



WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS



World Thinking Day 2025



**OUR STORY**



**“Real change,  
enduring change,  
happens one step  
at a time.”**

**Ruth Bader Ginsburg**



## **Acknowledgements**

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### **World Association of Girl Guides and Girl Scouts**

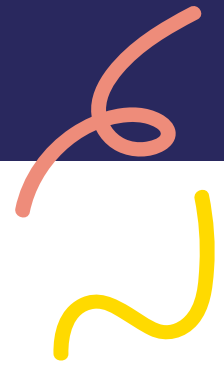
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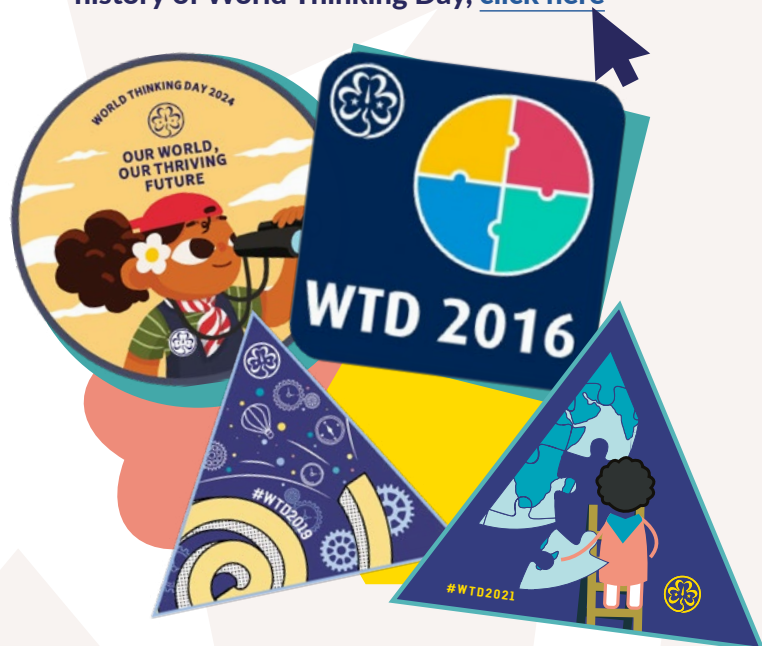
# Welcome to World Thinking Day



**World Thinking Day** is celebrated on the 22nd of February every year. It is an opportunity for Girl Guides and Girl Scouts to celebrate the global movement of the World Association of Girl Guides and Girl Scouts (WAGGGS) by connecting with one another and celebrating international friendships. It is a chance to learn and take action on global issues by supporting local communities alongside fundraising to support over 10 million Girl Guides and Girl Scouts around the World.

We have been celebrating World Thinking Day since 1926 when it was selected to be a day of international friendship at the fourth WAGGGS World Conference in the USA. February 22nd was chosen because it is the birthday of two significant figures in Girl Guiding and Girl Scouting history; Olave Baden-Powell, the first World Chief Guide, and Robert Paden-Powell, founder of the Boy Scout Movement.

To find out more about the history of World Thinking Day, [click here](#)



**Over the next 4 years we will celebrate:**

## 2025: Our Story

This year, we will be reflecting on the symbolism and values of WAGGGS and exploring what it has meant to be a Girl Guide and Girl Scout over the years.

## 2026: Our Friendship

Celebrating 100 years of World Thinking Day. This is a chance to be curious and creative by forming meaningful connections with our sisters in Girl Guiding and Girl Scouting and beyond.

## 2027: Our People

Highlighting the changemakers of the Movement. We will look at the inspiring members of our Movement and explore how we can create more spaces to ensure we can all grow and thrive together.

## 2028: Our Future

Marking 100 years of WAGGGS - let's celebrate! Explore our vision, get ready to dream and create the future of WAGGGS together.



# How to use this pack as a leader

Below, we have included some guidance for leaders and facilitators. Please take time to read, reflect, and actively embed this as a conscious practice when facilitating activities.

We recognise that some topics that are explored in this resource are complex, therefore we want to ensure leaders feel supported and empowered to facilitate these activities. It is important to create a girl-focused, engaging and brave space.

This brave space should be a supportive and safe environment where every participant feels confident to learn, develop and challenge themselves. It should be:



**Inclusive:** Everyone can meaningfully participate and feels an equal part of the space.



**Empowering:** Everyone feels confident to be themselves



**Safe:** Everyone is respected and free from discrimination and harm.



## Brave Space - how to facilitate it

- As a group, decide on some clear guidelines to encourage openness and respect, agreeing on how the group will uphold them
- Vocally state that your space is safe for all those who wish to participate
- Be aware and mindful of what is happening in your local community and the wider world that may be impacting your group members, ensuring your approach allows all voices to have space to be heard
- Be ready and willing to adapt the resource to your local context and your group's experiences
- Avoid making generalisations when speaking about different issues
- Create a plan to ensure group members feel supported to speak up or seek support if they do not feel safe and communicate this clearly with your group
- Stress the importance of confidentiality



# Get prepared

- ✓ Ensure that you use the non-formal education method to create an experience that is relevant, exciting, accessible, and learner-led! To learn more, [visit here](#).
- ✓ As a group, decide which activity they want to complete in each section
- ✓ Consider working in smaller groups for some activities
- ✓ Plan time during and at the end of the activities for discussion and reflection
- ✓ Encourage and support group members to lead when planning and facilitating activities where appropriate
- ✓ Allow changes to accommodate the interests and needs of all group members



## Staying Safe Online

Some of the activities in this pack can be completed online depending on your group and their needs. It is important to make you and your participants feel protected in the virtual world. Follow [this link](#) for more information.



## How to access and use Campfire

Follow this [link](#) to access the campfire page.

**You do NOT need to create an account to access resources and use Campfire.**

Throughout this pack, you can take activities further by utilising this online platform.



[Click here](#)



# Utilising the Leadership Mindsets

In WAGGGS, leadership is a shared journey empowering us to work collaboratively, encouraging positive change for ourselves, our communities and the wider world.

Being a good leader means actively developing your understanding of different contexts, bringing together different knowledge, and utilising this to collaborate with others to make a difference. So if you are able to reflect and embed the following 6 leadership mindsets in all you do - that is one step you can take to become a better leader; for yourself and the participants you will be supporting in the activities.



## Reflective

Explore and reflect on your experiences and their impact, develop values, analyse mistakes and recognise successes to support change.



## Worldly

Champion diversity and inclusion by understanding and accommodating other peoples' needs and concerns, demonstrate empathy, avoid using stereotypes and adapt activities to the environment



## Collaborative

Bring together different perspectives and inspire a shared, collective vision.



## Creative and Critical

Feel empowered to innovate and explore individual growth through creativity and openness



## Gender Equality

Challenge gender stereotypes and reflect on the impact on inequalities individually, for your local group and globally. Feel empowered to overcome barriers and actively seek gender equality for all.



## Responsible Action

Inspire and mobilise others to be responsible citizens, advocating and supporting action for change.





## Revisiting Our Story

In this pack, we will be reflecting on stories from our Movement's history. Scouting began in the United Kingdom in 1907, with the Girl Guides officially forming there in 1910. Even before the foundation of The Guide Association, groups of Guides already existed in Australia, Canada, Denmark, Finland, New Zealand, and South Africa. You can learn more about the history [here](#).

One of the main ways our Movement spread between countries was through colonialism. Colonialism is when a country takes control of another country, often by sending people to live there and rule over the local people. The country that takes control is called a coloniser, and the country that is controlled is called a colony. Colonialism often involves taking resources and changing the way people in the colony live and work. It can lead to many problems, like unfair treatment and loss of local cultures.

Colonialism had a real impact on the early days of the Movement and how many national Girl Guide and Girl Scout organisations formed and developed, and it still has an impact on our Movement today. By learning more about the effects of colonialism, we can acknowledge and reflect our full story. This will help us see the steps we can take to ensure the experiences and voices of every culture are represented, heard and understood, placing them at the centre of all we do - now and always.

Colonialism and its legacy is a very complex topic. We encourage you to visit the [WTD Campfire space](#) to explore diverse perspectives, shared resources and videos as preparation for discussions that may occur, depending on your context.

In the WAGGGS Global Strategy, we committed to becoming a “sustainable, girl and young woman-led organisation connecting Member Organisations to create an inclusive Movement where every girl and young woman feels empowered, safe and confident to change her world.” We have been taking steps to better understand and address structural inequality, power structures, and diversity issues. This World Thinking Day, we begin to act on our commitment to:

**Take a fresh look at our history and use what we learn to interrogate who we are, what we do and how we relate to all our members with awareness of the historical legacies of racism and colonialism. We will use an intersectional, inclusive approach to decolonise the WAGGGS Global Team's work, and ensure both what we do, and the stories we tell, reflect and role model to Member Organisations the inclusive and anti-racist Movement we intend to be. <sup>1</sup>**

<sup>1</sup> [DIVERSITY, EQUITY AND INCLUSION: WAGGGS ANTI-RACISM REPORT AND ACTION PLAN \(2022\)](#), page 20

<sup>2</sup> *Education in love in place of fear*, Sir Robert Baden Powell, 1922

# Scouting and Guiding and Colonialism

For some countries, Scouting and Guiding started through the British Empire or was introduced by other colonising countries.



The first handbook for Girl Scouts was called “How Girls Can Help to Build Up the Empire.” This suggests that Scouting/Guiding was originally used to support the goals of the British Empire.

The British Empire embedded British culture in the countries they colonised through language, education, religion, and social structures. Within this colonising process, Scouting and Guiding was integrated in the education system to encourage young people to adapt to the ruling countries’ culture and way of life. Other colonisers used a similar process to embed their culture and exploit local people.

At first, in some countries (like Kenya), Scouting and Guiding was only for European girls. As more people joined, Scout and Guide groups were often separated, and most of the leaders were White people (like South Africa).

The person who started Scouting, Robert Baden Powell (BP), had an active military career in the service of the British Empire. He wrote things that reflected the common ideas of the British Empire, creating a uniformed approach to upskilling young people based on expectations. While upskilling young people was beneficial, he also included wrong and unjust views about race, gender stereotypes, religion, and colonialism in his writing.

Over time, BP changed his focus from “Building the Empire” to teaching children and youth about friendship and international goodwill as he left his military career to focus on the Scout Movement, and developed a vision for how Scouting and Guiding could be a force for tolerance and peace around the world, in the “education of the oncoming generation to international goodwill”.<sup>2</sup>

As Scouting and Guiding grew, it changed and adapted to the cultures of different countries, becoming unique in each place and owned by the citizens of each country.


The values of the Scouting and Guiding have also inspired and supported its members to push for social progress, such as challenging segregation and offering spaces that were open to all girls, years before apartheid ended in South Africa.

There are many other stories of how Girl Guiding and Girl Scouting spread globally. In some countries, the founders learned about Girl Guiding and Girl Scouting when studying or travelling overseas and chose to bring it back to their own country. For example, Josefa Llanes Escoda, who founded the Girl Scouts of the Philippines in 1939 was a Filipino educator, civic leader and suffragette, introducing it to the Philippines after attending training in the USA and the UK. Learn more about her story [here](#).

<sup>2</sup> Education in love in place of fear, Sir Robert Baden Powell, 1922

## What can we do?

We can take a brave look at our history, and act to recognise and address the legacy colonialism may have left on our organisations. This will help Girl Guiding and Girl Scouting be a dynamic and inclusive youth-led Movement today. More and more WAGGGS Member Organisations are working on reconciliation and adapting programmes to be more suitable to their local context. For example, On June 1st, 2021, Girl Guides of Canada humbly offered an apology to Indigenous girls and women in Guiding and Indigenous communities for the use of Girl Guide programming by Indian Residential Schools ([learn more here](#)).



**“Do the best you can until you know better.  
Then when you know better, do better”**

**Maya Angelou**

As you engage with this pack, we invite you to take the lead and reflect on the colonial history of our movement and its lasting impact. Leaders and youth should approach these activities with an open mind and a commitment to diversity, equity, and inclusion. These conversations may make us uncomfortable, but that is a part of the process.

