

# Navigating the Netherlands

## Welcome to the 2023 Netherlands INTOPs challenge badge.

We are visiting the Netherlands as part of the INTOPs trip in the summer of 2023. It will be an excellent opportunity for the 9 girls representing Girlguiding Gloucestershire, to experience the Dutch culture and gain lifelong friendships with the local girl Scouts.

Every member of our team has contributed an activity to this badge, all based around traditional or iconic Netherland features.

## Achieving the badge

You are welcome to complete as many activities as you want with your Unit, although our suggested numbers are as follows:

<i>Rainbows</i>	3
<i>Brownies</i>	4
<i>Guides/Rangers</i>	5



## Buying the badge

Badges cost £1.20 each. Postage and packaging £3.35

Please send the following information to [intops.2023@gmail.com](mailto:intops.2023@gmail.com)

*Name*

*Number of badges*

*Postage Address*

You will then receive an invoice with payment details.

After payment has been made, the badges will be posted to you.

# I WANT TO RIDE MY BICYCLE

The Netherlands is a great place for cycling as it is very flat. There are many routes such as the route of the Eleven Towers race, which is the 200km route of a famous ice-skating race. Cycling is a popular way of getting around, especially in Amsterdam, the capital city.



## **The Big Bike Ride**

### *Equipment*

- None

### *Set-up*

- Everyone stands spread out in a space around the room/area.
- Works best with bigger groups.

### *Activity*

1. Choose 2 people to be the team leaders at opposite sides of the room.
2. The aim of the game is for the Team Leaders to collect as many people onto their bicycle as they can before they are collected by the other team.
3. To do this, the Team Leader needs to run up to someone standing still and tag them. That person then joins the bicycle by holding onto the leaders shoulders from behind and running with them (think of the Conga!).
  - a. If the 'bicycle' runs away before the tagged person can join, they need to stand still again and wait to be tagged again.
4. Each time a new person is tagged, they join the end of the bicycle. Eventually, the Team Leader will lead a line of 'bicycle' riders, and the new person will join at the end of the line, away from the Team Leader.
5. Everyone but the Team Leaders and their 'bicycle' need to be standing still until they have been tagged.
6. Once everyone has joined a 'bicycle', the team with the most people on their bicycle wins!
7. Start the game again with different Team Leaders and play again!



## Let's go for a Ride

### Equipment

- Action words and story sheet below

### Activity

1. Start by naming the four sides of your room with the city names, 'Amsterdam, Rotterdam, Gouda, The Hague'.
2. In this game, the children are going to be riding their imaginary bikes between those different 'cities' via a different action.
3. Using the action words below, call out the place they are travelling **to** and **how** they are going to get there.
4. Here are some examples;
  - a. 'I'm going to go to **Amsterdam** *uphill*.
  - b. I'm going to **Gouda** in the *rain*.
  - c. I'm going to *ride with a partner* to **The Hague**.
  - d. I'm going to **Rotterdam** *downhill*.
5. Mix up where they're going, and by what method, and use some of the other actions in between.

### Action words

**Ride** - with high knees walk around the room pretending to be riding a bike

**Up** and **uphill** - walk slowly as you are riding uphill and it is hard work

**Down** and **downhill** - run with very small steps as you are going faster downhill

**Puncture** - freeze, this is a hole in your tyre letting out the air, make a hissing noise like the air escaping

**Bell** and **Someone's coming!** - make a 'ping' to let others know you are coming

**Rain** - continue to ride around and make a sssshhhh sound like rain and mime rain falling with your fingers

**Tulip** - stand still, put both arms straight above you with fingers touching, like a tall flower



## ALTERNATIVE ACTIVITY

Using the same actions, read out the story below, and when one of the action words are spoken, the children complete that action!

### Story

A woman named Ethel was a great cyclist. She loved to **ride** her bike **up** many hills. One day, she decided to go on a bike **ride**. She set off after watering her **tulips**. It was a lovely sunny day and there were no **rain** clouds in the sky.

After a few miles she saw a huge hill. She knew she had to go **up** it. She set off again and began to go **up** the hill. It was very hard work but eventually, she got to the top of the hill. It was beautiful and she could see far into the distance **tulip** fields. They were red, pink, orange, yellow, white, purple and loads of other colours. Just then she began to feel drops of **rain** fall on her head. She looked up and there were big grey clouds. She quickly grabbed her bike and started to **ride down** the hill. When she finally got **down** the hill the **rain** stopped and the sun came out again. She passed another cyclist and politely dinged her **bell**. Her **bell** was silver and shiny and she used it to tell the other people that she was there.

After a while she heard a very strange hissing noise. Suddenly, she realised she had a **puncture**. A **puncture** is a tiny hole in her wheel and she needed to fix it. Luckily, she knew how to fix a **puncture**. and soon she was **riding** again past the tulip fields. On her way home she stopped at a little café to take a rest and have cake!

### Equipment

- A4 paper (one each)
- Pens/pencils

### Activity

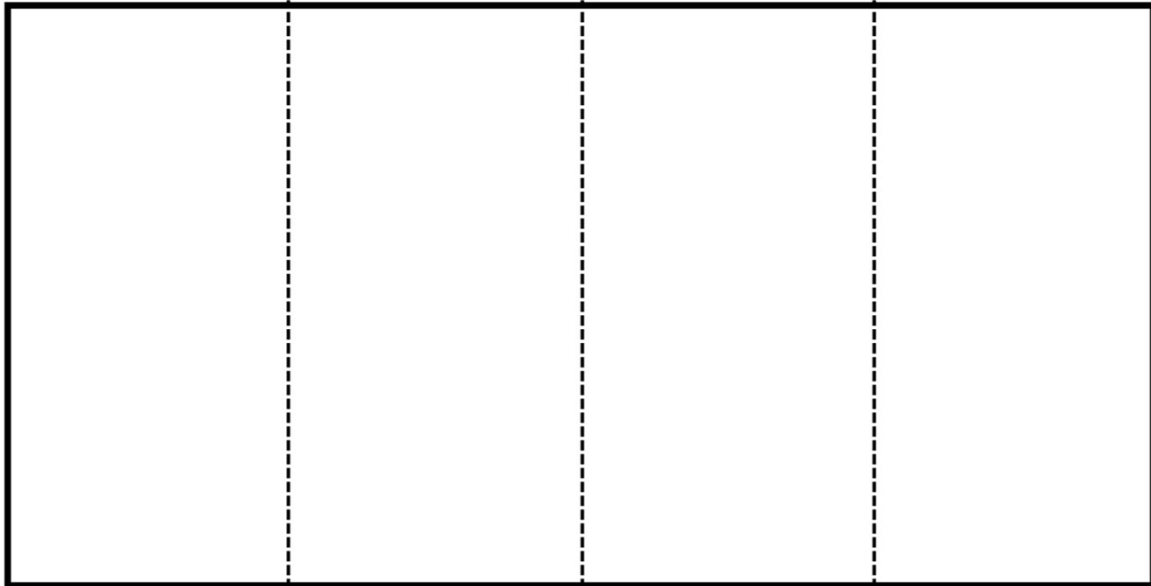
1. Fold your piece of paper like Diagram 1, making folds along the lines, before unfolding again.
2. The aim of this game is to collaboratively create the Ultimate Bike! *However*, you can't draw regular/normal bike parts. Think odd shapes, futuristic, vintage, sci-fi, funky coloured, additional accessories – whatever takes your fancy! Try and mix up the styles you draw in, and try to avoid the whole group drawing the same style.
3. To create this bike, you will be working on different sections at a time in a game.
4. Keeping your page landscape, start in the leftmost panel. Without showing anyone else, draw in this panel the front wheel of your bike.
5. Once you have drawn your wheel, fold the panel on the crease to hide what you've drawn.
6. On the next panel over, put small marks to show where the front wheel will join up to the handlebars. **Make sure all the drawing is on the same side of the paper – your marks should touch both your drawing, and follow over the crease into the next panel.**
7. Then pass your piece of paper – careful to keep what you've drawn concealed – to the person to your left (everyone needs to pass their paper the same direction to avoid confusion!).
8. You will receive the paper from the person to your right. **Do not peek at what they have drawn!!** You don't want to spoil the surprise!
9. Now in the next panel, you can draw the handlebars.
10. Repeat the process to fold over, and mark the join of the next section before passing it on. Repeat until all the sections have been drawn (see Diagram 2 for the contents of each panel).
11. At the end, open the page you have to see what the mash-up of different bike parts and styles has created!



