#">Schottische</a>	any <a href="#">Schottische</a>
<b>How do you Dootee</b> [Australia]	<i>chanted</i>	
<b>Thady You Gander</b> [Australia]	<a href="#">Thady You Gander</a>	<i>(not found)</i>
<b>Maori Poi Song</b> [New Zealand]	any of <a href="#">Poi E</a>	any of <a href="#">Maori Action Songs</a>
<b>Maori Stick Game</b> [New Zealand]	<a href="#">E Papa Waiari</a>	<a href="#">E Papa Waiari</a>
<b>Epō i tai tai e'</b> [New Zealand]	<a href="#">Epō i tai tai e'</a>	<a href="#">Epō i tai tai e'</a>

### South America/Central America/Caribbean Region Dance

<b>La Raspa</b> [Mexico]	<a href="#">La Raspa</a>	<a href="#">La Raspa</a>
<b>Caimarusa</b> [Colombia]	<i>(not found)</i> found on <a href="#">TuneGuide</a>	
<b>Cielito Lindo</b> [Mexico]	<a href="#">Cielito Lindo</a>	<a href="#">Cielito Lindo</a>
<b>Mi Chacra</b> [Argentina]	<a href="#">Mi Chacra</a>	<a href="#">Mi Chacra</a>
<b>Carnavalito</b> [Bolivia]	<a href="#">Carnavalito</a>	<a href="#">Carnavalito</a>
<b>Chilili</b> [Bolivia]	<i>(not found)</i> listen on <a href="#">YouTube</a>	

### Africa/Middle East Region Dance

<b>Cherkassiya</b> [Israel]	<a href="#">Cherkassiya</a>	<a href="#">Cherkassiya</a>
<b>Funga Alafia</b> [West Africa]	<a href="#">Funga Alafia</a>	<a href="#">Funga Alafia</a>
<b>Dabke</b> [Middle East]	any of <a href="#">Dabke Dabke</a>	any of <a href="#">Dabke Dabke</a>
<b>Belly Dance</b> [Egypt]	any of <a href="#">Belly Dance Hits</a>	any of <a href="#">Belly Dance Hits</a>

**Europe/Russia Region Dance**

<b>Dance of Greeting</b> [Denmark]	<a href="#">Dance of Greeting</a>	<a href="#">Dance of Greeting</a>
<b>Kinderpolka</b> [Germany]	<a href="#">Kinder Trompet Polka</a>	<a href="#">Kinder Trompet Polka</a>
<b>Hurry Scurry (Fjaskern)</b> [Sweden]	<a href="#">Fjaskern</a>	<a href="#">Fjaskern</a>
<b>Norriu Miego</b> [Lithuania]	<i>(not found) listen on <a href="#">YouTube</a></i>	
<b>Napoleon</b> [Denmark]	<i>(not found) listen on <a href="#">YouTube</a></i>	
<b>Alunelul</b> [Romania]	<a href="#">Alunelul</a>	<a href="#">Alunelul</a>
<b>Sur La Pont D'Avignon</b> [France]	<a href="#">Sur La Pont D'Avignon</a>	<a href="#">Sur La Pont D'Avignon</a>

# PASSPORT

Make your passport using the template on the next page. Fold and cut as follows.

**Folding Instructions**

Note: All folds should be to the lines printed on the paper, and not to the actual edges of the page.

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B	2
6	3
5	4

1. Start with front page at top left
2. Fold in halves
3. Cut at dotted line in center
4. Fold to opposite ends.
5. Fold in half vertically
6. Fold in half horizontally

done. enjoy!

This passport is based on the PocketMod design. Visit <http://www.pocketmod.com/> to see a video on how to fold it.

## Europe/Russia



## Around the World



# BC GIRL GUIDES PASSPORT



TO THE

# Arts

Name: \_\_\_\_\_

All Aboard for an adventure around the world of arts with the BC Girl Guides Passport to the Arts challenge!

To complete this challenge, visit each of the 5 regions, completing at least one activity in each region. Try activities from every category: dance, music, crafts & drama.

Sparks & Brownies do at least 7 activities total. Guides & older do at least 9 activities.

Don't forget to mark on your passport where you've been and what you did!

## Africa/Middle East



## South America/Central America/Caribbean



## Australia/ New Zealand/Oceania



## Asia/Pacific

