

on the line.

Activity Pack

Introduction

Welcome to The Guide Association's On the Line Activity Pack.

Every day, people along the Meridian Line wake up at the same time - On the Line. On the Line is a celebration of people and places linking eight countries from pole to pole: The United Kingdom, France, Spain, Algeria, Mali, Burkina Faso, Togo, and Ghana.



This resource is designed to be used at random as a source of international programme ideas - it can be used by either Guiders planning a meeting or girls needing activities for Patrol time or badge work. The Pack is the culmination of The Guide Association's collaboration with the other On the Line Partners in this special millennium year awareness raising initiative. For more information about On the Line and the individual countries please take a look at the information on our own news pages at www.guides.org.uk and the On the Line pages at www.ontheline.org.uk

This is quite a substantial activity pack however there is no real need to have a full printed copy as the information will be remaining on line for the foreseeable future. Individual activities can be printed out at random.



Activities are categorised under Building World Citizenship headings of Culture and Heritage, Education, Peace, Food, Health, Environment. If you complete one activity from each theme and make a promise to make a small change in your life to become a better citizen On the Line then you can send off for a certificate. Forms can be printed off.

Everyone who sends off for a certificate by December 31st 2000 will be entered into a prize draw to win an 'On the Line Artist' to come to their pack or unit for an evening. This will be a musician or artist from an On the Line country in West Africa who is resident in the UK. The majority of artists listed are from Ghana but we will find the one nearest to where you live to come and give you a fun and lively interactive evening!

Please note: Entry to the prize draw and requests for a certificate are open only to members of the UK Guide Association and its branch members. The artist visit prize is only available to residents of mainland Britain and Northern Ireland. An appropriate alternative will be found should the draw be won by a member of BGIFC or a branch association.

The suitability of activities for the sections indicated by the following letters.

- R Rainbow (5 - 7 year olds)
- B Brownies (7 - 10 year olds)
- G Guides (10 -14 year olds)
- S Senior Section (14 - 26 year olds)

() Indicates that the idea may be suitable for individual units of a particular section, dependent on ability and interest. E.g. Rainbows and Brownies may need additional supervision, whilst Senior Section may be interested in doing some Guide Activities.

Full information and a feedback form are available on The Guide Association web site - www.guides.org.uk

Photo credits (this page): Caroline Thom, J. Hamilton/M. Ferguson

Contents

► Culture and Heritage

- [Talking drums!](#)
- [Get Rapping!](#)
- [Ghanaian tie-dye](#)
- [Burkinabe batiks](#)
- [Dolls! Dolls! Dolls!](#)
- [Fans](#)
- [Samplers](#)
- [Go Potty](#)
- [Mali Hair](#)
- [Henna Hands](#)
- [Body Paint](#)
- [Mardi Gras](#)
- [Nuts](#)
- [Mali masks](#)
- [Mask acting](#)
- [Pulling the rod](#)
- [French traffic lights](#)
- [Dancing queens](#)
- [Story telling](#)
- [Transporting goods](#)

► Peace

- [Peace balloons](#)
- [What is peace?](#)
- [Meditation on the Meridian](#)
- [Pictures of peace](#)
- [Songs of peace](#)
- [Conflict and resolution role play](#)
- [Handshakes and signs](#)
- [Refugee lifestyle](#)
- [Refugee wide game](#)

► Education

- [Literacy scramble](#)
- [Oware](#)
- [Meridian Line treasure hunt](#)
- [Debate!](#)
- [Design a Guide Uniform](#)
- [Virtual Holiday!](#)
- [What do you take to school?](#)
- [Ghanaian wordsearch](#)
- [Who are the lucky ones?](#)

► Food

- [Themed meals](#)
- [Algerian mint tea](#)
- [Fuel for cooking](#)
- [Power cut!](#)
- [Jumbled food](#)
- [Fair shares?](#)
- [Design a Fair Trade poster](#)
- [Food dash](#)

▶ Health

- [Bucket baths](#)
- [Hidden in water](#)
- [Hard or soft?](#)
- [Keep them clean!](#)
- [Make a bath toy](#)
- [Alternative toothbrushes](#)
- [The Malaria spiral](#)
- [Oral re-hydration](#)
- [Filtering water](#)
- [Water purification](#)
- [A woman's rights](#)
- [Health wordsearch](#)
- [Polio](#)
- [AIDS](#)

▶ Environment

- [Environmental charades](#)
 - [Clay house modelling](#)
 - [Construct your own Eiffel Tower](#)
 - [Bayeux Tapestry](#)
 - [Wasting water](#)
 - [Water reserve](#)
 - [Water quiz](#)
 - [Shifting sands](#)
 - [Save our soil!](#)
 - [Wind power](#)
 - [Pollution photo journalists!](#)
 - [Polluted fishes](#)
 - [Recycle it!](#)
 - [Top tourists!](#)
-

More ideas

- Service within the local community is a big part of the work of Guides in countries all along the line. These Guides in Burkina Faso are involved in a project to teach needlework skills to local women who will then be able to sell their crafts to help support their families. You can contact your own Community Action Adviser and learn about projects in your own area.



- Why not fundraise for a really good cause? [The Guide Friendship Fund](#), organised by The Guide Association to provide assistance to worthwhile Guiding projects around the world, is focusing its current appeal on helping immunise and raise awareness in Togo against yellow fever, meningitis and diarrhoeic disease.

Do something to raise money for the Guide Friendship Fund and then send your cheque made payable to 'The Guide Association (GFF)', and maybe one or two photographs of what you did, to The Guide Friendship Fund, The Guide Association, 17 - 19 Buckingham Palace Road, London, SW1W 0PT.

Where to go for more information

www.ontheline.org.uk

The official **On the Line** website contains virtual guidebooks, day in the life stories, dreams for the new millennium, (make sure to include yours - lets see some Brownie Packs, Guide Units and Senior section people up on that list!) as well as lots of interesting information and quizzes.

This website also provides a jump station to give you quick access to the home pages of all the partner associations including Christian Aid, Oxfam and World Wide Fund for Nature.

www.christian-aid.org.uk

Homepage for **Christian Aid**, a UK aid and education charity. Learn about the projects they are supporting and the ways in which you can get involved.

www.oxfam.org.uk

Oxfam is a UK development and emergency charity - this web site contains lots of information about the organisation and the countries and projects it supports. Why not help to support one of their campaigns?

www.wwf-uk.org

The UK arm of the **World Wildlife Fund** is also an On the Line partner organisation.

www.actionaid.org/home.html

ActionAid is one of the On the Line partners. A UK charity and voluntary organisation, "ActionAid's vision is a world without poverty, in which every person can exercise their right to dignity." (ActionAid 1999). Their web site is full of interesting facts about poverty and related issues and also ways in which we can help to make a difference.

www.vso.org.uk

An On the Line partner, **VSO** is a charity which specialises in sending volunteers overseas to participate in development work. It is also responsible for the On the Line Directory of Artists; performers, musicians and storytellers from OTL countries who can be hired to come to events and meetings.

www.folkworks.co.uk

Folkworks is an organisation dedicated to distributing and raising awareness of traditional and folk music; they are also an On the Line partner organisation.

www.un.org

The **United Nations** site is an excellent source of facts and figures about countries - including geography, language, politics, economics and much more.

www.fco.gov.uk

The official homepage of The United Kingdom's **Foreign and Commonwealth Office**, the government department dealing with international affairs.

www.dfid.gov.uk

The homepage for The United Kingdom's **Department for International Development**, the government agency dealing specifically with the developing world.

www.ourworld.compuserve.com/homepages/guidesdefrance

The **Guides De France** website is available in French (for native French speakers and for those English speakers who want to try out their language skills) and also in English (for those who do not trust their French that much)! It contains lots of details about this particular branch of the French Guiding and Scouting Federation as well as pictures of their uniform and ideas for games and activities.

www.wagggsworld.org

The **World Association of Girl Guides and Girl Scouts** homepage provides links to the websites of national associations all around the world and also gives lots of factual information about all the On the Line countries (as well as all other Guiding countries).

www.refugeecouncil.org.uk

The **UK Refugee Council** is an excellent source of information on refugee and immigration issues - if you want to know more about this subject this is an excellent place to start.

www.jcwi.org.uk

The **Joint Council for the Welfare of Immigrants** does similar work to the Refugee Council but is weighted more towards providing advice and support to asylum seekers and immigrants.

www.unicef.org

This is the home page for the **United Nations Children's Emergency Fund**

www.sainsburys.co.uk/recipe/index.jsp

Recipes suggested by **J S Sainsbury** stores

www.oneworld.org/uned-uk/

United Nations Environment and Development UK Committee. UNED UK's primary object is "the promotion of global environmental protection and sustainable development..."



Children in an Togolese orphanage
(Source: On the Line website)

Acknowledgements

This pack was written by: Suzanne Barrows, Joanne Tolson, Ocil Martin, Rhiannon Bailey, Elizabeth Pettman, Joanna Godden, Joyce Hamilton, Morna Ferguson, Kirsty Hardcastle, Caroline Thom, Laura Wilson and Melissa Gardner and co-edited by Bisi Williams, Caroline Thom and Kirsty Hardcastle.

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on the line.

Activity Pack

Culture and Heritage

Culture is not something you are born with but something that you learn from society around you. If you have a specific desire to have cereal and toast in the morning, this is not something you genetically inherited from your parents but something you learned as a response to being hungry first thing in the morning. You were taught this from the people around you, just like in Burkina Faso children are taught to eat wu for breakfast (a stiff white porridge made of millet, sorghum or maize flour).



Traditional masks and costumes worn during dances
at a festival in Togo
Source: On the Line web site

Culture is about many things. It is about the language we speak, the way society is organised, our religious beliefs, the way in which we do things and what we make. The way in which we learn things is also important. In the African countries On the Line people may learn about their culture through story telling. In the UK, France and Spain we are influenced more by the things we see on TV or hear on the radio and the advertising we are surrounded by. Cultures in all these countries are not static, but changing continually as some of what is taught is lost and new discoveries are made.

Talking drums!

B G



Drummers in Ghana
(Joanne Godden)

All countries On the Line have their own traditions of music and playing musical instruments.

In Ghana, some people have the same sort of technology as people in the UK, like satellite television and mobile phones. However, many communities still live traditional ways of life. One aspect of this traditional way of life is the importance of drums. They are called talking drums and can be used to send coded messages to tell people what is happening and when to come to the village meeting etc.

Make two drums (you could use any container like a tin, box, pot etc, and tightly stretch thin material, cling film, rubber sheeting across the top and secure it firmly)

Make up a code using drum beats e.g. 2 quick beats means yes and 1 slow beat means no.

Try passing messages between members of your six/patrol using your talking drums.

Get rapping!

B G S

A style of music traditionally used to express ideas is Rap. Though people often think of Rap as a North American invention it is based deeply in West African culture - particularly those of French speaking countries such as Mali, Togo and Burkina Faso.

Compose your own rap about life in your country. Now try and add at least 1 more verse about life in another country On the Line. You could try making up a verse about every country On the Line. You can get information about these countries from the On the Line web site.

How about a public performance?

Ghanian tie-dye

B G S

Ghanaians have a rich tradition of printing brightly decorated material. It's easy to dye your own cloth but to get an authentic Ghanaian feel use lots of bright colours - particularly reds, oranges, browns and yellows. If you want to make something traditionally Ghanaian decorate a long, wide piece of cloth and make it into a head-dress (see the On the Line web site for style examples. In the school's section, under 'activities' there are bright Adinkra patterns and links to more Ghanaian web site patterns). It's a great camp/pack holiday activity when you can work outdoors - it can get messy!



Tie Dying in Ghana
(Joanna Godden)

You will need:

- A Piece of Cotton Material
- String or Raffia
- A Large Bowl of Cold Water - the bowl can get stained
- Cold Water Dye
- Salt
- Washing up gloves or thin surgical gloves (chemists usually sells large boxes of surgical gloves rather than the relatively expensive pre-packed ones which may be on display)
- Buckets
- Something To Cover Table/Floor - waterproof paper tablecloths are great for this
- Apron or Old Clothing

What to do:

- Cover the floor or table where you are to be doing your Tie Dying
- Put on your own apron / old shirt and pair of gloves
- Dissolve the Dye in the container of Cold Water
- Dissolve the Salt in a bucket of cold water

- Take your material and roll in tightly. Using pieces of string or raffia tie knots tightly around the material. (N.B. Where the string is tied tightly the dye will not be able to colour the material. You can experiment with different ways of folding your material such as making a concertina and fastening large round stones within it)
- Leave your material to soak in the dye until you are sure it has been properly covered. Then remove it from the dye, squeezing out any excess liquid
- Leave it in a bucket for 10 - 15 minutes before removing the strings (and stones where necessary) and rinsing in the bucket of cold salt water
- Let the material drip dry

An easier version for younger girls is to print with potatoes and fabric paint. Wearing gloves, print designs on white fabric and follow the instructions on the packet on how to set the paint.