**SEE DIAGRAMS 1 AND 2 BELOW**

# Diagram 1

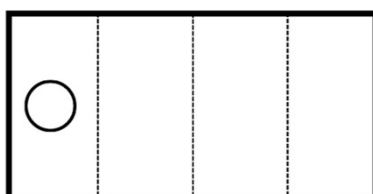
Fold on dashed lines



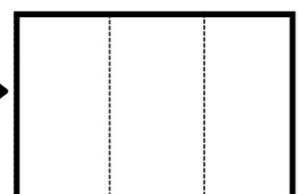
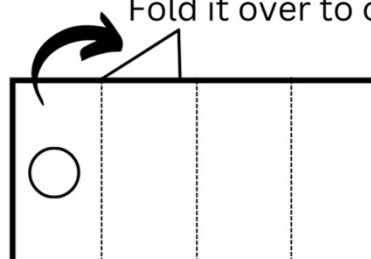
# Diagram 2



Draw in the panel



Fold it over to conceal the drawing



## Build-a-bike

### Equipment

- Dice (one per team)
- Random items that aren't delicate.  
*E.g., stationary, jackets, bags, water bottles, recycled materials, fabric scraps, leftover craft items, etc.*

### Activity

1. Split into teams of 2 people or more. Give each team 1 dice, and a space on one side of the room.
2. Place all the other random items in one area on the other side of the room.
3. The aim of this game is to be the first team to create the image of a bike on the floor using the random items. Your end goal will be to stand up and look down upon your arranged items to see a bike.
4. A bit like a beetle drive, the team needs to roll the dice. When they roll a correct number, they need to send one team member to the item pile to collect an item to make that element they have rolled.
5. In the team, take it in turns to roll the dice and run to collect an item. Once you've brought back an item, you can use it to contribute to creating that part of a bike on the floor.
6. Come up with a strategy in your team, you can decide who runs to get the items, and who rolls the dice, etc. You can either take it in turns for each, or assign roles to each other.

### Rules

1. Only one person in you team can collect an item at a time.
2. An item collected, for example, for a wheel, has to be used for a wheel.
3. You can discard an unwanted item only when you are returning to the pile following a dice roll.
4. You can't take items from other teams unless they have returned them to the pile.

### Challenge

You can only take one item per dice roll/run, so to create the bike part you have rolled the dice for, you will need to roll that number multiple times.

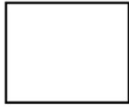
E.g., if you roll for a wheel, and you go to collect one pen for a spoke, you will need to continue rolling a wheel to collect enough pens for the spokes.



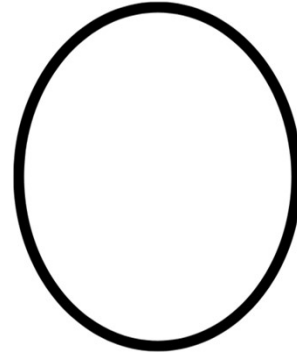
**SEE SETUP AND DICE ROLLS BELOW**

## Set up

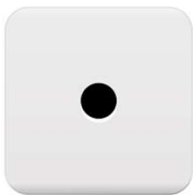
Teams  
(minimum of 2 in a team)



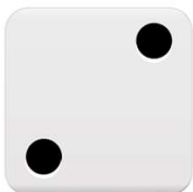
Random items in one pile



## Dice rolls



**Wheel**



**Frame**

(bars that connect all the parts together)



**Handlebars**

**Pedal**



**Saddle**



**Wheel**





# TONGUE TWISTING LINGUISTICS

Dutch is the language spoken in the Netherlands. Learning a new language is always an adventure in itself, and Dutch's strange spellings make it a lot of fun to try!



## Meet Your Match

### Notes for Leaders

*This is a memory game. Encourage the players to remember what's on which card so they can figure out where the matches are.*

### Option 1

#### Equipment

- Make a set of 16 cards by printing the pictures from the next 2 pages.
- A full set of cards is needed by each pair/small group.

#### Set up

- Split into pairs or small groups. Give them 1 full set of cards.
- Shuffle the cards and spread them face down on the floor.

#### Activity

1. One person chooses 2 cards to turn over.
2. If the cards match, they stay face up.
3. If the cards do **not** match, then turn them face down again.
4. One the person either has or has not gotten a match, it is the end of their turn.
5. The next person has their turn.

**Each turn, only 2 cards can be turned over.**

1. Once all the cards are matched, the game is finished!
2. Reshuffle and play again.



**SEE BELOW FOR GAME OPTION 2**

## Option 2

### Equipment

- Print/write the full set of 16 words/pictures onto separate A4 pieces of paper (one picture/word per sheet).  
Only one set needed to play.

### Set up

- Shuffle the large cards and spread face down on the floor. No layout/pattern needed, but spread them out a bit.

### Activity

#### For small groups

1. Everyone stands on one side of the cards on the floor.
2. 2 children go and stand on one card each.
3. They can then turn them over and see if they're a match or not.
4. If they **are** a match, leave the cards face up.
5. If they are **not** a match, they turn the cards face down again.
6. They then return to the group, and it is the next people's turn.

#### Each turn, only 2 cards can be turned over.

1. Once all the cards have been matched, the game is over!

#### For larger groups

1. Split into 2 to 4 teams, and stand on different sides of the cards on the floor.
2. The first team sends two people to choose one card each to turn over.
3. If they **are** a match, that team collects the two cards. If they are **not** a match, the cards are turned face down again.
4. Then the next team has their turn.

#### Each turn, only 2 cards can be turned over.

1. Once all the cards have been matched, the game is over!
2. Each team then counts how many cards they have, the one with the most wins!
3. Reshuffle the cards (and teams if wanted), and play again.



**CARDS ON THE NEXT PAGES**

**Neushoorn**



**Neushoorn**



**Kat**



**Kat**



**Hond**



**Hond**



**Olifant**



**Olifant**



**Ja**



**Ja**



**Nee**



**Nee**



**Bedankt**

***THANK YOU!***

**Bedankt**

***THANK YOU!***

**Tot ziens**

**goodbye**

**Tot ziens**

**goodbye**

## Talking Corners

### Equipment

- Using set 1 below, write each word on one A4 page each. 4 words in total.

### Set up

- Put up one page at each corner of the room.
- Children to stand in the middle of the room.

### Activity

1. Familiarise everyone with the words in the corners – show the words while saying them out loud, and what they mean in English. All words are pronounced how they're written.
2. When the Leader calls out one of the words, everyone needs to run to the correct word.
  - a. Option to play where the last to get there stands with the Leader and gets to choose the next word until there is only one person left.
3. Repeat until they are more familiar with the words.
4. Play the game again using the words from Set 2.

### Vocabulary words (all pronounced how they are written)

#### Set 1

Neushoorn (rhinoceros)  
Kat (cat)  
Hond (dog)  
Olifant (elephant)

#### Set 2

Ja (yes)  
Nee (no)  
Bedankt (thank you)  
Tot ziens (goodbye)



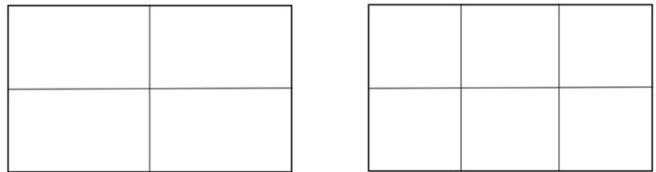
### Notes for Leaders

Recognising which word has been said might be tricky for younger members. They might need some assistance to recognise the words on their Bingo cards.

