

world thinking day 2020



"We should all know  
that diversity makes  
for a rich tapestry, and  
we must understand that  
all the threads in the  
tapestry are equal in  
value no matter  
what colour"

Maya Angelou

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# welcome to world thinking day 2020

## What is World Thinking Day?

World Thinking Day is a day of international friendship, when Girl Guides and Girl Scouts around the world come together with one voice, speak out on issues that affect girls and young women, and fundraise for the 10 million Girl Guides and Girl Scouts around the world.

We've been celebrating World Thinking Day every year since 1926. The idea for World Thinking Day first came to life when Girl Guides and Girl Scouts met in the USA at the 4th WAGGGS World Conference that year. They agreed that there should be a special annual day when all those who are part of the international Movement think of each other and express their thanks and appreciation.

22 February was chosen because it was the birthday of both Lord Baden-Powell, founder of the Boy Scout Movement, and Olave Baden-Powell, who was World Chief Guide.

Last year World Thinking Day celebrations started a journey through a set of 3 themes:

**LEADERSHIP**

**DIVERSITY, EQUITY  
AND INCLUSION**

**PEACEBUILDING**

The 2019 World Thinking Day game created opportunities for the players to practise their leadership skills by exploring the WAGGGS leadership model. This World Thinking Day game builds on this theme and helps us explore worldly leadership - seeing the world from the perspective of others, fostering inclusion and equity.

Want to know more about worldly leadership and the WAGGGS leadership model? Read our Girl Guide and Girl Scout leadership model summary: [https://www.wagggs.org/documents/2880/leadership\\_model\\_ENGLISH\\_WEB.pdf](https://www.wagggs.org/documents/2880/leadership_model_ENGLISH_WEB.pdf)



Girl Guiding and Girl Scouting values and respects each person for who they are, irrespective of their race, nationality, ethnicity, religion, age, ability, appearance, gender, identity or experience. This World Thinking Day, and every day, we recognise the importance of working to build a world where this is true for everyone, wherever they live.

As a global Movement with 10 million Girl Guides and Girl Scouts in 150 countries - all with diverse backgrounds and experiences – we can learn a huge amount about ourselves, others and the world by connecting and sharing our experiences.

This year's World Thinking Day game, Living Threads, celebrates this diversity in our Movement. Through activities that explore the themes, 'Diversity, Equity and Inclusion', participants will increase their understanding of these concepts, and develop the skills to apply them in everyday life.

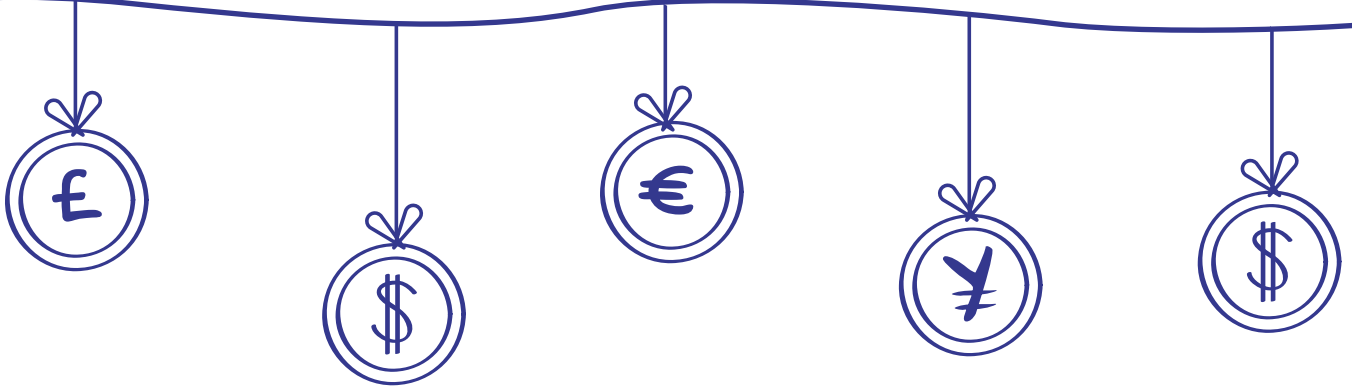
When individual threads are woven together they form something bigger and stronger. We are just like those threads, all unique and of equal value. Being able to come together with a shared purpose is our strength. We are living threads!

Living Threads is a flexible game for you to play with your group. Using threads to represent the concept of diversity, it's designed to inspire Girl Guides and Girl Scouts to reflect on how they can put equity and inclusion into practice, and celebrate the diversity in their communities and beyond.

*so let's play Living Threads!*



*what is the world thinking day fund  
and how can you support it?*



An important part of celebrating World Thinking Day, and a tradition since 1932, is raising money for the WAGGGS' World Thinking Day Fund. The World Thinking Day Fund collects coins from supporters around the world to help transform the lives of girls and young women.



### **Note to leaders:**

You can read this section aloud to participants to explain to them what WAGGGS is, what it does and why donations to the World Thinking Day matter.

### **What is WAGGGS?**

WAGGGS stands for The World Association of Girl Guides and Girl Scouts. WAGGGS represents 10 million girls in 150 countries, making it the world's largest international organisation geared entirely to every girl and any girl.

For more than 100 years Girl Guiding and Girl Scouting has transformed the lives of girls and young women around the world, supporting them to achieve their fullest potential and become responsible citizens of the world.

WAGGGS wants girls and young women to be the best they can be. To do this, we give them the opportunity to develop their leadership skills, speak out on issues that are important to them and make changes in their communities and countries.

## fundraise for world thinking day

Every penny, paisa and cent given to the fund counts and helps to provide more life-changing opportunities for girls and young women worldwide.

By raising money this World Thinking Day, you can make a difference to girls like you in other countries. You can support the World Thinking Day Fund as part of the #InOurHands activity or you can try different ways to fundraise. You can find fundraising ideas on the WAGGGS website at [bit.ly/wagggsfundraise](https://bit.ly/wagggsfundraise)

## why do your donations to the world thinking day fund matter?

The funds raised through World Thinking Day are very important to us. They help us to bring Guiding and Scouting to new girls around the world and to support our members to take action to change their communities.

Here are some examples of how last year's donations have helped:

- WAGGGS delivered advocacy training to Girl Guides and the leadership of the Malaysian Girl Guides Association who went on to launch a successful campaign to end child marriage (#NoBridesUnder18).
- WAGGGS developed a training and events programme, which included supporting our first "Leading For Her World" workshop in Sudan. This event aimed to introduce the WAGGGS leadership model to girls and leaders in the region.

