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Introduction

About the Claire House Challenge

This educational challenge has been developed by a core team of volunteers within Girlguiding NWE in conjunction with Claire House Children’s Hospice after we heard the story of one of our members, Holly, and her experience in guiding.

Claire House offers care, support and choice to families whose children aren’t expected to live to be adults. Because of this, Claire House makes sure that every child and their family get the support and care needed to enjoy their time together, however long that may be.

This pack explores the issue of disability or life limiting conditions, through fun and exciting activities. This is often a difficult subject for adults to understand, so we wanted to help our young members consider this in a sensitive and appropriate way.

Girlguiding is all about caring for the individual and ensuring that we are open to all girls, whatever their background and circumstances, including those with complex medical needs.

How to Complete the Challenge

The Claire House Challenge is suitable for all sections to take part in. You can choose to complete activities as a Six, Patrol or Unit...or another grouping of your choice!

We have produced a key to help identify which activities are suitable for each section and how they fit in with your sections programme. We’ve also provided ideas of how to adapt the activities for younger age groups or how to take it further for older girls. Girls and Leaders should also feel free to incorporate their own ideas and activities if they are relevant to the challenge.

We recommend you spend a minimum of three meetings working on the challenge and complete at least one activity from each of the different sections. Rainbows and Brownies should aim to complete four to six activities; Guides and Senior Section ten to twelve activities.

All sections should complete the compulsory introduction activity on page 5.

Don’t worry if you don’t have access to all of the tools or materials listed on an activity - this is a flexible challenge! All the activities range in time and equipment needed so feel free to adapt them to suit your needs.

REMEMBER: Girls should decide which activities they would like to do. Why not get everyone together for a Rainbow Chat, Brownie Pow Wow, Patrol Meeting, Senior Section planning meeting or just a simple discussion.
FAQs

Other girls are going to join the Unit and some of the current members will move on to the next section throughout the year. How do I plan around this?
Remember that this is a fun badge, not an interest badge so a flexible approach is required. As long as each girl has taken a full and active part in the challenge, please ensure that she receives her badge.

Once we’ve completed the challenge, how do we get our badges?
Badges are £1.25 each and a badge order form can be found at the back of this pack. Print it off, fill it out and send it with your payment to Girlguiding NWE Region HQ. Alternatively you can download the badge order form from the Region website.

Why not try some of our top tips to make this challenge printer friendly
- Print multiple pages to one sheet - make sure you can still read it though
- Set your printer to print double-sided for optimum paper economy
- Only print the pages and sections you need
- If you don’t have access to a printer, you can contact they Region Office who will be able to print out the challenge pack and post it to you (printing and postage costs will apply)

Key

To give you a helping hand, we’ve created a key that applies to every activity in this challenge pack. Use the symbols below to help identify where the challenge activities can be linked to the section programmes and interest badges.

Rainbows
- Look
- Learn
- Laugh
- Love

Brownies
- a You
- b Community
- c World

Guides
- d Healthy Lifestyles
- e Global Awareness
- f Skills & Relationships
- g Celebrating Diversity
- h Discovery

The Senior Section
- i Community Action
- j Out of Doors
- k Independent Living
- l Creativity
- m Personal Values
- n Fit for Life
- o International
- p Leadership
Holly’s Story

Holly is a happy, active little girl. She’s enjoys camping and kayaking, she’s braved a zipwire and has danced on stage with Scouts and Guides from all over the world. Holly was born with multiple severe disabilities. She is unable to speak or move and is in a wheelchair. Despite being only able to communicate with her eyes Holly has become a popular and active member of her local Guide Unit. This is how it all started...

When Holly reached about 12 I could see that she was becoming more and more socially isolated. As Holly’s brother and sister got calls and texts from their friends, I could see that unless I helped, she would become even more excluded, so I looked towards the Girlguiding as a social activity for Holly.

On Holly’s first night, I was nervous. I had all sorts of doubts, I was worried about how she’d interact and if the girls would accept her. The Unit hadn’t been used to anyone like Holly before, but I needn’t have worried. On that first night, I did a little talk to the Unit about Holly, and told them a bit about what kind of things she likes and how to communicate with her. They asked loads of questions and welcomed her in to the group just like any other child.

Throughout her time at the 7th Crosby Group, Holly has made lots of good friends. They all turned up at hospital when Holly was seriously ill, with bunting and decorated the hospital room from top to bottom in pink, her favourite colour. She’s one of the girls.

Everyone had to learn along the way as we knew it would be scary for any group to accept Holly but I think this goes to show that with a little bit of imagination and a willingness to learn anything is possible.

Holly continues to be a very active member of her guiding unit and what is wonderful to see is how all the young girls around her interact with her and treat her just like one of the girls despite all of her disabilities.

Holly has achieved so much with the Guides. She has broken down barriers to disability and given the other girls such empathy and understanding to people with complex illnesses. There are 50 girls in the Unit, and 50 families that now also have that knowledge and understanding about disability. Everyone gets so much out of having Holly around and Holly has achieved so much. Disability shouldn’t be a barrier.