Burkinabe Batiks

G S



(Photo by F. Dupont-Robertson, Guides de France
Taken in Burkina Faso - February 2000)

Guides and Senior Section can try adapting the tie-dyeing method to produce Batik cloth. Batik, though it originated in South East Asia, is now widely used in Mali, Togo, Burkina Faso and Ghana. The On the Line website shows the popular patterns on clothes worn by the Burkinabe (people from Burkina Faso) and Ghanaians.

You will need:

- tie-dying materials
- Melted Wax
- Sponge With Cut Out Pattern

What to do:

- Using the sponge and melted wax print patterns onto your material.
- Once the melted wax is dry proceed to dye the material as described in the tie dying activity
- Finally, following the salt rinsing stage, you will need to wash the material in very hot water - this will melt out the wax. Watch your hands!
- When using any melted wax be very careful - it is extremely hot and can burn.

Bogolan is the name of a Malian cloth which has recently become popular in the international fashion industry, since its production was revived by Chris Seydou, a Malian designer. *Bogo* means 'mud', and *lan* means 'traces of'. Natural dyes are used to make the distinctive, bold patterns in shades of black, brown, and tan. The Bamanan people have been making the cloth for many hundreds of years, using locally grown cotton.



Batik in Ghana
J Hamilton/M Ferguson, 1996

Dolls! Dolls! Dolls!

R B

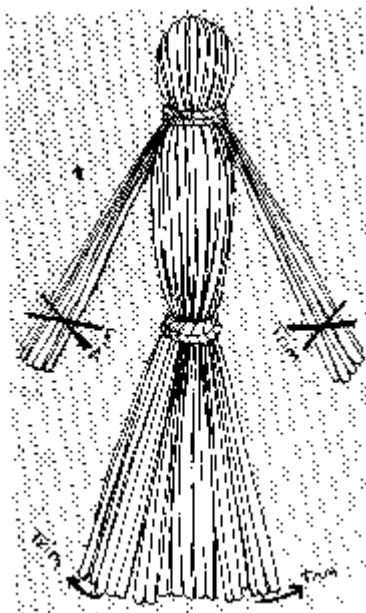
There are lots of traditional dresses and costumes from the various countries down the Meridian Line. They are often bright and colourful. The UK is on the Meridian Line and we have our own traditions and cultural characteristics. You can use some of our regional costumes to dress dolls. Take a look at the On the Line website or in a library for pictures of national costumes.

Tight dolls

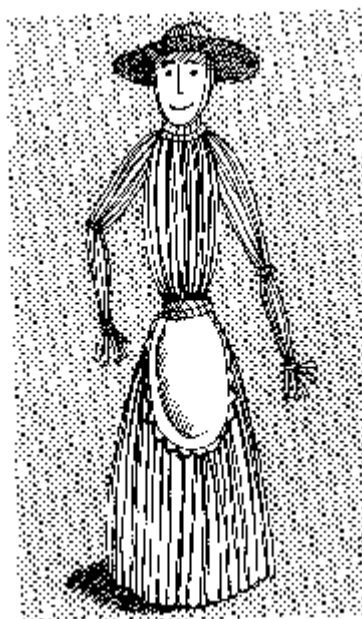
- Cut a length of nylon tights 30cm from the toe end and cut off the toes
- Tie a tight knot in the top
- Stuff a ball of tights into the top and use cotton to tie tightly to form a neck.
- Stuff the body and tie off the end
- Use the remaining bits of tights to make arms and legs
- Using scraps of material dress your doll in traditional dress from an On the Line country

Corn dolls

In the UK, corn dolls were originally made to ensure that the spirit of the corn survived until the next harvest. Straw dolls can be made using either bunches of straw or art straws.



Begin by making the basic Corn Doll by bending the straw over and fastening it



You can then add a paper face and costume

(Illustrations are taken from *Festivals and Celebrations: Religious and Cultural Information and Activities for use in the Unit* published by The Guide Association, 1993)

Fans

R B

Decorative fans are very important in Spanish Culture - they have also been used historically in France and in the United Kingdom. Here is an idea for a lace fan.

You will need:

- Craft (lolly) sticks with a hole drilled in the end of each
- Glue
- Wide lace
- Paper fasteners

What to do:

- Take six drilled sticks and fasten them together with a paper fastener. (If your sticks are quite chunky you may need to use fewer than six to ensure the fastener holds them in place.)
- Fan them out until they are evening spaced into a semicircle.
- Using the glue sparingly, stick the lace onto the sticks to create your fan. Why not use sequins, glitter or artificial craft flowers to create a really extravagant look?

You can use larger pieces of wood, material and lace to create a large ornamental fan. To make it easier for younger girls make flamenco fans using concertined paper.

Samplers

(R) B G

Samplers are a traditional craft in the United Kingdom and in France, where they are known as Marquoirs. Girls and young women made them to practice their needlework skills and lettering. They were seen as a sign of their graceful side and femininity. Historically they had a pattern or design and also the name and date of birth of the person making it - they sometimes also included the alphabet and numbers. If you want to make something a little different why not theme it around Guiding or your local area?

Counted cross-stitch samplers

These are traditionally made in the UK and can be made to varying levels of difficulty. You can use either the proper cross-stitch fabric and embroidery silk or plastic cross-stitch and wool.

Design your sampler on graph paper first then use tiny cross-stitches to create your sampler.

Rainbows can make paper samplers using graph paper and felt tip pens

Go potty

R B G S

Decorative pottery is very traditional to Spain. Take a look on the Internet or in your local library to see the designs they used and the colours they favour.

Younger girls can decorate paper plates using felt pens, older ones can decorate plain ceramic plates or tiles (cheap value packs for DIY stores are ideal) using specialist paints available from craft shops. Some art shops offer sessions in painting pottery.

Mali Hair

R B G S

Like girls in many On the Line countries those in Mali, Ghana, Togo and Burkina Faso spend much of their spare time together. Often to keep themselves occupied they plait each others hair into lot's of different plaits or perhaps with coloured string.



Mali hair braiding by Llanfairpwll and Brynsiencyn Guides at their On the Line camp at Caernarfon.
(Photo: Elaine Green)

You can make coloured plaits out of cotton and add it to your hair or perhaps plait a small length with coloured thread in it. For hair style ideas look at the [On the Line web site](#).

Henna Hands

R B G S

90 % of Malians and 99% of Algerians are Muslim. To celebrate Eid-UI-Fitr (the end of Ramadam when believers must fast during the 9th month of the Islamic year) it is traditional to paint Henna patterns onto hands. Use henna, or face paints to draw patterns onto hands. Alternatively draw around hands and put the design onto paper. For henna: mix powdered henna, lemon juice and cold tea into a paste. Apply using an opened hairgrip or a plastic syringe (the ones without needles!). It takes approximately 30 minutes to dry. Do you have any girls in your unit who use henna as part of their own religious observance? Could they show you how to do it?

Most schools now have multi-cultural friendly policies which should mean the girls will not get into trouble for having decorated hands - however please check if you are in any doubt. You could paint the tops of arms or the foot where the pattern will not show.

(Be aware that some girls with sensitive skin may have an adverse reaction to the henna)

Body paint

(R) (B) G S

There is a rich tradition of body painting in Africa. Some people rub their bodies with red/gold camwood powder to symbolise life and joy when a marriage or birth occurs. For funerals, some people wear white and others smear their bodies with dark clays. Special body decoration is worn for fights or for courtship ceremonies. Cicatrization, or marking the skin with raised scars, is considered beautiful by many peoples and may be used to mark the stages of, or major events in, life.

Think about how we decorate our bodies in the west (e.g. nail painting, eyebrow plucking, make up, tattoos, body piercing, and hair dyeing). Discuss why we do it and think of how we represent funerals etc. Do we paint ourselves to become more accepted in society or to stand out?

Use face paints to have a go at some of the traditional body painting designs used in On the Line countries. To find pictures of body painting look at the [On the Line website](#).

Mardi Gras

R B G

The observance of a Carnival, or Mardi Gras (from the French 'Fat Tuesday') before the Lent period is not new. It originated in the middle of the second century in Rome when the fast of 40 days was preceded by a feast of several days. People put on masks, clothed themselves as ghosts and had as much fun as possible! The famous New Orleans Mardi Gras has its origins in France. A group of students, just back from France in 1827, put on strange costumes and danced through the streets. The idea came from the revelries they had seen in Paris. Since then the Mardi Gras carnival in New Orleans has become world famous.

- Have a Mardi Gras carnival in your meeting
- Make masks from either paper or papier-mache
- Dress up in colourful costumes

Serve pancakes and other traditional French foods

Nuts

B G

In West Africa giving and receiving Kola nuts is a traditional exchange of friendship. These chestnut sized nuts with a bitter taste are chewed and have the same effects as caffeine in tea and coffee.

Can you think of things we give or make in the UK to show friendship?

Could you make something and give it to a friend? (e.g. Friendship Bracelet)

Mali masks

Masks are traditionally used in many cultures down the line. Often they have a ceremonial or entertainment purpose. Have a go at making one of these traditional masks.

You will need:

- Thick corrugated Cardboard
- Strong Scissors or Craft knife.
- Brown Paint
- Paint and Varnish Brushes
- Varnish

What to do:

1. Draw a rough sketch of the mask you want to make
2. Cut a large piece of card to the shape and size of the overall face
3. Cut out smaller pieces of card to form the eyes, nose mouth etc
4. Layer and glue the smaller pieces onto the face to form a 3D effect. You can use more than one level if you wish
5. Once your mask is complete, paint it with brown to give it a wood effect

When the paint is dry use the varnish to give it a truly authentic look

Mask acting

B G

Acting in masks is a European tradition.

To make Papier-mâché masks:

Inflate a balloon to the approximate size of your head.

Papier-mâché strips onto half of the balloon (one side only) and leave to dry.

Straighten edges and smooth off with masking tape.

Punch holes at either side for string or ribbon to fasten then decorate.

Why not put on a play or show using your hand-made masks?

Pulling the rod

B G S

Every culture has its own traditional games. Even in the UK there are games that you may not have heard of. This is a game from the Shetland Islands. Shetland is a group of over 100 islands as close to Norway as to mainland Scotland. There is a strong Scandinavian influence and many of the place names come from the Norse language. Shetland is so far north (60 degrees) that in summer it doesn't really get dark, just dims at night time, and in winter there are only a few hours of daylight.

Pulling the rod - for 2 contestants. You need a stout stick (2ft long). Both contestants sit on the ground with their knees drawn up towards their chests. They both grip the sticks lightly with their hands and press the soles of their shoes firmly together. The aim is to pull the opponent up out of their seated position so that they are standing.

French Traffic Lights

B G

One thing which immediately highlights cultural differences between countries is language. In France they speak French, in Ghana people speak English and a variety of traditional African languages including Akan, Moshi-Dagomba, Ewe and Ga. Meanwhile, in Mali, Togo and Burkina Faso, French is spoken along with a variety of African languages

Learn how to buy 3 things in a French bakery or another type of shop. Try and learn the words for bakery, cake shop, butchers and grocers. Can you devise a game, perhaps adapt a traffic lights (or fishes) game using French words. To really confuse the players try switching to using the English names during the game - they will then have to remember what their word actually means!



Young Guiders, members of the Senior Section and Advisers dancing to Ghanaian music at an On the Line weekend.

(Photographs by Kirsty Hardcastle, The Guide Association, 1999.)

Dancing queens

B G S



Team or group dancing is an important social, cultural and entertainment pastime in all the countries down the line. Here are some examples:

- Maypole dancing (England, UK)
- Morris Dancing (England, UK)
- Scottish ceilidh dances (Scotland, UK)
- Irish dancing (Ireland, UK)
- Twmpaht - similar to Barn dancing (Wales, UK)
- Grass cutter's dance (France)
- Flamenco (Spain)
- Limbo dancing (Ghana)

Do you know anyone who can teach one of these dances to you?

In Burkina Faso, after harvest is gathered, the young women and the young men meet in the centre of the village, singing and dancing in the moonlight. The first girls who arrive start to sing and call "Sarana" to come and join the other dancers. You can easily learn this song with thanks to Folkworks, one of our partner organisations in the On the Line project.

Folkworks have produced an excellent resource which teaches songs, dances and melodies from On the Line countries. You'll have a lot of fun learning the grass cutter's clog dance from France or La Bolangera from Catalan, Spain. There is also music and dance from Shetland, Northumbria and Burkina Faso.

It is available from Folkworks:

69 Westgate Road, Newcastle upon Tyne, NE1 1SG

Tel: 0191 222 1717

Web: www.folkworks.co.uk or e-mail folkworks@folkworks.co.uk

The book and CD costs £14.95 plus £2.95 postage and packaging

There is also a teacher's video for £7.95

Story telling

B G

In many countries On the Line, traditional stories are passed down the generations simply by word of mouth. Storybooks are rare. This oral tradition enables storytellers to use noises, actions, gestures and many other things to make the story interesting.