Be prepared to:

**BE BRAVE**


Consider the steps your Association has taken to address structural inequality, power dynamics, and diversity issues. Reflect on how we can ensure every culture and identity within our movement is represented and heard.

**LEARN**

Watch the shared videos and resources in Campfire and think about how colonialism shaped Scouting and Guiding. Understand our evolution towards a more inclusive and culturally adaptive movement- how can this also be reflected locally?

**ACT**

Use this opportunity to interrogate our practices, challenge historical legacies of racism, colonialism, classism, and other inequalities, and actively work to decolonize and democratise our approaches. Strive to model inclusivity and anti-discrimination in all we do.



**Join us in this critical reflection and dialogue.  
Together, let's take meaningful steps towards a  
more equitable and inclusive future for all members  
of our global movement.**

“Learn from yesterday,

live for today,

hope for tomorrow”

Albert Einstein

## This year's activity pack

Girl Guiding and Girl Scouting has a rich and long history, and next year will mark 100 years of celebrating World Thinking Day! For this World Thinking Day, we will take time to reflect on the past, present, and future of the Movement. We will reflect on our PAST by acknowledging the historical legacy of Girl Guiding and Girl Scouting. This will allow us to understand our role as Girl Guides and Girl Scouts both collectively and individually in the PRESENT looking towards the FUTURE we want for our Movement and beyond. For World Thinking Day 2025, get ready to explore our story by taking part in an adaptable board game for Girl Guides and Girl Scouts.

You should aim to complete an activity from each section.

### The pack is divided into 4 sections:



#### Part One - Past

Learn and reflect on the history of Girl Guiding and Girl Scouting.



#### Part Two - Present

Feel connected to Girl Guides and Girl Scouts by participating in activities from current programmes in WAGGGS and Member Organisations



#### Part Three - World Centres

Discover more about 5 World Centres, learning about the global movement of WAGGGS



#### Part Four - Future

Take part in a special activity to celebrate World Thinking Day, joining a global action to spread the guiding light and look towards the future of the Girl Guide and Girl Scout movement.

PRESENT

PAST

World Centre



FUTURE



# Prepare to play the

## WTD 2025 Board game

This year, we have created an adaptable board game.

**You should aim to complete 4 activities.**

To download the Board game go to [Appendix](#)

### Aim of the game

Go on an adventure through time to learn and reflect on the story of WAGGGS. Work in teams to complete the activities and learn about the PAST and PRESENT of the Girl Guide and Girl Scout movement as well as learn more about global connections through the WORLD CENTRES.

You will finish this adventure by writing a message to the FUTURE, sharing and creating a vision of what you want the future of the Girl Guide and Girl Scout movement to look like.

### Learning Outcomes

- Feel connected to the global sisterhood of Girl Guides and Girl Scouts during World Thinking Day.
- Reflect on the historical legacy of the global movement by acknowledging our history to inform the future of Girl Guides and Girl Scouts.
- Look towards the future by fostering personal growth and empowering individuals to shape the future of the movement.

### Ages

All ages. Some activities are recommended for certain age groups so select the activities most suitable for your group.

### Group Size

No limit, can be played as a unit or in smaller groups

### Completing the Game

Each team must travel from the start to the end and complete:

- 1 PAST Activity
- 1 PRESENT Activity
- 1 WORLD CENTRE Activity

The team who reaches the 'future' activity first wins!

Once they've completed the PAST, PRESENT and WORLD CENTRE activities, the teams will disperse and everyone should complete the FUTURE activity together.

### Time Needed

We recommend approximately 10 minutes to set up the board-game and equipment. Most of the activities last around 20 minutes so you will need approximately 1 hour 30 minutes to complete all 4 activities from the Past, Present, World Centre & Future sections.

You can decide how long you want the game to be, as it is dependent on the activities selected.

### Essentials

- A Facilitator to manage the game, and support the activities. This could be a group leader or participants could take turns.
- A physical version of the board game [template in appendices] or alternatively board game set-up without template
- Counters to represent each group
- Dice / other ways of moving around board



# Board Game Instructions

## Rules & Guidance

### How to Play

1. Set up the board game and decide if you will be playing as a group or in smaller patrols. Each group will need a token (this could be a pin, a badge, your woggle, etc) to represent them when they move around the board. Place this token at the start point.
2. The person who is newest to the unit/group plays first. Roll a dice (or flip a coin) to move around the board. You must aim to land on the PAST spot first. You must get the exact amount of moves needed to land on this.
3. Once you have landed on the **PAST** 🕒, you should complete one activity as a group from Part 1 of the activity pack.
4. Once you have completed this activity, you will be able to move around the board freely using your chosen method. Do this until you land on either a **PRESENT** 🚩 or **WORLD CENTRE** 🌍 spot on the board.
5. Complete your **PRESENT** (Part 2) or **WORLD CENTRE** (Part 3) activity then move around the board again until you land on the other option.
6. Once you have completed an activity from each of the **PAST**, **PRESENT** & **WORLD CENTRE** sections, then you must race against the other group/s to reach the **FUTURE** spot.
7. To finish the board game, you must land on the **FUTURE** 🕒 with the exact amount of moves. When any team has landed on this **FUTURE** spot, the board game is almost complete and you should collectively complete the final **FUTURE** activity as a group!

*If you are playing with competing patrols/groups, you need to wait until every group has reached the PAST, PRESENT and WORLD CENTRE spots before completing the final activity together.*



We've included two board game templates in the appendix that you can print and use. You're welcome to change the rules to fit your group.



# Board Game Instructions

## Rules & Guidance

### Instructions for setting up

#### Board Game [if not using printed template]

1. Find an open space with room to set up your board-game by gathering tokens to represent **PAST** 🕒 - **PRESENT** 🚩 - **FUTURE** 🔭 and the **WORLD CENTRES** 🏛️
2. Spread these tokens across the room on the ground. These can be placed anywhere but make sure you have at least one PAST token at the start as the first activity and the FUTURE token placed at the finish point as this will be the final activity.

This board game can be laid out as shown below, with connecting strings to each activity.

### Resources

- ☐ Dice
- ☐ Different coloured tokens eg. coins, paper, scarfs & rocks
  - 5 Tokens to represent PAST
  - 5 Tokens to represent PRESENT
  - 5 Tokens to represent WORLD CENTRES
  - 1 Token to represent FUTURE
- ☐ Connection Link (rope, chalk)
- ☐ Counters for group / smaller patrols



# Activity Guide

Follow and use the icons below when completing an activity:

Please take time to look at the activities in advance and consider which best suit your group. This pack can be completed in a 90 minute meeting, all activities are flexible and can be completed indoors or outdoors.



## Activity name

Name of the Activity



## Outcome

What the activity tries to achieve and what the Girls Guides and Girl Scouts would learn and experience



## Time

A guide on how long it takes to complete the activity



## Preparation

Suggested materials and environment for the activity



## Ages

The suggested age group



## What happens

How to run the activity.



## Take it further

Additional information or extra steps that participants can do with the activity. If they enjoyed this activity and have some more time to explore, you can provide some more information to challenge themselves to the next level.



## Tips

Suggestions to adapt the activity for younger or older members

To receive the **World Thinking Day Badge** you should aim to complete 1 activity from each section (4 activities total).



OUR STORY

قصتنا

NOTRE HISTOIRE

NUESTRA HISTORIA

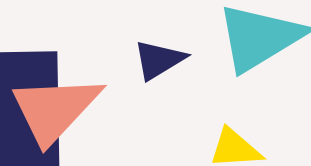




# Activity Guide

Section	Activity Name	Time	Ages	Grouping	Online/Offline
Past	Time Travellers	10-15 mins	8+ yrs	2+ groups	Adaptable
Past	Guiding Through the Trefoil	20 mins	4-12yrs 12+ yrs	1+ group	Offline
Past	History with Actions	15-20 mins	All	1+ group	Adaptable
Past	Our Global to Local Story	30-45 mins	10+ yrs	1+ group	Adaptable
Past	Hidden Figures - Leaving Footprints in the Sand	20 mins	8+ yrs	1+ group	Adaptable
Present	Window Into Guiding & Scouting	15-20 mins	4-12yrs	1+ group	Adaptable
Present	Our Time Capsule	20 mins	All	1+ group	Adaptable
Present	Our Guiding Values	30 mins	10+ yrs	3+ groups	Adaptable
Present	Our Offer	20 mins	12+ yrs	3+ groups	Offline
Present	Timeless Values: Reflect, Revise, Reimagine	25 mins	All	1+ groups	Adaptable
World Centres	Our Chalet's Past	30 mins	All	3+ groups	Offline
World Centres	Nuestra Cabaña, trying the meal system	20-30 mins	All	5+ groups	Adaptable
World Centres	From Sangam Mandala to your Mandala	30 mins	All	1+ groups	Adaptable
World Centres	Kusafiri Storyteller Challenge	20 mins	All	5+ groups	Adaptable
World Centres	Our Ark, Olave House, Pax Lodge	10 mins	All	1+ groups	Offline
Future	Message to the Future	15 mins	All	1+ groups	Adaptable

# World Thinking Day Fund



The World Thinking Day fund creates life changing opportunities. In 1932, the idea for the fund began after a Belgian delegate at the 7th World Conference pointed out that a birthday (World Thinking Day) involves giving gifts. Since then, we have continued to honour this tradition by giving girls and young women across the world the opportunity to participate in Girl Guiding and Girl Scouting by donating to the World Thinking Day fund.

Each year your participation in World Thinking Day by completing this activity pack and collecting donations means more girls and young women can access Girl Guiding and Girl Scouting globally.

Your donations give Girl Guides and Girl Scouts the chance to experience the international movement through events like the [Juliette Low Seminar](#) and provide them opportunities to develop as leaders bringing positive change within their communities.

Over the last six years £550,000 has been raised for the World Thinking Day Fund. Read more about the incredible impact your gift to the World Thinking Day Fund has each year, in the annual impact report, follow this [link](#).

This annual fundraising campaign is important as it unites the Movement to think about others and how we can help them. It is part of our past and to ensure it can be part of our future it's important to continue fundraising as part of World Thinking Day. In recent years donations to the fund have declined. In order for WAGGGS to continue providing life-changing experiences for young women globally, giving a gift could be part of your World Thinking Day tradition!

For more information about the work behind the World Thinking Day Fund, follow this link: [World Thinking Day Fund](#)



**For more information about the work behind the World Thinking Day Fund, follow this link: [World Thinking Day Fund](#)**

Once you have collected your donations, you have two options to send your donations to WAGGGS:

- 1 Your National Association:** contact them first as many national associations collect donations to send to WAGGGS.
- 2 Directly to WAGGGS:** By [online form](#), cheque, credit card or bank transfer.

Once we receive your donations you will receive a special World Thinking Day 'thank you' and if you donate as part of a troop or unit a certificate to share our appreciation for all your hard work.



OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST ·

# Our Past

*In this section, you will reflect and learn more about the history of Girl Guiding and Girl Scouting.*



*You can select any of the activities in this section but you only need to complete ONE activity.*

· OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST · OUR PAST ·

**“The beauty of life is, while we can’t undo what is done, we can see it, understand it, learn from it and change.”**

**Jennifer Edwards**





# Time Travellers

🕒 20 mins

👤 4-12 years



## Outcome

- To discover the similarities and differences between what it was like for Girl Guides and Girl Scouts in the early 1900s [THEN] and today [NOW].



## Preparation

Optional: props to indicate the different time periods (hats, scarves, costumes etc.)

1. Divide the area where you are playing the game into two spaces: **THEN** and **NOW**. You could have signs or just designate the areas.
2. Read out and discuss: Girl Guides and Girl Scouts have been around since the early 1900s. Do you think the activities they did then are similar or different to what we do today?"
3. The leader will now read aloud an activity and participants must go to the designated area when they think that activity occurs. To make it more active, they can jump, dance, twirl or do some other movement to the designated area. If a girl goes to an area that isn't correct, ask her why she thinks the activity occurred then.



Be **creative** and think about adding other activities relevant to you and your group.

