Girlguiding North West England

Legacy Explorers

Challenge Pack

Girlguiding North West England

Historic England

INSPIRE

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Introduction

Welcome to Legacy Explorers, a challenge pack all about Girlguiding North West England's heritage.

This challenge pack is inspired by our archive collection. To create it, we worked with Historic England, the public body helping people care for and enjoy England's built heritage. Together, we want to make exploring our shared heritage exciting, hands-on, and fun.

History and heritage - what's the difference?

History is the story of what happened in the past

Heritage describes the pieces of a group's history that have survived to the present day. It's an intangible, fluid concept, and can include music, traditions, culture, art and language.

Why is heritage important?

Heritage is all around, and there's so much to be gained from engaging with it. It helps us connect with who we are, and where we've come from.

Engagement with heritage helps us grow feelings of identity and belonging, as well as giving the chance to engage with the five steps to mental well-being: connecting with others, physical activity, learning new skills, giving to others, and mindfulness.

We hope this pack helps participants strengthen their feeling of belonging in Girlguiding, and for them to see that since 1910, girls like them have been leading the way.

Completing the challenge

Legacy Explorers has three parts. In **Past and present**, you'll explore the history and traditions of Girlguiding. **Local guiding** helps you explore the guiding heritage on your doorstep, and in community action you can complete girl-led **Community Action** projects inspired by this.

We've worked hard to make this challenge suitable for all ages, but some activities are better suited to certain sections. We've indicated this on each page, but please also use your own judgement – you know your unit best! Some activities require you to leave your unit meeting place – please make sure you've gathered consent and completed a risk assessment beforehand.

Heritage is personal, so we've made this pack as flexible as possible - you're welcome to include your own ideas. Adapting activities to suit your unit and location is encouraged. When introducing activities to your unit, please try to include any historical context provided.

We also appreciate that as a leader you might not have discussed heritage with your unit before. To help you feel as supported as possible, we've included guidance and links to other resources for the activities where we feel this would be helpful.

Don't forget to show us what you get up to! Email your pictures to: northwesthq@girlguidingnwe.org.uk

Badge Requirements

We recommend spending at least four unit meetings on this challenge. On each page, we've added how long we think each activity will take, but please also use your own discretion. Below, we recommend how many activities each section should aim to complete.

This is a fun challenge and an opportunity to engage with heritage in an exciting way. Please take a flexible approach – everyone who has taken a full and active part should receive a badge.

1 activity from each section

1 activity from each section + 1 from any section

1 activity from each section + 2 from any section

Badges are available from our online shop here: https://shop.girlguidingnwe.org.uk

The first 2000 badges have been funded by Historic England.

Past and present

In this section, you can:

- Discover Girlguiding's past
- Explore our traditions
- Think about how our past influences our present

First Class Guiding

The Tenderfoot tests were challenges for Guides of the past, designed to teach skills and an awareness of our 'purpose'. Activities were split between "Tenderfoot", "Second Class", and "First Class" tests.

The activities below are all inspired by these tests. Pick at least one activity and have a go!

Compass Points
A First Class Guide had to understand the compass points – can you?

Time: 20 minutes
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Paper and pen, large open space
Method:

1. Label the four corners of your space as North, East, South, West.
2. Call out one of the cardinal points – the last person to run to it is eliminated. Play until you have a winner.
3. To make this more difficult, remove three of the labels (leaving north). You could also add 4 more cardinal points (north east, south east, south west, and north west)

Fire Starter
Learning to light a fire safely with only two matches was a requirement of Guides wishing to complete the Tenderfoot Tests. Can you do the same?

Time: 1hr
Suitable for: Brownies, Guides, Rangers, Inspire
Equipment needed: Outdoor space where you can safely light a fire, sticks and wood of various sizes to burn, newspaper, matches, bucket of water.
Method: Skills Builder: Fire Starter

Scout's Pace
Scout's Pace is designed to help you cover ground quickly without tiring you out. Guides completing the Tenderfoot Tests were required to cover one mile using this method.