Misoshi, a Ghanaian storyteller, at the On the Line weekend held at Waddow Hall in November 1999.
(Photograph by Kirsty Hardcastle, The Guide Association, 1999.)

In your pack or patrol try to think of a local story or legend. Then think of a way to act this out. One person should narrate the story while the others can act out the events, make sound effects, music etc. Perform your story for an audience - this could be parents, friends or other patrols.

In Burkina Faso, Togo, Mali and Ghana, mothers and sisters carry babies tied to their backs with lengths of material. Babies carried in this way are close to their mother's heart and the sound of it beating and of their mother's breathing calms them. This method of carrying is also practical as prams and pushchairs are often not available or very expensive - in some areas the lack of paved roads would make them useless anyway - and it means the women still have their hands free to carry food, water, shopping etc.

Transporting goods

R B G S

In many of the African countries On the Line it is traditional, and practical, to carry goods on your head. Can you imagine what it must be like carrying your shopping with your baby on your back? Have a go.....

- Begin by making a large donut shaped ring from cloth - it should fit your head like a small crown and be at least 5cm deep
- Now practice balancing things on the ring on your head and walking with them. In the summertime or perhaps on Pack Holiday or Guide Camp you could try doing this with buckets of water
- To know what it feels like to carry a baby too, strap a big bag of potatoes to your back using a length of cloth, tying the cloth at the front (see photos)
- Try to do all sorts of things whilst carrying a (potato bag) baby on your back and a load on your head, like going up steps.

How far can you get? How long could you carry the baby for? How heavy is your bag of potatoes? How heavy do most babies get before they can walk?



on the line.

Activity Pack

Education

All along the Meridian Line the quality of education children receive varies enormously.

Whether you love school or hate it, at least you don't have to pay for it in the UK. In the On the Line countries of Togo, Ghana, Mali and Burkina Faso the authorities would like to provide free schooling but do not have enough money, so parents have to pay fees. In Togo the annual cost per child is around £15. It doesn't sound much to us but this a considerable sum in a country where unemployment levels are very high, wages are low and people may go for months without receiving their wages. Many thousands of Togolese parents cannot afford to send their children to school.

In Algeria education is a big priority and 40% of Government spending goes on education. But the task has been made difficult by the sheer number of children in Algeria - 42 per cent of the population is aged under 15. In some places the number of pupils per teacher is so high that children go to school in shifts.



School children in an Algerian school
(Source: On the Line web site)

In Algeria private schools were abolished by the Government in 1976 but in Spain nearly half of all Spanish schools are private, and many of these are run by the Catholic Church. The religious schools are considered superior to the state-funded schools. There are also private schools in other On the Line countries in West Africa. In Togo they are run by Christian or Islamic organisations, or by individuals (usually former teachers).

A big difference in schooling as you go down the line is that the hotter it gets, the more flexible the school day has to be. Not many schools in these countries can afford air conditioning. In Algeria extreme mid-day temperatures in desert regions mean that school-work has to stop for a rest period between late morning and mid-afternoon. In Burkina Faso the children have a break during the hottest hours between noon and 3pm, when they eat lunch, play games and have a siesta.

Subjects can differ too. In Mali one of the subjects is Production, where children might learn to grow maize, plant trees, or keep chickens on school land. Class sizes in Mali are over double the size of class sizes in the UK - can you imagine 65 of you squeezed into your classroom?



Llangloed Guides on a Scavenger hunt at their
On the Line camp - translating from French
(Photo: Elaine Green)

In many countries further down the line educating girls still comes second to educating boys. In Mali only 15% of women are literate compared to 30% of males and in Ghana 54% of women are literate compared to 76% of males. It is not so long ago that girls in the UK received little education - speak to your grandmother or great grandmother about what she did when she was your age - you may find she was already working before she was 16.

Through these activities you will find out more about education On the Line!

Literacy Scramble

G S

This is a really fun game and a way of learning about the differences in education in each of the On the Line countries. Facts and figures about education On the Line can be found on the [On the Line website](#) under the education section of each country's guide book. There is also an interesting summary of education in each country.

You will need:

- 4 x 2m lengths of lining paper
- Felt tip pens
- Facts and figures about education
- Sticky tape

To make your Literacy Scramble board:

Take the 4 strips of lining paper and attach together, using sticky tape, to make a square

Draw 24 circles onto your scramble board using a small plate as a template

Take each fact (below are some examples, more are available on the On the Line website) and extract the number and put the number in four random circles

- In Burkina Faso 31% of male population under 16 are enrolled in school
- 70% of children in Togo spend at least five years in primary education
- In Algeria, legally the size limit for one class is 65 children, but in many rural areas classes are much bigger because there are not enough schools
- Many French children start playschool (École maternelle) when they are just two or three years old
- In Spain in 1985 an estimated 89 per cent of students attended secondary school
- The average child in Mali will be at school for only 3 years
- Ghana has several higher education institutions (including four universities)

Do this for each fact you have collected. You should end up with lots of random circles containing numbers.



Young Guiders and members of the Senior Section having a go at the Literacy Scramble game they invented at the On the Line weekend held at Waddow Hall in November 1999 (Photographs by Kirsty Hardcastle, The Guide Association, 1999)

To play the game:

1. Get 4 people to take off their shoes and to stand round the edge of your board. (Four is the best number - less and it's no fun, more and it could get dangerous!)
2. Tell them a fact about a certain country (e.g In Burkina Faso 31% of male population under 16 are enrolled in school)
3. Then shout out commands (e.g. right hand 31%).
4. Carry on with this until someone falls over.
5. Keep going until there is a winner.

Debate!

G S

Consider the implications of these two African sayings and have a discussion. Do you agree?

1. You can play some sort of tune on the white notes and some sort of tune on the black notes but the best is played on both the black and white notes (Aggrey)
 2. Educate a man and you build an individual. Educate a woman and you build a nation. (Aggrey)
- Have either, or neither, or both of these sayings any implications for WAGGGS, the Guide Association and the place of women in society.

If you are interested in practising or developing your public speaking skills why not invite other Senior Section members from your area to debate these ideas.

Oware

G S

This game is also known as Adi, Awale, Ayo-Ayo, Mancala and Gapeta, to name a few! The game of oware is played throughout Ghana as well as in other African countries including Burkina Faso and Togo. Oware is a game for two people, similar to backgammon but played with 24 stones and a very different board. The board is made from a thick, oblong piece of wood which has twelve, hollowed-out holes. In August 1997, history was made when the Oware World Championships took place at the Royal Festival Hall in London, and received massive media attention.

The object of the game is to capture more pieces than your opponent. The board (you can use an eggbox) consists of two rows of six cells, holes or cups. Each player owns a row. There are two extra cells (bowls), not part of the board proper, for holding each player's captives. The pieces are all alike. They are sometimes referred to as stones, pebbles or seeds. There are 48 in all and you can use dried beans.

Although the instructions make it look complicated it is easy to pick up and a really enjoyable game. When Guides learnt it at the On the Line weekend in February 2000 they were spotted playing it in their bedrooms late at night!



Guides playing Oware at Foxlease

You will need:

- The board: a large eggbox, 2 egg cups across and 6 egg cups long
- The pieces: 48 dried peas or butter beans, all alike
- 2 bowls for putting pieces you have captured in

How to play:

1. Distribute 48 pieces evenly in the 12 cells - four to a cell.
2. To make a move, a player picks up all the pieces in a cell in her own row and moving anti-clockwise around the board (from her own row to the opponent's and back again to her own), deposits them, one at a time, in each cell that she passes over, without skipping, until the pieces are used up. If the number of pieces is large enough, the move may come back to the square which originated the move. In that case that square is bypassed, no piece being placed in it, and the seeding continues in the next cell.
3. Players alternate turns playing and must make a move on each turn.

4. A capture occurs when the last piece of a move is deposited in a cell on the opponent's side and the number of pieces, after the drop, is either two or three. If the cell before the last was also raised to two or three then those pieces are also captured, and so on for each previous cup as long as the row is still the opponent's and no cell with a count other than two or three intervenes.
5. The game ends when a player, on her turn, finds she has no pieces to move - all of her cells are empty. For scoring purposes, the pieces remaining on the board are added to the victor's captives. The player with the majority of captives is the winner.
6. An unusual move rule arises when one side has no pieces remaining. If the player on move sees her opponent has no pieces and she can make a move that will leave pieces in one or more of the opponent's cells, then she must, by rule, make such a move. If no such move is available, then the game is over - or will be when it is the opponent's turn, according to the previous paragraph.

When there are few remaining pieces in play, it may be there can be no further capturing, the pieces just aimlessly chasing each other around the board. In this case, the players agree to terminate and the score consists of those captives already held plus the pieces in each player's cells.

Design a Guide Uniform

R B

Guiding in Mali is just developing. Imagine you are a Malian Brownie or Guide and design yourself a uniform.



These are Guides in Ghana, wearing their uniform
(J Hamilton/M Ferguson, 1993)

Think about...

- The weather and climate
- The activities undertaken
- The culture

You could even design/draw a doll template and clothes to dress it with!

Meridian Line Treasure Hunt

B G S

We have all heard of the Meridian Line, but where exactly is it in the UK? The following information is from the Ordnance Survey website. For more information and to find out if you live on, or near the Meridian Line, go to www.ordsvy.gov.uk and look at the Millennium Year section and the pages of 'are you On the Line?'

What you need:

- Two copies of the following boxes of information, one intact and one cut up into sections
- Large map of the UK
- Pins with coloured heads

Cut out the following boxes and distribute them amongst your patrol, pack or six. Make sure you keep a copy with the correct order shown! Using a map of the UK, everyone needs to find which part of the Meridian Line their box refers to and stick a pin in.

The Meridian Line enters England from the North Pole on the east Yorkshire coast at a place known as Sand le Mere, just south of Tunstall.

The Meridian Line then passes to the west of Withernsea, close to the cemetery and Little England Hill, and on down virtually straight through Patrington Windmill.

The Meridian Line crosses Sunk Island Sands and on into the river Humber estuary.

The Meridian Line goes through Cleethorpes sands, a popular seaside resort since Victorian times, and then down to Louth.

Just north of Louth the Meridian Line passes through Brackenborough Hall and the deserted medieval village of Brackenborough.

The Meridian Line 's route can be seen at Eastgate in Louth, a market town set on the eastern edge of the Lincolnshire Wolds. Much speculation has been aroused in Louth as to where the line actually goes and several articles and letters have appeared in the local newspaper *The Leader*.

The youth hostel at Woody's Top almost gets a direct hit before the Meridian Line enters the hamlet of Little London north of Tetford. Just to the east is Somersby, another tiny Lincolnshire Wolds village perhaps best known as the birthplace of Alfred Lord Tennyson, who went to school 'on the meridian' at Louth.

Bolingbroke Castle, in old Bolingbroke a mile east of the Meridian Line, was the birthplace of Henry IV.

The Meridian Line passes through the eastern outskirts of Boston, where the river Witham gave access to Flanders and parts of northern Europe and made it, 800 years ago, one of the most important commercial centres in the country. It was from here in the early seventeenth century that the Pilgrim Fathers set forth to seek religious freedom. They eventually settled in America where their new homes became Boston, Massachusetts.

After crossing the river Welland the Meridian Line passes through Majors Farm before hitting Holbeach and Clough and going just west of Holbeach itself.

The school in Somersham is right on the Meridian Line, but it just goes west of Bluntisham.

The Meridian Line runs parallel to the road through the village of Swavesey before it runs west of Cambridge bisecting Great Eversden and Little Eversden.

Crossing the A10 at Melbourn, the Meridian Line runs east of Royston. Royston grew up at the intersection of two ancient roads: Ermine Street and the Icknield Way. The Meridian Line crosses Ermine Street (now the A10) twice.

The golfers at Hamels Park, just north west of Puckeridge, tee off in one hemisphere and sink their putts in another. If it rains they can shelter in Noah's Ark Farm, just outside Ware, which is right on the Meridian Line, or in the village of Cold Christmas just to the west of the line.

Just to the south of Ware the Meridian Line enters the Lee Valley and follows the river till it enters the Thames. On its way passing through the ruins of Waltham Abbey and the scout camp at Gilwell Park. Leaving Epping Forest through the Chingford Pillar at Pole Hill, in to the residential areas of Walthamstow, Leyton, Stratford and Newham.

Although the Meridian Line passes through numerous schools, it only touches two hospitals, Chingford Hospital being the first from the north and the famous plastic surgery Victoria Hospital at East Grinstead the first from the south.

The Meridian Line crosses the Thames at Blackwall and just hits the North Greenwich site of the new Millennium Dome before entering the Thames again to come out at Greenwich through the Royal Observatory. In the courtyard of the Royal Observatory a brass strip divides east from west, and visitors can straddle both hemispheres. Hither Green railway station, two miles south of the observatory, has platforms in both hemispheres.

