

TWINNING WITH PERU

AN INSTANT MEETING FOR GUIDES FROM THE BC INTERNATIONAL COMMITTEE

Announced the summer of 2014, BC & Quebec have been partnered with Peru for the next two years for “Twinning 2020”. The goal of the WAGGGS Western Hemisphere twinning program is to help expand and strengthen the guiding movement in both countries, while sharing culture and customs.

Note: you will need to prepare the snack prior to the meeting, or start preparation at the beginning of your meeting.

Meeting Plan

5-10 min:	Gathering: Peru or Canada: Picture Game
20 min:	Guide Opening with Peru Promise
15 min:	What Do We Know About Peru?
10 min:	Calabaza Game
10 min:	El Reloj Skipping Game
20 min:	Peruvian Snack
15 min:	Español!
20 min:	Weaving or Making Pots
5 min:	Cuckoo Song and Guide Closing

120 minute meeting. Approximate activity times shown.

Meeting Supplies

- | | |
|---|--|
| <input type="checkbox"/> Peruvian music or video | <input type="checkbox"/> prepared Quinoa and Chicha Morada for snack |
| <input type="checkbox"/> computer/ MP3 / CD player | <input type="checkbox"/> cups, bowls & spoons for snack |
| <input type="checkbox"/> photos (included) and answer key | <input type="checkbox"/> Español game cards |
| <input type="checkbox"/> Peru Guide promise | <input type="checkbox"/> Español worksheets (optional) |
| <input type="checkbox"/> globe ball or ball with map of North & South America taped to it | <input type="checkbox"/> pencils |
| <input type="checkbox"/> rocks or sticks | |
| <input type="checkbox"/> long skipping rope(s) | |

Program Connections

You in Guiding: Learn About Guiding 6. Your choice to learn about Guiding

You in Guiding: Learn About WAGGGS 1. Play a game from a WAGGGS country, 5. Find out about promises of other countries, 6. Activity that helps you learn about WAGGGS

You and Others: Build Skills in Communication 6. Activity to build communication skills

Discovering You: Discover Your Creativity 2. Use yarn to create something (weaving) or 4. Try different materials to make art (clay pots)

Discovering You: Stay Fit and Healthy 4. Active game

Related Interest Badges:

Cultural Awareness, World Guiding, Healthy Eating, Art Production (clay pots), Creative Craft (weaving), Kitchen Creations (if girls prepare snack), Singing, Interpreting

If weaving:

- ☐ cardboard looms
- ☐ wool (various colours)
- ☐ measuring tape
- ☐ scissors

If making pots:

- ☐ air-dry clay or salt dough
- ☐ skewers

Before the Meeting: Peruvian Snack Preparation

Note: you will need to prepare the snack prior to the meeting, or begin preparation at the beginning of your meeting.

Quinoa originated in the region where Peru is located, over 3,000 years ago. It is a grain-like seed which was a staple in the Incan diet. It is an excellent source of protein and has many nutrients. It is considered a “superfood”. Try this Peruvian version of quinoa with an accompanying Peruvian drink: chicha morada (recipe included) or hot chocolate.

Peruvian Quinoa with Vegetables

Ingredients

- | | |
|----------------------------------|--------------------------------------|
| 1 CUP quinoa, rinsed in water | 2 medium carrots, scrubbed & chopped |
| 2 CUPS water | 2 stalks celery, chopped |
| 2 bay leaves | ½ red pepper, chopped |
| 2 TBSP olive oil | 1 TSP dried oregano |
| ½ large onion, diced | ¼ TSP smoked paprika |
| 3 cloves garlic, minced | salt and pepper, to taste |
| ½ inch ginger, peeled and minced | ¼ CUP chopped cilantro (optional) |

Directions

1. In a large pot, heat 2 cups of water, bay leaves and quinoa. Bring to a boil. Put lid on the pot and simmer for 15 minutes. Remove from heat, fluff quinoa with a fork and remove the bay leaves.
2. Heat the olive oil in a frying pan over medium heat. Add the onion, garlic, ginger, carrots, red peppers and celery and sauté on medium heat until the onions begin to brown, 7-10 minutes.
3. Add cooked vegetables and add the oregano, paprika, salt, and pepper to the cooked quinoa or see note below for options. Taste and adjust seasonings, then stir in the chopped cilantro and serve.

Optional: Make the quinoa and vegetables without seasonings. Provide the seasonings at the meeting. The girls can spoon out their portions and adjust the seasonings to their taste. The girls can also make quinoa as a cooking activity (if started at the beginning of the meeting).

Chicha Morada

Maiz morado may be available at a local Latino shop. You can also order it online (cost about \$15 for 8 oz). You can replace it with grape juice or purple drink powder to give the drink its distinctive colour.