### Equipment

- Paper (one each)
- Pens/pencils
- Vocab words

### Grid options



### Activity

With paper

1. Each person, on their own piece of paper needs to draw a grid. Either dividing their page into quarters, or sixths (see below). The more boxes, the longer/harder the game. Each person needs the same number of boxes drawn.
2. Each player then writes one word in each box from the vocabulary list (in Dutch). (see examples below).
3. Each player needs to choose their own words so each bingo card will be unique.
4. The Leader/Young Leader then randomly reads aloud one of the words from the list. If a player has that word on their card, they can mark it off by crossing it out, or colouring it in, etc.
5. Continue until someone has bingo! (Option to keep playing until everyone has Bingo).

### Vocabulary words (all pronounced how they are written)

Neushoorn (rhinoceros)  
 Kat (cat)  
 Hond (dog)  
 Olifant (elephant)  
 Vis (fish)

Ja (yes)  
 Nee (no)  
 Bedankt (thank you)  
 Tot ziens (goodbye)  
 Hallo (hello)

Een (1)  
 Twee (2)  
 Drie (3)  
 Vier (4)  
 Vijf (5)



**SEE BELOW FOR BINGO CARDS**

<b>Hond</b>	<b>Tot ziens</b>	<b>Kat</b>
<b>Olifant</b>	<b>Nee</b>	<b>Bedankt</b>

<b>Neushoorn</b>	<b>Ja</b>
<b>Kat</b>	<b>Bedankt</b>

# Dutch Whispers

## Equipment

- Vocab words

## Activity

1. In either one team or two (depending on your unit size), line up one behind the other.
2. The Leader gives the first person of each team a word or couple of words from the vocab list. *Be careful to whisper so that the rest of the team can't hear!*
3. That person then needs to whisper those words to the next person in the line. **You can only say the word once to the next person.**
4. Pass the word down in whispers, quiet enough that the rest of the team can't hear.
5. Once both teams' words have reached the end of the line, they can then reveal what word they think is correct.
6. The first team member then either confirms or corrects the word.
7. If the team has successfully passed the word along correctly, they get a point!
8. Reshuffle the line, and repeat with new words.

## Vocabulary words (all pronounced how they are written)

Neushoorn (rhinoceros)  
Kat (cat)  
Hond (dog)  
Olifant (elephant)  
Vis (fish)

Ja (yes)  
Nee (no)  
Bedankt (thank you)  
Tot ziens (goodbye)  
Hallo (hello)

Een (1)  
Twee (2)  
Drie (3)  
Vier (4)  
Vijf (5)





# Pannenkoek

Dutch pancakes, pannenkoek, are large and thin, although not quite like French crepes. Eaten sweet or savoury, most of the toppings are added to the pancake when it is cooking rather than afterwards.

## Notes for Leaders

*Option to use milk alternatives or gluten-free flour in recipe, using the same amounts. Ask girls to bring ingredients from home to keep costs down.*

## Taste Test

*Rainbows and Brownies* – pre-cook or buy some thin pancakes, and try out some new fillings with your group.

## Master Baker

*Guides and Rangers*

*Option 1* – each pair/group cooks Pannenkoek using a different filling to see which combination is the tastiest.

*Option 2* – if cooking in your group is not an option, buy or pre-cook some pannenkoek/pancakes and try out the different fillings.

## Pannenkoek recipe

Makes 5-6 pancakes

### Ingredients

2 eggs  
300ml milk  
100g plain flour  
Oil or butter for frying

### SUGGESTED DUTCH FILLINGS

Thinly chopped bacon  
Thinly sliced mushrooms  
Grated cheese  
Thinly sliced apples  
Raisins  
Cinnamon sugar

### Instructions

1. In a jug or bowl, whisk together eggs, milk, and flour.
2. Put a knob of butter or a splash of oil in a frying pan.
3. Heat the butter/oil.
4. Scoop a ladle of batter into the frying pan and swirl it around the pan to coat the bottom.
5. Sprinkle any fillings on top of the wet batter.
6. Cook over a medium heat until it is just getting dry on the top and releases from the pan, 2-3 minutes.
7. Flip the pancake and cook for 1 minute on the other side.
8. Serve!

# WINDMILLS

The Netherlands are famous for the many windmills that are scattered across the country. While the first windmills, built around 1221, were used to pump water from wetlands into the rivers, new windmills are now used as wind turbines!



## **Windmill birthday card**

The best kind of birthday card is one that moves!

### *Materials*

Cardstock (one sheet for the card, one sheet for the separate sail)

Template - below

Art supplies of choice (e.g. colouring pens/pencils, paints, tissue paper, coloured paper, etc.)

Scissors

Split pins (one per card)

### *Instructions*

1. Fold one piece of card in half and draw the windmill base on a card.
2. On a separate piece of card, draw or print the windmill sails.
3. Time to decorate! Be creative with your colours - pens, pencils, paints, coloured paper, tissue paper. Your choice, really make them stand out.
4. Cut out the sail around the edge of the shape.
5. With an adult, carefully push a hole in the middle circle on the sail and at the top of the windmill base.
6. Match up the holes, with the sail on top. Push the split pin through the two holes, and separate the back of the pin to hold it in place.
7. Fold the card, and write your greeting on the front.



**SEE TEMPLATE 1 AND 2 BELOW**



**WINDMILL BASE TEMPLATE**



**WINDMILL SAIL TEMPLATE**



# Pinwheel Spinners

## Equipment

- Thick cardboard (such as from a packaging box) cut into a circle approx. 10cm in diameter.  
One each.  
(Option to poke two holes in the circle as in the Diagram before giving to the girls)
- Art supplies of choice (e.g. colouring pens/pencils, paints, tissue paper, coloured paper, etc.)
- String or similar (mustn't split into separate threads).  
*Cut to 50cm long for each person.*