The M25 is crossed at Oxted with the Meridian Line running right through one of the village schools and the village centre itself. Lingfield Park racecourse is just to the west of the line before it reaches East Grinstead.

East Grinstead marks the Meridian in a very special way by including its representation in the form of a white line in the town's coat of arms. The Town Clerks offices are also bisected by the Meridian Line.

South of East Grinstead the Meridian Line gets wet in the Weir Wood reservoir before hitting Sheffield Park Station, the home of the Bluebell Steam Railway.

The most southerly residential areas along the Meridian Line are Lewes, Iford and Peacehaven (once the home of Gracie Fields).

The Meridian Line runs through the cemetery next to the Lewes County Hall before passing close to the church at Iford and entering Peacehaven. There is an obelisk at the point where the line crosses Peacehaven promenade and plunges over the cliff into the sea.

Next stop France, Spain, Northern Algeria, Sahara Desert, Ghana and Lake Volta, leaving Africa at Accra before its long Atlantic Ocean journey towards Antarctica and the South Pole.

Virtual holiday!

R B G S



Find out using the web how to get to: France, Spain, Algeria, Mali, Burkina Faso and Togo (to get to which you are likely to have to go via Ghana or Nigeria). Does your local travel agent have any brochures for travel to these countries? Plan a holiday in one of these countries!

- Find out whether it is feasible to go by land/sea and how much it costs
- Find out about the main tourist attractions in the above countries
- What will the weather be like?
- What is the main religion - do you need to dress modestly?
- What is the food like?
- What foods are difficult to get?
- What currency is used?
- What can you buy in the shops? - Do I need to take everything with me or leave space to bring things home?

Are there any cultural restrictions on what I should wear?

What do you take to school?

B G

If you lived in Mali or Togo you would have to pay for your schooling and equipment. What would that be like if we had to do that in the UK?



Local school, Tintihigrene, Gao region, Mali
Source: On the Line web site

You will need:

Pen and paper

What to do:

- Think of a typical day at your school and all your different classes
- Make a list of all the equipment needed for your lessons that the school provides you
- How much do you think the equipment costs?
- If, like in Mali or Togo, the school only provided desks, chairs and a black board, what would your lessons be like?
- What 'personal' items do you need to take to school? Are all of these necessary?
- If you had to pay fees towards equipment, teachers and buy all your books and pens, your family would have to make sacrifices. Which would be the first of your possessions at home that you would do without?

Reflect about what children in countries like Togo and Mali might take to school and what the school provides. Get each group to write down ideas and then feed back to the group.

Ghanaian Wordsearch

R B

D	Y	Z	Q	M	V	Q	O	P	D	N	M	E	F	L	I	G	P
A	O	P	U	L	N	U	O	O	P	N	K	C	G	H	H	F	J
Z	R	S	P	I	D	E	R	L	M	K	A	C	C	R	A	I	O
C	T	A	B	Z	L	E	Z	I	E	J	Y	H	O	J	D	E	N
B	F	K	J	A	S	N	A	K	E	H	I	I	C	K	L	C	B
L	K	A	I	R	M	M	C	W	F	E	X	Q	O	R	Y	F	L
E	J	V	U	D	D	O	S	G	F	T	U	V	A	G	G	Z	A
J	X	W	A	H	O	T	N	Y	O	F	H	A	W	H	H	X	Q
H	G	I	T	B	E	H	O	N	C	H	O	C	O	L	A	T	E
V	I	L	L	A	G	E	R	N	Q	N	P	I	B	K	N	V	A
S	R	A	U	S	P	R	F	U	E	U	C	R	S	E	A	U	R
T	V	W	B	Q	X	R	G	S	C	T	T	F	W	X	Y	T	M
P	Q	O	Z	N	Y	D	M	Y	Z	U	C	A	V	Z	R	S	T

GHANA
AFRICA
CHOCOLATE
COCOA
COFFEE
HOT
VILLAGE
SPIDER

SNAKE
NUT
SUNNY
CHIEF
ACCRA
QUEENMOTHER
LIZARD

All of these things are very important to many people in Ghana - can you think of reasons why?

Who are the lucky ones?

B G S

(Source: *The Leader*, Boy Scouts of Canada)

A simulation exercise to illustrate the disparity between conditions in developed and developing countries.

You will need:

- A bowl of Smarties, or similar sweets.
- A set of chance cards - there should be one per player. Thirty cards are shown below, print them out and stick them onto card. (When you play with less than thirty people remove the cards with the highest numbers.)

What to do:

- Explain that there are enough sweets in the bowl to allow two per player. You might want to talk about how they could be distributed to the group.
- Explain that they will play a game in which the number of sweets they receive will depend on the luck of the draw.
- Place the cards in a pile face down.
- Each player draws a chance card, stands and reads the card out loud. They should follow the instructions given on it. Unless the card says otherwise, they begin to eat their sweets as soon as they receive them.
- Then they place their card on the discard pile and sit down.
- The cards have been prepared so that 80% of the players get 20% of the sweets whilst 20% get the rest. This is approximately how the world's resources are consumed today. With 30 players and 60 sweets, 24 people will get 12 sweets between them, 12 people will have none and six people will get 48 sweets between them. The cards drawn by the 24 who get very little give various reasons for the poverty in the developing world. The cards drawn by the six lucky ones give some reasons as to why they are so well off.

After game discussion:

This will be more important than the game itself. Consider the fact that the developing world contains 75% of the world's people but only 17% of the world's gross national product. (Gross national product is the total value of the goods and services produced by a country during a year).

In the discussion, players should be given the chance to express their feelings ... should anyone have got more / less? Did the reason given on the card seem logical? Did it seem fair? How do you feel about the attitudes of the lucky ones / unlucky ones? If you received one sweet, or none, in which On the Line country might you be in? In the real world, what share do British people get? How do you think the others feel about us? How could we improve the chances for the unlucky ones in the real world? Are there any advantages in not expecting to get more than your fair share?

<p>1. A flood has destroyed the family crops, you do not have any money. Do not take a sweet.</p>	<p>16. Your family owns and runs a small business, because you have all worked hard and the market has been favourable you have done quite well. You may eat eight sweets - eat as many as you can as quickly as you can.</p>
<p>2. Because of the efforts of an international aid organisation, your village now has water to irrigate the fields. You can afford one sweet.</p>	<p>17. Your father can't read or write, there was no school in the village when he was young, and now he can't get a job. Don't take a sweet.</p>
<p>3. You have just completed your school education and were lucky enough to get a job. However, all your money is needed to send your brother to school. Do not take a sweet.</p>	<p>18. Even though both your parents are unemployed, they receive insurance payments. You may have four sweets. Eat as many as you can as quickly as you can.</p>
<p>4. There was such a bad drought that the crops on your family plot have failed. You cannot have a sweet.</p>	<p>19. Your father has been looking for a job every day but there are always many people applying for the jobs and he has not yet been successful. Do not take a sweet.</p>
<p>5. Your family's small farm produced very little this year because fertiliser costs were too high for him to afford any. Do not take a sweet.</p>	<p>20. You have harvested a big crop this year. You would be able to afford three sweets if the farm was yours, but you have to give two thirds of your income to the owner of the land who lives in a large house in the town. Take one sweet.</p>
<p>6. Your father was given free schooling and now has a very good job. Take 10 sweets and eat as many as you can as fast as you can.</p>	<p>21. Your father has just lost his job in a cotton mill. The wealthy country which has previously bought much of the cloth has decided to produce its own. Do not take a sweet.</p>
<p>7. You have just helped the family to harvest the crop, it has been very hard work. You can now afford one sweet.</p>	<p>22. The family food bill has risen quite dramatically this year because of the large orders for grain and soya beans to fatten beef cattle in a wealthy country. Take two sweets, but eat only one. At the end of the game give your second sweet to the person who got the most.</p>
<p>8. You were able to use what you had learned at school to help your family cultivate a garden this year. You can now afford one sweet.</p>	<p>23. Your father has a good job but he must pay school fees for you and your three brothers. Take only one sweet.</p>

<p>9. Most of your family's crops were eaten by locusts this year because you couldn't afford pesticides. Do not take a sweet.</p>	<p>24. Your family has just inherited a great deal of money from a wealthy relative. You can have 12 sweets. Eat as many as you can as quickly as you can.</p>
<p>10. Your parents have tuberculosis and are too ill to work. Do not take a sweet.</p>	<p>25. Although your family is one of the wealthiest in the village, they have just spent a lot of money on your grandfathers funeral. People would have thought it disrespectful if they hadn't. Take only one sweet.</p>
<p>11. Your family grows coffee. The crop was very good this year BUT there is a surplus and the price has fallen. You may only have one sweet instead of the two you received last year.</p>	<p>26. All your family income this year was needed to cover hospital bills when you had a broken leg. Do not take a sweet.</p>
<p>12. Your father has just been awarded a large wage increase. You may take seven sweets. Eat as many as you can as quickly as you can.</p>	<p>27. Your father works on a fishing boat, but the fish he catches are sold to feed the pets of wealthy people. Take two sweets but only eat one. At the end of the game, give your second sweet to the person who got the most.</p>
<p>13. A teacher taught your family how to keep a few chickens to provide eggs to improve your health. You can now afford one sweet.</p>	<p>28. Your father works at an iron mine. Raising his wages would mean that the company would have fewer profits for the owners in wealthy countries. Take only one sweet.</p>
<p>14. Your father is blind as a result of an infection in the water. Your mother cannot work because there is no-one to look after the children. Do not take a sweet.</p>	<p>29. Your parents both work. Although their wages are not high, you can afford six sweets. Eat as many as you can as quickly as you can.</p>
<p>15. Your family have just harvested a large crop of jute, used to make sacks. Since many buyers of jute have changed to using plastic bags the price of jute has fallen. You may take only one sweet instead of the two you had last year.</p>	<p>30. Ever since your father had malaria he has been too weak to work. Your mother is dead. Do not take a sweet.</p>

on the line.

Activity Pack

Peace

Few places down the Meridian Line know complete peace.

In the UK, violent conflict between Nationalists and Unionists has been a feature of life in Northern Ireland since 1969. In 1973 the people voted in a referendum to remain part of the UK rather than join a united Ireland. A Peace Agreement was signed in 1998 but the situation has still not been completely resolved.

In Spain, there is internal conflict due to tensions between the Government and a group known as ETA, which tries to rally recognition in support of Basque becoming a separate country. Only a minority of Basques actually want this to happen.

For more than 10 years, Algeria has been torn by religious and political conflict. In 1988 there were violent protests against food shortages. In 1992, when the FIS (Islamic Salvation Front), an Islamic party won the election, 100,000 people demonstrated in the Algerian capital. Soon afterwards the government, backed by the army, overturned the election result. In 1996 violence escalated after the government banned all religious political parties. As many as 80,000 people - mostly civilians - have been killed in the conflict between militants and the authorities, and thousands imprisoned without trial. The present government, elected in 1999, has released some political prisoners and held a peace referendum, offering Algerians the chance to vote for peace talks with Islamic militants. The result was an overwhelming yes-vote, which already seems to have brought about a positive change in the day-to-day atmosphere of Algeria's cities and towns. The new Prime Minister has formed a government made up of ministers belonging to several different political parties. In the first week of the new millennium, the armed wing of the Islamic Salvation Front called a truce. Killings and bombings have continued in Algiers and other Algerian cities, but it is not clear who is behind these acts. Many Algerians blame rogue elements within either Islamic or anti-Islamic groups, while others blame organised criminals posing as political militants.

Tensions between the different ethnic groups have led to a number of civil conflicts in Mali. The present government is working to give local communities decision-making powers to try to avoid future conflicts.

Peace balloons

R B G

You will need:

- Enough balloons for each girl
- Small pieces of paper
- Pens



What to do:

1. Read some of the facts about conflict down the Meridian Line and ask the girls to write on the piece of paper their dream of peace.
2. Fold the paper up and put one message in the balloon. Blow the balloon up but do not tie a knot in them.
3. Everyone should release the balloon at the same time and the balloons will fly over the room
4. People pick up a different coloured balloon to the one they sent flying and take out the message. The paper can sometimes be a bit soggy so needs to be pulled out carefully!
5. Read aloud (in turns) the messages in that balloon.
6. Make sure that everyone washes their hands afterwards.



What is peace?

R B G S

Ask Brownies and Rainbows, what do you think peace is and what represents peace, with each thing beginning with letter from the word PEACE.

Ask Guides to think of symbols which represent peace and draw them. Then discuss why they have chosen the symbols.

Ask Senior Section to discuss symbols that represent peace, then discuss peace issues in an On the Line country.

Meditation on the Meridian

B G S

Ask everyone to sit quietly in a circle and to hold their hands in front of them up turned on their knees as if holding a miniature Meridian Line. Ask them to close their eyes and allow their imagination to be guided by your words.