Ingredients

- | | |
|--|--|
| 4 CUPS water | 3 large lemons, juiced |
| ½ of a 15 ounce pkg of dried purple corn (maiz morado) | ¾ CUP brown sugar |
| 1 cinnamon stick | ½ fresh pineapple, sliced into cubes |
| 1 TBSP whole cloves | 1 apple, sliced in cubes just before serving |

Directions

1. Bring water, corn, cinnamon stick and cloves to a boil in a large pot.
2. Reduce heat to medium low and simmer for 40 minutes. Remove from the heat.
3. Strain mixture through a mesh strainer to remove corn, cinnamon stick and cloves.
4. Stir in sugar and lemon juice until sugar has dissolved. Chicha can be served warm or cold.

Substitution: Since Peru is also an exporter of cacao, you can serve hot chocolate instead.

Setting the Scene

Play Peruvian music as the girls arrive. There are many good Peruvian musical videos on You Tube. Here is one link: <http://youtu.be/e5WKgLTUNPg>.

If you are using a CD and are unable to find Peruvian music, substitute Spanish music, other South American music, or music played with a pan flute.

Supplies

- ☐ Peruvian music
- ☐ method to play the music (computer, MP3 or CD player)

Gathering: Peru or Canada: Picture Game

Directions

1. Before the meeting, print and cut out the photos at the end of this document. Do not include the captions with the photos. Note which photos are BC and which are Peru, but do not reveal which is which.
2. Distribute the photos throughout the room.
3. As girls arrive, pair them up. Each pair should choose two photos – one that they think is a photo of Canada and one that they think is a photo of Peru.
4. After opening, gather the group together and identify where the photos were taken. Have a short debrief/discussion on similarities and differences between the countries.

Supplies

- ☐ photos of Peru and Canada (included)

Opening with Peru Promise

Following your usual opening, the girls will be introduced to the Peru Guide promise, then review the pictures matched during the gathering.

Directions

1. Begin your meeting as usual (patrols, horseshoe).
2. Instead of saying the Canadian Guide promise, introduce the meeting as a visit to Peru. Pass out the Peruvian promise (Guiders can print this ahead of time, or girls can be instructed to copy it out themselves as they're waiting for the meeting to start) and have the girls say it.

Peru Guide Promise:

I promise on my honour, to do everything possible:
To fulfill my duties to God and my country,
To help other people at all times, and
To obey the Guide law.

3. Explain to the girls that Peru has been chosen by Girl Guides of Canada to be the twinning country for BC and Quebec.
4. Review the gathering activity as a group. Identify which pictures actually related to Canada and which were from Peru.

Supplies

- ☐ copies of the Peru Guide promise

What Do We Know About Peru?

In this activity, the girls will learn about where Peru is in relation to British Columbia, and about Peru's surrounding geography.

Directions

1. Girls stand in a circle of 10 or fewer. If you have more than 10 girls divide them into more groups and provide more balls.
2. The Guider asks a question from the list below and tosses the ball to a girl to answer. After she answers, the ball is tossed to the next girl to answer the next question.
3. Ensure that each girl has the opportunity to answer at least one question.
4. Depending on the level of your girls' knowledge, you can improvise other questions beyond those listed.

Supplies

- ☐ globe ball or a ball with a map of North & South America taped to it – one ball per group of 10 girls

Questions	Answers
1. Show/tell us which continent Peru is located in.	1. South America.
2. Show/tell us where Peru is.	2. West coast of South America.
3. Show/tell us where B.C. is.	3. West coast of North America.
4. Which ocean is Peru located beside?	4. Pacific Ocean.
5. Which ocean is B.C. located beside?	5. Pacific Ocean.
6. Which countries are north of Peru.	6. Ecuador and Columbia.
7. Which countries are south of Peru.	7. Chili and Bolivia.
8. Which country is east of Peru?	8. Brazil.
9. How are the coastlines of Peru and BC different?	9. There are islands off the coast of BC but not off the coast of Peru.
10. Is Canada or Peru closer to the equator?	10. Peru is closer to the equator.

Calabaza Game

Some Peruvian children are very poor. Purchased toys are rare so they use rocks, sticks or whatever else they can find for their games. They may play soccer with a ball that is made from a bundle of rags. A skipping rope may be made of two old scarves tied together and weighted with a rock tied in the center.

Supplies

- ☐ rocks or sticks for markers

Directions

1. Markers are placed about the room or yard, there being one less marker than the number of players. Players form a circle.
2. Players sing in the same tone the word "Calabaza" four times.
3. After the fourth Calabaza is sung, all players run for a marker.
4. The player left out is "IT". She then goes to one of the players and asks, "Are there any eggs?" "In another corner" replies that player.
5. All the other players drop their markers and run to pick up a new marker. IT also tries once again to find a marker. If she succeeds, the next player left out becomes IT and asks the question "Are there any eggs?" "In another corner" is the reply and the game continues.