## where to send your world thinking day donations:

Once you have completed your fundraising activities and collected your money, you have 2 options to send it to WAGGGS:

- Your National Association – contact them first for details as many National Associations collect donations to send to WAGGGS.
- Directly to WAGGGS – you can donate to WAGGGS online or by cheque, credit card or bank transfer. Details at [bit.ly/WTDFund](https://bit.ly/WTDFund)

Once we receive your donations you will be sent a World Thinking Day 'Thank You' letter and certificate. This is our way of showing our gratitude to you for making a difference to girls around the world.

For more information on the World Thinking Day Fund please email: [worldthinkingday@waggggs.org](mailto:worldthinkingday@waggggs.org)

# diversity, equity and inclusion

Before we get started, let's take a moment to go through what we mean by diversity, equity and inclusion.

## Diversity

Diversity is what differentiates each one of us - a mix of many different dimensions including; identity, skill, appearance, abilities, and other characteristics of any group including how we think, what we value and the backgrounds and experiences that shape our perspectives. It refers to the level of difference represented within any group. It's important to remember that while some of these dimensions are visible, many are not.

## Inclusion

Inclusion is a belief and a practice. Inclusive practices value that people of all backgrounds, identities, abilities, perspectives, and beliefs should have an equal opportunity to belong, achieve, and contribute to their community(ies). Inclusion requires people to value, respect, and accept diversity.

*“Diversity is being invited to the party.  
Inclusion is being asked to dance”*

Verna Myers

## Equality

Equality means giving everyone equal access to rights and opportunities. Equality is only fair if everyone starts from the same place and needs the same things. Equality is a minimum, and while we should treat everyone the same (equality), we should also acknowledge that advantages and barriers exist for different groups (equity).

## Equity

Equity refers to when there is fairness and equality in outcomes, not just in support and opportunity. Equity recognises that advantages and barriers exist for different groups of people. Over time, gaps in outcomes (related to examples such as education level or wealth) will continue to grow if those advantages and barriers are not addressed. A community or country's history, policies, and institutions often maintain these barriers. Equity is a process that begins by acknowledging individuals have unequal starting places and continues to correct and address the resulting imbalances. Equity is giving everyone what they need to be successful. Equality is treating everyone the same.



# *“Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits”*

Naheed Dosani



These definitions have been developed by using a blend of information from the following sources:

**Diversity:** Canadian Centre for Diversity and Inclusion

McCune Foundation: <http://mccunefoundation.org/wp-content/uploads/2013/05/Glosario-de-terminos-de-justicia-social-v.-dic.2013.pdf>

**Inclusion:** McCune Foundation:

<http://mccunefoundation.org/wp-content/uploads/2013/05/Glosario-de-terminos-de-justicia-social-v.-dic.2013.pdf>

**Equality:** Everyday Feminism Magazine: <https://everydayfeminism.com/2014/09/equality-is-not-enough/>

Bakken & Bæck: <https://bakkenbaeck.com/diversity-inclusion/>

**Equity:** Diffen: <https://www.diffen.com/difference/Equality-vs-Equity>

Meg Bolger, General Assembly: <https://generalassemb.ly/blog/diversity-inclusion-equity-differences-in-meaning/>

City for All Women Initiative (CAWI), Ottawa, Advancing Equity and Inclusion [http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web\\_0.pdf](http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf)

**Equality & Equity image:** Robert Wood Johnson Foundation: <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

# how to play Living Threads

## advice for leaders

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### AIM OF THE GAME

The aim of the game is for participants to familiarise themselves with the concepts of:

- Diversity
- Equity
- Inclusion

Through the game, they will experience these different concepts and have the opportunity to reflect on each of them.

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### LEARNING OUTCOMES

- Develop an understanding of diversity, inclusion and equity.
  - Reflect on how diversity, inclusion and equity can have an effect at individual, local and national level.
  - Celebrate diversity, recognise and practice inclusion and equity through the activities and reflect on how to do it in your daily life.
  - Discover more about WAGGGS & World Thinking Day.
  - Learn about the impact of the World Thinking Day Fund.
  - Have fun and celebrate World Thinking Day as 1 in 10 million!
- 

### PREPARATION IN ADVANCE

1. Use the activity grid on page 12 to select the activities that you want to complete with your group. Choose the activities you think suit your group the best.
  2. Bring 3 different colour threads to distribute to participants. After each activity, each participant will gain 1 thread from each of the 3 colours. Each colour represents 1 of the themes. At the end they will use all the threads to make their diversity bracelet.
  3. Ask each participant to bring an additional piece of thread/yarn that will be used in the game. Make sure to bring extras in case someone doesn't bring any.
  4. Have a box or container that will be used in the set-up activity. This is where you can store the different threads the participants bring, as well as donations for the "World Thinking Day Fund", which you will collect as part of the closing activity.
- 

### AGE GROUP

All ages. Some activities are recommended for certain age groups. Select the activities which work best for your group.

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## GROUP SIZE

This game can be accommodated to any group size. You can choose to play the game all together or be divided into smaller groups and rotate through the different activities you have selected.

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## WINNING THE GAME

Everyone who completes the steps in the “Earn your World Thinking Day 2020 Badge” gets a badge.

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## TIME NEEDED

This game is designed for your group to play in 1 or more meetings. You should be able to complete the activities in 90 minutes, but allow extra time if you have a very big group, or you want to do the ‘take it further’ activities.

We recommend:

- 20 minutes for the “Get ready to play Living Threads” set up activity.
- 45 minutes for the 3 themed activities selected in advance.
- 20 minutes to complete the closing activity #InOurHands.

To make the game shorter, leave out the longer activities. To make it longer, why not complete the ‘take it further’ activities?

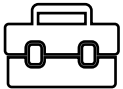
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## FACILITATION

A facilitator is needed to manage the game. This could be a group leader or team members can take it in turns.

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## MATERIALS NEEDED



Each activity provides a list of materials needed. Please use recycled materials where possible.

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## ACCESSIBILITY MODIFICATIONS



Some activities include accessibility modifications, but this is not extensive.

This will give you the chance to explore how you might consider adapting activities for younger people or for different abilities. It's for you to choose which activities suits your team best and make everyone comfortable. For these modifications, look out for this symbol.

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# selecting which activity to play

Keeping in mind the diversity of your group, this grid will help you choose the most suitable activities for you. Each activity refers to 1 of the themes: **Diversity, Inclusion, Equity**. Make sure that you do at least one activity from each theme to get your badge.