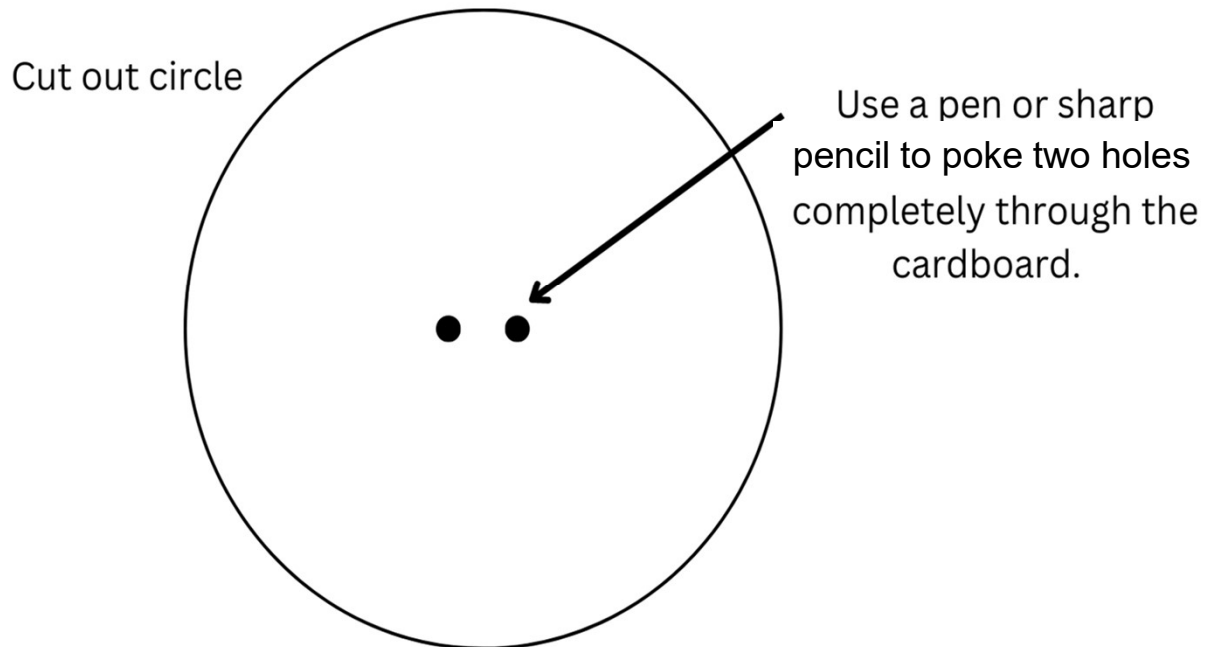
## Instructions

1. If the circles are not already cut, and holes poked through, follow Diagram 1.
2. Decorate both sides of the spinner - block colours and patterns will work better than a picture.
3. Thread one end of the string through one of the holes, and the other end of the string through the other hole. You should end up with a long loop on one side of the circle, and both ends out the other end of the circle. (See Diagram 2).
4. Tie the ends of the string together in a knot. You will end up with one continuous loop with the circle strung on it.
5. To play with it, hold both ends of the string and twist the string until it is tightly twisted on either side of the circle.
6. Then simply gently pull on both ends of the string as it will quickly unravel itself, spinning the circle very fast! Once the spinning has slowed, you can wind it back up again and watch all your colours blend together.

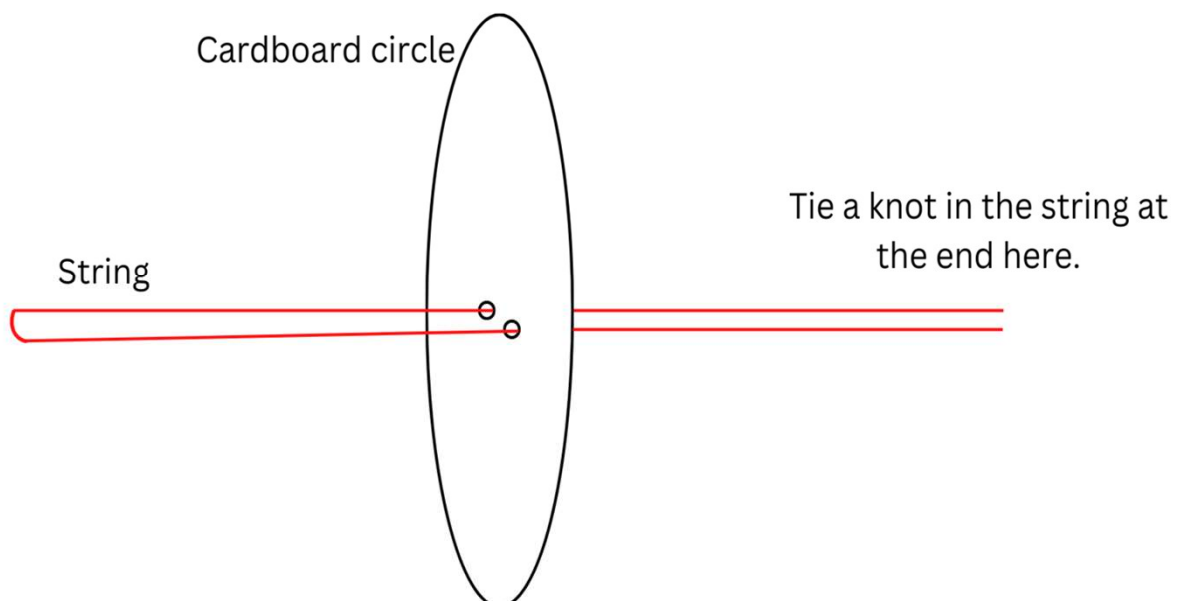


**SEE TEMPLATE 1 AND 2 BELOW**

## Diagram 1



## Diagram 2



## Windmills of the future

### Notes for Leaders

*Options to work in pairs or groups*

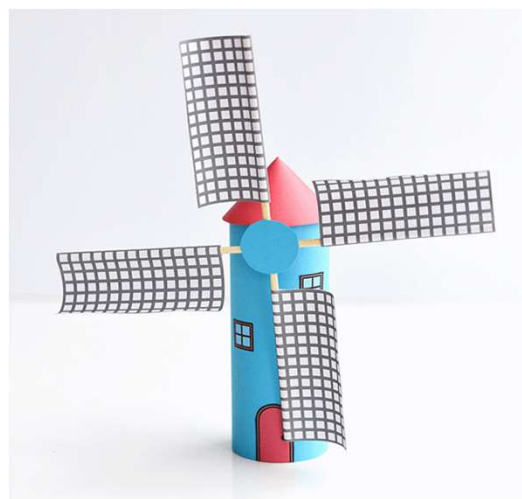
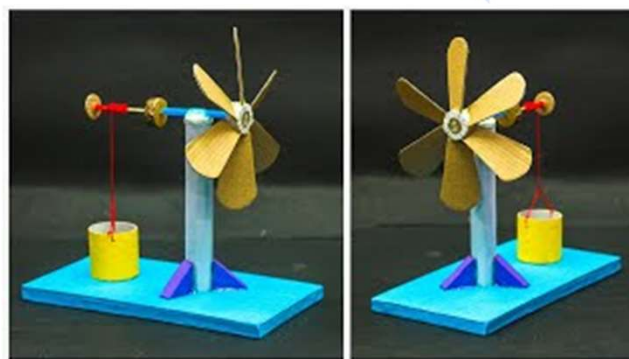
Windmills are a feat of engineering. So dust off your big brains, and engineer yourself a moving windmill!

### Equipment

- Various craft/art materials and supplies (e.g. straws, cardboard, toilet roll tubes, elastic bands, Sellotape, paper, wooden skewers, etc.).

### Activity

1. Your challenge is to make a 3D standing windmill with moving sails. Use any materials you like, and decorate it how you wish!
2. If you want some ideas, have a look at the pictures below, otherwise get creating!



## Windmills of the future

### Notes for Leaders

Options to work in pairs or groups

### Equipment

- Assortment of dried foods of your choice (e.g. dried pasta, marshmallows, biscuits, jelly tots, etc.)

OR

- Assorted recycled materials (e.g. egg cartons, plastic packaging, etc)

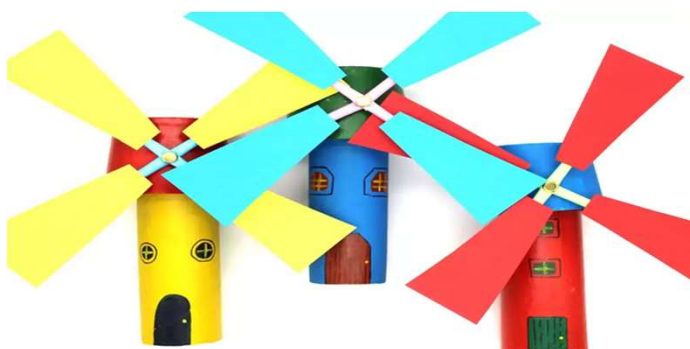
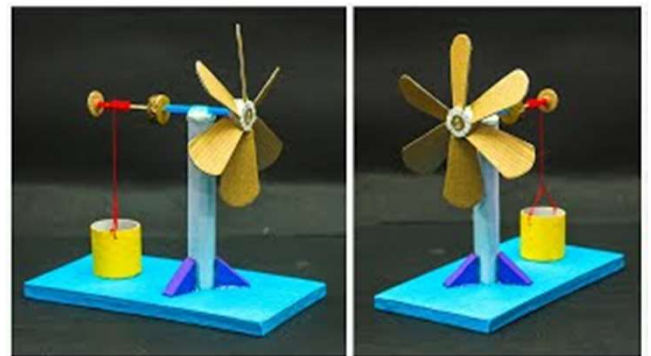
### Activity

1. Your challenge is to make a strong, sturdy windmill out of materials designed to taste better than they can be used to build!
2. Have a look at the pictures of windmills, and think about how you can make one out of food items.