Variation: Play the game in Spanish: "Hay huevos?" means "Are there any eggs?" (remember not to sound the "H" so say "ay uevos?"); "En otro rincon" means "In another corner".

El Reloj Skipping Game

“El Reloj” means “the clock” in Spanish.

Directions

1. Choose two girls to hold the ends of the skipping rope and turn it.
2. The remaining girls line up to wait their turn to jump the rope.
3. The first player runs through without touching the rope, or jumping it.
4. The second player runs through and jumps the rope once. As she jumps she calls out the time, “one o’clock” – or, in Spanish, “la una”.
5. The third player runs through and jumps the rope twice. She calls out “two o’clock” or “las dos” in Spanish.
6. The players continue in turn until twelve jumps are reached. If anyone makes a mistake, she relieves a rope turner, who joins the jumping group and the game begins over again.

1:00	la una	5:00	las cinco	9:00	las nueve
2:00	las dos	6:00	las seis	10:00	las diez
3:00	las tres	7:00	las siete	11:00	las once
4:00	las cuatro	8:00	las ocho	12:00	las doce

Supplies

- ☐ long skipping rope

Peruvian Snack

Directions

1. Explain to the girls that quinoa originated in the region where Peru is located, over 3,000 years ago. It is a grain-like seed, which was a staple in the Incan diet. It is an excellent source of protein and has many nutrients. It is considered a “superfood”.
2. Serve the Quinoa into bowls. Optional: provide seasonings to taste.
3. Pour Chicha Morada into cups. Girls can make a garnish by spearing a piece of apple and a piece of pineapple on a toothpick to add to their drink. You can also add the apple and pineapple cubes directly to the chicha.

Supplies

- ☐ prepared Quinoa (see recipe)
- ☐ serving supplies
- ☐ bowls and spoons
- ☐ prepared Chicha Morada (see recipe)
- ☐ cups

Español!

This activity gives the girls a brief Introduction to the Spanish language. Print the pages of cards (included in this document) onto cardstock, then cut on the lines to create game cards.

Directions

1. Divide the girls into groups of about four (or in patrols).
2. Shuffle the cards and place them, spread out, face down on the floor.
3. Girls take turns flipping over two cards at a time to make a match. Say the words on the cards as they are flipped over. If they make an English/Spanish match, they collect the cards and try again. If they do not make a match, play passes to the next girl.
4. Continue until all cards have been matched.

Optional Español Activity

Girls who would like a challenge can complete this activity. The worksheet can be found following the cards.

Supplies

- ☐ cards for each group – one set in English and one set in Spanish

Supplies

- ☐ worksheets
- ☐ pencils

Woven Friendship Bracelets

Peruvians are famous for their beautiful, colourful weaving. Girls can get a simple taste of weaving by making a friendship bracelet using a cardboard loom. Please see the following video to observe the weaving technique: <http://youtu.be/oHsnoelPq38>

Directions

1. Cut the cardboard for the looms out ahead of time. Cereal boxes work well. Make them about 5 cm wide and about 20 cm long. (2" X 8") Cut four short slots in the narrow ends of the cardboard so that the loom strings (the warp) are held in place. This size should fit most girls' wrists. (Girls can measure their wrists with a piece of wool or a measuring tape. They can shorten the loom, if necessary.) An adult may need a longer loom. Thinner wool works well for the loom. The warp wool is not seen in the pattern but will be used for the ties.
2. Wrap the yarn around the cardboard loom, through the slots, so that there are 4 strands of yarn showing. Tie the two ends of the yarn together on the back of the loom. This is the warp wool.
3. Cut pieces of wool for the weft in arm-length strands so that the girls aren't frustrated with wool that is constantly tangling. This also allows them to easily change colours. Try to use bright red, yellow and purple wool to reflect the colours used in Peruvian ethnic clothing. Thick wool is easier to work with and allows the girls to complete the project more quickly.
4. Tie your first piece of weft yarn to one end of the first yarn in the warp, leaving about a 10-15 cm tail.
5. Needles are not necessary with a small loom and thick wool. Use your fingers to weave the weft wool over and under the warp. With four strands of warp, you will go over, under, over, under, then turn at the end of the row.

Supplies

- ☐ cardboard (cereal box or thicker)
- ☐ scissors
- ☐ wool for the loom
- ☐ a variety of thicker wools for the bracelet.
- ☐ measuring tape

6. At the end of the row, you will come back in the opposite direction, but going over where you went under before.
7. Continue back and forth weaving the yarn until you have filled the loom with weaving. If time is running out and girls won't have time to finish the project, you may consider suggesting that they move the woven section to the center of the bracelet. They will have a unique bracelet with a woven section and longer ties.
8. To finish the bracelet – tie the end of the final weft wool to the warp, then leave a tail so it can be tied off with the warp when creating the bracelet. Flip the loom over and cut through all 4 strands of the back of the warp, right in the middle of the loom. Tie the warp yarns together at either end of the weaving so that they don't pull out of the bracelet.
9. Tie both ends of the warp together to create the bracelet and trim off excess yarn.