- Hayley Smallman, Holly’s Mum.
Introducing Disability to Your Group

Claire House Children’s Hospice

On the first night you will be introducing the pack to the girls and letting them select which challenges they would like to do. This can be a difficult conversation to start so to make it a bit easier we have outlined a suggested night below which you can either follow or amend to suit your group.

This challenge pack is all about starting a conversation around disability. You can start the pack by having a discussion with your girls using the following prompt questions:

- Ask the girls if they know anybody with a disability?
- Ask the girls what is a disability? The Equality Act 2010 defines disability as “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”
- Get them to think about how we are all different: our hair and skin colour, our likes and dislikes. Then get them to think how we are still the same in lots of other ways. People with disabilities are like everyone else, in that they want friends, respect and to be included.

Why not go further and watch one of these videos which explain disability, you can find them on Youtube by searching the titles below, or using the links provided -

‘Katie’s Disability Awareness’ - [www.youtube.com/watch?v=S0fs9650Vz8](http://www.youtube.com/watch?v=S0fs9650Vz8)
This video provides tips on disability etiquette in child-friendly terms. Taken from a children’s book, this video celebrates that which makes us all unique, but also highlights how we are all alike.

‘Disability Amazing Teens’ - [www.youtube.com/watch?v=3cq_Ymttf1k](http://www.youtube.com/watch?v=3cq_Ymttf1k)
This short documentary follows three disabled people who have amazing talents.

For Guides and Senior Section Units, why not ask the girls to go further and research the social model of disability, you can start by watching this video which explains disability under the social model.

‘What is disability’ - [www.youtube.com/watch?v=_3K1FXSHAzU](http://www.youtube.com/watch?v=_3K1FXSHAzU)
This video easily explains ‘disability’ under the social model of disability.
**Blindfold Obstacle Course!**

**Materials**
- Chairs or cones
- Blindfold (the girls can use their neckers as blindfolds)

**Instructions**
- Make a simple obstacle course around your meeting place using chairs, cones e.t.c.
- Organise the girls into pairs, with one member blindfolded. The other girl must guide them around the course and then swap over.
- When you’ve finished, have a chat with the girls about how they felt being blindfolded, was it scary not being able to see? Did they trust the other person? Get the girls to have a think about the difficulties they have just faced, and how those with disabilities have to face these everyday.

**Activity Selection**
Give the girls a copy of the pack and let them choose which activities they want to do.
Remember Rainbows and Brownies should aim to complete 6-8 activities; Guides and Senior Section 10-12.

**Taking it Further**
If you are struggling to start a discussion around disability, why not use our Disability Myths or Facts sheet. You can read the statements out and get the girls to decide whether they think it’s a myth or fact.
(See Appendix A).
Sensory Section
Introduction
Effective communication is a crucial skill. We all communicate in a variety of ways using spoken word, gesture and expression of tone.

For many children, especially those with disabilities, learning how to communicate effectively is extremely difficult. Using gestures and formal signs through the sense of sight is a way to communicate for those children who haven’t been able to develop their verbal skills. Those with visual impairments need to use sign language and braille to communicate on a daily basis. With this challenge girls can begin to understand how it feels for children who need to communicate this way and develop a deeper insight into this.

Sign Language
Equipment
• Copies of the British Sign Language alphabet (See Appendix B)

Method
• Learn how to spell your name using the sign language alphabet and practice in small groups or pairs
• Learn basic words in sign language (for example- hello, goodbye, how are you?)

Hints and Tips
• If you are able to access them in your meeting place why not download some videos of people communicating sign language? This might help you gain a better understanding

Taking it further
• Why not try to learn the Girlguiding promise in sign language or the song you close your meeting with? www.girlguiding.org.uk/pdf/Makaton_Introduction.pdf

Braille
Equipment
• Copies of the braille alphabet (See Appendix C)
• Beads, buttons or sequins etc.

Method
• Using the beads, buttons or sequins try spelling out your name using the copies of the braille alphabet.
• Once you’ve spelt your name out in braille, why not try spelling out longer words, such as ‘Girlguiding’, or even short sentences.
• Older girls can try writing messages for other patrols to decipher.
Sense of smell and taste

Introduction
Disabilities often affect an individual’s senses. Children’s hospices, such as Claire’s House use sensory play to engage with children on every level. This activity will highlight the importance of the senses to smell and taste.

Equipment
• 10 numbered containers filled with different smelling items e.g. chocolate, vanilla, parmesan cheese, vinegar
• Paper
• Pen or pencil

Method
• Number each container
• Give the girls a piece of paper and pen and get them to write the numbers of each container on their paper
• Then pass each container round the unit and ask the girls to guess the smell in each container

Hints and Tips
• Maybe split them up into groups and pass a few containers round each group so there is no cheating!
• Once they have tried to guess the items by smelling them- why not let them try to guess some of them by tasting them? You could also blindfold some of the girls when they tasted the foods. Ask them how, not being able to see what they were tasting made them feel and if it was harder to work out what they tasted?
• As the girls will be able to try some of the foods, make sure you check none of them have allergies before completing this activity

Taking it further
• Have a chat in groups about how the girls felt about this activity? How would they feel if they had problems with their smell and taste senses? How would this make their everyday lives different?
• Talk about some of the girls favourite smells
• Make it harder and see if the girls can tell the difference between different brands e.g. Cadbury chocolate and Galaxy chocolate
Introduction
Currently there are around 20,000 children in the UK who suffer from severe to profound hearing loss. A person’s level of deafness is defined by the quietest sounds they can hear in decibels. Complete this activity with your girls to help them understand how important the sense of hearing is.