### THEN

Go Camping  
 Play games  
 Learn First Aid  
 Earn Badges  
 Meet Robert and Agnes Baden-Powell [the founders of the Girl Guide and Girl Scout Movement]  
 Learn how to cook  
 Learn how to use a compass  
 Boil water over a fire to wash dishes

### NOW

Go Camping  
 Play games  
 Play Games on Computers  
 Learn First Aid  
 Earn Badges  
 Learn about the environment  
 Travel to camp by car or bus  
 Meet Robert and Agnes Baden-Powell [the founders of the Girl Guide and Girl Scout Movement]  
 Visit a World Centre  
 Learn how to cook  
 Learn how to use a compass  
 Learn how to build a robot  
 Boil water over a fire to wash dishes  
 Learn how to be a global citizen



## Take It Further

Think about when Girl Guiding and Girl Scouting began in your local area - When was your 'then'? How did it begin?

Explore your local history of Girl Guides and Girl Scouts, or visit the Our History section of the [WAGGGS website](#).



## Take it Online

This can be done online using Kahoot or similar platform.



## Tips

Learning history and being active go hand in hand. If this type of activity doesn't work in your meeting space, instead have the girls do one motion for THEN and a different motion for NOW. Eg. raise hands, sway back and forth or make a buzzing sound.



# Guiding Through the Trefoil

Younger

🕒 20 mins

👤 4-12 years



## Outcome

Recognise and understand the meaning of the colours of the WAGGGS trefoil.



## Preparation

- WAGGGS trefoil outline to colour [appendix]
- Blue and yellow pens/pencils

Your goal is to collect the two colours needed to fully colour the WAGGGS logo by completing fun and challenging tasks.

## GOLD ACTIVITY

Each person shares a good deed they did during the week. Now you can colour part of the WAGGGS logo in gold!

The colour **GOLD** on a **BLUE** background represents the sun shining on the children of the world.

## BLUE ACTIVITY

Write or draw a message of peace. Then colour in the rest of your logo in blue! You now have a completed trefoil!



## Take It Further

Think about when/where you have seen the WAGGGS trefoil.



## Tips

If you do not have the required resources, you could instead gather 'blue' and 'gold/yellow' items to make the shape of the WAGGGS trefoil



# Guiding Through the Trefoil

Older

20 mins

12+ years



## Outcome

- Understanding the WAGGGS Trefoil and the values introduced by Robert Baden-Powell



## Preparation

- WAGGGS Pieces [Attachment 1&2 in appendix]
- Poster Board
- Stationery [pens and glue]
- Cord (one per participant)
- Compass

The aim of the activity is to complete 4 challenges to obtain the various elements that complete the Trefoil: stem, vein, leaves and stars.

1. Provide each participant a blue card with a circle (attachment 1).
2. As participants complete the following activities, they will receive the corresponding logo element (stem, vein, leaves or stars). They can then attach the element to their blue card.

## COLLABORATION TEST

Each person shares a good deed they did during the week (2 - base of the stem)

*The base of the stem represents the flame of the love of humanity*

## SKILLS TEST

From your current location, find the direction of North. (1 - vein pointing upwards)

*The vein represents the compass needle pointing the way*

## CREATIVE TEST

After reading the promise and the law, divide into two small groups to create representations of the promise and law. One group will do this through mime and skits, and the other group will create a drawing or poster. (3 - two stars).

*The two stars represent the Promise and Law.*



## Take It Further

Collectively as a group, think of examples when they have used the values reflected in the WAGGGS emblem. Eg. When have they kept the Girl Guide or Girl Scout Promise?



## Tips

Alternatively if you do not have the resources to do the activities - You could instead roll a dice and play this as an activity where depending on the number they roll, they get the item needed to create the emblem. Eg.:

- Roll a 1 collect stem
- Roll a 2 miss a go
- Roll a 3 collect vein
- Roll a 4 collect 3 leaves
- Roll a 5 explain the meaning behind each item they currently hold [eg. two stars represent the promise and laws]
- Roll a 6 collect 2 stars

Continue rolling the dice until every participant has a completed emblem.



# Guiding Through the Trefoil

Older

20 mins

12+ years

## KNOWLEDGE TEST



Learn to tie a reef knot.

The three leaves represent the three-fold Promise as originally laid down by Robert Baden-Powell.

### Reef Knot Instructions

- Right over left:** Cross the ends of the cord over each other to form a cross, with the right end over the left end, then pass it under the left cord, going behind it.
- Left over right:** With the new left end, cross that over the right end and pass under the right cord, going behind it.
- Pull both ends:** Pull both ends of the cords to tighten the knot.

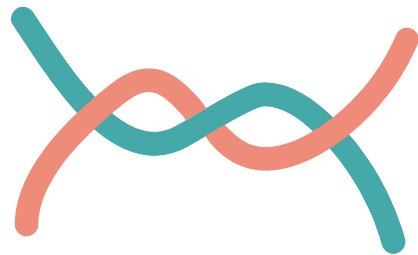
- Once they have completed all of the activities, they can assemble the WAGGGS Trefoil that they can keep.



### Step by Step



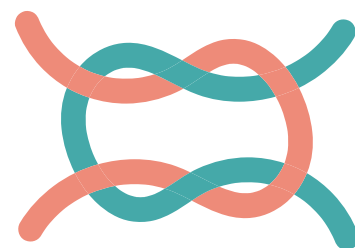
STEP 1



STEP 2



STEP 3



STEP 4



# History With Actions

🕒 15-20 mins 👤 8+ Years



## Outcome

- Learn and reflect on the origins on the Girl Guiding and Girl Scouting through different movements



## Preparation

- Access to written story [appendix], scarf/knecker

1. Assign each participant one of the following 8 words, they can decide on their own movements or use the suggested movements below. If they hear:

- **World:** spinning in the chairs or standing up and spinning
- **Girl(s):** flexing an arm
- **Olave:** mimic action of putting a scarf/knecker on
- **Guide (s, -ing):** Guide/Scout Salute
- **Baden Powell:** Moustache sign
- **Scout(s, -ing):** Raise both Hands
- **Agnes:** Using arms as wings
- **Thinking Day:** thinking gesture

2. Read out the story of the Girl Guiding and Girl Scouting movement and get participants to move when they hear one of these 8 words.



## Take It Further

Reflect on what you have done to celebrate previous World Thinking Days as a unit. Are there any pictures from previous years?



## Take it Online

This can be done on an online session if people are comfortable and able to have their cameras on



## Tips

Alternatively instead of doing it collectively, each individual could be given a word/action to specifically listen out for.





# From our Global to our Local Story

🕒 30-45 mins 👤 12+ years

*(potential for an entire meeting reflecting and exploring this topic further)*



## Outcome

- Review the history of Scouting/Guiding
- Reflect on how Scouting/Guiding started in your country
- Practise your worldly leadership mindset to create more brave spaces for new members in your Association



## Preparation

- Paper
- Pens
- Access to prompt Questions
- Individual research into countries history of Girl Guiding and Girl Scouting before beginning the discussion

## 1. Create a Brave Space

Begin by establishing and creating a brave space with participants, for more tips on how to do this, [check out page 6.](#)

## 2. A Global Movement

Girlguiding and Girl Scouting happens all over the world. Ask the group:

How many countries have Girl Guides or Girl Scouts?  
(Answer: 153 countries)

Does that number surprise you?

## 3. Exploring Our Story

Read the following information from page 4-6 and take some time to reflect on what you have heard. It is important to acknowledge this part of our story as Guiding and Scouting has changed over the years but it began as an organisation that ran activities using a western perspective without acknowledging individual countries' cultures and identities. However, we recognise that this was not the case in some countries.

## 4. Discussion

Girl Guiding and Girl Scouting throughout the years.

*Take time to reflect on your own experiences and country by introducing an open discussion on what people have seen, heard or witnessed that can be linked to the historical roots of the movement.*



## Take It Further

Create guide-lines collectively on what you can do locally as a group to ensure that your unit is a space where everyone feels empowered, safe and confident. .



## Take it Online

This discussion can be done online, use this link for more tips on ensuring a brave space and appropriate safeguarding is maintained during the session: [#ForHerDigitalWorld](#) and [Staying Safe Online](#)



## Tips

This is an extensive topic, therefore it is important to recognise there is a space to explore this further. The following resources offer some guidance:

- [WAGGGS Europe Region Gender and Diversity Toolkit](#)
- [WTD 2020 Activity Pack - Living Threads: Diversity, Equity & Inclusion](#)



# From our Global to our Local Story

🕒 30-45 mins 🧑 12+ years

*(potential for an entire meeting reflecting and exploring this topic further)*

You can use the following prompts to support this dialogue:

- Who introduced Girl Guiding and Girl Scouting in your country? What was their gender and their background (Social/economic/political)?
- Learn more about the founding member(s) of Girl Guiding and Girl Scouting in your country. Discuss how their values and missions have shaped your association today.
- Who could access the first Girl Guide or Girl Scout groups? How has this demographic changed since then?
- Identify and discuss some of the historic challenges faced by your Girl Guiding/Girl Scouting association. How were these challenges overcome, and what lessons can we learn from them (eg. conflict, economic disparity, environmental factors, social or political changes)?
- Explore old traditions that are still practised in your local Girl Guiding and Girl Scouting today. How do these traditions connect us to the past and strengthen our sense of belonging? Are these traditions still relevant to girls and young women today?
- Do you think Girl Guiding or Girl Scouting in your country is accessible to all girls? If not, what steps can we take to ensure that it is a space for every girl no matter their background or identity.
- Do you think Girl Guiding or Girl Scouting in your country is accessible to all girls? If not, what steps can we take to ensure that it is a space for every girl no matter their background or identity.

## 5. Using the leadership worldly mindset

*Get inside the worlds of others, understand their needs and concerns more deeply. Observe, ask questions and educate yourself on local conditions and perspectives. Build meaningful connections with others through inclusive opportunities for shared leadership.*

After having your discussion, reflect on ways you can better integrate a worldly mindset into your local unit and wider community.


Brainstorm ways in which you can empower local women from different backgrounds to feel welcome in your local guiding or scouting space.

**Learn more about the WAGGGS Leadership Mindsets [here](#).**

## 6. Design and create posters

Design and create posters to share how your local unit will be taking action to ensure everyone feels empowered, safe and confident.

We want Girl Guiding and Girl Scouting to be a place that welcomes and embraces every girl, no matter their background or identity. So get creative, and design a poster to share how Girl Guiding and Girl Scouting is a space for all, particularly for members from diverse backgrounds.



Share your posters/banners in social media using #WTD2025 #OurWAGGGSStory and tag @wagggsworld.



# Hidden Figures

## Leaving Footprints in the Sand

30mins

8+ years



### Outcome

- Learn about iconic Girl Guiding and Girl Scouting figures from your country that have left a legacy



### Preparation

- Paper
- Pens
- Research from Leaders (Younger) for Hidden figures or participants can do their own research (Older).

1. Get the participants into small groups (or work individually), and draw around their own foot or use the template to create a blank footprint.
2. Each group (or individual) will focus on a hidden figure from Girl Guiding and Girl Scouting history. This is someone that has made a difference and left their mark but potentially hasn't had their story shared yet beyond your local community.
3. Participants should write on the footprint a brief overview of the person and the legacy they have left behind. They can use hidden figures from their own local history or use the character profiles on Campfire that have been shared from Guides and Scouts across the World, [link here](#).
4. Share with the group who they chose as their hidden figure. Discuss the following questions:

- Why do you think some of these figures in Guiding and Scouting are 'hidden' and their stories haven't been told in other countries?
- Why is it important we make sure these stories are heard?



Facilitators and older participants can share your hidden figures via social media. We would love to hear the stories of the amazing women who have shaped the movements using #WTD2025 #OurWAGGGSStory and tag @waggsworld



### Take It Further

Reflect on how you can create your own personal legacy. Write on a piece of paper, how they will leave their mark and create a personal legacy. They can write this down independently or they could use the following prompts for support:

- "I will leave my mark by ....."
- "I am ....."
- "I will be ....."

Instead of drawing your footprints or using the template, you could create a physical footprint using plaster of paris.