Clay Pots

This is an alternate activity to weaving.

Clay pots are widely made and used in Peru. Visit your local craft store and purchase air-dry clay, or make salt dough.

Supplies

- ☐ air dry clay or salt dough
- ☐ skewers

Directions

1. Give each girl a ball of clay (or salt dough).
2. Hold the ball of clay in one hand, while using the thumb from your other hand to press down into the center of the ball.
3. Gently widen the hole in the ball by pinching the walls that are forming. Turn the ball around to evenly pinch the walls so they are the same thickness.
4. Continue to shape your pot as desired, making sure the walls are at least ¼" thick.
5. Gently flatten the bottom of the pot by pressing it against a table.
6. Using a skewer, create patterns in the outside of the pot, being careful not to poke all the way through.
7. Allow the pot to dry completely. This will take several days.
8. Optional: paint the pot with bright colours when dry, then cover with clear acrylic sealer.



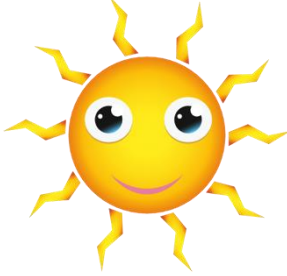












Song: The Cuckoo



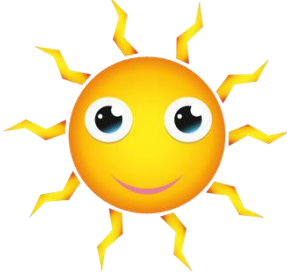












Cuckoo birds are delightful to see and hear in Peru. End your meeting with the Cuckoo Song and then your usual closing.

'Twas on a summer's evening, I walked the forest through When suddenly I heard it, A sweet and low cuckoo	Cuckoo, cuckoo, Cuckoo, cuckoo cuckoo Cuckoo, cuckoo, Cuckoo, cuckoo cuckoo	Mister Moon, Mister Moon you're out too soon, The sun is still in the sky. Go back to bed and cover up your head Wait 'till the night draws nigh.
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[Download](#) (Right-click & select \save link as\ or \save target as\...)

Source: *Jubilee Songbook* published by Girl Guides of Canada.
Public domain. May be reproduced. Can be sung as a 3 part round.
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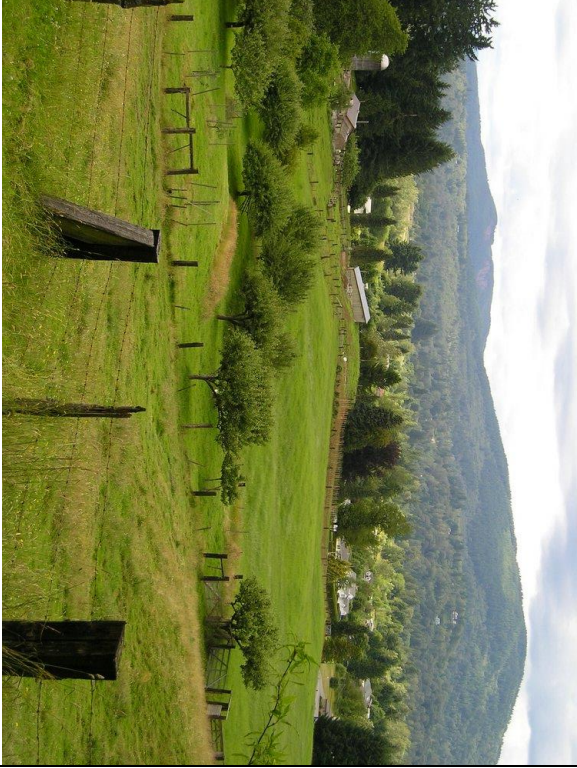
<p>Yes</p> 	<p>No</p> 	<p>Good Morning</p> 
<p>Hi</p> 	<p>Thank you</p> 	<p>Thank you very much</p> 
<p>You're welcome</p> 	<p>Please</p> 	<p>Excuse me</p> 
<p>I don't understand</p> 	<p>I don't speak Spanish</p> 	<p>Do you speak English?</p> 
<p>Speak slowly, please</p> 	<p>Where is the bathroom?</p> 	<p>I'm from Canada</p> 