- "Imagine you are holding a miniature version of the Meridian Line in your hands. You can see what is happening to it: a major war has broken out and millions of people are dying. The war is quick to spread and soon everyone down the Meridian Line is at war!"
- Now close your hands around the Meridian Line before opening them again. Now you see your perfect world! What is it like? How do people treat each other?
- "Now imagine the Meridian Line is shrinking in your hand until it is small enough to keep safely in your pocket or purse. Remember that it's life is your responsibility along with everyone else here. Think quietly for a minute and decide on one thing you would like to do to help keep everyone On the Line safe for future generations."
- Ask everyone to open their eyes and take turns to share what they would like to do. If they would prefer the girls can write their thoughts down and then pick up and read them out at random.

With the Senior Section go into a topic deeper and discuss war On the Line.

Pictures of peace

R B G

Using magazines cut out pictures to make a peace collage. Ask them to justify their pictures. E.g. "I put a picture of blue skies because they are calm".



Songs of peace

R B G S

For many years songs have been used to spread messages of peace, here are some ways you can be a part of them.

Rainbows and Brownies can learn some peace songs like, 'It's a small world' and 'Kum By Ya'.

Guides and Senior Section could write a peace song. Ask around the patrol/unit, you'll find people who are very good at music, people good with words and some talented singers. You could also make an image board of how peace is reflected in music e.g. anti war songs in the 1960's, Freedom/Anti apartheid songs in 1980's e.g. UK - 'Through the Barricades' was about peace in Northern Ireland.

Conflict and resolution role play

B G

Put girls into pairs and give each pair a conflict card. The girl's role play it and try to resolve it. After, the girls could discuss how they resolved the problem. What tactics did they use? They could also try to make up their own situations.

Here are some example cards:

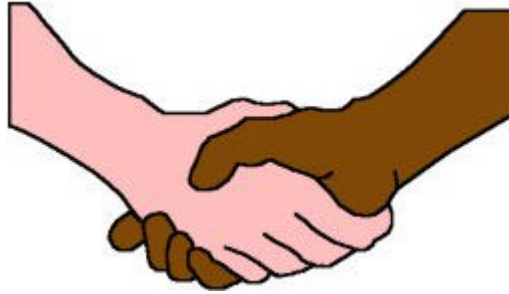
A. Child: You are not allowed to go to a party that one of your friends is having. You want to go because everyone else is and you don't want to be left out.	A. Mother: You are not allowing your teenage daughter to go to a party because it is on a school night. You also don't approve of some of her friends.
B. Your friend asks to borrow your homework because she hasn't had time to do it herself.	B. You ask to borrow your friend's homework because you had to visit your grandmother in hospital last night and didn't have time to do it. Your friend has often borrowed your work.
C. Guide: You want to play a great noisy game to finish off the evening.	C. Guider: You don't normally mind noisy games but tonight you know that the elderly gentleman who lives next to the hall is in bed ill.

Handshakes and signs

B

In some countries signs and handshakes are an important way of greeting people and respecting your elders, or showing gratitude to someone who has helped you.

Look at the countries On the Line and identify if any of them have special signs. Learn them and have fun in you six seeing if you can get others to guess what they mean!



Refugee lifestyle

B G S

- Imagine that you and you family have to leave your home quickly. You can only take with you what you can carry and you have a long way to walk. Ask yourself:
- What would you take?
- What would you miss the most?
- What would you miss after a week, a month, and a year?
- What aspects of school life would you miss?
- What effects would a long period without school have?

For Guides/Senior Section: narrow down you "what you would take" list to just one or two important belongings. Discuss your choices.

Refugee wide game

G S

(Or you could do this at the beginning of a weekend camp: as each girl arrives they are checked into the refugee camp.) The aim of the game is to show older Guides/Senior section that life, as a refugee, is tough.

You will need:

- Team of camp guards
- 10-12 girls

What to do:

- The camp guards sit outside an imaginary camp (ringed off part of playground/grass). They have to speak in a different language (Or just speak gibberish) and must check each one of the Guides into the camp. They are only allowed 1 luxury item to take in with them. Their bags are checked on entry to the camp and their passports have to be shown. The guards are there to make their life uncomfortable. Once in the camp the girls are herded into a corner and told to make their own shelters. They must sit quietly for at least one hour. They are given basic food and implements (carrots, rice water etc and are allowed to cook food on an open fire. The warders can eat whatever they wish. This can go on for as long as you want.
- The game is stopped
- Evaluation time - how did the guides feel? Uncomfortable? Frustrated at not being understood? Undervalued?

Leader should explain that this is how refugees are treated. Talk about different refugees in On The Line.

on the line.

Activity Pack

Food

"Food is an excellent example of interdependence between countries in the North and South. Many foods, such as rice, cocoa, bananas, and other fruits are grown or produced in the countries in the South and imported for consumption in the richer countries of the North. Thus there is an interdependence between producers in the South and consumers in the North." (*Making a Meal of It* - Oxfam 1998)

However, it is important to try and ensure that this interdependence works in the interest of producers as well as consumers.

When we wake up and have breakfast in the UK Guides in France, Spain, Mali, Burkina Faso, Togo and Ghana are also waking up and eating breakfast. What they are eating for the breakfast, however, varies enormously. This section has a number of food related activities to give you a taste of life On the Line. The On the Line website is an excellent starting point for recipes and your local library should also have books about the food in different countries.

You could take the whole theme of food and nutrition further and involve your local community through a themed evening of On the Line food, an On the Line fruit tasting session or food quiz. In 1999 the 68th Bradford Rainbows and the 1st Cullaybackey Guides did such a thing and won a Nutrition award from WAGGGS/Food and Agriculture Organisation. The Rainbows raised awareness of healthy eating, especially the importance of fruit in the diet amongst the people of Bradford. They reached a wide range of people over a period of two months by giving out fruit in the street and having tasting sessions, displaying posters and writing letters. The Cullaybackey Guides educated their local community on healthy eating issues and at the same time made the community more aware about the inequality of food distribution world wide. Local people took part in a healthy eating quiz which raised money for Tearfund. The Guides also ran a food evening for 300 people during which games were played which taught basic healthy eating.

Why not adapt their ideas to an On the Line theme?

Themed meals

R B G S

Why not have a themed meal? Different cultures eat their food in different ways, in the UK we use a knife and fork and eat at a table or on our laps but in Ghana people eat with their right hands whilst sitting on the floor.

Prepare a meal from an On the Line Country (recipe ideas are on the On the Line website) as they would prepare it and then eat as they would if this means sitting on the floor and using your fingers then that's what you need to do.

Spanish Evening

- Hold a Spanish evening in your Pack or Unit.
 - Plan to eat Spanish food e.g. Paella, Tapas, fruit cocktail from Spanish fruits, Spanish omelette, Curros etc. Spanish recipes are on the On the Line website.
 - Do something which shows Spanish culture e.g. dance a flamenco, dress in traditional costume, complete a display of Spanish architecture, learn and sing a Spanish song etc
 - Design a poster to advertise your evening.
 - Put on food and entertainment and invite parents!
-

Algerian mint tea

(R) B G



Source: On the Line web site

As in much of North Africa and the Middle East, refreshing, golden-coloured mint tea is drunk in Algeria wherever people gather to talk and relax. Lively pavement-cafes, central to social life in Algerian towns and cities, are a legacy of French rule. Having a cup of tea is a very British pastime but in Mali it is having 3 cups of tea! The most popular social gathering is a "grin" where people drink 3 cups of tea; the first is said to be strong like life; the second is sweet as love; the third is bitter like death.

When Brownies tried this recipe at the On the Line weekend at Foxlease they loved it!

You will need:

- 3/4 litre of boiling water (keep boiling on a low heat)
- 1 heaped tbsp of loose green tea (or 2 bags)
- 1 small cup of sugar
- 1 cup of young mint leaves, crushed
- 3-4 young mint leaves for garnish

What to do:

Warm the tea pot with a little boiling water, and then pour it away. Place the loose tea in the pot and add 1/4 litre (about 1 cup) of boiling water. Allow it to stand for 3 minutes. Place the crushed mint and the sugar in the pot. Add the rest of the boiling water. Cover the pot and allow it to stand for 5 minutes. Using a strainer, pour the tea into small cups (or, traditionally, heat-proof glasses).

Fuel for cooking

B G

People all along the line have a variety of ways of cooking food. Here in the UK, as in some of the other countries On the Line, we like to cook out of doors for fun, such as when we go camping. For other people, however, cooking outside or on open fires is a necessity - being remote from electricity or gas supplies make cookers and fridge's like our own impractical. They are also expensive to buy and run.



Cooking rice on a wood fire
(Photo by F. Dupont-Robertson, Guides de France.
Taken in Burkina Faso - February 2000)

Have a think about how we cook and also what people in other countries may use instead? Are some methods of cooking more efficient or easier than others? Have a go at finding out!

- Each patrol is given something to cook (e.g. a baked potato or a tin of beans) and has to cook them using different methods e.g. a wood fire, a charcoal fire, a fire made of grass/dried leaves.
- How well did the food cook on the different fires?
- Which fires cooked the food fastest and which didn't cook it at all?
- How easy was it to keep the different fires going?

Now make a display or poster for your meeting hall or a local exhibition board telling everyone about what you have found out and how this would matter to people who have to rely on these cooking methods for survival.

Power Cut!

R B G

When we switch on a light, boil the kettle or turn on the television, it is easy to take electricity for granted, to the extent that we now regard it as a necessity. Nearly all of the 20 million or so homes in Britain are connected to the electricity supply grid and consume around a third of all the electricity generated; the remainder is used by industry and commerce. We use 50 times more electricity than Ghana. The availability of fuel is important to everyone On the Line. Whether it is a woman in Mali walking 5 km to collect wood or people in Europe suffering a power cut the availability of power and fuel affects us all.

- What do you do when there is a power cut? Have a think about what sorts of food you would eat if you were without power for more than a day or so - going out to a restaurant everyday is not really practical, especially if you are snowed in!
 - Are there any people in your community who may need your help in a power cut - how could you help them to have a hot drink?
 - Does your home or your meeting hall have a plan for things to do if the power goes off? Think of some activities you could do, and food you could eat, if your meeting or pack holiday was disrupted by a power cut.
 - Create an emergency pack containing things like torches, lamps, games and activities you can use in a power cut.
 - Have a special meal using only foods you don't have to cook. Then wash up in cold water - a bit like being on camp!
-

Jumbled food

R B

Un-jumble these foods:

- ADERB
- EICR
- OTTPOA
- AAABNN
- RTORCA
- SEEHEC
- TMOOTA
- NNOOI
- SIFH
- ETAM

Now try and work out where these foods originated from (that means where they came from before they were sold to you in the shop). You will find it useful to have an atlas and empty, clean food containers as they often tell you the country of origin.

Fair Shares? (*Making a meal of it* - Oxfam, 1998)

B G S

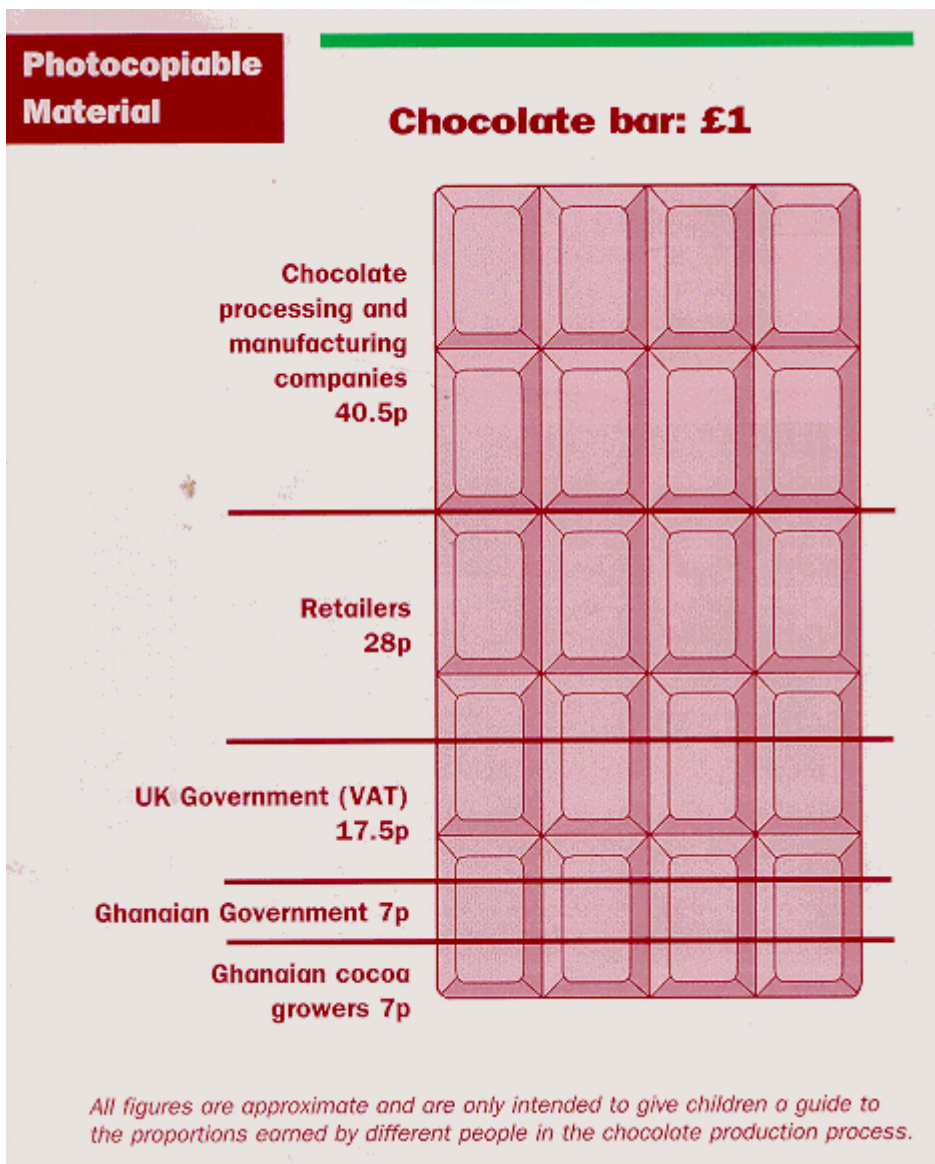
This activity shows that often it is not the growers who gain most from the sale of common foodstuffs but the middle-men who package, distribute and sell the product to the consumer. The activity should also demonstrate that other people in the 'food chain' have significant costs to bear, work hard to earn a living, and need the money that they earn to cover their living expenses.