Equipment
• Recordings of around 10-15 different everyday sounds e.g. television, car, a running tap, animal noises, frying pan. You can use these Youtube videos:
  - www.youtube.com/watch?v=GcWvWH0-9ql
  - www.youtube.com/watch?v=6itvFbDyHAY
• Paper
• Pen or pencil

Method
• Give each girl a piece of paper and pen - or split them up into small groups.
• Play each recorded sound and ask them to guess what it is.

Hints and Tips
• You could have a prize for the group who gets the most right
• If you are unable to download sounds why not try to make your own sounds around your meeting place and blindfold the girls as they move around your meeting place and guess what the noises are

Taking it further
• Some children who suffer from a hearing impairment may also lack the ability to speak. As a group try completing an activity without speaking- for example setting a table, putting up a tent. Afterwards discuss in a group how difficult this was- how did it feel struggling to communicate and not being able to talk?
• Get the girls to think of situations where a person who is without the sense of hearing might encounter difficulties
Introduction
Complete this activity with your girls to help them understand how important it is for them to be able to use the sense of touch on a daily basis.

Equipment
- A bag or tray
- Different items e.g. for example- a hairbrush, a toothbrush, a banana, a toy car
- If using a tray you will need a tea towel or cloth to cover up the tray

Method
- Split into small groups
- Take it in turns to be blindfolded
- Reach into the bag/tray and pick out one item
- Pull it out of the bag, and keeping your blindfold on, try to guess what the object is by using your sense of touch

Taking it further
- This is a great activity for older guides, or Senior Section Members to run at a Rainbow or Brownie Unit.
Introduction
Lots of people with hearing impairments, along with sign language, use lip reading as an aid to their communication. This activity will help girls to understand how hard lip reading can be.

Equipment
- A list of short, simple phrases or questions (for example, hello, goodbye, how are you, thank you)

Method
- Split into small groups or pairs.
- Give each group a list of the words.
- Take it in turns to read out one of the words - without making a sound!
- Can the other girls in the group guess what it is?

Taking it further
- For older girls, why not ask them to lip-read a line from their favourite song
- For guides and Senior Section Units why not try making your own dubsmash video? Dubsmash is an app that can be downloaded on any android or apple phone, in which the girls can “dub” over famous sounds and speeches.
  www.dubsmash.com/
Funky Glasses!

Introduction
Complete this activity with your girls to help them understand how important it is for them to be able to use this sense on a daily basis and begin to understand how it would feel for children who had a visual impairment.

Equipment
- Glasses template (See Appendix D)
- Card
- Scissors
- Felt tips or crayons
- Any art materials you want to use to decorate the glasses e.g. stickers, glitter and sequins
- Materials to cover the glasses ‘lens’ e.g. cling film, white tissue paper, cellophane and paper
- A short paragraph for the girls to read from when they have made their glasses

Method
- Take a piece of card and draw around the glasses template
- Cut out the glasses shape, including the inner lens area
- Decorate with whatever you like - the more creative the better!
- Once the glasses have dried use the material to cover the lens
- Try to read the short paragraph with the glasses on

Hints & Tips
- You may need to do this over 2 meetings depending on how long your meeting lasts for, how long the girls take to make their glasses and what materials they use
- Make sure the glasses are completely dry before wearing the glasses!
- Be careful when using scissors, especially when cutting out the inner lenses

Taking it further
- Get the girls to discuss how frustrating it is to not be able to see clearly
Memories
Section
Introduction
Memories we have can remind us how happy, sad, excited or scared we felt at a certain time. Specific items, photographs and written records all help us remember things more clearly, and a memory box is a great way to keep happy and important memories. Once you have made a memory box you can keep it for the future, or use it when you want to think about happy things and remember them. You could also keep adding to it over time.

Equipment
• A box or container for each girl e.g. shoeboxes, biscuit tins or plastic box
• Items to decorate the outside of the box e.g. felt tips, glass pens, stickers, glue and ribbons
• Items that hold special memories
• Pen and paper

Method
• Decorate the outside of the box, making sure that you include your name.
• Put in special items that remind you of events or people e.g. tickets, photos, notes from a friend or sweet wrappers.
• Discuss the content of your box with your unit either as you are putting things in, or when the boxes are complete.
• Share how you feel remembering these memories, and decide if you will continue adding things to your box or keep it as it is.

Hints and Tips
• Run the activity over at least two meetings to allow girls to bring in items and build up their box contents.
• For Rainbows and Brownies you may want to let the parents know you will be making these so that they can help gather some relevant items together.