OR

1. Using the recycled materials, how TALL can you make your windmill, without it falling over?

*Extra challenge* - can you add moving sails to your design?





# TWISTING TULIPS

The Netherlands are famous for the colourful tulip flowers, and the beautiful festivals for them.



## Tulip fields

### **Notes for Leaders**

*This game is essentially 'Lillypads', and played the same, just with a different theme.*

Your tulip fields are ready to be planted! But, the farmer has gone on holiday and you need to crack their code to work out where to plant the red tulips between the white ones. As a team, crack the code to get across the tulip fields to get your whole team of planters from one side of the field to the other.

### **Equipment**

- Carpet squares/newspaper/scrap paper (something for the girls to stand on)

### **Set-ups**

- Lay the squares on the floor in a grid of either 4x4 or more (make it bigger to make it harder, keep it small to keep it easier).

### **Activity**

1. Set up the grid on the floor. The Leader decides in secret what the route will be across the grid. (An example is in Diagram 1). Only one square per row is correct.
2. Line the girls up on one side of the grid at the starting point (the gate to the field) one behind the other.
3. One at a time, they guess which square on the first row is the correct one by standing on it. If they are incorrect, they go to the back of the line, and the next person tries a different square.
4. If they are correct, they then get to try and guess the correct square on the next row.
5. This continues until they get a square wrong, and return to the back of the line.
6. When the next person goes, they have to step on all the correct squares to be able to progress across the grid. **Be clear that each person has to step on the correct squares before they can guess the new row. They might need some prompting to remember where their friends have already stepped, and which ones are right/wrong.**
7. The aim is to correctly guess the whole path across the grid, then all of their team needs to walk the correct path to get everyone to the other side of the field.

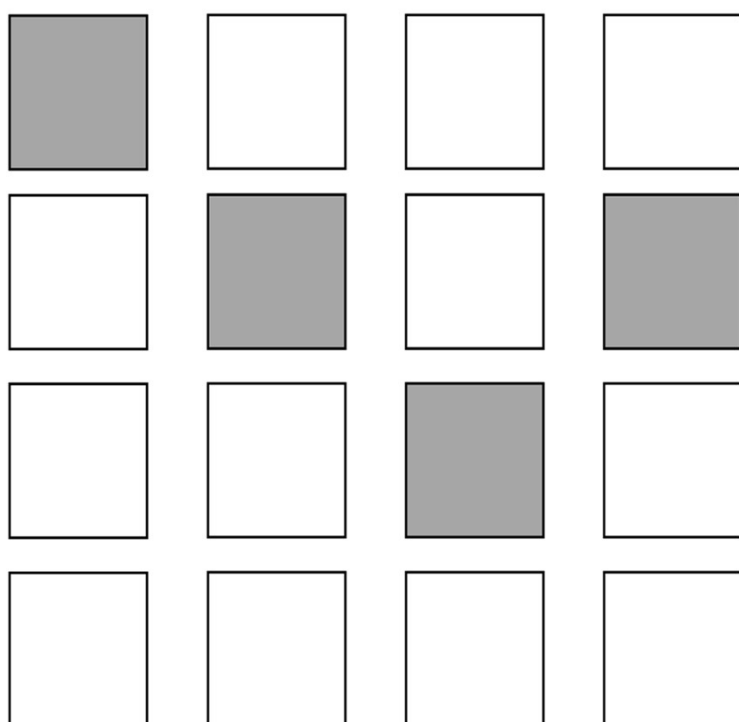


### CHALLENGE

To make this more difficult you can;  
Increase the size of the grid.

Have the team turn around/stand out of sight of the grid, and once the one person has had their go, report back to their team which were the correct/incorrect squares.

This version would need to be played with a Leader/Young Leader with the team to help to facilitate their strategy planning.



**Gate**

**Diagram 1**



# Tulip drive

## Notes for Leaders

*This game is a beetle drive, and played the same, just with a different theme..*

Create a unique tulip flower by rolling a dice!

## Equipment

### Option 1

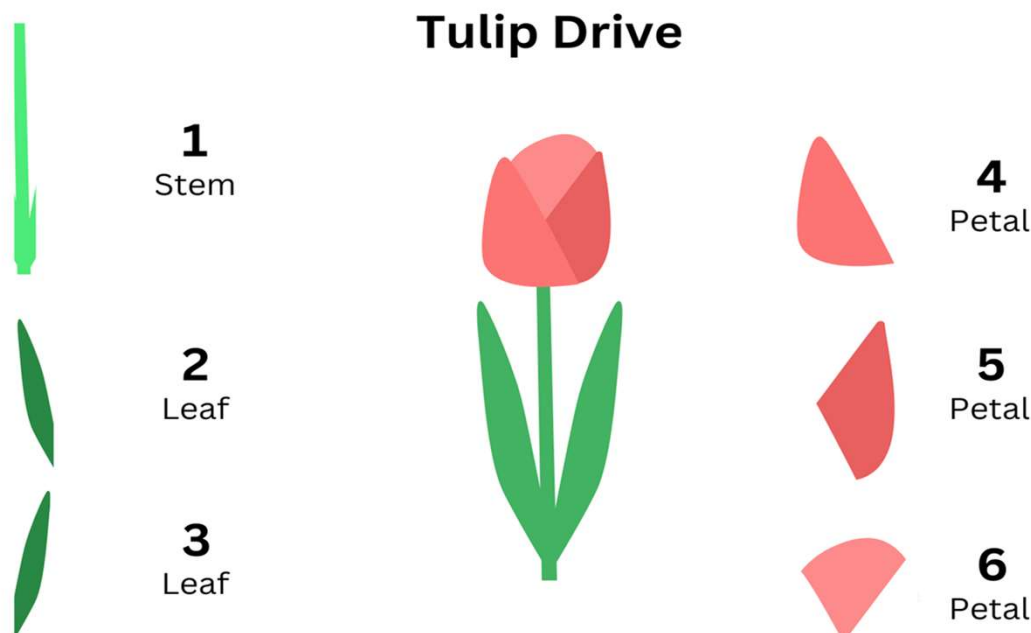
- Piece of paper per child
- Colouring pencils/pens/crayons
- Dice (1 per partner/person)

### Option 2

- Pre-cut petals, stems, leaves
- Piece of paper per child
- Dice (1 per partner/person)

## Activity

1. Set up each child with the materials they will need to create a tulip.
2. Divide the dice up either between groups/partners to share, or one each (depending on how many dice you have).
3. Each child takes it in turns to roll the dice, and draw the corresponding tulip part on their paper.
4. You can either run it where they only need one stem, two leaves, etc, or they can create multiple tulips or even strange tulips with extra parts!
5. *Option* to have a 'winner' who completes their tulip first.



## Pests and Gardeners

Your beautiful tulip fields are being overrun with pests!

### Equipment

- None

### Set-up

- Choose 1 child to be the 'Pest' and 1 child to be the 'Gardener'.
- Divide the remaining children into groups of 3. (*If there are not enough for groups of 3, split them into 2s.*) **They will not be staying in these groups.**
- The groups need to scatter themselves around the space, standing in their groups shoulder to shoulder facing the same way. *The groups do **not** need to be facing the same way. It is better for the groups to be facing multiple directions.*
- See Diagram for a general set-up.