- The girls should divide into groups of four whilst you explain to them that they will be taking on the roles of the different people in the 'chocolate chain': a grower, a manager of a chocolate manufacturing company, a shopkeeper in the UK, and a chocolate buyer. Each group should have a set of the role cards - each girl takes one.
- Ask each girl to look at their role card and think about how important their role is in the production of the chocolate, how much work they put in, what costs they have to cover, and how much money they think they should receive for it (except the buyer!).
- Each group should then develop a role-play conversation between the links in the 'chocolate chain', starting with a conversation between the chocolate buyer and the shopkeeper - with the manager and the grower eventually joining in.
- During the role-play the grower, manager and shopkeeper each attempt to convince the consumer that they have the most important role in providing the chocolate, and that they deserve the majority of the money from its sale.

Discussion Points

- In the role-play everyone was probably trying to suggest that their role was the most important. What do the girls really think? All the roles are important and everyone in the 'chocolate chain' depends on the others: without the buyers there is no point in growing cocoa, and chocolate manufacturers enable shopkeepers to sell chocolate and make a living.
- You can now reveal who gets what from a bar of £1 bar of chocolate. Are the girls surprised that the growers get so little and the 'chocolate companies' (actually a number of different transporting, processing, and manufacturing companies) so much? This should make it clear that manufacturers and shopkeepers make the most profit from the 'chocolate chain', even though they may have the most significant costs to bear. The cost of raw materials makes up only a small percentage of the cost of manufactured goods and this is one of the reasons why growers earn so little for the foodstuffs they produce.
- Ghana is famed for the high-quality cocoa it produces. Kuapa Kokoo, the only farmer-owned company in Ghana, produces the cocoa to make Rica Gold chocolate. Around 250 village societies sell their cocoa through Kuapa. Farmers receive a fair price for their crop, and when they sell to Fair Trade organisations. They also receive a little extra money which is used for community projects.

- Girls can support producers On the Line by visiting their local Oxfam shop which sells Fair Trade food including the award-winning African Cocoa, Rica Gold chocolate from Ghana. From Burkina Faso you'll find exotic dried mangoes, a really tasty snack. It also sell crafts plus wood-carvings, baskets, and drums all made using traditional techniques.



Cocoa Farmer

You own a small piece of land on which you grow cocoa trees. The only money your family gets comes from the cocoa you sell. A lot of hard work goes into looking after your trees and you have to pay for your own farming tools and fertilisers to help the cocoa to grow well. Harvest time is very busy and there is a lot to do all year round.

You need the money you earn from cocoa to pay for your children to go to school and for other things, such as clothes, things for the house, etc. Last year your daughter was ill and this year your house needs a new roof.

Manager of Chocberry luxury chocolate company

You buy the cocoa from Ghana and pay for it to be brought to your factory in Britain. You pay for the sugar and milk you add to turn bitter cocoa powder into chocolate. You think this is the most important part of making chocolate.

Wages are high in Europe so you have a lot of costs to cover. You need to spend money on packaging for your product. You also need to spend money on advertising so that people will buy your brand of chocolate and not one made by one of the other companies.

Corner shop owner

You buy the chocolate and keep it until you can sell it. You have to pay a high rent for the shop which is in a busy town centre. You have to spend money making your shop a nice place to come into, and pay sales staff to serve customers.

You don't make much from selling sweets and chocolates because they are quite cheap, so you need to sell as many as possible. You've got a family to look after, and it seems as though things are getting more and more expensive.

Chocolate buyer

You like chocolate and buy several bars a week. You like to try different types of chocolate and are always buying new brands. You particularly like Chocberry's luxury chocolate bar because it is so creamy and tastes so good.

You are quite happy to pay the shopkeeper for the chocolate out of your pocket money as you enjoy eating it so much. But you have never really thought about where chocolate comes from, how it gets to the shop, or what it is made of.

This activity was drawn from *Making a Meal of It* - a development education resource published by Oxfam. To get a copy of their catalogue containing many more exciting global activity resources, please contact Oxfam publishing at www.oxfam.org.uk or Tel: 01865 311311.

Design a Fair Trade poster

B G S

Aim:

To encourage children to consider fair trade as an issue and develop and present an argument.

What to do:



Brownies designing a Fair Trade poster

Assign each six or patrol a different product, for example honey, tea, coffee, cocoa, bananas. Ask them to brainstorm the features they should consider in preparing an advert in the UK for a fairly-traded product. The type of things they might consider would include factors specific to their product and factors common to all fairly-traded foodstuffs. Suggestions might include: that the product tastes good; that the product is already popular with other consumers; that the producers benefit from the purchase of this product; that the producers have taken care of the environment.

Each six or patrol should then create a poster for their product using images from magazines and collage techniques. They should concentrate on making the adverts as different as possible from those of standard goods.

Points for discussion might include: will people be more willing to buy the product because it helps the producers?

Girls could write a letter to a retailer in the UK telling them about their views on fair trade.

Food dash

B G

You will need:

- Enough sets of food cards to give a set to each team
- A large map of the world
- Blu-Tak or similar



What to do:

1. Give each patrol / six a copy of the cards provided and some pieces of sticky tack
2. Display a large world map on the wall at one end of the hall
3. The teams should sit on the floor at the other end
4. When the leader calls out a food name one girl from each team must run forward and stick the correct name on the corresponding country
5. Points should be awarded for most accurate

Burkina Faso - Peanuts, Yams, Sorghum.

France - Baguette, Pain Au Chocolat, hors d'oeuvre.

Ghana - Fufu, Banku, Kenkey.

Mali - Dough pancakes, Tô.

Spain - Paella, Almuerzo, Tapas.

Togo - Cassava (Tapioca), Fish.

Peanuts	Yams
Sorghum	Baguette
Pain au Chocolat	Hors d'oeuvre
Fufu	Banku
Kenkey	Tô
Dough Pancakes	Paella
Almuerzo	Tapas
Cassava	Fish

on the line.

Activity Pack

Health

Health in different countries On the Line is affected by different factors. In the UK our health suffers from over eating, an unbalanced diet, lack of exercise, pollution, stressful lifestyles, increased use of cars and food addiction or allergies. In Togo the problems are more likely to be caused by lack of safe water and sanitation, not enough nutritious food, shortage of health care (particularly in rural areas), families in extreme poverty and lack of information.

On the Line countries also share similar problems that affect the health of their population, such as over crowded urban conditions, substance abuse amongst marginalised people (such as the homeless) and young teenage mothers. Many people living On the Line lack access to clean water which is one of the basic requirements of life - if water is dirty, or contaminated by bacteria, serious illness can spread quickly and kill many people. Lack of water is also a major problem down the Meridian Line, and there are some more ideas in the Environment section of this resource.

Water in all the countries along the line is different, have you noticed that even here in the UK water tastes different when you visit other towns or areas? This is because water can have different levels of minerals and chemicals in it - some chemicals are added to our water intentionally, such as fluoride to help protect our teeth.

As water is so important to our health the majority of activities here are focused around it.

Bucket baths

B G S

Take a 'bath' using only a bucketful of water. Why not try this activity whilst on Camp or Pack Holiday? Try having a bath out of doors in your swimsuit - it's not as easy as it sounds!

What to do:

- Fill a bucket with hand hot water. Stand in your own bath/shower or outside and wash yourself all over using a cloth.
- Do not put the cloth into the bucket of clean water. Use a cup to pour water from the bucket over the cloth.
- Do not put soap in the bucket of clean water
- Rinse yourself using cupfuls of water.
- Do you have enough water to wash your hair in this way too?

Bathing is still important for health in countries where water is scarce, it keeps our bodies clean and prevents disease from spreading. This is how many girls in countries where water is scarce take a bath.

Keep them clean!

R



Our hands are very important to our health. We use them for some very dirty activities like painting and gardening but also for eating. To make sure we do not put too many germs into our mouths (you always have some on your hands) it is important to wash your hands before you eat. You should also wash your hands after each time that you use the toilet.

Make posters teaching younger girls how to wash their hands - if a playgroup meets in your hall why not display them on the walls.

Hidden in the water

R B G

Clean water is very important if people are to stay healthy. 80 % of all illnesses are caused by dirty water. Sometimes you can see the dirt in the water but sometimes the dirt and germs can be hidden in the water and not seen. To help you understand this, try the following activity.

You will need:

- Clear plastic drinks cups or similar containers e.g. Jars, small plastic drinks bottles
- A jug of tap water
- A teaspoon
- A number of substances e.g. sand, soil, salt, sugar, soda, soap powder, flour etc.

What to do:

1. 3/4 fill your cup or container with water
2. Add 1 teaspoonful of a substance
3. Stir 20 times (or if a bottle-shake 20 times)
4. Look and see if the substance has disappeared or not.
5. Repeat with as many other substances as you wish.
6. Make 2 lists under the following headings:
disappears in water (soluble); does not disappear in water (insoluble)

If these substances were germs, you can see how easy it is not to know whether they are in the water or not. To kill germs in water you need to boil it. You can also clean water by filtering it and removing the insoluble parts. Try the filtering activity in this pack. Can you think of a way to 'get back' your substance from the water? (HINT - think about what happens to water when you heat it!)

Hard or soft?

G S

Find out about the water in your area, how hard or soft is it and how do we tell? One way to find out is how much soap lathers up when you wash your hands. Why not visit a water treatment station and see how the water we drink is made safe?

Make a bath toy

R B

Keeping ourselves clean is very important if we want to stay healthy - but having a bath needn't be boring. Why not try making your own bath toy. Here is one way of doing this.

You will need:

- Half a walnut shell
- A Matchstick
- Plastercine or Blu-Tack
- A small triangle of Paper - to use as a sail
- Sticky tape

What to do:

- Take the walnut shell and place it round side (outside) down.
- Stick the Blu-Tack or Plastercine into the hollow of the shell.
- Push the matchstick into the Blu-Tack to form a mast.
- Use a small piece of tape to stick the 'sail' on to the 'mast'.

Sail away with your new floating bath boat!

Alternative toothbrushes

R B G S

No doubt you have often been told you about the importance of looking after your teeth. In the United Kingdom we are lucky to have easy access to safe, clean water and toothbrushes etc. It may seem a pain having to brush your teeth every night but imagine how you'd feel if gum disease, a frequent side result of poor oral hygiene, made them all fall out!

People living in other countries sometimes do not have the same access to toothbrushes and toothpaste as we do so they have to use what is available. Things that are often used are fingers, twigs, pieces of cloth, salt or Bicarbonate of Soda.

- Try to think of ways you could keep your teeth and gums clean without using a toothbrush and toothpaste. Now try them. (Remember, some trees and plants can be poisonous so be careful if you choose to use a twig - ask an adult for guidance before trying this activity to make sure your methods is safe.)
- Make up a song or slogan to promote oral Hygiene.

Perhaps you could design a poster or leaflet too!

The Malaria spiral

G S

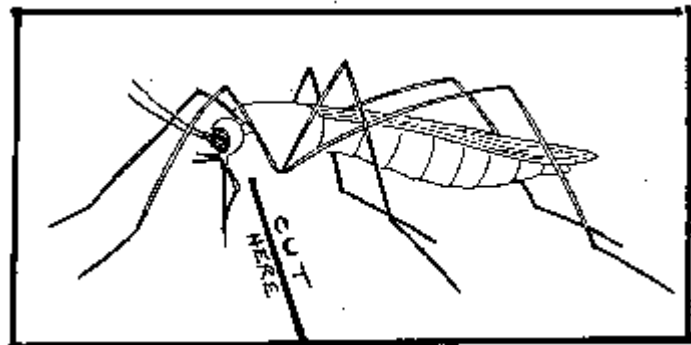
Malaria is a problem in Ghana, Togo, Burkina Faso and Mali. The life cycle of the Malaria parasite is quite complicated and involves both the mosquito and humans.