<p>Si</p> 	<p>No</p> 	<p>Buenos días</p> 
<p>Hola</p> 	<p>Gracias</p> 	<p>Muchas gracias</p> 
<p>De nada</p> 	<p>Por favor</p> 	<p>Con permiso</p> 
<p>No entiendo</p> 	<p>No hablo español</p> 	<p>¿Habla inglés?</p> 
<p>Hable despacio por favor</p> 	<p>¿Dónde está el baño?</p> 	<p>Soy de Canada</p> 

Draw lines to match the English words and phrases with the Spanish words and phrases

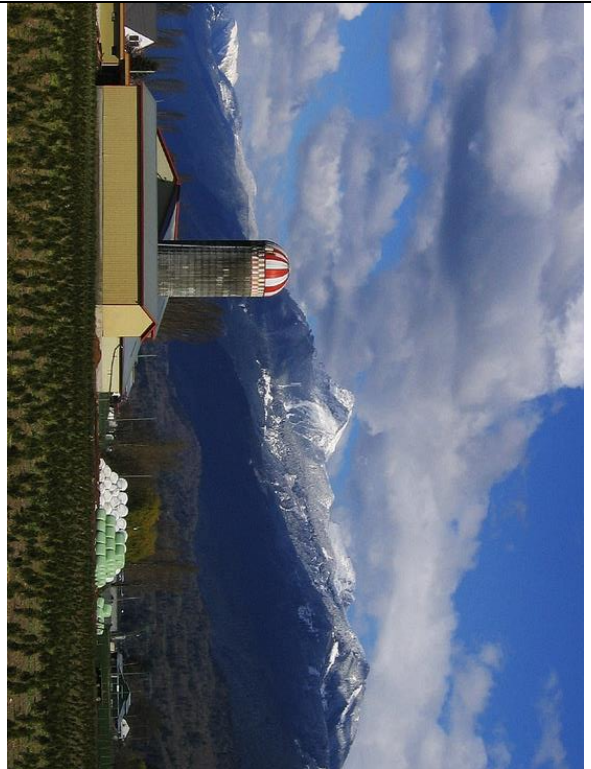
Speak slowly, please ★	★ De nada
I don't understand ★	★ Muchas gracias
Good morning ★	★ No hablo español
I'm from Canada ★	★ Hola
Thank you ★	★ Con permiso
Thank you very much ★	★ No
You're welcome ★	★ Gracias
Please ★	★ Soy de Canada
Excuse me ★	★ Sí
No ★	★ No entiendo
I don't speak Spanish ★	★ Buenos días
Do you speak English? ★	★ ¿Dónde está el baño?
Yes ★	★ Hable despacio por favor
Where is the bathroom? ★	★ ¿Habla inglés?
Hi ★	★ Por favor