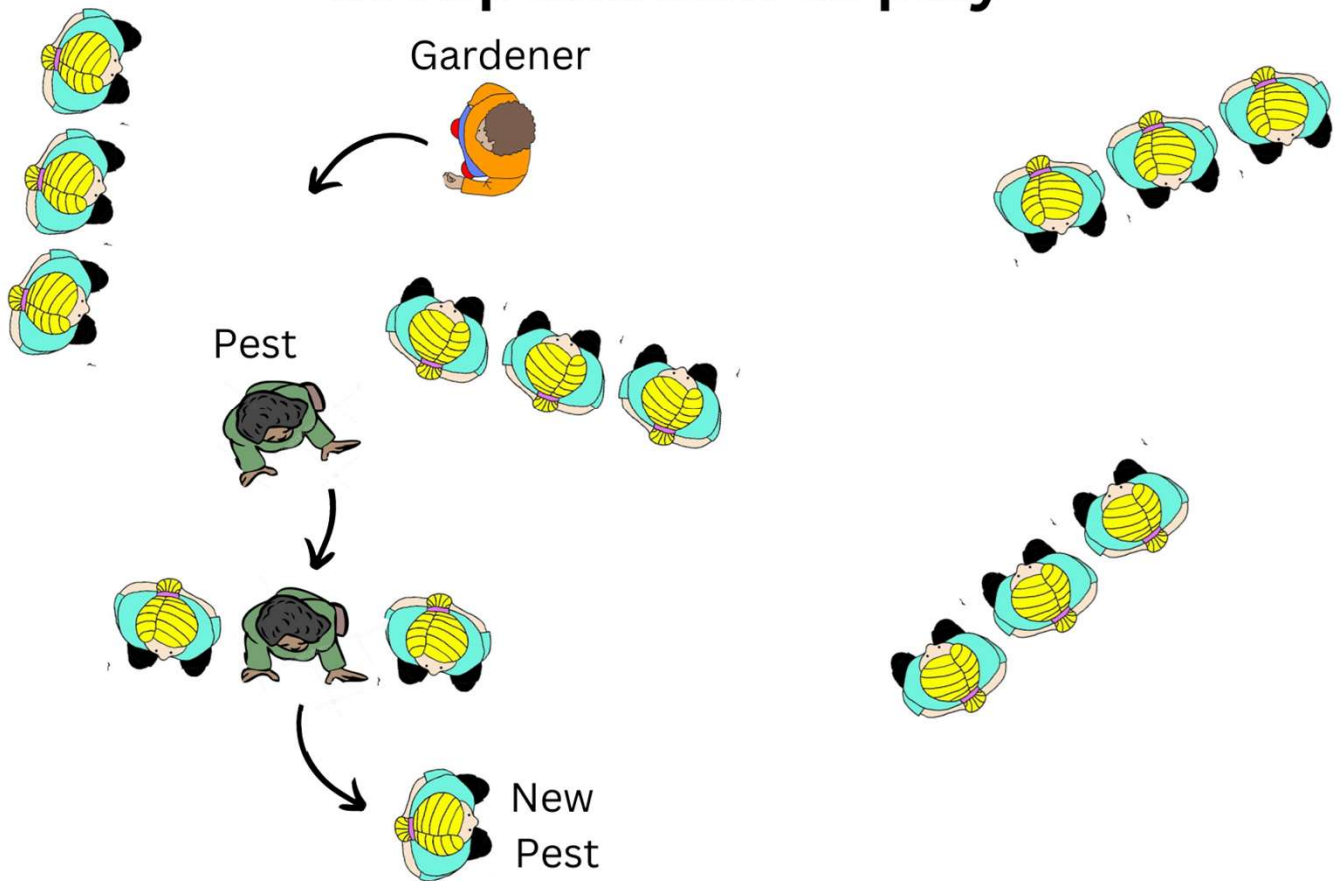
### Activity

1. The aim of the game is for the gardener to 'tag' the pest.
2. To avoid being tagged, the pest can hide in safety between two 'tulips' (the groups) or join a pair, and gently pushing away the middle person (or one of the pair) out of safety to be chased by the gardener.
  - a. The pest should approach from the back of the group, and gently nudging the person out the front.
3. Once a pest has pushed someone out, and taken their place, that group need to rearrange themselves so that someone else is now in the middle.
  - a. *If you are playing with pairs, state at the start which side is available to be pushed out.*
4. Encourage the pest to push out people who have not had a go yet so that everyone gets a turn.
5. Once the pest has been tagged, restart the game with a different gardener.
6. See the Diagram below for a general idea of how to play.



**SEE BELOW FOR GAME EXAMPLE**

## Set up and how to play



## Tulip Tails

Collect and give away different coloured tulips to finish with all the right coloured tulips for the festival!

### Equipment

- Clothing pegs of different colours (or with different coloured markers like lengths of wool)
  - 4 or 5 colours
  - Enough pegs for 3 or 4 each

### Set-up

- Mix up the coloured pegs and randomly hand out 3 or 4 pegs to each person. *Ensure the colours are mixed up.*

### Activity

1. Each peg is a coloured tulip that you have in your tulip field.
2. Each person needs to decide for themselves what colour tulip they would like to collect (if it turns out that one colour is chosen by the majority, facilitate a more even spread where possible).
3. Distribute the pegs randomly, with equal number given to each person.
4. Each person puts the pegs on an easy to reach part of their clothing. E.g. the hem of their top/jumper, on their sleeves, or on their hoods. It needs to be somewhere where they will be comfortable for someone to take the peg from.
5. The game will have a time limit (on Leader discretion, will depend on the group). The aim of the game is to have on your person all the pegs the same colour that you chose at the start.
6. To achieve this, you need to get rid of unwanted colours by pegging them to someone else, while taking the correct colour and pegging them to yourself. You need to be careful of people trying to take your colours!
  - a. *You cannot hold or hide your pegs.*
7. When the time is up, see how many correct coloured pegs everyone has, and whoever has the most is the winner!



# CAMPFIRE

The language of the Netherlands is Dutch, and what are the best things to have at campfire? Campfire songs! (and smores!).

Settle down around the campfire (with optional smores!) and sing this traditional song in Dutch!

The language is quite phonetic, spoken how it looks. The trickier words are spelt out below.



Practise the English version first, and then try one or two lines in Dutch.



Learn the full song in Dutch!

## **English**

'London Bridge is falling down,  
Falling down, falling down,  
London Bridge is falling down,  
My fair Lady.'

## **Dutch**

'London Bridge valt naar beneden,  
Vallen, vallen,  
London bridge valt naar beneden,  
Mijn eerlijke dame'

## **Pronunciation**

Words here are pronounced as they are written.

Beneden - bernade  
Mijn - men  
Eerlijke - earlike  
Dame - darm



# QUIZ TIME

## ◀ RAINBOWS ▶

### Set up

- Q&A sheet for the leader. See Rainbow answers section for 1 correct & 1 incorrect options

### Activity

1. Call out a question
2. 2 possible answers – one on each side of your space; Rainbows move to the space they think is the correct answer

## ◀ BROWNIES ▶

### Equipment

- Question sheets, one between two/three
- Answer clues cut up (one clue per slip of paper)
- Pens/pencils

### Set up

- Hide the answer clues around the room

### Activity

1. Split into pairs/threes, with one question sheet and a pencil.
2. Hunt down the clues hidden around the room.
3. Read the clue to work out the answer to the questions. The number on the clue will tell you which question it is about.
4. Write down the answer on your question sheet, and leave the clue sheet where it is for others to find!

## ◀ GUIDES ▶ RANGERS ▶

Option to play as the Brownies, either in pairs or on your own.

Alternatively, you can do a reverse quiz!

1. Work either in pairs, or in teams. Have a piece of paper and a pen/pencil between you.
2. The Leader will read out one of the clues.
3. In your pairs/teams, you will have to guess what question the clue could be the answer to.
4. Write it down, then go around and share your questions.
5. You can either play it where the team with the closest question to the actual one gets the points, or you can decide to award points for the most outlandish answer, or the most unusual, etc.