- Print off the cards and stick each sentence to an individual card.
- Can you put them in the correct order?
- Check your answer by reading the information on the Malaria Spiral as below.

When the infected mosquito bites another human it passes on the parasite which grows inside their liver and gives them malaria, damaging the liver.

The Malaria parasite multiplies inside the mosquito's stomach then travels to its salivary glands.
The Malaria parasite ends up in their blood and when a mosquito bites him the cycle is repeated.
The mosquito feeds on a malaria-infected human.
The mosquito bites a man without Malaria and gives him the malaria parasite.

To make the spiral print out the diagram below. Cut out the box containing the mosquito and make the extra cut as shown. Next cut out the spiral, following the line all the way to the centre to create a spring style card.



Oral re-hydration

B G S

Every 6 seconds a child dies as a consequence of Diarrhoea - that's five million children each year. In fact Diarrhoea is the biggest killer of children under the age of five in the world.

There is an easy way to prevent this and treat the illness = Oral Re-Hydration Therapy (or ORT for short).

ORT consists of a simple drink made from clean water, salt and sugar and can save lives by helping to replace the fluid in our bodies which we lose when we are sick, have diarrhoea or have had too much sun.

The following easy and inexpensive recipe is used by parents in developing countries, including countries On the Line, and promoted by major health agencies such as WHO (The World Health Organisation), the Red Cross and UNICEF.

Ingredients

- 4 heaped teaspoons of sugar
- 1 level teaspoon of salt
- 1 litre clean drinking water

What to do:

- Mix all the ingredients together - it is important to use exactly the correct amount of water - too much makes the solution ineffective and too little can make the diarrhoea worse.
- What do you think of the taste? Does it remind you of anything?
- Find out what ingredients are used to make your favourite soft and fizzy drinks? What do you notice?
- Why don't agencies simply provide fizzy drinks? Is it because:
 - a) They are too expensive - ORT only costs a few pence per person?
 - b) They are too bulky to transport?
 - c) They are no more effective than ORT?
 - d) The ingredients for ORT are readily available so parents can always make a solution when they need to?

Remember, the most important ingredient in ORT is the **clean** water without which the victim will most probably die!

Filtering water

B G S

Clean water is vital for people to survive. Many children in Africa have to walk a long, long way to fetch water and even this water is very muddy, has germs in it and is not safe to drink. Boiling the water and/or adding chemicals like chlorine to it helps to clean it and kill germs. Filtering also helps to make the water clean.

If you follow the instructions below you will be able to clean water by filtering. Filtering does help to clean the water but it would still need to be treated by boiling it or using chlorine to make it safe to drink.

You will need:

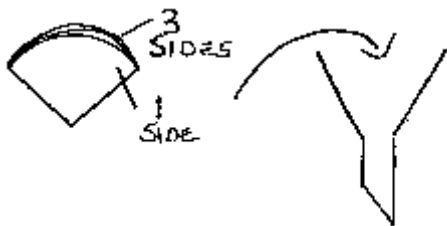
- A circle of white filter paper (coffee filters will do)
- A funnel - large enough to hold your filter paper
- A clear, plastic tumbler
- A washing up bowl
- A large plastic bottle filled with muddy water
- Cotton Wool

What to do:

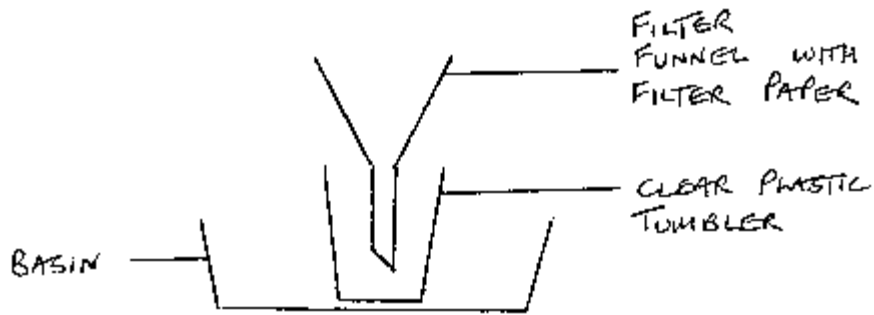
- Fold white circle of filter paper as shown



- Put cone shape of filter paper into plastic funnel



- Now put filter funnel with the paper in it into the clear plastic tumbler and place it all in the basin as shown.



- Shake up the large bottle of muddy water and pour some of it carefully into the funnel. Don't let the muddy water fill up above the level of the filter paper
- Watch the water filter through sand see how clear it is. Keep this.
- Now repeat, but this time use a small amount of cotton wool instead of the filter paper.
- Compare both results.
 - Which filter gave the clearest water?
 - Which was the quickest?
 - Can you think of anything else that could be used in Africa as a filter?

Sometimes a cloth can be used and special plants can be grown to help filter the water and to make it clear. Remember, however, that it would still need to be boiled or treated with chemicals to make it safe to drink.

Water purification

G S

The next step after filtering the water is purifying it. You can purify water by boiling it or adding special purification treatments - often, in areas where there is a high risk of infections from water, people (especially visitors) do both.

- Buy some water purification treatments from a pharmacy or travel shop and practice using them.
- What do they taste like?

Why not try a couple of different brands and grade them on taste and ease of use? This information would be really helpful for people planning to travel overseas to places where water needs to be purified.

A woman's rights

S



A pregnant woman dies every minute ... because she is denied her rights to:

- Antenatal care
- Transport to hospital - and adequate emergency services - when she needs it
- A clean place to have her baby

According to UNICEF 600,000 women die every year from complications of pregnancy and childbirth. 99% of these deaths are in developing countries.

Here is a league table of maternal deaths in On the Line Countries (per 100,000 live births).

Mali	1200
Burkina Faso	930
Ghana	740
Togo	640
France	15
United Kingdom	9
Spain	7

(Figures taken from *The Progress of Nations 1996* published by UNICEF)

This means that, for example, in Mali for every 100,000 babies born alive, 1200 mothers die. When you compare it to the 7 mothers who die in Spain or the 9 in the United Kingdom this is a shocking difference.

- Discuss why you think there are such massive differences in maternal death rates between the countries On the Line.
- Try to find out more information about maternal deaths and what is being done to address the problem. Are there any campaigns taking place you could support?

A good place to start is www.unicef.org .

Health wordsearch

R B

Have a go at the following word search on health issues: if there is anything you do not understand, find out more about it.

How many words can you find? (Full marks for finding 11 words!)

M	O	S	Q	U	I	T	O	P	Z
L	E	P	R	O	S	Y	Y	R	W
D	R	U	G	A	B	U	S	E	O
L	G	E	S	S	Q	M	K	G	R
Y	F	D	P	F	W	A	H	N	A
P	I	A	O	N	A	L	E	A	L
E	E	J	L	V	F	A	S	N	R
R	P	E	I	I	D	R	I	C	E
E	A	C	O	H	L	I	X	Y	H
H	T	N	O	I	T	A	R	D	Y

Polio

G S

In Mali, the cost of a leg brace for a child with polio is as much as two and a half times the family monthly income. Take a quiz to test your own knowledge of Polio and its global impact.

Go to <http://www.unicef.org/voy/learning/learhome.html>

AIDS

S

AIDS is something that unites all countries On the Line.

Acquired Immuno-Deficiency Syndrome (AIDS) is a currently incurable disease which results from an infection called Human Immuno-Deficiency Virus (HIV). AIDS destroys the body's natural resistance to disease - sufferers do not die of AIDS rather from one, or a combination of many, of the illnesses that their body is no longer able to fight off naturally. While AIDS is essentially a sexually transmitted infection it is often spread in other ways such as through contaminated blood or blood products, contaminated hypodermic needles and from mothers to babies during childbirth.

AIDS is rapidly becoming the number one killer in Africa. Already one quarter of all Africans have been affected, life expectancies are plummeting, infant mortality rates are rising and the pool of skilled workers vital to the African economy is being decimated. But it is also reported that complacency in Europe about AIDS will lead to an upturn in the number of people contracting the disease. In July 2000 there were 30.000 known cases of HIV in the UK.

To find out more about the effects of AIDS around the world have a look at the website for UNAIDS - the United Nations programme established to address the growing problem (www.unaids.org). If you want more information about AIDS research and the campaigns in the United Kingdom please contact The Terrence Higgins Trust (www.tht.org.uk).

AIDS is a problem in countries beyond Africa - it affects people of every race, gender and age. Each year there is an international AIDS Awareness day - find out when the next day is and buy a special ribbon to help fund AIDS research. You can also help make ribbons by contacting Red Ribbon International www.redrib.dircon.co.uk or

Information and Volunteer Services Co-ordinator
Red Ribbon International
The Gatehouse
City Cloisters
188-194 Old Street
LONDON
EC1V 9FR

- As a group discuss attitudes to AIDS in your own country and community - why do you think some beliefs continue to prevail when science has proved them to be untrue?
- Why do you think AIDS has reached such catastrophic proportions across the African continent?

Take a quiz to test your own knowledge of AIDS and its global impact. Go to <http://www.unicef.org/voy/learning/learhome.html>

on the line.

Activity Pack

Environment

The environment is everything around you. It does not have to be a natural or beautiful part of the world - it can be a pavement, tower block, park, forest, puddle, classroom, playground or your meeting place. Even the air you breathe is part of your environment, so we all have a responsibility for keeping it clean. Pollution is a problem shared by all of the countries on the Meridian Line.

The places where we live and the special buildings around us are very much individual to the country in which we live. Architecture reflects the climate, the abundance (or similarly lack of) natural resources and the technology available to different sections of the population. Not all Ghanaians live in mud huts! In the different On the Line Countries, as in the United Kingdom, the houses in which people live depend on their owner's wealth and location. In the UK high rise flats and apartments are more often found in towns and cities rather than in the countryside due to lack of space.

Go to the library or surf the Internet for examples of the different types of houses and buildings to be found in the countries On the Line. Here is a photo of a village in Burkina Faso to get you started!



(Photo by F. Dupont-Robertson, Guides de France.
Taken in Burkina Faso - February 2000)

Clay house modelling

B G

In Mali whole buildings are made from mud, including mosques. The ancient city of Timbuktu is famous for being remote and surrounded by desert. Six hundred years ago, Timbuktu was a mighty city. The city lay at the cross-roads of the main Saharan trade routes and its merchants grew rich from the transport of gold, ivory, salt and slaves from West Africa to the Mediterranean.

Great mosques, universities, schools and libraries were built. They were important centres of learning for much of the Muslim world, and people travelled from as far away as Saudi Arabia to study there. The 15th century Sankoré Mosque and university alone had 25,000 students. Every year men, women and children from Timbuktu take part in a ceremony where they replaster the mosque with mud to protect it from the elements.

Make your own clay model of a Malian mosque or a picture of a house from an On the Line Country where a typical Guide may live .

Shifting sands

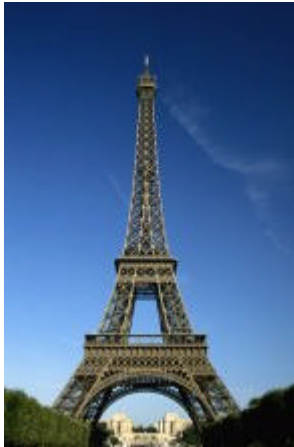
R B

The awe-inspiring scale of the Sahara desert is well-expressed by the Arabic word erg, (irq) meaning ocean - and the Sahara contains not just one 'ocean' of sand, but several. The main ones are the Occidental (Western) Erg and the much bigger Eastern Erg. With shifting, windswept dunes stretching to the horizons, the ergs resemble many people's picture of the desert. The Algerian town of In Salah, in the middle of the desert, is slowly being cut in two by a huge, creeping sand dune. The leading part of the dune - it's moved by desert winds - takes 10-20 years to bury a house completely. Meanwhile the back end follows, gradually uncovering houses that were swallowed up years before. When a buried house emerges after 50 years or so under the sand, the children and grandchildren of the original owners can repair it and move in.

Write down a list of your possessions in your house. Imagine that a dune has covered your house but after 50 years the sand has blown away and you can live there again. What sort of damage will have been done by the sand? Will any of your possessions work? Which of your possessions that you own today do you think you will not need in 50 years time? To see how difficult it is to remove sand from possessions, place a small item (non valuable!) in a plastic bag with sand, give the bag a good shake and then try and remove every grain of sand.