Theme	Activity name	Time needed	Age group
DIVERSITY	Different or same?	20 minutes	6+
	Diversity garden at Pax Lodge	15 minutes	All
	My (Our) female hero	20 minutes	7+
	My World Thinking Day Haiku	20 minutes	10+
	The unique sound	15 minutes	All
	Things we share	20 minutes	All
INCLUSION	A thread that ties you and I	15 minutes	All
	Coming together at Sangam	15 minutes	All
	Petit poisson rouge (Little red fish in French)	20 minutes	All
	Think differently at Our Cabaña	10 minutes	8+
	What do you see in Our Chalet?	30 minutes	10+
EQUITY	Chains	15 minutes	6+
	Cross the river to Kusafri	20 minutes	All
	Equal chance to win	20 minutes	All
	In a world of equity	20 minutes	8+
	Transporter	15 minutes	12+

*earn your world thinking day 2020 badge*

**1**

Start with “Get ready to play Living Threads” set-up activity.

**2**

Complete 1 activity from each of the 3 themes  
(Diversity, Equity and Inclusion).

**3**

#InOurHands – Reflect on what you’ve learnt, support  
WAGGGS and make a diversity bracelet with the threads  
you gained through playing the game.

*congratulations*

*you have earned your world thinking day badge*

Don't forget to buy your World Thinking Day badges from  
the WAGGGS online shop: **[www.waggs-shop.org](http://www.waggs-shop.org)**



# get ready to play Living Threads

## set-up activity

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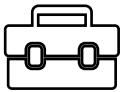
### OUTCOME



- Create an atmosphere that values, respects and celebrates individual differences.
- Develop an understanding of diversity, inclusion and equity.

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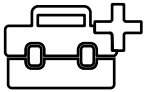
### PREPARATION / MATERIALS NEEDED



- Indoors or outdoors, you will need a space big enough to make a circle with all participants.
- A box that participants will pass around.
- The game requires people to be either seated or standing. It is important to consider if they will need something to sit on.
- Debrief discussion / questions on hand.

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### OPTIONAL MATERIALS



- Musical instrument or a device to play music
- A marker
- A big sheet of paper
- Tape

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### TIME



20 minutes

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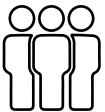
### AGES



7+

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### NUMBER OF PEOPLE



10+

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## WHAT HAPPENS

### Part 1: Circle game (10 minutes)

1. Ask participants to make a circle either sitting or standing. Make sure there's enough space between everyone in the circle. You will stand outside the circle.
2. Explain to participants that they will be passing the box quickly around the circle when they hear you making a sound. This can be clapping, singing or playing music. When the sound stops the participant who has the box holds onto it.
3. Hand over the box to the participant who will start the game and turn away from the group.
4. Begin the music/singing/clapping as the participants pass the box around the circle. When the sound stops the group looks to see who has it.
5. This person is invited to grab a thread from inside and share something they want to celebrate about what makes them who they are, or something that makes them unique. If the person is not comfortable sharing something, they can pass.

\*For older groups, participants might want to celebrate a specific diverse identity they hold (such as age, sex, gender identity, abilities, skin colour, nationality, language, thinking style, personality, etc.).

6. The game will start again when you make the sound again. Continue for several rounds.

### Part 2: Understanding concepts (15 minutes)

7. With participants standing/sitting in the circle, read the quote:

***"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their colour"***

***– Maya Angelou***

8. Ask the group what this quote means to them.
9. Ask the group to brainstorm what they think diversity, equity and inclusion mean. This can be discussed in small groups. You can use the reflection questions below:
  - Has anyone ever made an assumption about you based on your physical attributes, for example your gender, age, weight etc.?
  - Think about how different we all are, how is this valuable and what does it bring to our world?
  - Why do you think diversity, equity and inclusion matter?



You can add more questions or modify the ones above. This is just designed to help you get started. The group can go deeper into the topics if they want.

## Other icons you'll see



Take it Further



Note



Accessibility



Optional



Alternative



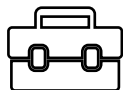
diversity



# different or same?



- Recognise and celebrate the diversity within your group.



Prepare a list of yes/no statements before the activity that can relate to members of the group.  
For example:

- I speak more than 1 language
- I have a brother or sister
- I have been a Girl Guide/Girl Scout for more than 5 years
- I like to go biking every summer
- I have been to three different countries
- I have laughed this week
- I went to school today

Indoors or outdoors, with enough space for participants to move around easily.  
Paper is needed for the accessibility modification.



20 minutes



6+



6+





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## WHAT HAPPENS

1. Participants line up in front of you, side-by-side or shoulder-to-shoulder. You stand in the centre of the space.
  2. Label a corner / space where participants will run to respond “yes” once the statements are read out and the opposite direction to respond “no”. You might also want to create a “neutral area” if participants would rather not answer the statement.
  3. Read each of the statements 1 at a time.
  4. Following each statement participants will move into the “yes” area, “no” area, or the “neutral area”, depending on their answers.
  5. After you have read out the list of statements you prepared, invite participants to share any statements they would like to ask the group.
  6. Debrief on the activity: Lead a discussion on some of the following questions as a whole group. If there are multiple leaders, small group discussions can be organised.
- What did you notice about the similarities and differences you have with others in your group?
  - In this activity, you may have sometimes shared the same experience as others in the group. Other times, you may have been the only person with a certain experience. How did you feel when you were different from others?
  - Do you think having different experiences can make us have different opinions on things?



Have the group seated in a circle and give each participant a paper with a yes, no and a question mark. Participants can show the relevant paper to the group when giving their response to each statement. Allow the group a few moments to look around the circle and see which paper each person is showing.

# diversity garden at pax lodge

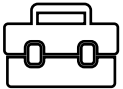


Pax Lodge is WAGGGS' World Centre in London, United Kingdom.

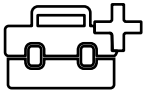
Find out more here: <https://www.waggs.org/en/our-world/world-centres/pax-lodge/>



- Celebrate diversity and reflect on how everyone's uniqueness adds to the bigger picture.



- Paper
- Markers, pens, or pencils



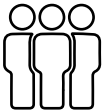
- Tape to display your garden on a wall.



Approximately 15 minutes, depending on age group.



All

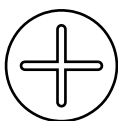


Any – the more people the more birds and flowers for your garden.

## WHAT HAPPENS

Pax Lodge has a beautiful garden that comes into bloom every spring with flowers and leaves arranged in the shape of a dove. The number 25 marks the 25th birthday of Pax Lodge. Every leaf is unique just like every person is unique. This World Thinking Day we shall celebrate what makes us unique by creating our own garden.

1. Participants cut different leaf and bird shapes out of paper. Be creative!
2. Each participant writes 1 thing that they are proud of about who they are on each leaf or wing. Explain that it can be about their skills, backgrounds, talents, beliefs, families, strengths, and other social and personal characteristics.



Have everyone pick another person in the group, preferably not someone they are close friends with, and create 1 leaf or wing about something you think is great about that person. They can give the leaf or wing to the other person to add to their own leaves/wings.

3. At the end everyone comes together to create a “garden” by displaying all the birds and bushes. Remind participants they can be creative and can display their birds and bushes anyway they like.