Peru or Canada? Photos

	
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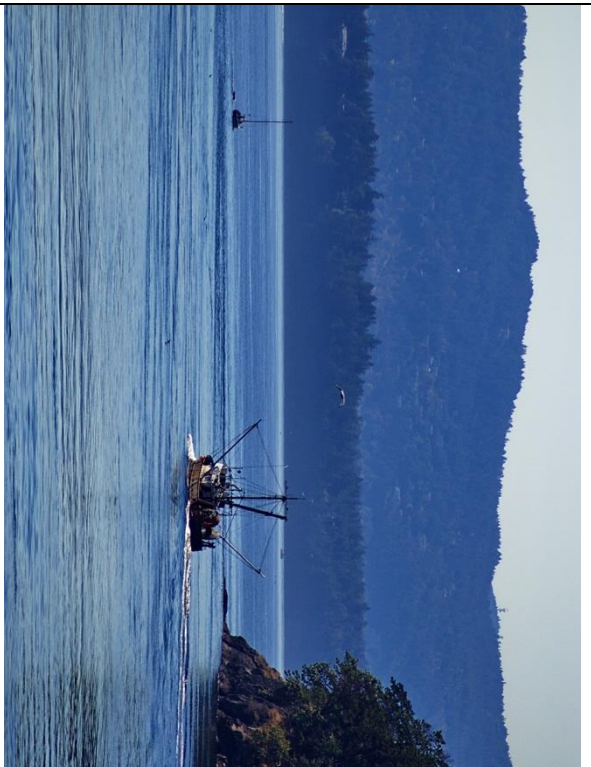
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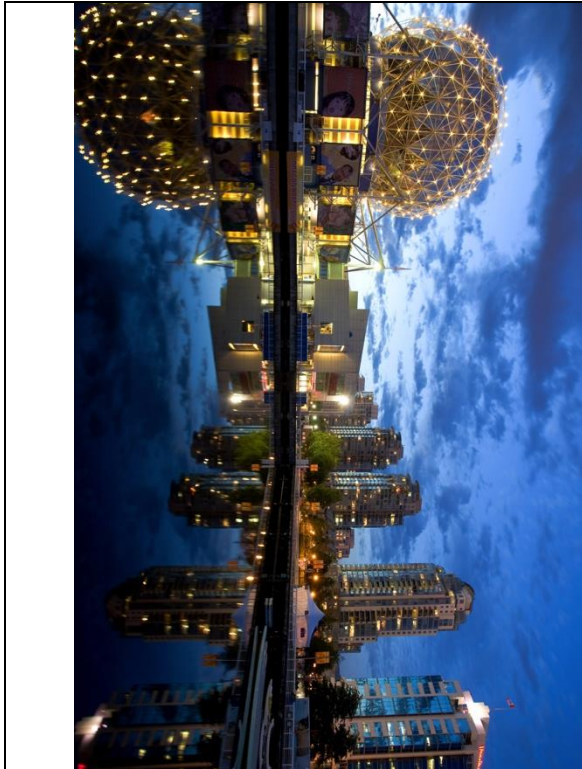
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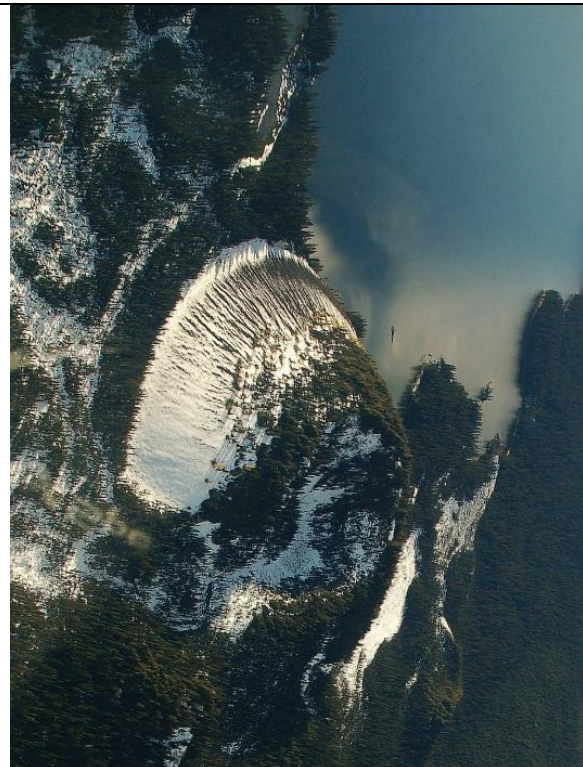
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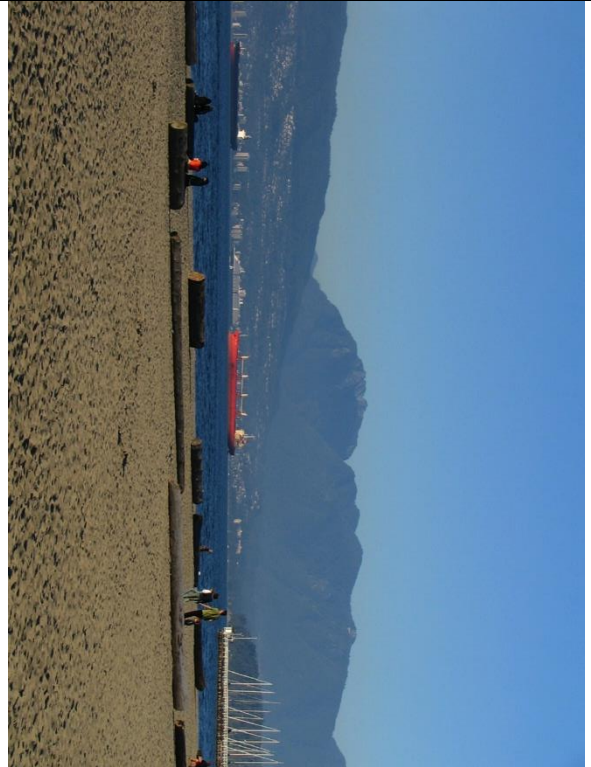
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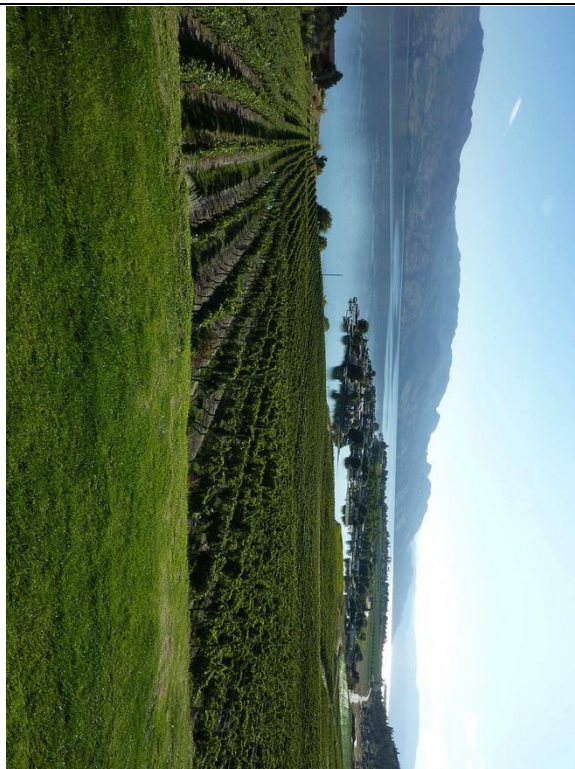
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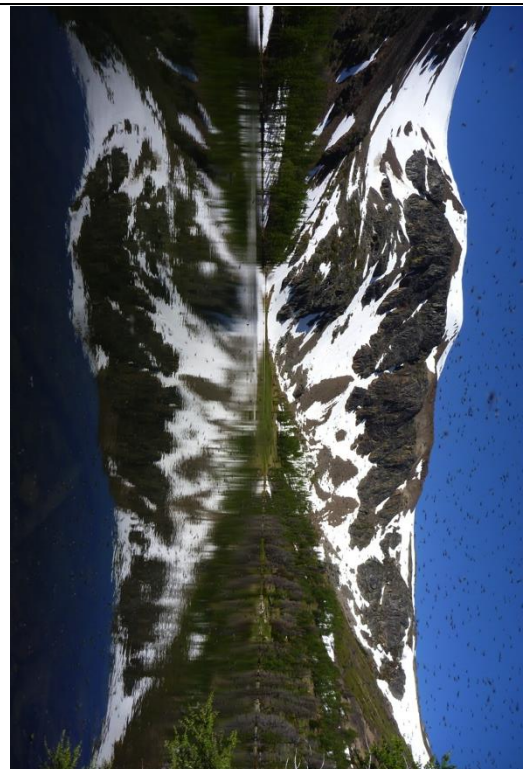
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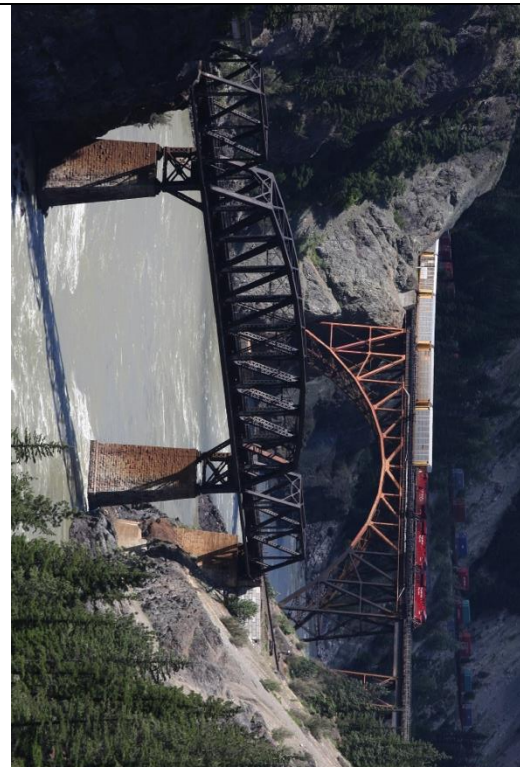
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Peru: "Vicuna (vicugna Vicugna) Or Vicugna Is Wild South American Camel" by xura at FreeDigitalPhotos.net