# Question sheet (all ages)

1. What colours are the flag of the Netherlands?
2. What is the National Flower of the Netherlands?
3. What kind of things would you find in the countryside?
4. What is the National Colour of the Netherlands?
5. What is the famous shoe related to the Netherlands?
6. What is the Native Language?
7. What is the Capital of the Netherlands?
8. How long is the flight to the Netherlands?
9. What is the most popular form of Transport in Amsterdam?
10. Who is there a museum of in Amsterdam?



**Answers** — correct answers are **bold**

RAINBOWS

1. Red & white or **Red, White and Blue**
2. **Tulip** or daffodil
3. Castles or **Windmills**
4. Pink or **Orange**
5. **Wooden Clogs** or flip flops  
Michelangelo
6. **Dutch** or French
7. Paris or **Amsterdam**
8. **1hr 15m** or 5 hours
9. Taxi or **Tram**
10. **Van Gogh Museum** or

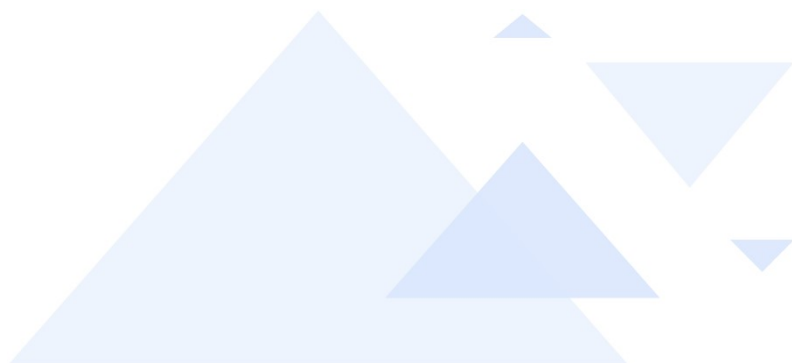
BROWNIES

1. Each band of colour in the Dutch flag holds some symbolism for the country. The **red** means bravery, and strength; the **white** band, peace and honesty; and the **blue** band means truth, and loyalty.
2. The national flower of the Netherlands is the **tulip**.
3. There are over 1000 **windmills** in Holland.
4. The colour **orange** has come to symbolize the country and to signify national pride.
5. **Clogs** date back to the early 13<sup>th</sup> century in the Netherlands. They were designed to protect the feet of factory workers, artisans, farmers, fishermen, and other trade jobs.
6. **Dutch** is a West Germanic language spoken by about 25 million people as a first language and 5 million as a second language.
7. **Amsterdam** is known for its artistic heritage, elaborate canal system and narrow houses with gabled facades, legacies of the cities 17<sup>th</sup> century Golden Age.
8. The average flight time from London to Netherlands is **1hour 17minutes**.
9. The **Trams** are the most commonly seen form of transportation in Amsterdam, and they are very easy to spot.
10. The **Van Gogh museum** is a Dutch art museum dedicated to the works of Vincent Van Gogh and his contemporaries.



**SEE BELOW FOR RANGERS AND GUIDES ANSWERS**

1. Each band of colour in the Dutch flag holds some symbolism for the country. The red bands symbolize bravery, strength valour and hardiness; the white band, peace and honesty; and the blue band represents vigilance, truth, loyalty and perseverance and justice.
2. The national flower of the Netherlands is the tulip. The national flower of the Netherlands symbolises warmth, love and sympathy. They are often referred to as flowers of many meanings because the colour can express happiness, forgiveness and perfect love.
3. There are over 1000 windmills in Holland. Some are still being used for drainage such as one or two of the nineteen in Kinderdijk.
4. The colour orange has come to symbolize the country and to signify national pride. On royal birthdays, the Dutch tricolour is flown with an orange pennant above it. Each year on April 27 Amsterdam and indeed the entire country turn orange.
5. Clogs date back to the early 13<sup>th</sup> century in the Netherlands. They were designed to protect the feet of factory workers, artisans, farmers, fishermen, and other trade jobs.
6. Dutch is a West Germanic language spoken by about 25 million people as a first language and 5 million as a second language. It is the third most widely spoken Germanic language, after its close relatives English and German.
7. Amsterdam is known for its artistic heritage, elaborate canal system and narrow houses with gabled facades, legacies of the cities 17<sup>th</sup> century Golden Age.
8. The average flight time from London to Netherlands is 1hour 17minutes.
9. The Trams are the most commonly seen form of transportation in Amsterdam, and they are very easy to spot. They are small, blue and white electric-powered trains from the company GVB.
10. The Van Gogh museum is a Dutch art museum dedicated to the works of Vincent Van Gogh and his contemporaries in the Museum Square in Amsterdam South, close to the Stedelijk Museum, the Rijks museum and the Concertgebouw.



Amsterdam is home to a large canal system that is still used today! Sometimes, when building a canal, there is something in the way that can't be avoided.

In this activity, you will put your problem-solving skills to the test to navigate an obstacle to your canal.



## Canal Crisis!

Your boat is at the bottom of a hill and needs to get to the top!

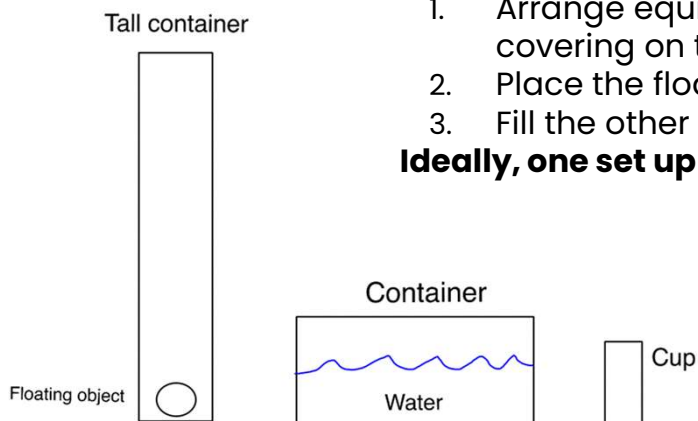
### Equipment (per group)

- 1 Watertight container that is fairly tall (e.g., bucket, tall soft drinks bottle with the top cut off)
- 1 Watertight container (e.g., washing up bowl, bucket)
- 1 Object that floats (e.g., sponge, ping pong ball)
- 1 Cup or pot (watertight and the same size if possible)
- Water

### Set up - see diagram below

1. Arrange equipment outside, or inside with waterproof covering on the floor, set up the following.
2. Place the floating object into the empty tall container.
3. Fill the other container with water.

**Ideally, one set up between 3 or 4 Rainbows.**



### Activity

1. In small groups of 3 or 4 Rainbows, take it in turns to use the cup to pour water into the tall container.
2. *How many cups of water did you use to get the object to the top of the container?*

As water is added, the floating object will rise to the top of the container.

This is similar to how canal locks work - adding water to raise the boat to the same level as the next stage of the canal. This allows canals to go uphill!

Your canal boat has come across a huge hill that you need to go over!

Using the power of water, work together to transport your boat up and over the hill to the other side.

### Equipment (per group)

- 1 watertight, tall container (e.g., bucket, tall soft drinks bottle with the top cut off)
- 2 watertight containers (e.g., washing up bowl, bucket, recycled tub)
- 1 floating ball (e.g., ping pong ball).
- 1 cup or pot
- Plastic water bottles cut in half lengthways (see *Diagram 1*) amount depends on how long you want the canal to be. **Must be wide enough for the ball to roll through.**
- Object obstacle that can get wet
- Outside space (*ideal*) or a waterproof mat that can be put on the floor

### Activity

1. Using the plastic bottle halves, create a channel for the ball to run, from the top of the tall container, over the obstacle to the second container. Each bottle half needs a person to hold it in place.
2. Once the channel is in place, another person then needs to use the cup to fill the tall container with water.
3. As water is added, the ball will start to float to the top.
4. **When the ball reaches the top, be careful that water does not spill out of the container unless it is into the channel.**
5. The aim is to *gently* tip the ball into the channel. (*Might need a bit of help from a Leader!*)
6. The ball should then roll down the channel, over the obstacle, and into the container!