### Take it Online

You can use any design platform like Canva to create templates and do the activity online



### Tips

You can easily create footprints in physical sand / dirt so can alternatively draw this using the natural environment around you. Explore the campfire page to learn more about examples of inspiring hidden figures shared by Girl Guides and Girl Scouts across the World.



OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR



# Our Present

*In this section, you will be taking part in activities from current programmes in WAGGGS and Member Organisations to feel connected to Girl Guides and Girl Scouts globally.*



*You can select any of the activities in this section but you only need to complete ONE activity.*

OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR PRESENT · OUR

**“You must never be fearful about what you are doing when it’s right.”**

Rosa Parks



# Our Window into Guiding and Scouting

🕒 15-20 mins 👤 4-12 years



## Outcome

- Explore the values of Guiding and Scouting in your country.
- Create a window into what we do in Guiding and Scouting in your unit and in your country.



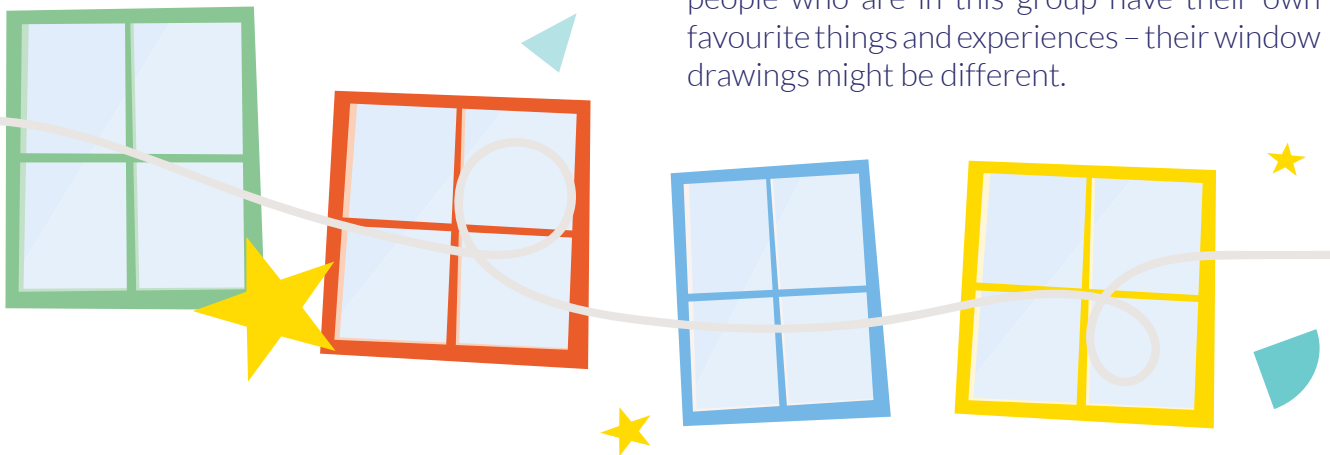
## Preparation

- Paper or cards
- 1 sheet per person
- Drawing materials

1. Begin with a quick discussion with the group:

- What do you think people from outside of Guiding and Scouting think we do?
- What kind of things do you think they might have heard?

2. Give each participant a piece of paper. They should split it into four parts by drawing a line down the middle (vertically) and across the middle (horizontally).



3. In each section, draw something you like to do in Guiding or Scouting. Eg. favourite activity, game, a special place

4. These pictures make up a window into your life as a Girl Guide or Girl Scout. Share these pictures by taping to a wall or laying them on the ground for everyone to see.

5. Discuss the following idea: Each window is special and unique, just like you. If someone visited the group who didn't know much about Guiding and Scouting, these windows all together would give them a peek into what it is like, but not the whole picture. That's because people who are in this group have their own favourite things and experiences – their window drawings might be different.



## Take It Further

Discuss the differences between assumptions and stereotypes. When we assume something is true for a whole group of people, that can lead to stereotypes. Let's get to know these words a little better: When you assume something, you believe and accept it is true without checking if it's actually true. Stereotypes happen when you create a belief about a group of people based on something you assume, even though it might not be true for everyone in the group. Discuss how you can avoid assumptions and stereotypes when learning about different countries and cultures.



## Take it Online

You can use any online graphics design platform like Canva to create templates and do the activity online



## Tips

To help those struggling, think about different ways to take a "peek into windows" of people in another country and learn more about life there. Eg. try some recipes or read a book by an author from that country!



# Our Time Capsule

🕒 20 mins

👤 All ages



## Outcome

- Reflect on your journey as a Girl Guide or Girl Scout and how you contribute to making a positive difference in the world, where we started and where we are
- Share aspirations for the movement for the future generations



## Preparation

- A symbolic time capsule (box that can be sealed)
- Items representing WAGGGS' history and values, specifically about citizenship. These could be badges or pictures:
  - Writing materials
  - Sealing materials like rope/ tape
  - Decorative materials (optional)

1. Gather participants in a suitable location, ensuring there's enough space for everyone to work comfortably.
2. Begin by explaining what a time-capsule is: a historical collection of items and information to help those in the future, learn more about what it is like, in the present day.
3. Distribute materials available and explain the purpose. Instruct participants to write a short message or reflection about what being a Girl Guide or Girl Scout means to them and the experiences they have had so far alongside what it means to them being part of WAGGGS.
4. Once everyone has gathered their chosen items and written their reflections, guide the groups to collectively assemble the time capsule, placing the items inside and sealing it securely.
5. Encourage participants to decorate the time capsule, adding personal touches that reflect their creativity and connection to WAGGGS.
6. Finally, designate a safe and memorable location to store the time capsule, ensuring it will remain undisturbed until a future date when it can be reopened and celebrated.



## Take It Further

Reflect on what they imagine being a Girl Guide or Girl Scout in the future will be like - will they use the same materials to reflect on this? Include information from other historical moments in your unit or group's history within the time-capsule.



## Take it Online

Host a video-call with participants and share a shared digital document or presentation, participants can upload their photos, videos and written reflections. Designate a specific folder or online space where the capsule will be stored and accessible to everyone to see but ensure that edits cannot be made, allowing the site to be revisited and celebrated in the future.



## Tips

Individuals to not put any personal information on any material going into the capsule that identifies them

If possible before the session, encourage participants to bring with them symbolic items that resonate with them and represent their unit and different aspects of WAGGGS' history and values. If they don't have the items they can draw or write them down

Younger participants may benefit from more hands-on assistance and visual aids, while older members can be challenged with deeper reflections and discussions about WAGGGS' history and values.



# Our Guiding Values

30 mins

10+ years



## Outcome

- Learn about the WAGGGS value of Integrity
- Learn about your own personal values



## Preparation

- A ball, suitable for throwing
- Print off person outline-1 per member (appendix)
- Pencils or pens

1. As a group, think about the word integrity. Does anyone know what it means? Have a discussion in small groups (3-4 people) and come up with a definition.
2. Share the definitions each group has created. Leader will then share the WAGGGS definition of integrity: Living honestly by your value system, with self respect and self worth. Taking responsibility for your own actions and reaction.
3. Stand in a circle, with the leader holding the ball. We're going to think about our own values. The leader will begin with a value they have. Then the ball will be thrown to another member to give one of their values.
4. Continue until each member has had a go.

Here are some examples of values to help the group if they struggle:



Using the person outline template, write down your individual values - thinking about the values we have just heard from everyone.



## Take It Further

Think about the values you want to have in your unit. Take inspiration from the Promise you make. Create a set of values for the unit that everyone agrees on. You can display this as a poster, or as cards that will be given to each member to remind them of the unit values.



## Take it Online

Take turns sharing during an online session and once someone has shared, they get to pick who goes next.



## Tips

If participants are struggling to think of values, ask them about what they see as good behaviour in the unit or in school to help them think of ideas.



## Outcome

- Learn about the WAGGGS Leadership Mindsets
- Learn about the WAGGGS Global Programmes



## Preparation

- Enough spoons for everyone except from one member of the group (Eg. If you have a group of 10, you will only need 9 spoons)
- 1 Deck of cards (customised with the below info or or print out the cards from appendix):
  - ACE: Reflective Mindset
  - 2: Collaborative Mindset
  - 3: Surf Smart 2.0
  - 4: Girl-Powered Nutrition
  - 5: Rosie's World
  - 6: Girl-led Action on Climate Change
  - 7: Free Being Me
  - 8: Olympia Badge
  - 9: Stop the Violence
  - 10: Plastic Tide Turners
  - Jack: Worldly Mindset
  - Queen: Responsible Action Mindset
  - King: Gender Equality Mindset
  - Joker: Creative & Critical Mindset



## Take It Further

Collectively as a group choose an object or value that symbolises your whole group or you individually.

1. Begin by reading the following statement: At WAGGGS, we offer various global programmes that some countries participate in. Some examples of these include 'Stop the Violence' and 'Free Being Me'.
2. Ask participants if they know about any other Global Programmes that WAGGGS offer? Share the following list with them. Do you think anything is missing or would you remove any current ones?
3. Next ask participants if any of them know about the leadership mindsets of WAGGGS and can they name them? How often do you use these in your everyday life? Leadership Model Summary
4. You will be playing a game of "spoons" to learn more about these symbols and values of WAGGGS.
5. Get in a circle and spread enough spoons in the middle, making sure they are within reach for everyone (it may be easier to split into smaller groups).
6. Each player starts with 4 cards, dealt randomly. Put the remaining cards in a pile next to the dealer.
7. Simultaneously take the card to your right and discard one card to your left (the person to the right of the dealer will put theirs on a discard pile and the dealer picks up a new one from the deck).
8. Continue until someone gets four of a kind. They will pick up a spoon.
9. When this happens, everyone else needs to pick up a spoon as fast as possible, even if they don't have 4 matching cards. Slowest to get a spoon is out.
10. The person who got four of a kind tells everyone the name of the programme or mindset they collected and a short sentence about what it is.
11. This can be played in rounds, so once someone is 'out', they can rejoin again - in the next game!



## Tips

No spoons? Use a gesture or similar to express you've got 4 of a kind. Variation: Spelling- each time someone loses they get a letter of the word SPOON- first to get all letters loses.





# Our Guide Law: Reflect, Revise, Reimagine

🕒 30 mins

👤 All ages



## Outcome

- Reflect on your national Girl Guide/Girl Scout Law
- Creatively reimagine a more inclusive and relevant law.



## Preparation

- Large sheets of paper, canvas, or a wall space
- Paint, markers, crayons, and other art supplies
- Newspapers/Magazines
- Scissors
- Glue

The Guide and Scout Laws are the characteristics we represent in Girl Guiding and Girl Scouting, making them a very important part of our identity

## 1. Introduction

Ask participants to close their eyes and listen as you read out loud and the Girl Guide/Girl Scout law as it's written in your country or age section.

Invite participants to open their eyes and share 3 things that stood out to them.

Write down the ideas shared. Ask the group if there is anything they wish to add as a new value.

## 2. Creating the Mural

Divide participants into small groups (4-5 members each). Each group should create a mural - a visual representation of their existing and new values. Provide them with art supplies

Encourage participants to think creatively, including symbols, words, and images that reflect the essence of each law.



## Take It Further

After creating the murals, encourage each group to prepare a short skit or role play that demonstrates how they envision the guide laws being applied in a modern context.

Look at the original laws: The Original Promise and Law ([waggs.org](http://waggs.org)) How do these make you feel? Reflect on the changes from the current laws from the original. Get creative and change the laws to something you would want to uphold in 2025 and beyond.

Participants create action plans on how they can advocate for the updated guide laws within their own communities or organisations.

## 3. Presenting the Murals

Bring everyone back together and have each group present their mural.

During each presentation, ask the group to highlight any changes they would make to the Guide or Scout Laws based on their reflections.

## 4. Final Discussion

Facilitate a final discussion on the common themes and suggestions that emerged from the murals.

Encourage participants to share their thoughts on how the Guide or Scout Laws can evolve to stay relevant and inclusive.

Conclude by emphasising the importance of continuously reflecting on and updating the Guide Laws to ensure they represent what the movement stands for today.



## Take it Online

Adaptable to online spaces with shared digital drawing platforms.