Taking it Further
• With Guides and Senior Section in particular, consider including other memories to just happy ones. As we get older we become aware of memories that are important, but not always happy. There may be memories that they want to put away, and these could be written down and put in sealed envelopes.
• Challenge yourself to make a memory box of happy memories in a really small container, like a matchbox, for yourself or a friend. You need to find tiny but significant things to put in it that remind you of happy times.
Memory Jar

Equipment
- A clean glass or plastic jar for each girl
- Items to decorate the jar and lid e.g. glass pens, stickers and glue
- Small objects that remind you of happy memories
- Small pieces of coloured paper

Method
- Decorate the jar, making sure that you include your name.
- Use the coloured paper to write down happy memories - you could include where you were, what happened, who you were with and how you felt.
- Discuss the content of your jar with your unit, either as you are putting things in, or when the jars are complete.
- Share how you feel remembering these memories, and decide if you will continue adding things to your jar or keep it as it is.
Learn Songs

Introduction
Singing has been enjoyed by Girlguiding members all over the world for over one hundred years. There are some very traditional, old songs, as well as more modern ones, that are passed on through guiding. These songs may only be sung once or twice a year within a unit at campfires, but the songs are remembered and handed on through generations. This activity gives you a chance to have a unit singalong, with a campfire if you wish, and the opportunity to learn some new songs and gain a bit more Guiding history.

Equipment
- Camp blankets if members of your unit have them
- Song sheets (optional)
- Someone who can lead the singing

Method
1. Gather together and get warmed up with a song or some songs that you already know. This may be the Rainbow song, Taps, Campfire’s Burning, or something as simple as Twinkle Twinkle Little Star - try to pick something that everyone will know to get started.
2. Over two or three weeks, practice and learn some songs.
3. Learn at least three new Guiding songs, preferably with actions. Practice them until you know the words. Make sure that everyone in the group learns at least one song that they haven’t heard before.
4. At the last session, gather together to sing all the songs you have learnt - and any others that you want to.

Hints and Tips
- Have a list of songs ready. Google and You Tube are great sources of these.
- Do you know all the following songs: Ram Sam Sam, Vespers, Taps, Brownie Smile, Land of the Silver Birch, Alice the Camel, Ging gang gooey, Pizza Hut, Tzena, Three Little Angels, The Quartermaster’s Store, BINGO, for more songs check out the link - http://guidinguk.freeservers.com/songs.html
- Trefoil Guild members, or other local unit leaders may be willing to come and join you to help lead the session and teach your unit new songs.
- Ask your County Archivists if you can borrow Guide Song books
- Explore the singing traditions in other Guide Countries and try learning the songs from each of the World Centres.
- You could use the final session as the last activity to complete this Challenge and give the badges out at the end.

Taking it Further
Organise to visit another unit and help lead this activity.
- Other people may enjoy hearing you singing too - how about putting on a short performance, either in your meeting place, or at another location, such as an old people’s home or care facility.
- Guides and Senior Section: Find the most unusual place you can to sing your favourite campfire song.
- Make a unit or individual campfire songbook to record your favourite songs in.
Kim’s Game!

Introduction
Kim’s game is a very old game that tests how well you can remember items, traditionally left on a tray and just viewed for one or two minutes. This version uses items that bring back a particular memory. Talking about the items is a lovely way for everyone to share their special memories with each other. If they listen to the memories that the items hold, they will probably remember them much better!

Equipment
• Paper and pens
• A tea towel, or something to cover up the items
• A small item that holds a special memory to each girl e.g. a photograph, postcard, or a souvenir

Method
1. Have a discussion about the special items.
2. Put them all on a tray or table top, count them and then cover them up.
3. Each person then writes down all the items that they can remember - give a specific amount of time for this, such as two minutes.
4. Count up the results and see who could remember the most items.

Hints and Tips
• For Rainbows you may prefer to talk about the items rather than get the girls to write them down.
• For Brownies and Guides, you may prefer to play this in Sixes or Patrols to allow every member to have enough time to tell about their item.
• If you prefer, you could play this by providing items that unit members will be able to relate a guiding memory to e.g. promise badge, badge that you have completed or camp blanket.
Introduction
It’s important to remember the little things that make us happy. Scrapbooking is a great way to record your happy memories.

Equipment
• Scrapbook
• Glue, stickers and items to decorate your scrapbook
• Pens & pencils
• Collection of items that can be stuck in your scrapbook e.g. tickets, photos and other mementos

Method
1. Complete your scrapbook over four or five weekly meetings.
2. At the first meeting, decorate your own scrapbook and write key details about yourself at the front e.g. your name, family members, favourite things to do, unit details and what and who makes you happy.
3. At the next meetings, bring any objects in from the week before – this could be anything, from cinema tickets or photographs to a drawing you have done. Stick in items and write about what you have done in the week and who with.
4. At the last meeting, when you have finished, talk to others in your unit about your scrapbook and how the things in it remind you of what you did and how you felt.

Hints and Tips
• Be prepared for unit members that don’t remember to bring things in - they could colour in a picture and stick it in.
• Why not use old magazines to decorate the scrapbooks - this may help members get in the mood for scrapbooking in the weeks to come!

Taking it Further
• Consider doing this over a longer period, or for the whole unit.
• You could scrapbook a unit trip, camp or holiday.
• For older girls they can try digital scrapbooking.
Introduction
Every unit has its history – it’s interesting to reminisce, and to see what you can find out from people’s memories, memorabilia and documentation. This activity helps girls explore their own unit’s history, and understanding how memories are preserved.