When working with participants living with disabilities, consider asking them to work in pairs. Give 8 leaves and 2 wings to each pair to work together to create a bush and a bird. This will help build solidarity between participants with different abilities and strengths.

### What are the WAGGGS World Centres?

WAGGGS has five World Centres located in Africa, India, Mexico, Switzerland and the United Kingdom.

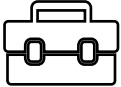
The WAGGGS World Centres are a place for Girl Guides and Girl Scouts from around the world to come together and share their cultures and experiences, and develop their leadership skills whilst making new friends. Four of our World Centres are fixed buildings. Our fifth world centre, Kusafiri, pops up around the WAGGGS Africa region. By having it in different countries rather than at a fixed location it enables many more people to access the events it offers.

Find out more about the World Centres here: <https://www.wagggs.org/en/our-world/world-centres/>

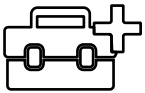
# my (our) female hero



- Identify and celebrate the diversity of local women/female leaders who have made an impact in your community or country.
- Make connections between your own identities and your future ambitions.
- Reflect on what makes / made these women different and similar.



- Any environment, preferably indoors.
- Paper, scissors, pencil, adhesive/glue, scrap ribbons, available arts and crafts material for each participant.



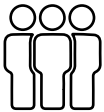
- Additional art supplies such as crayons, markers, coloured pencils and tape or string if creating the SHero gallery



20 minutes



7+



6+



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**WHAT  
HAPPENS****Introduction**

1. Explain to participants that this activity is about celebrating female heroes or SHEros. A SHEro is an extraordinary woman who has achieved great things and is a role model.
2. Decide if you'd like to have participants work individually, in pairs, or in small groups. Distribute the materials.

**Activity (10 minutes)**

3. Directions to participants: "On your paper, write the name of a woman you admire, someone from your school, your community, state, or country that you think is a great woman. What are some of her achievements? What do you like about her and why? How does she inspire you? You can draw and be creative in how you represent your SHEro."

**Debrief (10 minutes)**

Debrief the activity by asking the participants these questions. They can be discussed in a whole group or in small groups.

- How did you find the activity? What did you learn?
- How are these SHEroses similar to or different from each other?
- Do they have different skills, appearance and / or abilities?
- Do they think differently? Do they have different values, backgrounds and experiences?
- How are some of the SHEros similar to or different from you?
- Think about your own identities. What strength can you draw from them when thinking about changing your community and country for the better? What challenges might stand in your way?
- After hearing the SHEros stories, how are you motivated to make a difference in your life or in the community or country where you live? Think of 1 short-term or long-term future goal, and map out what you need to do first to make a change.



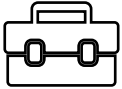
Once the bios are complete, create a SHEro gallery. Display each paper/poster for all to see, and encourage participants to move around and view the pieces others have created.



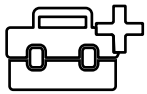
# my world thinking day haiku



- Recognise what diversity means to each participant.
- Reflect on what connects you with others.
- Celebrate diversity and creativity.



- Paper
- Pen



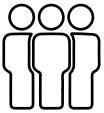
- Painting / Colouring Materials
- Mobile Phone / Tablet



20 minutes



10+



1+

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## WHAT HAPPENS

A Haiku is a very short form of Japanese poetry in 3 phrases. It uses the 5 - 7 - 5 syllable count and the lines do not have to rhyme.

Here's an example:

Just one of the girls (5 syllables)

1 2 3 4 5

Dif-fer-rent in ma-ny ways (7 syllables)

1 2 3 4 5 6 7

Thought-ful like them all (5 syllables)

1 2 3 4 5

Give the following directions to participants:

1. Think about your circle of friends. You know you are very different people in many ways, but the world seems to be a better place whenever you're with them. Let them know you appreciate them despite your differences through a Haiku. Use only 3 phrases.
2. The first phrase must only have 5 syllables; the second must have 7 syllables; and the third must again have 5 (as in the example above).

You may choose whether to use a pen and paper to illustrate it in art form or you could go paperless by joining the worldwide conversation using the hashtags #InOurHands #WTD2020 #WorldThinkingDay

3. When you're all done, share your Haiku with your fellow Girl Guides and Girl Scouts. It is always nice to appreciate people who make our world worth living in.

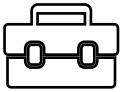


If doing a Haiku seems difficult, the group could create a word cloud or a chant instead.

# the unique sound



- Celebrate diversity and reflect on things that we can create with people to help us feel connected to them.
- Understand that we can always find ways to create these connections and be more inclusive.



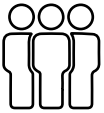
- Large open space
- A facilitator, without a partner, is needed to make sure there is no safety hazard



15 minutes



All



5-20

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**WHAT  
HAPPENS**

1. Participants find a partner.
2. Participants create a unique sound that they share with their partner. It can be any sound from whistling to clapping.
3. The pair is separated, and 1 person in each pair - whoever feels comfortable - closes their eyes.
4. Participants have to find their partner without talking and only by making their unique sound.
5. Share the following reflection with participants:

While there are many things connecting us, sometimes they are not so obvious and sometimes we can create them.

  - Which characteristics can you easily spot in each other that help you feel connected (it can be language, age etc.)?
  - Which characteristics are not so obvious to see in each other but yet they can still connect us?
  - Can you easily find a connection with someone even if you think you are very different?
  - What do you think your “unique sounds” with the world are? What are your connections?

# things we share



- Explore diversity in relation to things that are important to the participants.
- Build an understanding for the similarities and differences in diversity.
- Learn 'listening to understand'.



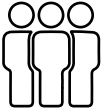
- Each participant brings an item that is special to them to the unit meeting. The special item could be anything they like, from a rock they found, to a family treasure.



20 minutes



All



Any (suggestion: divide into small groups of 4 or 5 people)



## WHAT HAPPENS



### Sharing (10-15 minutes, approximately 1 minute per person)

In this activity, participants form a 'yarning circle'. A yarning circle is a tradition from the Indigenous people of Australia. A yarning circle is a time when people come together to sit and discuss/share stories (yarn). During the yarning circle, participants are encouraged to be honest and engage in active listening (that is listening to understand), as they know what is being shared is important to the person sharing it.

1. Participants sit in a circle with their special item. Remind the group that sharing a special item is a brave thing to do, so it's important to show respect for each other's choices and stories.
2. Each participant takes turns showing their item and explaining why it is special to them.
3. After all the participants have had a turn to share, have a group discussion about the things participants found special.

### Discussion (5 minutes)

Lead a discussion on the questions below:

- Were there some common themes during this sharing session? What did you notice?
- Were some items similar, if so how?
- Were some different, if so how?