## Tips

Depending on the number each group can cover one or two laws so that they have a good time to discuss in depth)



# Our World Centres

*In this section, you will have the opportunity to learn more about the 5 World Centres and the amazing opportunities they offer. The World Centres are brave spaces where Girl Guides and Girl Scouts from around the world can connect, have adventures and build their confidence.*

*You can select any of the activities in this section but you only need to complete ONE activity.*



**“In diversity, there is beauty,  
and there is strength”**

**Maya Angelou**



# Our Chalet's past

🕒 30 mins

👤 All ages



## Outcome

- Understand and reflect on the history of Our Chalet, why its celebrated and what it was like at the Opening Ceremony



## Preparation

- Large sheets of paper, canvas, or a wall space
- Paint, markers, crayons, and other art supplies
- Newspapers/Magazines
- Scissors
- Glue

1. Share the story of Our Chalet with participants. Did you know Our Chalet was the first world centre to open in 1932?
2. Separate participants into small groups and give each group a photo to recreate. They can decide if they want to physically recreate the photo by dressing up in suitable costumes and make the environment around them look similar to their photo
3. Their goal is to capture the moment of that picture, the emotions that were felt at the moment and become part of it. They will need to recreate the whole moment, from characters to scenarios.
4. Once they have completed their snapshot, they must share with the group and explain what emotions they felt and why they chose to capture that moment like that.



Our Chalet is situated in the Swiss Alps near Adelboden. It was the first WAGGGS World Centre, established in 1932 by Ida Von Herrenschwand (or Falk) and Helen Storrow.



## DID YOU KNOW?

Our Chalet's youth programmes have been designed with accessibility in mind and the Centre offers three different summer programmes with differing levels of physical challenge. Adaptations, such as extra transport, adapted sports equipment, and places for adult carers, are also available for those who need them.

[Click here to connect with Our Chalet](#)



## Take It Further

Participants can continue to build on these scenarios by writing their own version of the opening speech.

Record their stories and performances, upload it and share your version with other guides and scouts #WTD2025 #OurWAGGGSStory



## Take it Online

Record their stories and performances, upload it and share your version with other guides and scouts #WTD2025 #OurWAGGGSStory



## Tips

Participants can create a nature portrait using leaves, sticks and other things from the outdoors to create a snapshot.



# Trying Nuestra Cabaña's meal system

🕒 20-30 mins 👤 7+ años



## Outcome

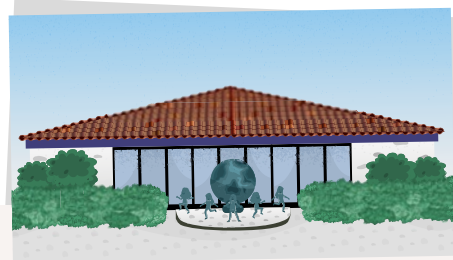
- Practise working collaboratively within a team. At Nuestra Cabaña, teamwork is emphasised during mealtime through their tradition of the meal system.
- Learn an efficient patrol system and develop your teamwork skills



## Preparation

- Cardboard
- Newspaper
- Tape
- Timer
- Whistle
- Blindfolds

1. Set up your space by placing building materials (cardboard, newspaper and tape) around the place.
2. Explain to the participants that at Nuestra Cabaña, typically at dinner-time, guests will work collaboratively being given specific roles to ensure everyone gets their food, has fun and clean up the table afterwards. The participants will be following a similar collaborative framework to create a castle that can withstand movement.
3. Get participants into groups of 3, and each person in the group is assigned the following roles:
  - Searcher: responsible for finding materials
  - Builder: constructing the castle
  - Supervisor: responsible for maintaining order
4. After explaining the activity, they have a set amount of time to do their task.
5. Then, each group will present their work, followed by a reflection on teamwork and the importance of identifying and solving problems.



Nuestra Cabaña (or Our Cabaña) is located in Cuernavaca, Mexico. It opened in 1957 and since then, more than 70,000 Girl Guides and Girl Scouts from around the world have visited.



## DID YOU KNOW?

Right now, Nuestra Cabaña can hold up to 108 guests, making it the biggest World Centre!

[Click here to connect with Nuestra Cabaña](#)



## Take It Further

Introduce some distractions. Eg. one person may not be allowed to speak, another may not be allowed to see, and another could be a pessimistic person making negative comments.



## Take it Online

Using a shared space like Miro, give different instructions to each person and ask them to get a simple task done. Don't let each person know what the other is suppose to do



## Tips

Make harder or easier tasks and roles as you feel suits the group.



# From Sangam Mandala to Your Mandala

30 mins

All ages



## Outcome

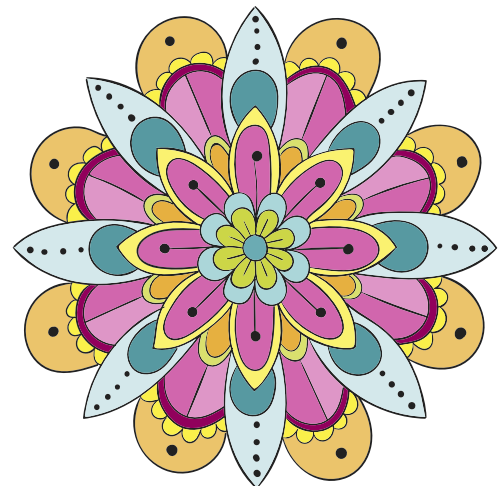
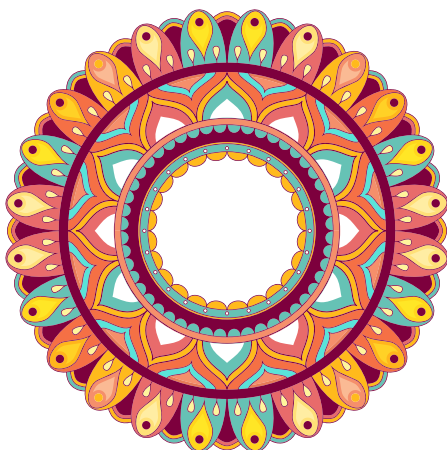
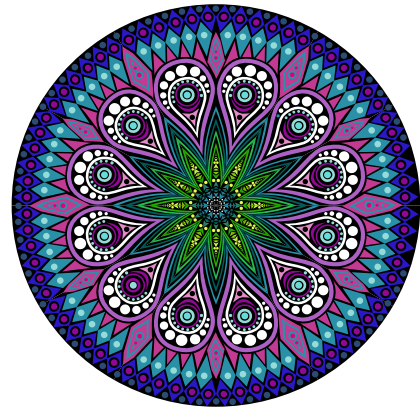
- Understand what Mandalas are and what they represent
- Learn more about Sangam through the Mandala
- Reflect on their Girl Guiding and Girl Scouting Journey



## Preparation

- Accessible copy of Sangam Mandala
- Each group/participant should have:
  - Plain paper
  - Pencil or Pen
  - Coloured pencil or felt-tip pens

1. Ask participants if they have seen these types of images before.



Mandalas (meaning Circle in Sanskrit) represent a journey, usually starting from the outside through layers to the inner core. It's an object of meditation and reflection.

On October the 16th 2026 Sangam World Centre will celebrate its 60th birthday – our diamond jubilee! They are honouring 60 years of changing the lives of Girl Guides and Girl Scouts. This Mandala created by Julie Dawson (Girl Scouts USA) is our symbol of the movement towards this celebration.



# From Sangam Mandala to Your Mandala

🕒 30 mins

👤 All ages



2. Consider: what makes you feel part of the global movement? Have you made new friends or learnt new things? How do we connect with our local communities? What symbols represent the movement and your experiences?
3. Participants can now create their own Mandala, individually or as a group.

Share your Mandala and what it represents on social media. Don't forget to tag WAGGGS and Sangam!

This Mandala represents Sangam's journey, starting from the arches on the outside edge, through different experiences at Sangam to Girl Guides and Girl Scouts united as one at the Sangam symbol in the centre.

The elements of the Mandala are the Sangam arches, WAGGGS logo, 50th flower, Sangalee (the Sangam mascot), Indian and Warli women, mehendi and yogini. These images collectively form one beautiful Mandala. Similar to our Guiding/Scouting experiences connecting us through the global Movement. Get participants to think about their own journey. What images represent this?



Sangam is based in Pune, India and it has been a WAGGGS World Centre since 1966. The city of Pune was selected due to its rich cultural history, strong education links, temperate climate and proximity to Bombay (Mumbai).



## DID YOU KNOW?

The state of Maharashtra in India donated 7 <sup>3</sup>/<sub>4</sub> acres of land to be used as the World Centre's site!

[Click here to connect with Sangam](#)



### Take It Further

You can make your Mandala in different mediums such as crochet, macrame, embroidery, etc. Think about how you can add to this Mandala as you continue your journey



### Take it Online

Use any online graphics designing platform to make your own Mandala



### Tips

For younger participants, they can colour in the outline of a Mandala  
You can adjust each reflection question to your context and add your own suggestions.



# Kusafiri storyteller challenge

🕒 20 mins

👤 4+ years



## Outcome

- Practise their storytelling and communication skills
- Reflect on how everyone's unique personality and experiences shape the stories they tell.



## Preparation

- Each person will need a way of making notes for their story e.g. a paper and a pen or mobile phone.

1. Read aloud the following text:  
*Kusafiri means 'to journey' in Swahili and we all go on many journeys in our life, whether it's an everyday journey to school or a once in a lifetime journey to one of WAGGGS' World Centres. In this activity you should use your imagination to tell a story about a Girl Guide/Girl Scout on an adventure. Something unexpected happens to our main character when she's in the middle of her journey to her local meeting. Now, you decide what happens next...*

Individually, participants should start their story using the following statement as a guidance: *"Once upon a time, a girl was on her way to her Girl Guide/Girl Scout meeting when she was surprised to see..."*

2. The questions can be used to encourage creativity:
  - Who is the main character of your story? What is their name? What three words would you use to describe them?
  - Where does the story take place? What does it look, smell and sound like?
  - Who does the character meet? What do they find?
  - What happens as a result?
  - How does the story resolve?

3. After the participants have finished their stories they should get together in small groups and share their stories with each other.
4. Encourage a group discussion. What did you think of the other people's stories? Why do you think the story was different to yours? The person facilitating can prompt the group to think about the unique perspective each person brings and how our life stories are also all very different.

Kusafiri has been located in the Africa Region since 2010 and it is currently based in Ghana for the next 3 years as a trial until the next World Conference. So far, it has been based in 8 different countries; Ghana, South Africa, Rwanda, Kenya, Nigeria, Benin, Madagascar, and Uganda!



## DID YOU KNOW?

Kusafiri are working toward delivering events and activities in both French and English to develop language diversity in the Region and where possible events are presented bilingually. Elements of the Centre like signage, communication with guests and social media posts are working towards consistently being in both French and English.

[Click here to connect with Kusafiri](#)



## Take It Further

Get into small groups and perform their stories, taking aspects of different people's stories and creating a new story. Reinforcing the idea that we can work together taking on board everyone's different perspectives and ideas.



## Take it Online

This activity can also work in an online environment with individuals keeping their notes and using breakout rooms for small group discussions.



## Tips

Participants can work in pairs to write their story together if younger. Some participants may also prefer to draw a picture of their story.



# Our Ark, Olave House, Pax Lodge

🕒 10 mins

👤 All ages



## Outcome

- Learn about Pax Lodge and its predecessors



## Preparation

- Everyone needs a chair.
- Sit in a circle facing outwards

1. Begin by reading out the following introduction:

*Pax Lodge is not the first London-based World Centre. Our Ark opened in 1939, just before the outbreak of World War 2 near Buckingham Palace. In the 1950s Our Ark had outgrown the premises and needed to relocate. So in 1959 it sailed into a small Victorian hotel at Earl's Court and in 1963 was renamed Olave House after Lady Baden-Powell. By 1978, plans were made to reconnect Olave House and the World Bureau as part of the Olave Centre Project. Pax Lodge officially opened on 15th March 1991.*

2. The facilitator should give each person the name of a London World Centre: Our Ark, Olave House, Pax Lodge. It is important that there are multiple people with the same name.
3. Tell everyone which direction to run around the circle. When everyone is ready, call a name. Everyone with that name stands up and runs around the circle. They should keep running until told to "go home".
4. Upon the instruction "go home" they return to their seat - however they need to keep running in the same direction they must not turn around and run back.
5. The last person back to their seat is out and they need to turn around to face inwards and no longer run when their world centre is called.