Equipment
• This depends entirely on your unit’s records, memorabilia and accessibility to older and previous members
• Pens and paper
• Unit records
• Memorabilia e.g. photo albums, flags, archived records such as old local newspapers and online resources

Method
1. Agree with the unit members what sort of history you want to collect, how long you will spend on it and how you will all go about it. Try to include collecting at least three memories from members or previous members of the unit and their memories in your plan.
2. Research and collect information.
3. Share all information with all members of the unit, and then discuss what was found. Choose a method of sharing suitable to your group; this could be a poster, Powerpoint presentation, scrapbook, photos or something else.

Hints and Tips
• If records of your own unit are too sparse, how about expanding the research to your local District, Division or County, or even Region?
• Contact your local or Region archivist for help and maybe invite them to visit your unit to show you the uniforms that Guides wore in the past and activities they completed for badges.
• Use any records with personal details in with care, whether these relate to current or previous members.
• Consider making your own record of what you find for future researchers!

Taking it Further
• Make a record of what you think are the most significant things about your unit and what you do. How will these things be remembered in years to come?
• Make a time capsule to record the favourite memories of current unit members of what they have done in Guiding. Seal it and find somewhere to keep or bury it!
Introduction
Guiding gives girls a space to be themselves, have fun and build brilliant friendships. Things you do as a Rainbow, Brownie, Guide, Senior Section or Adult Member may be exciting, happy, challenging, unique and sometimes even a bit scary! This activity allows members to remember and reflect on their Guiding experiences.

Equipment
- Pens and paper
- Badges, old resources and any records of activities, trips and residential events

Method
1. Each member of the unit completes the Guiding Memories sheet in Appendix E.
2. Take it in turns to tell the group about what is on the sheet.
3. Now work in groups to think about and plan some activities that you would like to have memories of in one, two and five years time, from Guiding experiences. These could be anything, from games at your weekly meetings, through to going on an international trip.

Hints and Tips
- Some girls may need reminders of what they did to prompt their favourite memories - you could run a Rainbow Chat, Pow Wow, Patrol Meeting or other group discussion before this activity to remind them.

Taking it Further
- Look at what girls would want to do again and consider these for future activities.
- Review the things the members would like to have memories of in the future and see if any of these can be planned by your unit, or help the members find out and understand how they may be possible.
- Guides and Senior Section - plan an event or activity that is really adventurous and will challenge you. You can document each of the different planning stages to keep a record of this.
Friends and Family Section
Family and friends tree

Introduction
Memories are often made with other people and it is therefore important to remember the people who are around us. This activity will help girls look at who is involved in their lives and any memories they have created with them.

Equipment
• Photocopies of the tree template - Appendix F
• Paint or ink pads
• Hand washing facilities or wipes

Method
1. To make your guiding family tree, dip your finger in the paint and place it on the tree. If the unit is small then the girls may be able to do more than one fingerprint on each tree.
2. Once the paint has dried write your name next to your fingerprint

Hints and Tips
• Less paint on the finger gives a better print effect.
• Lots of different colours will make the picture look pretty but it could also be used to categorise fingerprints in groups such as friends at school or in the same patrol.

Take it further
• Give the girls a copy of the tree to take home and ask them to bring it back next week with fingerprints from their family and friends. Then discuss whose fingerprints they were and why that person is important to them.
Funny events and pictures make people smile and feel happy. This activity will certainly make your girls smile.

Equipment
- Blank paper
- Felt tips or crayons

Method
1. Split into groups of three.
2. The first person draws a face at the top of the paper, and then folds the paper over once to cover it.
3. Pass the paper to the next person.
4. They draw a body and arms, then fold over the paper once to cover it and then pass the paper to the next person.
5. The next person draws the legs and feet.
6. Unfold the paper and take a look at your funny person.

Hints and Tips
- For younger girls the folds in the paper could be made before the activity starts to ensure equal spaces.

Taking it further
- Once you’ve completed a funny picture foldover, why not try completing a funny story foldover by using the following pointers:
  - **First person** - writes characters
  - **Second person** - writes where the story takes place
  - **Third person** - writes the beginning of the story
  - **Fourth person** - writes the middle of the story
  - **Fifth person** - writes the end of the story, unfolds it and reads it out
Making Music

Introduction
Music is often used to record an event or to share a story. It is often used as an outlet to many people, including those with disabilities. In this activity you will create a special poem or rap about your family and friends.

Equipment
• Paper
• Pens
• Recording equipment (optional)

Method
1. Discuss as a unit which topic you might like to write your poems around, it could be their guiding family, friends family or a specific event.
2. In groups, or individually, write down your poem or rap
3. Perform your poem or rap to the rest of your unit

Hints and Tips
• Bring along some examples to encourage everyone, you could even show them a YouTube video.
• Why not record your poem or rap on your mobile phone.

Take it further
• Perform your rap or poem to a small audience such as parents.
• Organise your poems into a book or short video which you could sell.
• Use musical instruments to add some music to your piece.
**Introduction**

Spending time with friends and family is very important and often we are too busy to sit down and spare the time. In this activity the girls will plan, prepare and hold an afternoon tea for either a friend or a family member during which they will share what they have done to complete this badge.