### For older ages:

- Have you thought about how our stories can define the way we see things?
- Are you open to listening, understanding and appreciating everyone's story even if it is different from yours?
- Can you find something in each story you have heard that is important for you and your learning? What would that be?

### Reflection (1 minute)

Close with the following reflections:

Note that while each item is different, all of the items were special and valued by someone.

We all have different stories behind us and that is what makes us special. It is when we listen and understand each other that we feel valued and appreciated.





## **Adapting meetings for people with different abilities**

Please mention the importance of making a group effort to adapt meetings so that people with different abilities can join in and have the same opportunities to take part in all the leadership adventures Girl Guiding and Girl Scouting has to offer.

It's hard to set global guidelines to ensure games cater for every kind of disability as they're so diverse. This is why it is important that the person in charge of the activities communicates with the family and the Girl Guide/Girl Scout in advance so that they understand their learning needs and can accommodate these before the meeting / session begins<sup>2</sup>.

The importance of respecting each individual's needs is one of the reasons why Girl Guiding and Girl Scouting is learner-led. When girls have the opportunity to decide on and create activities together, they can develop ones that they all can and want to play. This approach creates opportunities for all girls to lead.

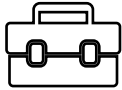
Let's encourage people with different abilities to participate and explore!

Source: Adapted games for children with disabilities: <https://www.sunrisemedical.eu/blog/games-for-children-with-disabilities>

# a thread that ties you and i



- Recognise the similarities between you and your peers
- See how your group is connected to each other



- A big ball of string or yarn



15 minutes



All



5+

## WHAT HAPPENS

The aim of this game is to have everyone in your circle connected to each other by a web of string

1. The group stands in a circle, with one participant holding the end of the ball of string.
  2. The person holding the ball makes a statement that is true about themselves, e.g I like swimming, I have blue eyes, I have a brother
  3. The participants in the circle who that statement applies to raise their hands and call out
  4. The person with the ball then throws the string to one of the participants the statement applies to while keeping hold of the end of the string
  5. The new person then repeats this process with a new statement about themselves and throws the ball on while still keeping a hold of a part of it. No statement can be repeated.
  6. By the end of the game everyone should be included in the web ideally several times.
  7. The facilitator leads a debrief discussion with the questions below
- What have you learnt about someone that surprised you?
  - Did you have anything in common with someone what you didn't expect?
  - What do you think the string could be in real life?
  - In life, when do we love and appreciate our own uniqueness and difference and when do you feel it's better to be like others?
  - Would things common to the group be common to many other people?



# coming together at sangam



Sangam is WAGGGS' World Centre in Pune, India. The word Sangam means 'coming together' in the ancient language of Sanskrit. Find out more about the events at Sangam: <https://www.waggs.org/en/our-world/world-centres/sangam/events/>



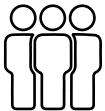
- Develop an understanding of diversity.
- Celebrate diversity.
- Reflect on how to practice inclusion.



15 minutes



All



Small groups of 3-5 people

## WHAT HAPPENS

1. Participants form small groups of 3-5 people.
2. The group have a time limit of 5 minutes to share 1 unique/unusual thing about themselves.
3. After this the same group has to discuss and find 3 of the most unique/unusual things that they have in common with each other.
4. At the end of the time, ask each group to share what is the most unique/unusual fact that they all have in common with each other.

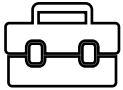
## Discussion

- Was it easy or difficult to find things in common?
- Was there something that surprised you in this activity? What was it?
- Did you have to adapt your facts in anyway to accommodate other members of the group?
- Have you ever felt that you have nothing in common with someone? If so, do you feel different after this activity?
- Have you ever tried finding things in common with someone in order to make things work better? What was the occasion? (eg. a project in school, a game

# *petit poisson rouge (little red fish in french)*



- Experience how unfair it can be to be excluded (discriminated against) for something out of your control.
- Find a creative way to showcase your strengths and reach your goal despite facing discrimination.



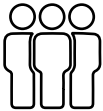
- A large space (indoors or outdoors) where participants can run/move around easily.



20 minutes



All



Minimum 8, maximum 30



In Burundi, where elementary school children often play this game there are 3 official languages: Kirundi, English, and French. Many people in Burundi speak French as a second language.

Feeling inspired to make a change? Create your own advocacy campaign!

WAGGGS has launched an advocacy toolkit, which can be used as a guide to start your own advocacy campaign so you can make a positive change on the issues you care about. Read or download it here:

<https://goo.gl/NmymWp>

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**WHAT  
HAPPENS**

1. Choose (or encourage the group to choose) a participant who will be the little red fish.
2. The playing area should be a big area known as the Red Sea. The little red fish will be one side, facing the other participants who will be the fishes. The fishes should stand on the opposite side of the playing area, side-by-side. The goal is for the fishes to reach the designated end line behind the little red fish.
3. The game starts when the other fishes ask the little red fish if they may cross the Red Sea, saying: 'little red fish, could we please cross the Red Sea?'
4. The little red fish responds with a statement that only allows certain participants to cross.

For example, the little red fish could say: 'Yes. But only if...

...you are wearing the colour \_\_\_\_\_."

...you were born in the month of \_\_\_\_\_."

...you have your ears pierced."

...you can speak more than 1 language."

Once they finish their statement, the little red fish can move freely in the entire playing area.

5. The participants for whom the statement is true can cross the Red Sea in peace, without being tagged.
6. All other participants must try to reach the other side of the Red Sea without being tagged by the little red fish.
7. Any participants tagged by the little red fish join the Red Fish team and help to tag other participants in the following rounds.
8. The last person who is not tagged is the winner.
9. Lead a discussion with participants about the game. Some possible questions are:

- Did you manage to cross the Red Sea? How or why/why not?
- How did you feel about the game?
- Can you relate this game to a situation in real life?

For older ages, you can go deeper with the questions. For example:

- What could be the "Red Sea" in real life? (work, university, group of friends)
  - Which of your characteristics could be used as a reason to prevent you from crossing the "Red Sea" freely? (Gender, sex, age, sexual orientation, religion or belief)
  - Who could be the "red fish"?
  - What would be the best way to advocate for everyone to have the right to cross the "Red Sea"?
-



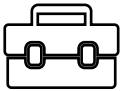
# think differently in our cabaña



Our Cabaña is WAGGGS' World Centre in Cuernavaca, Mexico. It's a place where dreams come true and everybody is welcome. Find out about what's happening at Our Cabaña: <http://ourcabana.org.mx>



- Reflect on how looking at something from different perspectives can help you understand others.
- Understand how being open and accepting diversity can help you personally.