6. If London is called, everyone gets up and runs. When there are fewer players remaining, call out two names together.



Pax Lodge is based in London, UK and it has changed its form over the years from beginning as Our Ark in 1939, then into Olave House in 1959 and then Pax Lodge in 1991.



## DID YOU KNOW?

The centre was renamed Pax Lodge as a tribute to the Baden-Powells. Pax means 'peace' in Latin and it was present in the name of their homes; Pax Hill in England and Paxtu in Kenya.

[Click here to connect with: Pax Lodge](#)



## Take It Further

Add some additional actions to make it harder. When the leader calls:

- It's getting windy - everyone changes direction and runs the opposite way
- It's raining - run faster!
- The sun is out - jump/hop
- It's cloudy/foggy - slow down

This action should continue until a new action is called or the players go home.



## Tips

Make sure the playing space is clear of hazards.

Instead of the last person being out you could celebrate the first player back.

For younger participants you may want to limit to one lap of the circle and they go straight home to their chairs.







# Message to the Future

🕒 15 mins

👤 All ages



## Outcome

- Share a message to the Girl Guides and Girl Scouts of the future
- Explore and reflect what you want the movement to look like beyond 2025



## Preparation

- Rope
- Pegs
- Pens
- Paper

1. Set up rope in your space. Attach pegs along the rope. Make sure that this is held up above the ground.
2. Give each participant a piece of paper and a pen.

3. Get the participants to write/draw on their paper what they want to share with Girl Guides and Girl Scouts of the future. They can make up their own or use the following prompts for support:
  - “Girl Guides and Girl Scouts will be .....”
  - “The future looks .....”
  - “Together, we will .....”
4. Once they have written or drawn their idea, they will attach it onto the rope.
5. Finally, take a picture and share your amazing messages to the future using #WTD2025 #OurWAGGGSStory and tag @wagggsworld



This activity is to be completed by everyone together and it is the final activity of the pack.

We would love to see your amazing messages to the future so please share on social media #WTD2025 and #OurWAGGGSStory and tag @wagggsworld



## Take It Further

Reflect on the activities you have completed throughout the pack, what have you learnt about the past and present of Girl Guiding and Girl Scouting. Draw or write what you have learnt and how your reflections will influence the future of the movement



## Take it Online

Using a space like Miro write a message to the future.



## Tips

Instead of rope, you could also use fairy-lights, or scarves, attaching your messages using pegs / string

# Congratulations for completing this activity pack!

Happy World Thinking Day!



Follow this link to order your badge!

Tell us about what you think, find the evaluation form in [WTD Campfire space](#).

We will be recruiting members to work on next year's WTD resource, stay tuned for more information on our socials!

### Follow WAGGGS on social media:

-  @wagggsworld
-  @wagggsworld
-  @wagggsworld



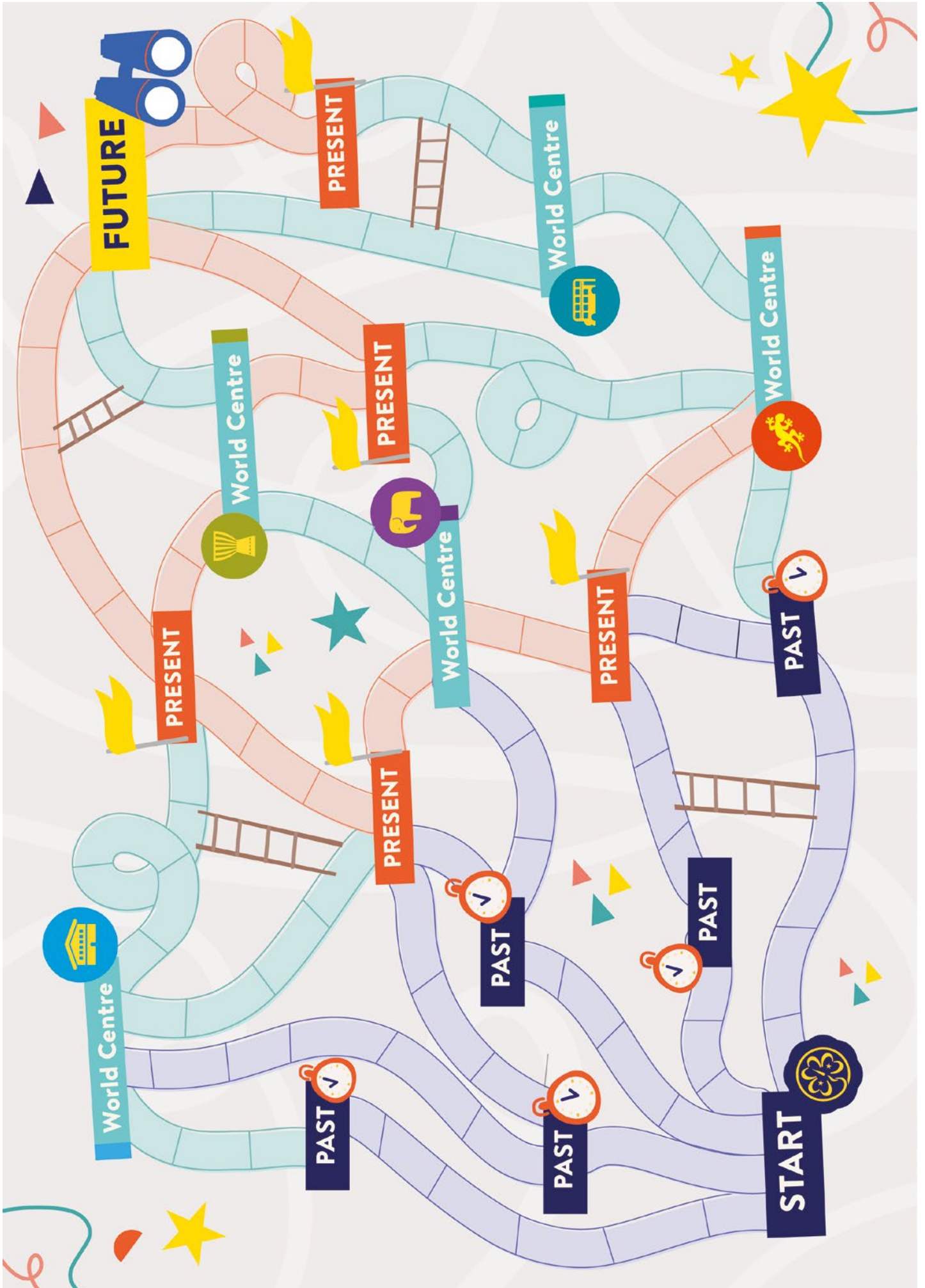
#WTD2025  
#OurWAGGGSStory



The background is a solid teal color with several thick, white, wavy lines that flow across the page, creating a sense of movement and depth. The lines are smooth and organic in shape.

# Appendix





# Appendix



## OUR PAST Guiding Through the Emblem (Younger)





**OUR PAST**  
**Guiding Through the Emblem (Older)**





# Appendix



## OUR PAST Guiding Through the Emblem (Older)

1



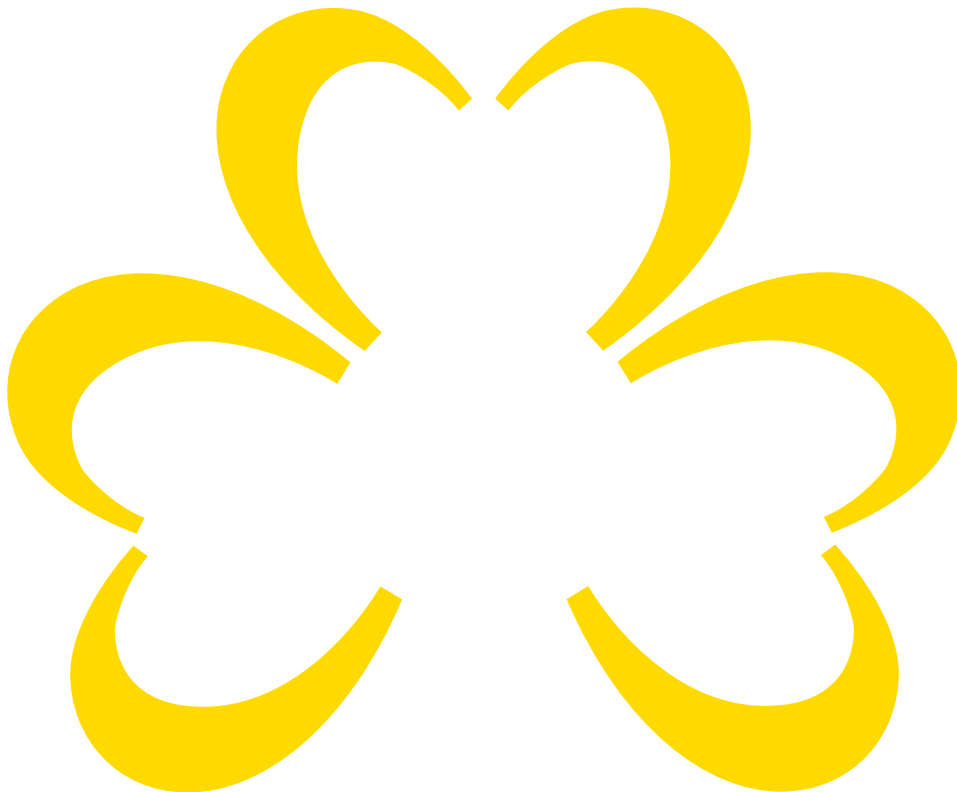
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3



4





## OUR PAST History through Actions



On 1 August 1907, 20 boys gathered together to join the first experimental **Scout** camp on Brownsea Island, England. The man behind the event was Robert **Baden-Powell**, a soldier, artist and writer.

After the camp, the book '**Scouting** for Boys' was published. Many copies of the book were sold and spontaneously, boys began to form **Scout** Troops all over the country and soon all over the **World**.

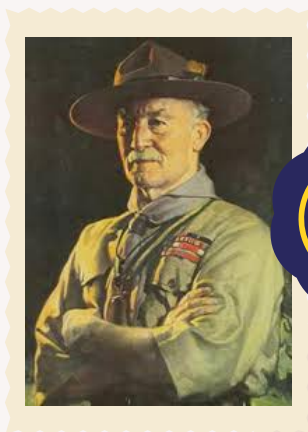
Robert **Baden-Powell** didn't know how many boys there were in these troops so he decided to call them all together for a big party in London. He invited 'anyone doing **Scouting**' to attend a big rally at the Crystal Palace in England in 1909. More than 11,000 Boy **Scouts** turned up. Robert **Baden-Powell** was surprised and pleased.

Along with the Boy **Scouts**, came a group of **girls**. He asked, "Who are you?" They answered, "We are the **Girl Scouts**." Robert **Baden-Powell** said, "There aren't any **Girl Scouts**." To which the girls promptly replied, "Yes there are because we are them!" Robert **Baden-Powell**'s sister **Agnes** was there too and she suggested he should write a book for the **girls** too.

After discussing it with his sister, **Agnes Baden-Powell**. They decided to start a movement for **girls** called **Girl Guides**. In 1910, the **Girl Guides** began. **Agnes Baden-Powell** was very keen and worked very hard with **Girl Guides**.

Robert **Baden-Powell** retired from the Army in 1910 at the age of 53, so all of his enthusiasm and energy was now focused on developing **Scouting** and **Guiding**. He travelled across the **world**, wherever he was most needed, to encourage growth and provide inspiration.

Two years later, Robert **Baden-Powell** and **Olave** Soames met on a cruise ship and they were soon married. **Olave** initially didn't know much about **Girl Guides** but helped **Agnes Baden-Powell**, **Olave** became very enthusiastic. **Olave**, Lady **Baden-Powell**, travelled the **world** and helped set up an International Council, which is now called "The **World** Association of **Girl Guides** and **Girl Scouts**, which we call WAGGGS.