**Equipment**

- Paper and pens to design invitations
- Plan for refreshments e.g. tea and cakes
- Equipment to make room decorations with

**Method**

1. Discuss as a group who you would like to invite to the event and get them to make invitations.
2. Get the girls to plan the food and decide who is making/bringing each item.
3. Plan a short section where they can talk about what they have learnt whilst doing the badge. This could be via a presentation of what activities they have done to achieve the badge.
4. Decorate your meeting place for the event.

**Hints and Tips**

- Ask people to RSVP to ensure you have enough seats or refreshments.
- Use the event as a finale to the badge work and present the girls with their Badge.
- Contact Claire House and ask them for any information etc you can share at the event.

**Taking it further**

- Invite members of your local community and run the event as a fundraiser for Claire House and your unit.
- Ask the girls to bring a friend who is not already in guiding, to show them what a great time they can have.
Introduction
This activity will allow the girl’s time to think about what they like about themselves, such as they are friendly, and it will also give them a opportunity to hear what other people like about them.

Equipment
• Paper
• Felt tips
• Pens/pencils
• Scissors

Method
1. Draw around your hand onto paper, and then cut it out
2. Write your name in the centre.
3. On each finger write something that you like about yourself or something you are good at
4. Now turn the hand over and pass it around other members of your group and and ask them to write on it something they like about you.
5. Have a discussion about what is on their hand drawing and how it makes them feel.

Hints and Tips
• Guidance and ideas may be required for Rainbow age group.
• Be careful when using scissors

Take it further
• Make a printed handprint on a canvas. Write your name on it in a sparkly colour e.g. Gold or silver, to remind you that you are special.
Introduction
Making and sharing friendship bracelets is fun.

Equipment
• Various lengths and colours of string or wool
• Scissors
• Appendix G

Method
1. Cut three strands of wool or different colours to same length, approx two to three arms length.
2. Tie a loop in one end of the strings, making sure it is big enough for the strings to get back through later. This is the loop you’ll send your strings back through to tie it onto your wrist when you’re finished.
3. Slip the loop onto a safety pin. Fasten the safety pin to a stable surface.
4. Gather all but one of your strings together in one hand. Keep one string off to the side. Then:
   A - Create a loop with your string off to the left side.
   B - Pull your string end through the loop.
   C - Pull your string tight.
   D - Holding all of the other strings taught; pull the single string upward until your knot reaches the top.
5. Repeat steps A-D over and over again.
6. When you’re ready to change colours, simply return your single string to the other strings.
7. Pick out a single string of the next colour you’d like to use and continue tying knots (following steps A-D).
8. Continue repeating the last step using different colour strings until your bracelet is the correct length.
9. Tie a knot at the end using all the strings and then cut off an excess but leave a few inches of string.
10. Pull the excess string through the loop and tie a knot to finish your bracelet.

Hints and Tips
• Taping the wool to a table helps when making the bracelet by keeping the strands separate and stopping them from knotting up.

Taking it further
• You could sell your friendship bracelets to raise funds for charity.
• Instead of making a friendship bracelet for yourself, why not give it to someone else in your unit as an act of friendship.
Supporting your Community Section
Introduction
Many charities depend on donations to keep running. There are lots of different ways to fundraise to support charities such as cake sales, sponsored events, or other crafts!

Equipment
• Plain fairy cakes (pre-made or shop bought)
• Icing sugar or frosting for topping
• Water
• Sweets or sprinkles for decoration

Method
1. Explain how charities rely on donations
2. Give out the materials to the girls, make sure you have enough for each Six or Patrol.
3. Get creative! - Design and make your own cupcakes out of the materials you have.
4. Finish with a cake sale for families and girls.

Hints and Tips
• The less you spend on the materials you use the bigger your profit margin could be. There are lots of creative ideas for decorating cupcakes - cookie monster cupcakes are a great alternative to your basic cupcake.
  www.bbcgoodfood.com/recipes/873655/cookie-monster-cupcakes

You can contact the Fundraising department at Claire House on 0151 343 0883 or fundraising@clairehouse.org.uk
Introduction
Post Pals is a small charity run solely by volunteers who are dedicated to making seriously ill children and their siblings smile by the sending of cards, letters, little gifts, support and friendship. www.postpals.co.uk/

Equipment
• Paper or Card
• Envelopes
• Postage Stamps
• Coloured paper -optional
• Stickers and other decorations to make your letters special
• Felt tip pens or colour pens

Method
1. Explain how Post Pals charity helps make children and their siblings smile by sending letters and cards.
2. Give out Post Pals stories to each group, six or patrol (you may prefer for an adult to share the stories of the sick children) Find out about the children and their interest
3. Get creative! - Design and make your own card or letter for your ‘Post Pal’. Encourage the girls to tell their ‘Post Pal’ about their selves too.
4. Finish by decorating your letter and writing your envelop.

Hints and Tips
• Rainbow units might like to create a letter from the whole unit or a letter per group.

Taking it Further
• Why not create a painting to post with your letter or a small gift like a friendship bracelet.
Spread the word!

Introduction
Claire house and other children’s hospices benefit from others spreading the word about the amazing things they do for sick children and their families. Create a publicity material which promotes the work of your local children’s hospice.