Construct your own Eiffel Tower

(G) S



The Eiffel Tower was built for the International Exhibition of Paris of 1889 commemorating the centenary of the French Revolution. The Prince of Wales, later King Edward VII of England, opened the tower. Of the 700 proposals submitted in a design competition, Gustave Eiffel's was unanimously chosen.

At 300 metres and 7000 tons, it was the world's tallest building until 1930 and has 1652 stairs. It was saved from demolition in 1909 because of its antenna which are now used for radio and TV.

The Eiffel Tower has attracted people with a sense of (dangerous) adventure! It was climbed by a mountaineer in 1954, and parachuted off of in 1984 by two Englishmen. In 1923 a journalist rode a bicycle down from the first level. Some say he rode down the stairs, other accounts suggest the exterior of one of the tower's four legs which slope outward.

Even though there was an outcry when it was first built, it is now completely accepted and is one of the symbols of Paris and France.

You will need

- Paper or plastic drinking straws (without kinks)
- Pins

From the internet or travel magazines find pictures of The Eiffel Tower and using art straws and pins, make your own. Challenge another six or patrol to see who can make the highest tower in 15mins. Remember the tower must be able to stand upright! The real Eiffel Tower has 2.5 million rivets holding it together, how many pins does yours have?

Brownies could do this activity in their sixes assisted by a leader.

Bayeux Tapestry

B G S

The Bayeux Tapestry is one of the most important pictorial works surviving from the middle ages, and certainly the most important from the eleventh century. It is not really a tapestry, but an embroidery of coloured wool on a linen background. It is a series of connected panels reaching about the length of a football field and about four feet high.

The pictures of the Tapestry tell the story of the adventures of Harold Godwinson, who was ship wrecked in France and "rescued" by William, Duke of Normandy. It tells the story from the Norman point of view and is a justification of William's invasion and conquest of England in 1066. It shows William's preparations for the invasion of England, the decisive battle of Hastings, in which Harold was killed, and ends with the retreat of the English.

It was almost certainly the work of English embroiderers and commissioned by Odo, bishop of Bayeux, William the Conqueror's half-brother, and one of the leading figures in the invasion of England.

During the French Revolution, it was hauled out to cover a wagon-load of ammunition. Luckily a young lawyer of Bayeux pulled the tapestry from the wagon and it was hidden in his attic for the next thirty years. When it was brought out, it was turned over to the bishop of Bayeux, who placed it in the bishop's palace. It has remained there, except for a short time when the Nazis took it to Paris for scientific examination. The bishop's palace is now a museum in which the tapestry is on permanent display and viewed by thousands of visitors a year.

You will need:

- wall paper (white lining paper)
- felt pens
- paints
- material
- glue

What to do:

- Design and make a wall mural or pretend 'Bayeux Tapestry', which shows the contrasts between urban (town) life and rural (country) life in France. Use magazines, Internet, your own knowledge of the food of the country and the landscape to help you. It can include French words.
- This could be made into a journey taken from the capital, Paris, moving outwards to the countryside and plotting a French Guides trip (it could be a cartoon strip)

This could alternatively be converted into a local journey or compare your own home town to somewhere else On the Line!

Wasting water

G S

When we think of water as a major problem we often imagine it to be mostly an African one. Drought in the 1970s and 1980s caused terrible suffering in Mali. Many people have had to change the way they live so they can survive with less rain. Some nomadic cattle-herders, called pastoralists (people who travel with animals from one grazing land to another), have had to give up their big herds, because there isn't enough water or food for them anymore. Nowadays they grow crops instead.



A water pump in a rural village in Ghana
(Joanna Godden)

The truth is that water shortages can be a problem in any country. Even here in the UK, where it seems to rain so much, we can have water shortages. We have simply become accustomed to turning on a tap to get as much clean, safe water as we need - it is easy to forget the hard work and advanced technology which has gone into getting this water in a good condition to your home.

Ask the girls to work out in patrols/small groups how much water they used that day. Give them the 'daily routine' sheet to help them work out their 'water consumption'.

Daily Routine - per person

<u>Activity</u>	<u>Average Amount of Water in litres</u>
Flushing toilet	22
A five minute shower	75
Bath	95
Brushing Teeth	3
Washing Face	4
Cooking	20
Dishwashing by hand	125
Dishwashing by machine	64
Laundry	230
Car washing	150

Work out:

- How much you use as a patrol/group
- How much you use in a week/year....
- What will they do to try and save water?

Water reserve

R B G

Over 1 billion people around the world do not have access to clean water. This is difficult for us to understand when all we have to do is to turn on the tap. Have they got any ideas for saving water? This could include, not leaving the tap running and using a cup to wash your teeth. Many people still have to walk long distances to gain water. The further you have to walk, or the harder it is to get water, the more precious it becomes. To get you thinking about this, get patrols to transport water losing as little as possible.

Each girl has two goes at getting water, as if collecting water in the morning and water in the evening for her 'family' the patrol. It is more important to be careful than quick.



You will need:

- 2 buckets/water containers per patrol
- 2 plastic cups per patrol
- Obstacles

What to do:

- Give each patrol a large bucket full of water at one end of the room
- Each girl fills a cup as much as possible and carries it to the end of the room, climbing over obstacles, and empties it into the other bucket
- Once everyone has had two goes at this, the buckets are measured to see who has transported the water the most carefully

Of course carrying a cup of water down a room is much easier than a large bucket or calabash 3 kilometres in hot sunlight, which is what the average distance a women in Africa has to walk to collect water.

Water quiz

G S

Water is what we use and need every minute of every day. It is the essential compound that sustains life. Over 2/3 of the world is water in oceans, rivers, lakes and ground water. Much of this has been exploited, mismanaged and polluted, and is taken for granted in many parts of the world.

How much do you know about water? Do this quiz to find out.

1. How far do you have to travel to get a drink of water?
2. What is the average distance that women in Africa will walk to collect water?
a) 1km b) 300metres c) 3km d)10km
3. How many litres of water does the average person in the UK use every day?
a) 135 b)10 c) 250 d)10km
4. How many litres of water, on average, does a person in a developing country have access to every day?
a) 100 b) 150 c) 10 d) 40
5. Approximately how many litres of water do you use every time you flush the loo?
a) 1 b) 25 c)10 d)25
6. How many litres of water does it take to make 100g chocolate?
a) 1 b) 5 c) 100 d) 5
7. Dirty water can lead to which of the following diseases?
a) diarrhoea b) cholera c) eye infections d) blindness
8. How many people in the world get water from a pump, well or hole in the ground?
a) 1/4 b) 2/3 c) 1/10 d) 1/2

Answers:

- 1 - compare distances
 - 2 - c
 - 3 - a
 - 4 - c
 - 5 - c
 - 6 - a
 - 7 - all of them
 - 8 - b
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Save our soil!

B G S

Soil erosion is a widespread problem On the Line. The usual cause of erosion is the removal of plants from an area - normally the roots of plants and trees hold the soil in place whilst their stems and trunks stop wind and rain stripping the goodness away. Plants and trees die or are removed as a result of drought, overgrazing, or of human actions such as logging. Water or wind then remove all the fertile topsoil in which plants grow.

Do you know of examples of soil erosion taking place in your own area? How does it compare with erosion in other countries On the Line?

There are lots of different ways of preventing erosion from simple farming techniques to massive high technology projects. You can try one version by constructing a 'diguette'. This is a method used by West Africans to catch rainwater and stop soil erosion. It is a line of stones laid along a contour line.

- Make a mini version and test its success
- Make a tray of soil with a slope and compact it
- Get many small stones and put them on a line and build them up as mini barriers (at intervals)
- Pour water from the top of the slope (a little at a time). Does the line of stones stop the water?

Is this a good way of stopping water pushing soil down hill? Think of other ways of how to preserve soils and stop erosion.

Wind power

B G S

All the countries On the Line have powerful wind. In the UK the windiest areas are Cornwall, Northern Ireland, Scotland and Wales and here the power of the wind can be harnessed. Wind power is a particularly clean, environmentally friendly form of energy.



Electricity is currently produced in a number of ways; approximately two thirds is generated by burning fossil fuels like coal, oil and gas. Nuclear power now accounts for around a quarter of UK generation. The rest of our electricity is generated from renewable means such as hydro (water), wind and gas from landfill sites. By reducing our consumption of electricity we can help reduce the impacts on the environment which result from its production. However, the need will remain to produce electricity in large quantities, so a move must be made towards generating it in sustainable ways that do not pollute our environment. As technology advances, so new improved wind turbines have evolved over the years. A typical, well sited, wind farm of about thirty, 600kW turbines, has an average output sufficient to meet the electricity needs of about 15,000 homes. This clean output results in a reduction in the amount of coal which has to be burnt in older fossil fuel power stations, such that it offsets the emission of about 45,000 tonnes of carbon dioxide (the main greenhouse gas) and 600 tonnes of acid rain gases every year.

Have a go at the following activity to demonstrate the power of the wind.

You will need:

- Any recycled materials - light plastics, newspapers, bin bags etc.
- Old Garden Canes or drinking straws

What to do:

- Firstly ask patrols/individuals to design a kite.
- Make a small kite out of recycled materials and a bigger one of the same design. Which flies the best?
- A bigger surface area to pick up the wind power should make it easier to fly a bigger kite.

To find out more information on wind power, where wind farms are and to try out activities such as global warming snakes and ladders, visit the following websites:

British Wind Energy: www.bwea.com/edu : National wind power: www.natwindpower.co.uk : Global warming: www.schools.detr.gov.uk/global

Pollution photo journalists!

B G S

- Take a walk round your local area and take photos of all the different kinds of pollution you see. How could pollution be reduced?
- Make a display entitled 'Pollution'



What can you do to improve your local environment? Can you write to your council? Organise a litter sweep? Talk to your local newspaper and show them your display? Is there a tree planting scheme in your area which you could join in with?

Recycle it!

(R) B G S

We can help the environment is by recycling things - almost anything can be recycled. In Burkina Faso, Ghana, Mali and Togo people make much better use of discarded rubbish than we do in the UK. Cans are reshaped into toys or containers, glass is reused or sold back to bottle manufacturers, discarded plastic is woven into baskets. Much less packaging is used. By recycling things we reduce the demand for natural resources and cut down the amount of rubbish we produce which would otherwise have to be destroyed either by burning or burying, neither of which are good for our environment.

- If you have free space in your meeting hall why not set up your own recycling area?
- Collect newspapers, aluminium cans, clothing, plastics etc. at home and bring them to the recycling point each meeting
- Each month the girls could work on a rota to take the recycling to your local collection point
- Why not ask a local shop if they would donate or sponsor some small containers to house your recycling? The worst they can say is no!
- If your local council runs a recycling collection scheme encourage everyone in the unit to separate their recycling from their rubbish and use the scheme. Make posters to advertise the scheme locally and encourage others in your community to recycle. If your Council doesn't run a scheme, write to them!
- If you don't want it, somebody else might, so have a clear-out and take your toys, books, and clothes to an Oxfam shop or a collection bank

For lots of good info on what can be done contact Waste Watch at www.wastewatch.org.uk

Top tourists!

G S



Tourism is an issue that splits the environmental world. Many areas, particularly in southern Spain, depend on it for the survival of their economies. Historical sites and areas of outstanding natural beauty in particular attract visitors by the thousands.

Unfortunately thousands of pairs of feet erode footpaths and breakdown ancient walkways, the pollution from hundreds of tour buses can ruin sweet, mountain air and the chatter of awe-struck mouths can destroy the peace of a remote lookout. Tourism displaces traditional industries and gradually erodes traditional ways of life. Local culture, food and crafts are steadily altered to meet the expectations of the visitors - often leaving them with little in common with what they once were.

However, tourism brings money to areas which otherwise would be poor; this money can be used to fund environmental projects and restorations. The interest of tourists can keep local traditions going long after they would have died a natural death.

The end of the 20th Century saw the birth of something called Environmentally Responsible Tourism. Companies such as The Body Shop have organised campaigns to highlight how we can all be more responsible Tourists.

- Imagine you are writing a guide for Timbuktu in Mali on how to be a responsible tourist. Information about Timbuktu is on the On the Line website. Timbuktu is a fragile town made from mud, surrounded by desert and with limited water supplies.

Some ideas to include:

- What advice would you give on saving water? What about new toiletry products such as dry shampoo and soap that do not require any water?
- What would you tell them about putting things down the toilet (what system do you imagine they have in Timbuktu for coping with waste)
- What tips would you give about taking photos without offending people?
- What advice would you give about buying souvenirs? Do they support traditional crafts or are they mass made overseas? Have they been made with consideration for the natural environment?

To find more ideas about responsible tourism look at Tourism Concern's website:

www.tourismconcern.org.uk

Polluted fishes

R

The aim of the game: to catch all the fishes

- Pick one Rainbow to be the pollution.
- One Rainbow is the pollution and she has to catch all the 'fish'.

Once a 'fish' has been tagged she has to join hands with the Rainbow that tagged her. This continues until there is one Rainbow left and she is the winner.