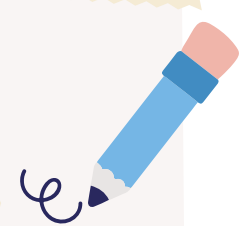


In 1926, delegates from **Girl Guide** and **Girl Scout** organisations across the **world** met in the USA for the 4th **World** conference. They decided to create a day for **Girl Guides** and **Girl Scouts** to celebrate being part of an international movement around the **world**. Delegates chose to hold the first celebration on the joint birthday of Lord **Baden-Powell**, and his wife **Olave**, so **Thinking Day** was born.



The name of the day was changed to '**World Thinking Day**' at the 30th **world** conference in Dublin in 1999 when delegates chose a new name to more clearly emphasise the global nature of the celebration.

Over the years, **World Thinking Day** has become a way for girls to learn about issues impacting other **girls** and young women all over the **world**. Every year, there is a different theme that **Girl Guides** and **Girl Scouts** around the **world** can learn about and take action on. For 2025, the theme is "Our Story". This is a chance to reflect on the past, present and future of the movement and look towards a future where **Girl Guides** and **Girl Scouts** continue to support and uplift those around the **world**.



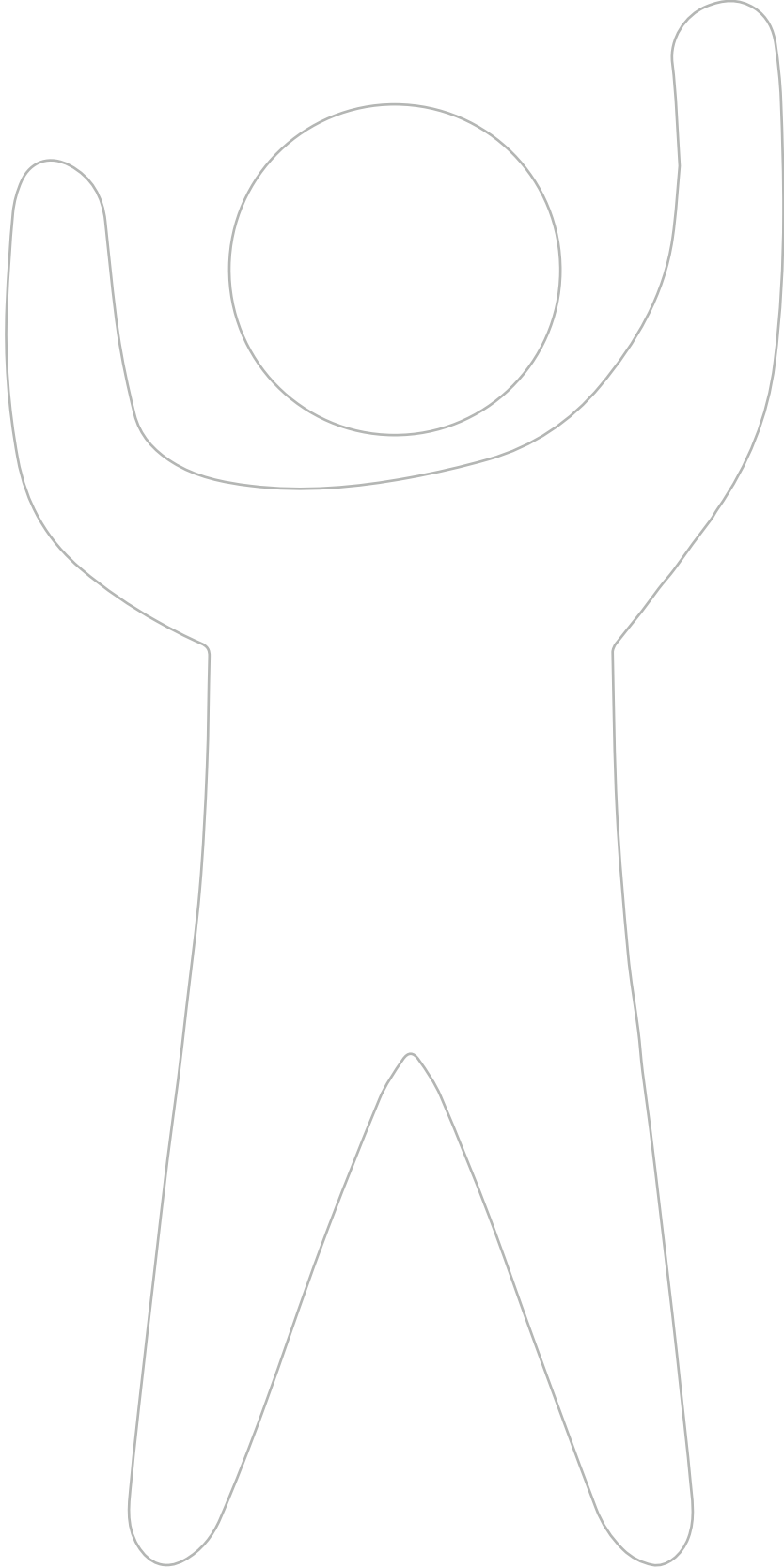


**OUR PAST**  
**Hidden Figures - Leaving Footprints in the Sand**



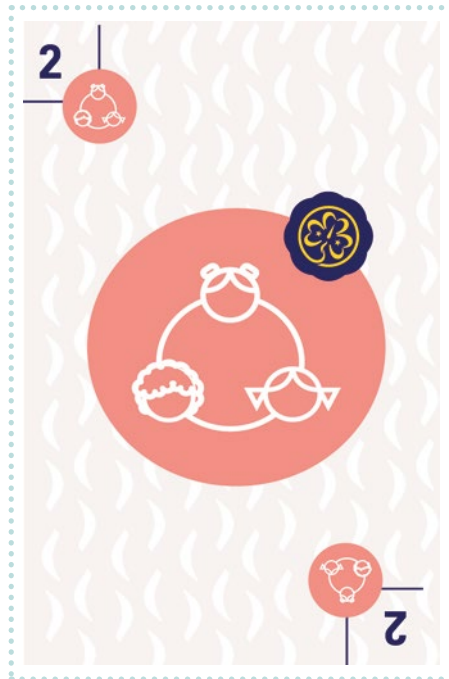


**OUR PRESENT**  
**Our Guiding Values**



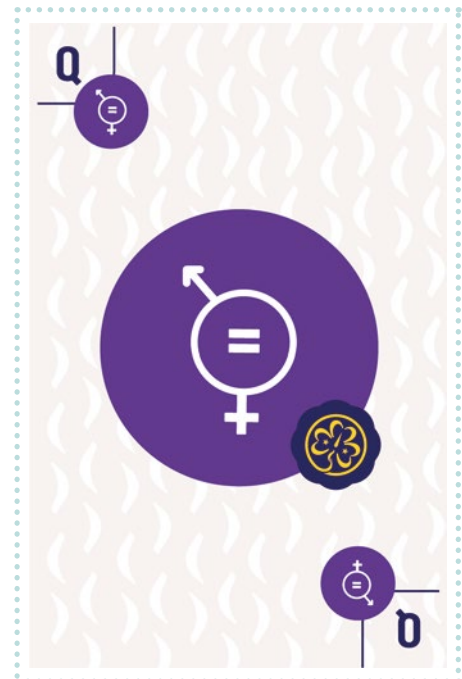
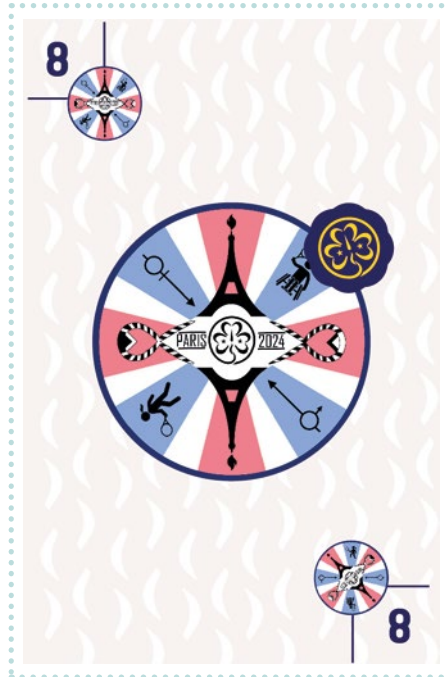
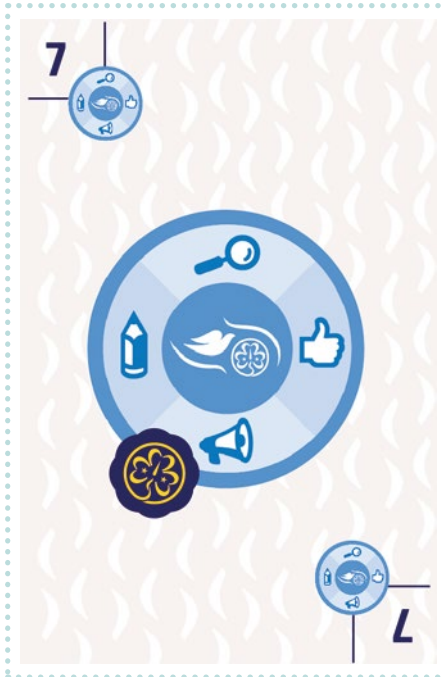
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## OUR PRESENT Our Offer



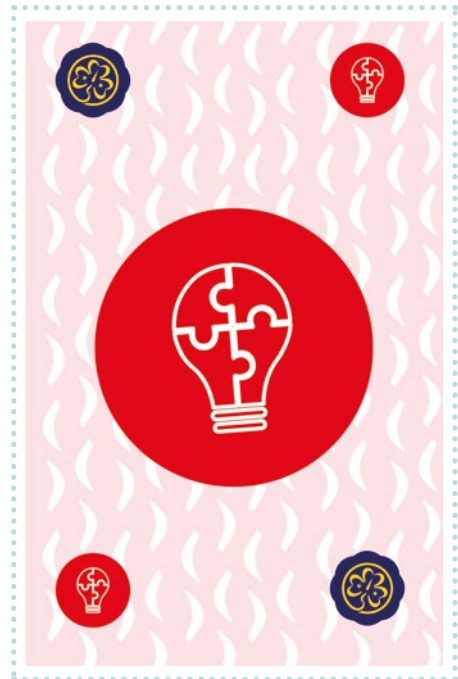
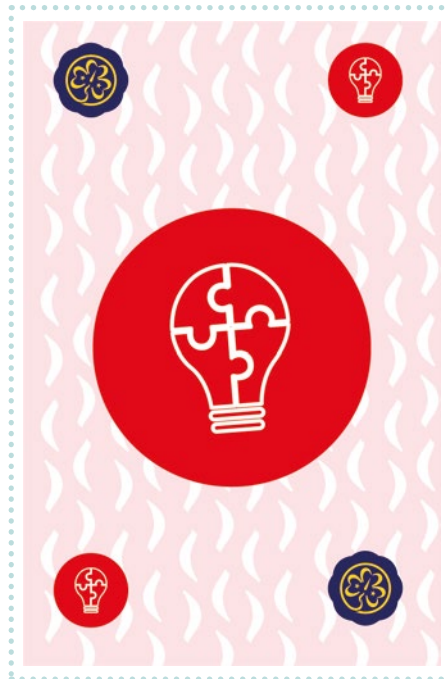
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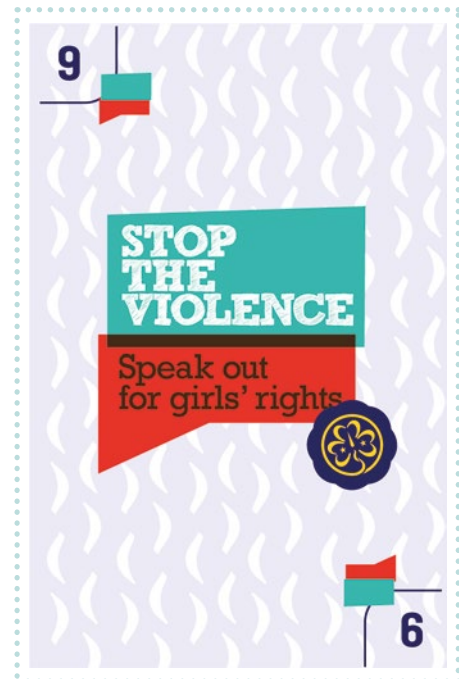
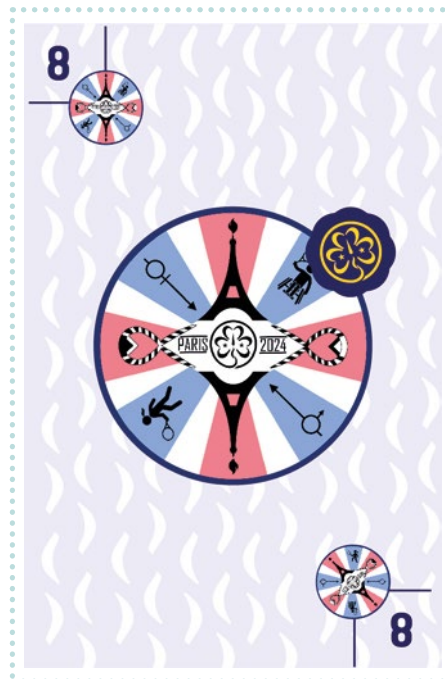
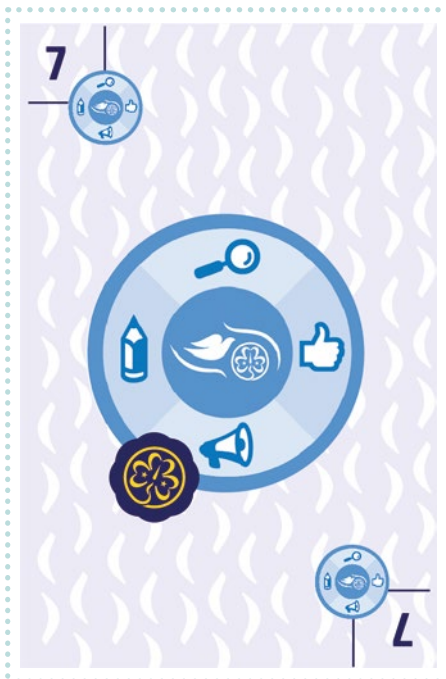
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## OUR PRESENT Our Offer