Equipment
• Paper or Card
• Envelopes
• Stamps
• Coloured paper -optional
• Stickers or other decorations to make your posters special
• Felt tip pens or colour pens

Method
1. Hold a discussion about charities and children’s hospices, and how important it is to promote the good work they do.
2. Using the materials, design and make your poster or leaflet.
3. With the posters display them in your meeting place.

Hints and Tips
Ensure the girls using social media for publicising the hospice follow Girlguidings e-safety advice.

Taking it Further
• Research your unit’s local children’s hospice. Can you design posters for them? Invite some from the Charity to come a talk to the girls about the work they do.
• Senior Section or Guides could post a tweet publicising the work of Claire House or your unit’s local children’s hospice.
Introduction
Lots of children with serious illnesses need to use a wheelchair or a standing frame. By discussing accessibility issues with your girls, this exercise can help the girls become more aware of the practical needs of people with disabilities.

Equipment
- Wheelchair or standing frame (optional)

Method
1. Explain how lots of children may need to use a wheelchair or standing frame etc so they can move around.
2. In groups walk around your unit meeting place, and discuss how easy or difficult it would be for a person with disabilities to access. You can consider things such as if the walkways are too narrow, are there steps, hand rails, ramps or disabled toilets?

Taking it Further
- Use a wheelchair around the local area.
- Write a letter to different services or organisations and feedback about the accessibility.
- Invite someone with a disability to come and talk to your unit about their life and experiences. The person speaking to the unit, and the girls will need to be briefed beforehand. Remember to check that your meeting place is accessible.
Fashion Show

Introduction
Many charities, including Claire House Children’s Hospice rely on donations to keep going. One way charities receive funds is through clothing donations. This activity is a fun way to collect unwanted clothes from your members.

Equipment Unwanted clothes
• Accessories e.g. bags, belts, glasses, hairbands (the girls can bring these with them)
• Items to decorate with e.g. ribbons, buttons, feathers
• Music player (for the catwalk)
• Safety pins
• Scissors

Method
1. Explain how charities rely on the donations as above.
2. Put the materials in the middle of the room.
3. Split into groups and give each group a theme e.g. geek chic, punk, flower power, princess
4. Under timed conditions, use the materials to create an outfit which follows the theme.
5. Create a catwalk, and ask the girls in each group to parade their outfit!
6. Once you have completed your catwalk bag up the unwanted clothes and donate to a charity, such as Claire’s House, or another local charity shop.

Hints and Tips
• Model the techniques the girls could use e.g. layering the clothes, tying ribbons etc.
• Be careful when using scissors.

Taking it Further
• If it feels appropriate, why not have a discussion about clothing for the people with disabilities, and think about how different items of clothing could be difficult for a person with a disability to wear.
• Why not invite the parents to view the catwalk at the end of the night
• Design posters and advertise the fashion show. Charge for entry and donate that money to charity too!
Appendix
A children’s hospice makes a huge difference to local children and their families who are going through the toughest of times. Providing terminally ill children in the community with the care, support and comfort wherever and whenever they need it most. For families, a children’s hospice will be there through their journey no matter how long or short and ensures that the journey is full of happy memories and treasured moments.

A children’s hospice offers a support network for the entire family. Brothers, sisters, grannies, grandpas, cousins and friends are all welcome...allowing families to stay together, which sometimes isn’t possible in a hospital.

One of the best things about a children’s hospice, are the incredible memories which are created. They might be big achievements, wishes granted or the small everyday things, but these moments and special memories last a lifetime. Helping children, babies and young adults with various conditions, with remarkable respite care, therapy, hospice to home support as well as lots of fun, your local children’s hospice would not exist without the support of the community.

**What does disability mean?**
Disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities.

**Physical impairment**
A physical impairment can include a sensory impairment such as a visual or hearing impairment.

**Mental impairment**
Mental impairment could include a wide range of impairments relating to mental illness, for example, depression, schizophrenia, bi-polar disorder, post-traumatic stress disorder and learning disabilities.

**What does life-limiting / life – threatening illness mean?**
The term life-limiting illness is used to describe illnesses where it is expected that death will be a direct consequence of the specified illness. Some of these conditions cause progressive deterioration rendering the child/adult increasingly dependent on parents and carers.

Such illnesses may include, but are not limited to:

- Heart disease/failure
- Cystic Fibrosis
- Chronic Obstructive Pulmonary Disease
- Dementia
- Neurodegenerative Disease
- Chronic Liver Disease
- Renal Disease

Life-threatening conditions are those for which curative treatment may be possible but can fail, such as cancer. It is estimated that there are at least 49,000 children under 19 years across the UK living with a life-limiting or life-threatening condition.
Myths and facts about people with disabilities

People with disabilities are often stereotyped by others due to misinformation and misunderstandings about what it’s like to live with a disability. Below is a list of Myths and Facts which you will be able to chat about with your girls to help them develop their thoughts on disability and how they can ensure disabled people are not stereotyped.

Activity - Write the statements on separate sheets of paper and ask the girls to identify which is myth or fact.