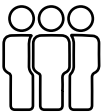
- Chalk or paper and pencils



10 minutes



8+

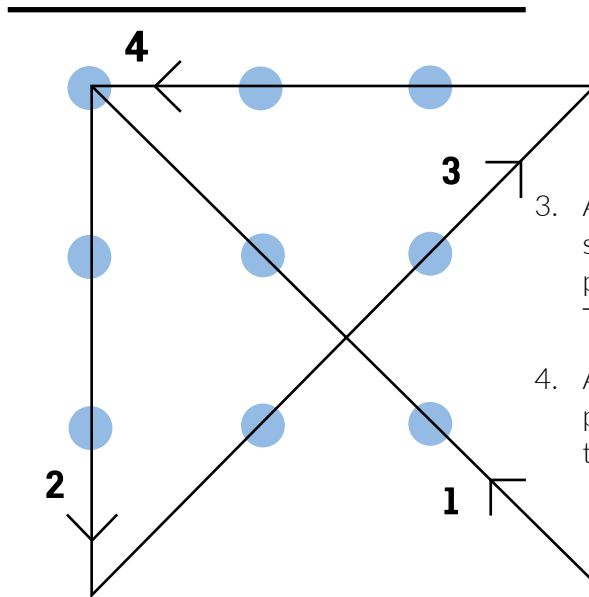


Small groups (3-5 people per group)

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**WHAT  
HAPPENS**

1. Participants form small groups (3-5 people per group).
2. Pass around a copy of DOTS or asks participants to draw the pattern below using chalk.



3. Ask the groups to connect all of the dots with 4 straight lines without lifting their pencil/chalk off the paper/floor, and without retracing over any line. The lines may cross if needed.
4. Allow about 5 minutes for them to work on the puzzle. When time's up, ask if anyone solved the puzzle.

Lead a brief discussion using the questions below:

- Why is it that we don't think of going outside the lines?
- How do you think this activity reflects on the way we generally act?
- Why is it hard to understand others' points of view?
- Have you ever been stuck in a problem and when you looked at it from another perspective you finally found the solution?
- How can you understand someone else if you are not thinking the same way?  
Can you think of some ideas to understand someone's position?

# what do you see in our chalet?

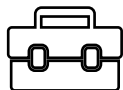


WAGGGS' World Centre high up in the Swiss mountains – Our Chalet – has been providing adventure and international friendship since 1932. Read about Our Chalet here:

<https://www.waggs.org/en/our-world/world-centres/our-chalet/events/>



- Practice your interpersonal observation skills.
- Identify some of the behavioural elements of culture, such as how we define our social roles, the language we speak, and our approaches to nonverbal communication.



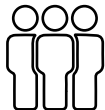
- A sheet of paper per person and at least 2 pens
- Timekeeping device (watch, mobile phone, clock)



30 minutes



10+



6-24

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**WHAT  
HAPPENS**

In Switzerland, there are 4 official languages, which can make it difficult for people to communicate with each other. But even if you don't speak the same language, you can still find ways to make express your feelings and connect with someone. Non-verbal communication like smiling, frowning or crossing your arms can all convey their own meaning about how you are feeling.

Through this activity we will explore social norms (the accepted behaviours in a particular group, community, or culture) and how we communicate.

**Introduction (10 minutes)**

1. Divide the participants into 2 teams of 6-8 people. If working with a larger group create an even numbers of teams so that they can work together to complete the activity. If you have less participants (for example 6 people in total) split the group in 2 and send 1 person at a time instead of 2.
2. Each group is given a set of rules to follow. These are the 'cultural' rules of their new community.

**Sample group #1 rules:**

Every sentence has to sound like it ends in a question.

Don't make eye contact with the person talking to you.

Make lots of hand gestures while you talk.

Wink every time you say yes.

Touch the floor when your name is mentioned.

**Sample group #2 rules:**

Start every sentence with, 'I see'.

Stand with your hands clasped behind your back or in front of you.

When you want to talk to someone you must point at them.

Only walk backwards.

Touch your ear when the word 'and' is said.

---

**WHAT  
HAPPENS**

3. Give each group a few minutes to decide how they will communicate their culture. They could act out a scene, like eating a meal, playing a game with friends, or having a conversation. The choice is theirs, but they need to make sure everyone has a role they are comfortable with and remind them they only have 2 minutes as a group to communicate the rules in the best way they can.

**Activity (15 minutes)**

4. Each group will take turns to send some of their members over to the other group. For example, 2 members of group #2 will go and observe group #1. At the same time, 2 members of group #1 will go and observe group #2.
5. The visitors have 2 minutes with the other group to determine the unspoken rules of the other culture and to try to integrate themselves into the group by following the rules. Keep track of time and notify participants when to switch.
6. Once the 2 minutes are up, the visitors write on a piece of paper what they thought some of the rules were and return to their group.
7. Once back with their original group, the visitors should not talk about what they thought the rules of the other group were until the end of the game.
8. Groups can continue to repeat the same scene as they receive new visitors or can vary the scene they create.
9. The game ends when every member of 1 group has spent 2 minutes observing the other group.
10. Each group then discusses among themselves and writes a list of rules they think the other group was following.
11. Both groups now share what they thought the rules were, comparing their list to the actual rules and discussing what the other group did to give them those ideas and impressions. What was obvious? What wasn't so obvious? When you were a visitor, what techniques worked best to observe the more subtle rules?

**Reflection (5 minutes)**

Ask participants about how they felt when they went to the new group and were trying to work out the rules.

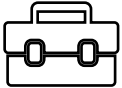
- What was it like at the start to be in the group but not fit in?
- What could you do that might help you fit into a new culture as a visitor?
- What things could you do to help people from a different culture feel welcome in yours?



# chains



- Think about your power as a team and reflect on how together you can support other people.
- Reflect on what someone might be experiencing when they come into a completely new environment.



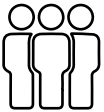
- Large space (the bigger the team, the larger the space needed)



15 minutes



6+



5-30



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**WHAT  
HAPPENS**

1. A team member is standing far away from the rest of the team.
2. The team forms a big row/ chain so that they can “help” their friend.



Make sure the space is large enough so that participants cannot reach their friend by holding hands.

Each person stands next to each other to form the chain, but they need to be far enough away from each other so that they still cannot reach their friend.

They have to use whatever they can to make their chain bigger - such as clothes or bags - so they can reach and ‘help’ their friend.

If there are too many participants for the size of your space, 2 or 3 groups can be formed.

3. After the activity, lead a debrief discussion:
  - How easy is to support someone?
  - In what ways is it easier to support someone when you are part of a group?
  - Do you know if your country supports people in need?
  - Can you think of people in need in your country?
  - Have you supported refugees or migrants in any way? What are some of the ways in which you could support them?
  - What do you think refugees need from us when they arrive in a new country and how could we find out from them?
  - Can you think of ways to know how we can support people in need better?