### CHALLENGE

- Extend the distance that the person need to cover with the channel.
- Each person has one half to hold, and one the ball passes their half, runs around to the end to extend the channel.



**SEE BELOW FOR SET UP & DIAGRAMS**

Diagram 1



**SET UP**

1. Set up the equipment as in *Diagram 2*.
2. Can be played either as one big group, or split into multiple groups to allow for more involvement by the girls.

Diagram 2

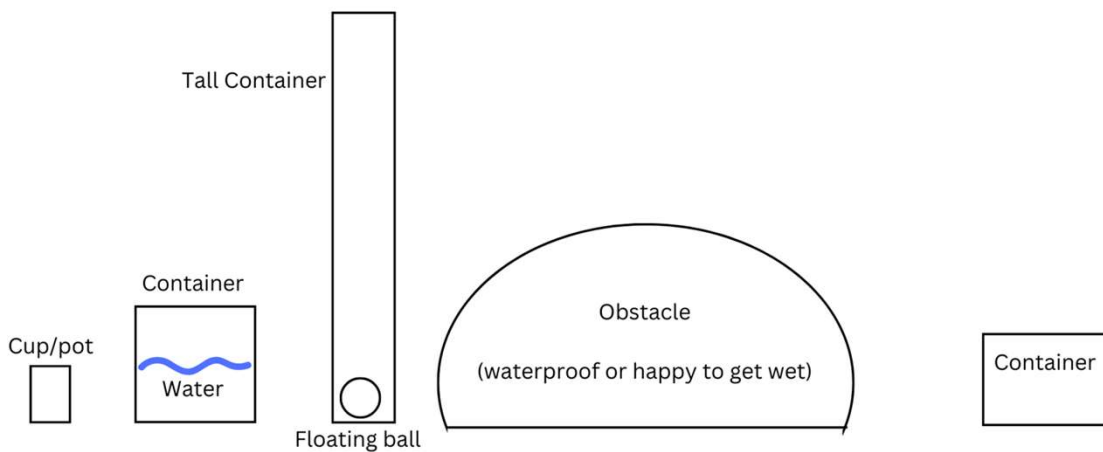
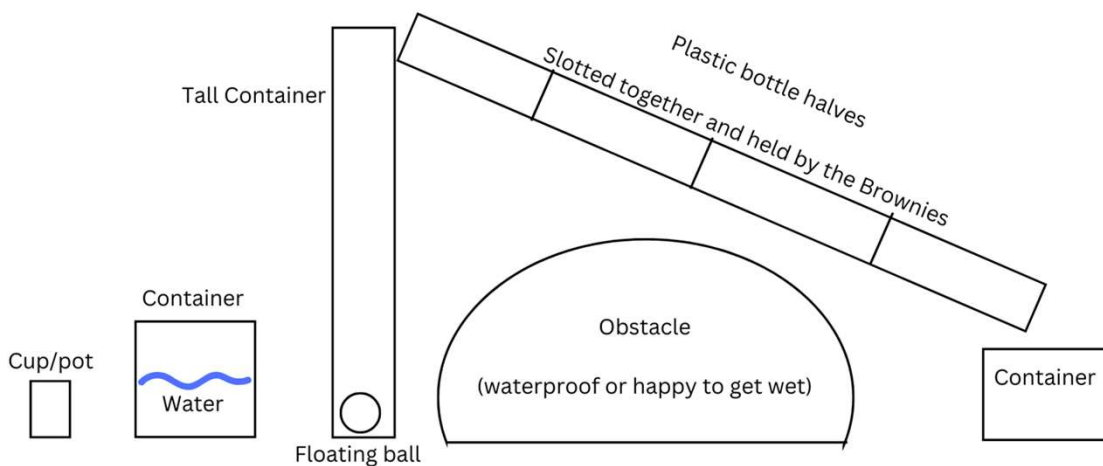


Diagram 3



Your canal boat has come across a huge hill that you need to go over!

Using the power of water, work together to transport your boat up and over the hill to the other side.

### Equipment (per group)

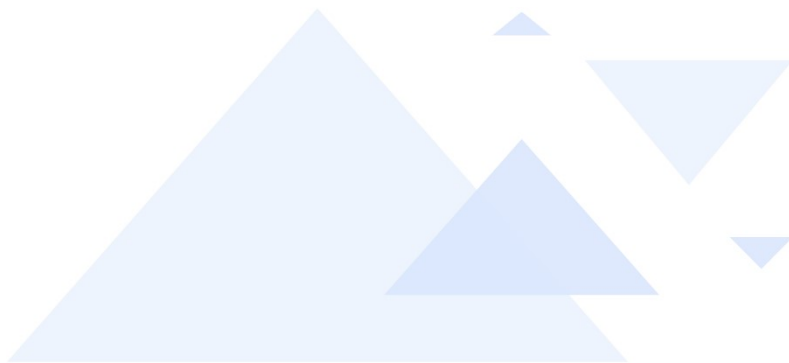
- 1 watertight, tall container (e.g., bucket, tall soft drinks bottle with the top cut off)
- 2 watertight containers (e.g., washing up bowl, bucket, recycled tub)
- 1 floating ball (e.g., ping pong ball).
- 1 cup or pot
- Plastic water bottles. **Must be wide enough for the ball to roll through.**
- Assortment of recycled materials
- Scissors or craft knives
- Object obstacle that can get wet
- Outside space (*ideal*) or a waterproof mat that can be put on the floor

### Activity

1. Set up the base equipment as in Diagram 1.
2. Your aim is to get the ball up and out of the container, across the obstacle and into the other container without touching the ball or moving when you have the ball.
3. Use the recycled equipment and any other materials you have available to complete the challenge!

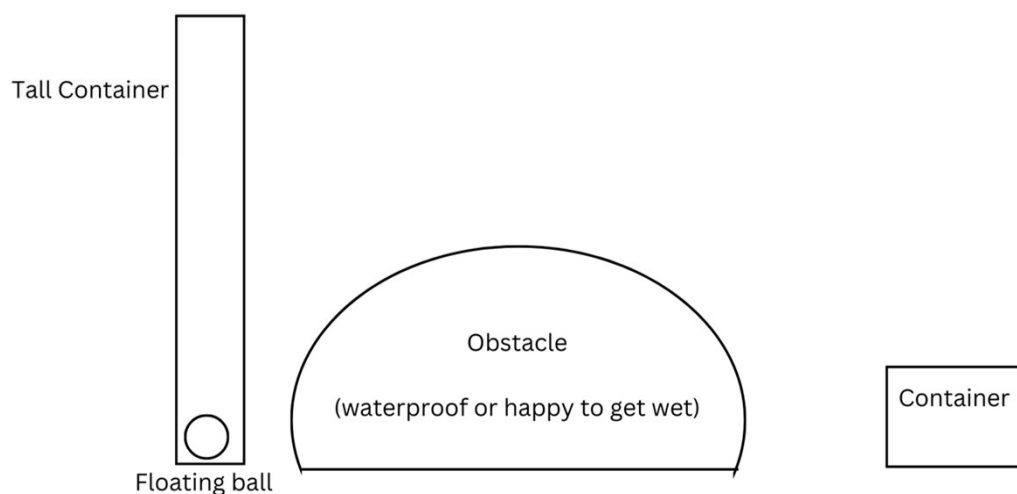
### CHALLENGE

- Extend the distance that you need to transport the ball.
- After the ball has passed your bottle half, run to the end of the line and continue the path the ball runs along.



**SEE BELOW FOR SOLUTION & DIAGRAMS**

**Diagram 1**



**SOLUTION** - see *Diagram 2*

1. Use the cup to pour water into the container. As the water rises, the ball will rise to the top.
2. When it is at the top, be careful not to spill any water as the ball falls into the first plastic bottle half.
3. With the bottle halves slotted together, control the angle of the slope to control how fast it rolls until it falls into the second container.

**Diagram 2**