# Appendix

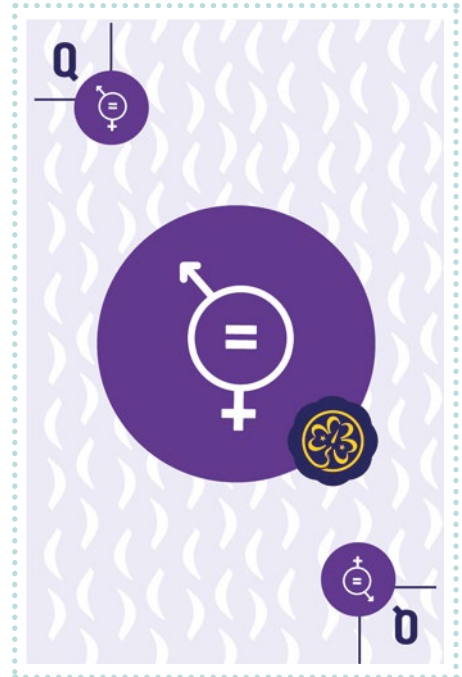
**OUR PRESENT**  
Our Offer





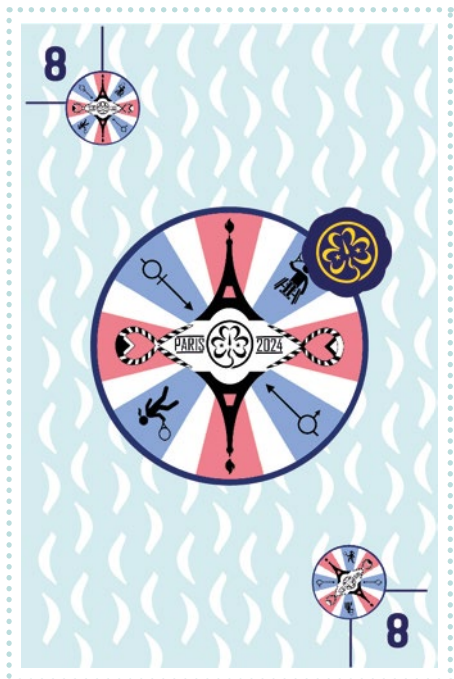
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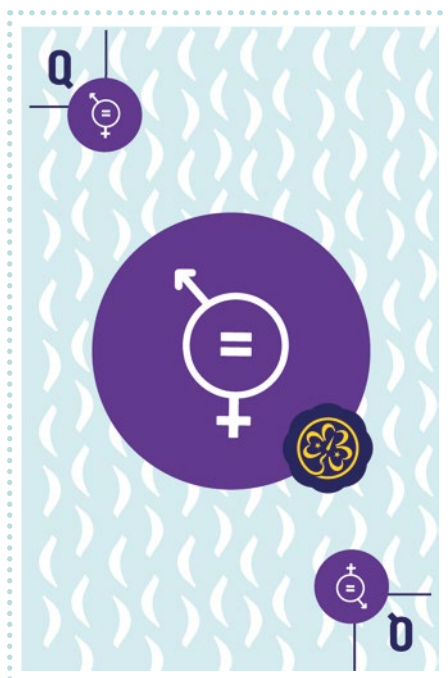
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## OUR PRESENT Our Offer



# Appendix

## OUR PRESENT Our Offer



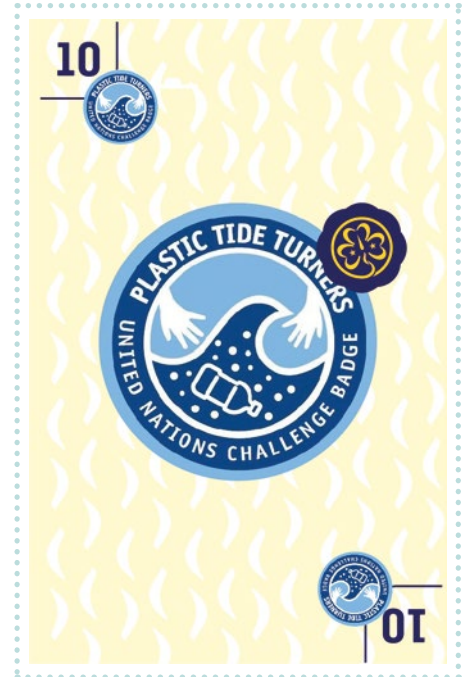
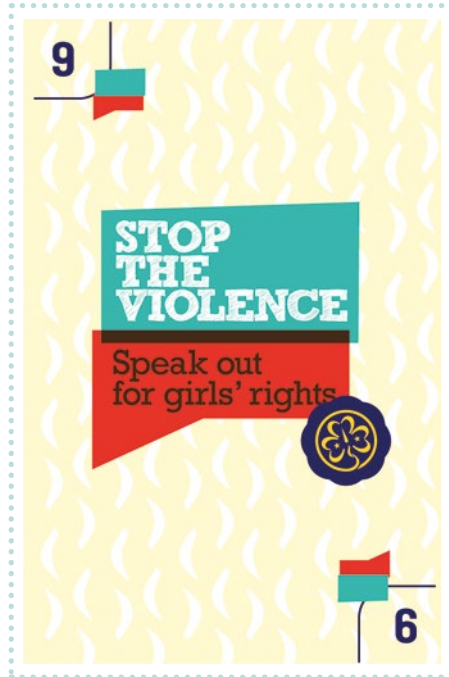
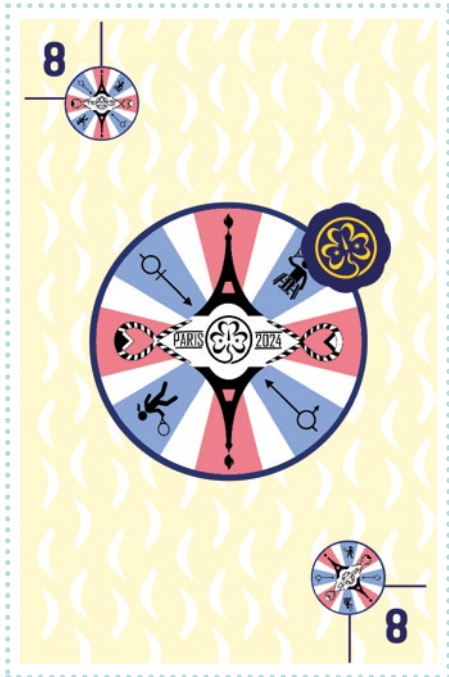
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## OUR PRESENT Our Offer



# Appendix

## OUR PRESENT Our Offer





## WORLD CENTRES Our Chalet's past

In 1932, Our Chalet became the first WAGGGS World Centre. To find out more information about Our Chalet's Past, [follow this link](#).



### OUR FOUNDER

Helen Storrow, a Girl Scout leader from the USA, offered to donate the money for the construction and the first four years of operation of the World Centre, as long as it was built in Switzerland. The World Committee agreed and appointed a Swiss Scout, Ida Von Herrenschand, or Falk as she was known, to help Helen Storrow find the perfect location in Switzerland.

### CHOOSING A SITE

Helen Storrow, a Girl Scout leader from the USA, offered to donate the money for the construction and the first four years of operation of the World Centre, as long as it was built in Switzerland. The World Committee agreed and appointed a Swiss Scout, Ida Von Herrenschand, or Falk as she was known, to help Helen Storrow find the perfect location in Switzerland.

In June 1930, Falk and Helen Storrow visited many places in Switzerland, but none of them seemed quite right. Until they visited the beautiful village of Aeschi, located within Lake Thun and the Neinsen mountain, with stunning views in all directions. Helen Storrow immediately fell in love with the village. "It comes up to all my expectations, here you can find peace for your soul", she said.

However, Falk had concerns. Aeschi's beauty was unquestionable, but as young woman she had craved adventures -hiking, climbing, and skiing- and had not been all that concerned about her soul! Falk believed that the site was too far away from the true mountains and that the altitude was too low for winter sports.

At the Conference, Helen Storrow showed photos of Aeschi and everybody agreed that it was a lovely spot. However, after Lord Baden-Powell asked Falk for her opinion, he told her that if she was going to make trouble about the place that had been found, then she would have to find a place on her own. Falk eagerly accepted, and headed off with the following



list of conditions from the committee: the site must be near a main train line but away from tourists, there must be hotels in the neighbourhood, but it must not be a fashionable place; it must be high enough for skiing in the winter and climbing in the summer, but not too high for those people with heart trouble; and there must be sufficient ground around and pleasant neighbours.

Falk rushed back to Switzerland and again started searching in the Bernese Oberland. Eventually, she saw the perfect spot high up on the mountainside near the village of Adelboden. With eagerness, Helen Storrow, Falk and Mr von Sinner climbed up the hill together in June 1931. Mr von Sinner rushed ahead carrying a long pole on his shoulder and when the rest of the party reached the top, the American flag was there to greet them.





## WORLD CENTRES Our Chalet's past

### The building of Our Chalet

Three months later, the concrete basement was built and the wood for the rest of the house was cut; on 21 December 1931 the roof was put on. Mrs Storrow came back in May 1932 to see the completed Chalet. There were many gifts from people around the world that are still found at Our Chalet today in the Helen Storrow Room and in the American Room.

During her visit, Helen Storrow decided that she would like a little house of her own where she could stay and receive her own guests. She also wanted it to be ready for the official opening two months later! Thus, Baby Chalet was built and is still available today for guests to stay in during the warmer months.

On 31 July 1932, Our Chalet was formally opened by the first World Chief Guide, Olave Baden-Powell, and Helen Storrow. Most of the village of Adelboden was present along with Girl Guides and Girl Scouts from around the world.

The Chief Scout, Lord Baden-Powell, challenged Our Chalet to become a school of goodwill and understanding among the future women of the world.





## WORLD CENTRES From Sangam Mandala to Your Mandala