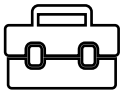
# cross the river to kusafiri



Kusafiri means 'TO JOURNEY' in Swahili. Can you name the 9 countries that Kusafiri has been to? (Ghana, South Africa, Rwanda, Kenya, Nigeria, Benin, Madagascar, Uganda, Tanzania)  
Find out more here: <https://www.wagggg.org/en/our-world/world-centres/kusafiri/>



- Develop an understanding of equity.
- Recognise equity, find ways to achieve it through the activities, and reflect on how you can do so in your daily life.



Up to 9 pieces of paper per group (ideally newspaper)

Something to make 2 'river banks' e.g. a rope, sticks, marking a line in the ground.

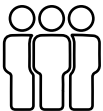
1. Make a 'river' by making 2 parallel lines on the ground a set distance apart.
2. Prepare "stepping stones" with the pieces of paper. Each group will randomly get between 1-9 stepping stones.



20 minutes



All



Small groups

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**WHAT  
HAPPENS**

1. Each group is given a random number of stepping stones (between 1- 9 stepping stones per group). 9 is the maximum number as this represents the number of Kusafiri locations. All groups are given the same time limit to cross the river.
2. Using the stepping stones, participants need to try and cross the river to reach Kusafiri.
3. If participants fall off the stepping stones and into the river they go back to the beginning and start again. The group can move all together or 1 by 1. It is on the group to decide the most effective way to achieve their goal and reach to Kusafiri.

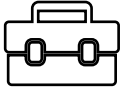
Debrief the activity: Lead the discussion using the following questions:

- Did the number of stepping stones make it easier or harder to cross the river?
  - How could all groups cross the river more equally?
  - Would all the groups cross at the same time even if they had the same number of stepping stones?
  - How do you think this game reflects everyday life?
-

# equal chance to win



- Recognise that advantages and barriers exist.
- Learn the difference between being treated equally and equitably.



- 4 marked-out bases
- Blindfolds or scarves
- Paper
- Pen or pencil
- Recycled materials to build a small tower with (e.g blocks, sticks)



20 minutes



All



9+

---

**WHAT  
HAPPENS**

1. Participants are split into small groups of 3 or 4.
2. All but 1 group is given different constraints.
3. All groups are told they all have an equal chance of completing the race, as they are all getting the same materials.
4. Each group starts on a different base. When told “go” the group races clockwise from 1 base to the other.

You can see suggestions below on how each group can move, but feel free to get creative and think of your own. The winner of the game is the first group back to the base it started at.

**Suggested constraints:**

The group has their legs tied together, as if they are doing a 3-legged race.

The group has half its members blindfolded.

The group can't speak.

The group can only use their non-dominant hand.

The group must walk/run backwards.

**Suggested challenges for each base:**

Do 5 star jumps.

Everyone must draw a trefoil.

Make a human pyramid with your group.

Throw a ball into a bucket 5 times from 3m away.

Build the biggest tower.

Sing a Guiding song.

It's likely that the winning group will be the one that was given no constraints.

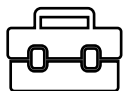
**Reflection:**

- Do you think that having all the same materials made the race equal?
- Why was it not equal? Even though each group was given equal materials why were there not equitable outcomes?
- What extra support do you think the groups with constraints should have had?
- How do you think this game reflects everyday life?
- Is providing the same tools and equal opportunities always enough? Can you think of some examples when it's not enough?
- Can you find some examples where people have the same means, yet they don't achieve the same outcomes?

# in a world of equity



- Recognise the difference between equality and equity



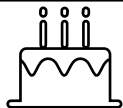
- 8 slips of paper (preferably recycled paper or even country flags) with different country names written on them:
  - USA
  - Brazil
  - France
  - South Africa
  - China
  - Haiti
  - Uganda
  - Indonesia
- Pencils or markers (if you write the names on slips of paper).
- 8 cups or containers (1 per country).
- Approximately 115 small items that are the same size/shape (pebbles/stones, marbles, buttons or any other small item).
- Preferably indoors space

## Preparation (5 minutes):

1. Prepare the cups/containers with a pre-rationed number of items to start:
  - USA: 4
  - Brazil: 3
  - France: 7
  - South Africa: 4
  - China: 5
  - Haiti: 2
  - Uganda: 9
  - Indonesia: 5
2. Next the participants (either individually or in pairs or groups of 3 depending on size of your group) need to select a country and a cup/container and form a large circle.



20 minutes



8+



8+ (if less participants, pick less countries but always include Uganda).

---

**WHAT  
HAPPENS**

1. Once the participants have their first country and container, ask them to take a look inside their cup to see how many items they have.
2. Give each group 9 pieces.
3. The participants then rotate 1 group/country to the right and explain that in order to make all of the groups equal, every 40 seconds they have to add 3 additional pieces to each country. They then move 1 country to the right again.
4. Do this 3 times. (Each country will receive a total of 9 additional pieces/items.)
  - Round 1: Each group adds 3 pieces to the country that they are in front of. New totals per country should be:

• USA: 7	• China: 8
• Brazil: 6	• Haiti: 5
• France: 10	• Uganda: 12
• South Africa: 7	• Indonesia: 8
  - Round 2: Each group adds 3 pieces to the country that they are in front of. New totals per country should be:

• USA: 10	• China: 11
• Brazil: 9	• Haiti: 8
• France: 13	• Uganda: 15
• South Africa: 10	• Indonesia: 11
  - Round 3: Each group adds 3 pieces to the country that they are in front of. New totals per country should be:

• USA: 13	• China: 14
• Brazil: 12	• Haiti: 11
• France: 16	• Uganda: 18
• South Africa: 13	• Indonesia: 14

---

**WHAT  
HAPPENS**

5. Ask the participants to go back to their country and share with the group how many pieces they have to see if each country has an equal number.
6. Ask who has the highest number of pieces (Uganda does, with 18 pieces).
7. For this round each team needs to figure out how many pieces they need to have the same number as Uganda.
8. Give each team the amount of pieces/items they need to have the same as Uganda.
  - Give each team the number of pieces listed below:

• USA: 5	• South Africa: 5	• Uganda: 0
• Brazil: 6	• China: 4	• Indonesia: 4
• France: 2	• Haiti: 7	

**Discussion (5 minutes):**

Ask the participants to sit or stand in their circle to start the discussion. Discuss the differences between equality and equity as reflected in the game, by asking the following questions:

**Discussion Question:**

- How long did it take for you to realise that different countries had different amounts?

**Share the below:**

- So when I suggested giving everyone the same amount of pieces, I called that equality. But just because I gave all of the countries equal amounts, that didn't mean they all had the same amount in the end. When we stopped to count how many pieces everyone had, we could see that there were still some countries who had more and some who had less.