Peru: "Inca Agriculture Field" by porbital at FreeDigitalPhotos.net



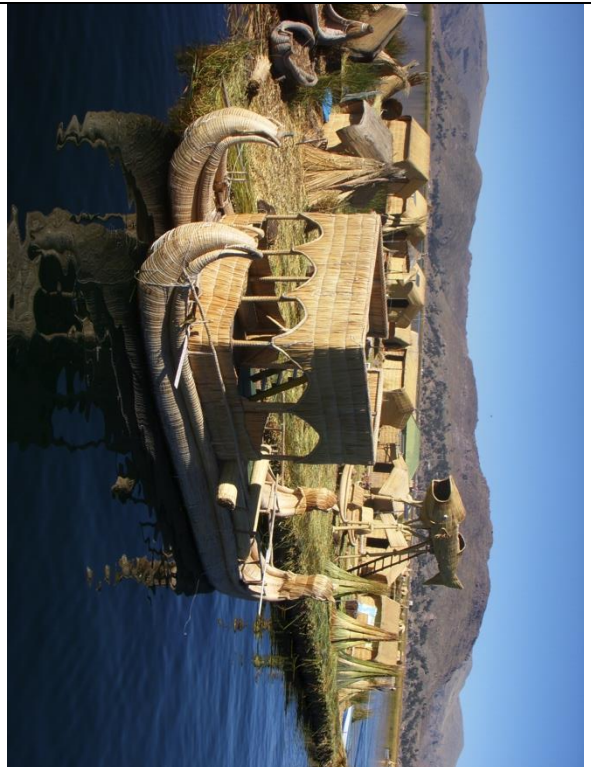
Peru: "Inca Stonework" by Jeff Ratcliff at FreeDigitalPhotos.net