**Myth 1: People with disabilities are brave and courageous.**
*Fact: Adjusting to a disability requires adapting to a lifestyle, not bravery and courage.*

**Myth 2: All persons who use wheelchairs are chronically ill or sickly.**
*Fact: The association between wheelchair use and illness may have evolved through hospitals using wheelchairs to transport sick people. A person may use a wheelchair for a variety of reasons, none of which may have anything to do with lingering illness.*

**Myth 3: Wheelchair use is confining; people who use wheelchairs are "wheelchair-bound."**
*Fact: A wheelchair, like a bicycle or an automobile, is a personal assistive device that enables someone to get around.*

**Myth 4: All persons with hearing disabilities can read lips.**
*Fact: Lip-reading skills vary among people who use them and are never entirely reliable.*

**Myth 5: People who are blind acquire a “sixth sense.”**
*Fact: Although most people who are blind develop their remaining senses more fully, they do not have a “sixth sense.”*

**Myth 6: People with disabilities are more comfortable with “their own kind.”**
*Fact: In the past, grouping people with disabilities in separate schools and institutions reinforced this misconception. Today, many people with disabilities take advantage of new opportunities to join mainstream society.*

**Myth 7: Non-disabled people are obligated to “take care of” people with disabilities.**
*Fact: Anyone may offer assistance, but most people with disabilities prefer to be responsible for themselves.*

**Myth 8: Curious children should never ask people about their disabilities.**
*Fact: Many children have a natural, uninhibited curiosity and may ask questions that some adults consider embarrassing. Most people with disabilities won’t mind answering a child’s question.*

**Myth 9: The lives of people with disabilities are totally different than the lives of people without disabilities.**
*Fact: People with disabilities go to school, get married, work, have families, do laundry, grocery shop, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else.*
Myth 10: It is all right for people without disabilities to park in accessible parking spaces, if only for a few minutes.

Fact: Because accessible parking spaces are designed and situated to meet the needs of people who have disabilities, these spaces should only be used by people who need them.

Myth 11: Most people with disabilities cannot have sexual relationships.

Fact: Anyone can have a sexual relationship by adapting the sexual activity. People with disabilities can have children naturally or through adoption.

Myth 12: People with disabilities always need help.

Fact: Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

Using the correct words

People often find it difficult talking about disability because they are worried about using the wrong word/term and offending people. This is further difficult because disabled people themselves often disagree on which words are acceptable.

The table below outlines some of the terms which are not acceptable and makes some suggestions of preferred terms which you might want to use when you are talking to the girls.

<table>
<thead>
<tr>
<th>Discouraged words/terms</th>
<th>Preferred words/terms</th>
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<tbody>
<tr>
<td>Able bodied</td>
<td>Non-disabled</td>
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<tr>
<td>Handicapped</td>
<td>Disabled person</td>
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<td>Invalid</td>
<td>Disabled person</td>
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<tr>
<td>Cripple</td>
<td>Disabled person/person with disability</td>
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<tr>
<td>Afflicted by... Crippled by... Suffering from... victim of...</td>
<td>Has... (condition)</td>
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<tr>
<td>Wheelchair bound</td>
<td>Wheelchair</td>
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<tr>
<td>The Blind</td>
<td>Blind person, visually impaired person</td>
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<td>Deaf and dumb, the deaf</td>
<td>Deaf person</td>
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<tr>
<td>Dwarf, midget</td>
<td>Person with restricted growth</td>
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<tr>
<td>Disabled toilet</td>
<td>Accessible toilet</td>
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<tr>
<td>Spastic</td>
<td>Person with cerebral palsy/mobility impairment</td>
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<tr>
<td>Epileptic, diabetic, dyslexic etc</td>
<td>Person with epilepsy, diabetes etc</td>
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<tr>
<td>Mentally handicapped, backward, retarded</td>
<td>Person with learning disability</td>
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<tr>
<td>Mad, crazy, mentally ill</td>
<td>Person with mental health needs</td>
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Appendix B

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

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## Appendix E

<table>
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<tr>
<th>Type of memory</th>
<th>What did you do?</th>
<th>How long ago was this?</th>
<th>Who was with me?</th>
<th>How it made me feel</th>
<th>Would I want to do this again?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My first Guiding memory</td>
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<tr>
<td>My favourite activity ever</td>
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<tr>
<td>Something we do a lot in our meetings</td>
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<tr>
<td>The most adventurous thing I have done in Guiding</td>
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<tr>
<td>The best badge I ever did</td>
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**Claire House Challenge Pack** Badge Order Form

Please return the completed form below, together with your payment to receive your badges. Badges are available until 31 December 2017.

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<td>Postal Address: (inc Postcode)</td>
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<td>Telephone:</td>
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<td>E-mail:</td>
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<thead>
<tr>
<th>Number of Badges</th>
<th>£1.25 each</th>
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<tbody>
<tr>
<td>Postage and packaging</td>
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<tr>
<td>1-20 Badges - add £1.20</td>
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<tr>
<td>20+ Badges - add £1.70</td>
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**Total Cost**

The order form and cheque for that badge(s), plus P&P should be returned to Girlguiding NWE, Guiding Road, Preston, PR2 5PD.

All cheques should be made payable to ‘The Guide Association NWE’.