**Discussion Question:**

- Can you describe a situation in your life where you might have noticed something related to the game (equality and equity)? For example, share the below:

It's important to recognise that we had to take the time to talk about the amounts and learn more about the countries to figure out the amounts were different. The same thing can be said for when it comes to equality and equity. We can often see if things aren't equal but to figure out how to be equitable requires more effort.

---

**WHAT  
HAPPENS****Discussion Questions:**

- Would equity work without equality and would equality be enough without equity?
- Can you think about a situation where there was equality but not equity?

For example, if everyone has equal access to parking is it really equitable? What about people with mobility impairment who use a special vehicle? Or what about equal access to education? Is there equitable access for all children with different abilities?



The countries were chosen at random and the amounts have been pre-determined in a way to challenge how we perceive countries as developing vs. developed (as opposed to being rationed according to GDP or another common metric). This is with the intention of reinforcing the concept of equity and can help further the discussion at the end of the activity.

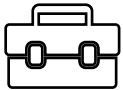
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# transporter



- Reflect on and develop an understanding of equity.
  - Recognise the value of each person's contribution.
- 



- A small round object (this can be a ball)
- 2 rubber bands or plain elastic hair ties
- Yarn / wool threads of various thicknesses to be cut in different lengths (and if possible, of different colours)
- Bowl

The materials above are required for each group.

## Preparation:

1. Cut a piece of yarn per participant in varying lengths approx. 50 cm, 66cm, 75cm and 1 metre)
  2. Tie the pieces of yarn / wool to the rubber bands, where possible double knot them.
  3. Place the bowl on the opposite side to where you placed the small round object (this is where participants will have to put the small round object).
- 



15 minutes

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12+

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10-15 per group (can be done in multiple groups)

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**WHAT  
HAPPENS**

1. Gather participants in the area where they put the round object.
2. Give participants the rubber bands with the threads around them and explain how they place the round object on top. Explain that their goal is to transport the small round object to the bowl using the rubber bands with the threads around it.
3. Remind participants of the qualities of rubber band / elastic. They are flexible and can stretch, but can also break if stretched too much.

If participants drop the object along the way while transporting it to the bowl, they will have to go back to the starting point. If the object is dropped 3 times, the game is over.

4. Debrief & closing reflection
5. Gather the participants in a circle to debrief. Ask them the following questions:
  - How did you find the activity? What did you realise after playing it?
  - How did you feel about having a shorter/longer thread?
  - What do you think the rubber band, the various lengths of threads, the round object and the bowl symbolise?
  - How do you think the activity is related to equity?

Start leading the group reflection by reading the definitions of equality and equity on page 8

- Explain how this is reflected in the game that they have just played:

**Share the below:**

In this activity having a certain length thread isn't necessarily better or worse, it's the imbalance that makes it difficult. Each person has to work out how to create a balance with other group members.

- Do you think it happens in everyday life or is it different?
- How can we co-operate when we have this imbalance? How did you do in the game? How will you do in your daily life?



Give the participants 1 minute to strategise, after that, they will be unable to talk to each other.

## 1. Reflect

For each small journey that the activities have taken you on, you have gained 1 thread. You can also pick a thread from the box where everyone added theirs at the beginning. These are not just simple threads. These threads are a symbol of how you can celebrate diversity and make the world a more inclusive place for all.

## 2. Create

Now, you can weave your threads together and can make a diversity bracelet. This bracelet will represent the journey you've been on and how you are connected with those around you.

Be creative when making your bracelet. Remember the most important thing is what the bracelet represents. It should be made full of thoughts, hopes and plans for a united, inclusive world. Next it's time for sharing!

## 3. Share

Each one of us is different but together we can create something that is bigger and stronger with a shared purpose we can all celebrate. With your group, think about what commitment you can make to ensure your community is more inclusive. Write it down on a small piece of paper.

**#InOurHands** – Take a picture of your hands with your new diversity bracelets and the commitments you've made.

Share your message to the world, it's in your hands, it's in our hands!

Upload a picture/video with your message using the hashtags:

**#InOurHands #WTD2020 #WorldThinkingDay**

**Note to leaders:**

You can read the World Thinking Day Fund section on pages 6 and 7 to participants to explain to them what WAGGGS is, what it does and why donations to the World Thinking Day Fund matter.

**4. World Thinking Day Fund**

Now that you've made your commitment to diversity, equity and inclusion, you can make a donation to the World Thinking Day Fund. The fund supports WAGGGS to continue taking Girl Guiding and Girl Scouting to more girls around the world so they too can have the opportunity to develop their skills and confidence.

**So go on, put your coins in the box and support WAGGGS!**

**There are lots of ways to share with WAGGGS:**

@waggggs\_world



waggggs



wtd@waggggs.org



www.waggggs.org | www.worldthinkingday.org

your notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## appendix

### waggg's global programmes and opportunities

If you enjoyed these activities, WAGGGS has plenty more to offer.

1. Gender and Diversity mainstreaming toolkit: To support Member Organisations and leaders to reflect on how they do to be more inclusive from a gender and diversity perspective:  
<https://www.waggg's.org/en/resources/europe-region-gender-and-diversity-mainstreaming-toolkit/>
2. Global Goals: WAGGGS' focus until 2030 is to support the work Girl Guides and Girl Scouts do around the world towards meeting the Global Goals. We act as brokers, facilitators, and curators to enable sharing and partnerships around the Goals:  
<http://bit.ly/SDGsWAGGGS>
3. Be The Change 2030: To support Girl Guides and Girl Scouts everywhere to speak out, take action and drive change for the Sustainable Development Goals:  
<https://www.waggg's.org/en/resources/be-the-change-2030/>
4. Free Being Me: Build girls' body confidence and self-esteem: [www.free-being-me.com](http://www.free-being-me.com)
5. Action on Body Confidence: Learn advocacy skills and speak out against the image myth.  
[www.free-being-me.com](http://www.free-being-me.com)
6. Surf Smart: Knowing how to stay safe online is an essential skill for young people today. Get the most out of the internet by surfing smart: <http://bit.ly/SurfSmartResource>:  
[www.waggg's.org/surf-smart](http://www.waggg's.org/surf-smart)

### **Global Opportunities:**

Continue your work on Diversity, Equity and Inclusion. Volunteer at a World Centre, join an advocacy group, attend a seminar or even lobby governments at the UN. Keep up to date with WAGGGS opportunities on Twitter @waggg's\_world or Facebook [www.facebook.com/waggg's/](http://www.facebook.com/waggg's/) and receive our WAGGGS Voice updates by signing up on our website: [www.waggg's.org](http://www.waggg's.org)

**This World Thinking Day programme was co-created with valuable contributions from around the world:**

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