Peru: "[Campos de arroz en el Bajo Piura 1](#)" by Alfredobi - Own work. Licensed under Public Domain via Wikimedia Commons



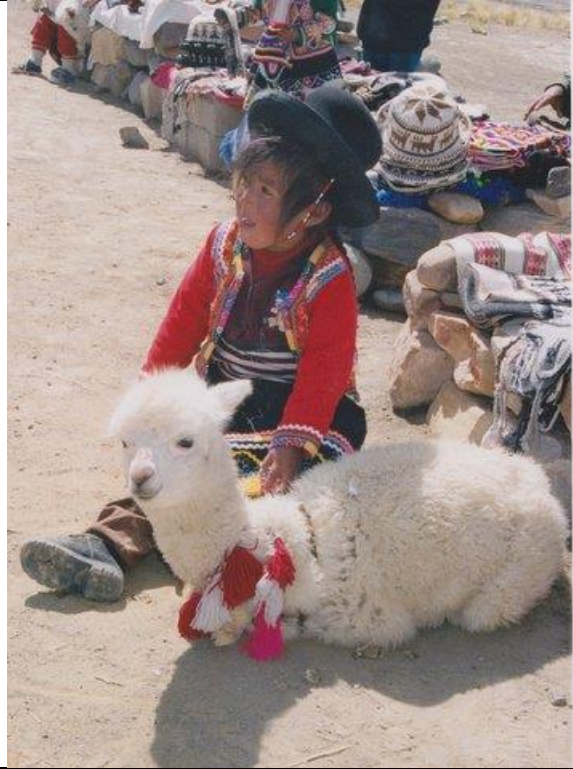
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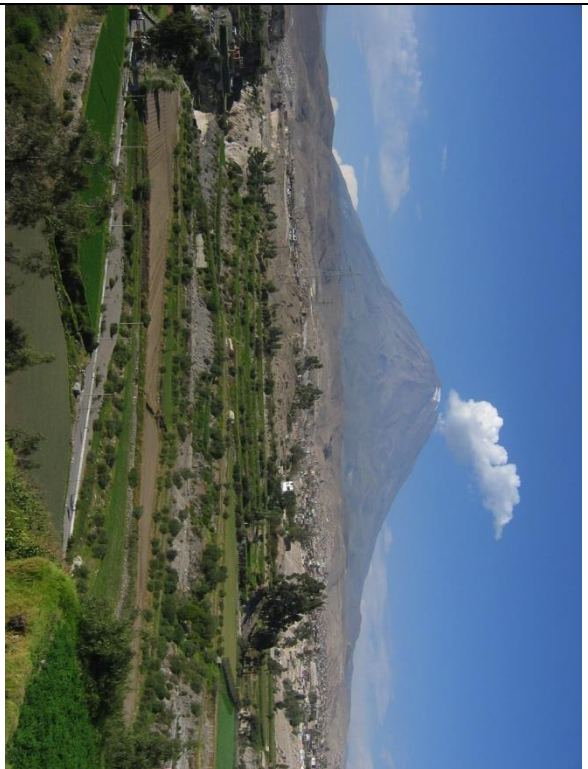
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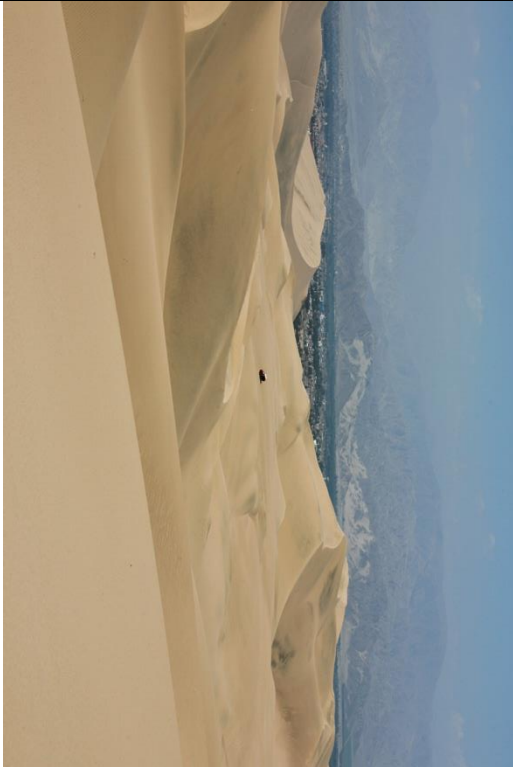
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