Time: 30 minutes (approx.)
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: A pre-planned, safe walking route, or large open space.
Method: Practice using Scouts Pace, by alternating walking for 50 steps, and jogging for 50 steps. A mile is a suggested distance, but please modify based on your unit's abilities.

Forget-Me-Knots
A neckerchief is a triangular piece of fabric worn around your neck. Neckers were first worn by Rangers in the 1940s, but many other sections now also wear them. Learn to tie your necker using a friendship knot!

Time: 30 minutes
Suitable for: Brownies, Guides, Rangers, Inspire
Equipment needed: Neckerchief, access to the method video (or leaders/young leaders who already know how to tie the friendship knot!)
Method: Girlguiding: How to Tie a Friendship Knot

Understand the Meaning of Thrift
Prevent waste in at least one way, for example, learning to perform a basic clothing repair.

Time: Down to leader's discretion
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Activity dependant
Method: It's up to you! We've left this activity deliberately flexible to allow you to use the resources available to you.

True or False? History Detectives

Girlguiding has a rich history, but how well do you know it?

Time: 20 minutes
Suitable for: Brownies, Guides, Rangers, Inspire
Equipment needed: Large open space (indoors or outdoors)
Method:

1. Designate one side of the space as "True" and the other as "False"
2. Stand the players in the middle of the space and explain that you're going to read a series of facts to them. Some will be true facts about Girlguiding, and others will be made up!
3. Read one fact at a time. Players must decide whether they think the fact is true, and run to the correct side of the space.
4. Any players choosing the incorrect answer will be out. The last remaining player, or any player remaining when the final question is asked, wins!

Guides held the World Record for swimming across the English Channel.

***True**, six Guides broke the girl's relay record in 1966.*

Brownies was originally called Rosebuds

***True**, the section was renamed Brownies in 1915.*

Sheep Shearing was a Guide badge in the 1960s.

False!

The fourth word in the Promise is 'will'.

***False**, it's "I"*

To earn the Cook badge in 1925, you had to pluck and dress a chicken.

True

During the Second World War, members of Girlguiding raised £15,000 for the war effort.

***False**, members managed to raise a massive £50,000*

There are 10 million members of Girlguiding across the world.

***True**, across 150 countries.*

The trefoil is shaped to represent the three parts of the Promise.

***True**, each leaf represents a different clause: Self, Others, and Keeping the Guide Law*

Guiding has been banned in some countries for political reasons.

***True**, e.g., during the Second World War, Guiding was outlawed on the Nazi-occupied Channel Islands (UK). Guides had to hide their uniforms, and leaders caught continuing to meet were arrested.*

Girlguiding was founded in 1932.

***False!** Guiding was founded in 1910, when a group of girls asked Robert Baden-Powell for a youth organisation like the Boy Scouts that they could join.*

World Thinking Day, held on 22 February every year, commemorates the anniversary of the founding of Girlguiding

***False**, it commemorates Robert and Olave Baden-Powell's birthdays. Robert and Olave founded Girlguiding.*

Girl Guides have set foot on the moon!

***False**, while some Girl Guides have become astronauts (e.g. American ex-Girl Scout Dr Jan Davis), Girlguiding is yet to have a member land on the moon.*

Skits

A 'skit' is a short sketch or comedy act, traditionally performed by Guides around a campfire.

Time: one unit meeting
Equipment needed: Props (optional), paper and pens/pencils for planning.
Suitable for: Brownies, Guides, Rangers, Inspire (younger members might need help choosing and planning their skits).
Method:

1. Introduce the Guide or Brownie Law to your unit. What do they mean? What do you do to follow them? Are there any that are more difficult to follow?

Brownies

a. A Brownie Guide thinks of others before themselves and does a good turn every day.

Guides

Rangers

INSPIRE

b. A Guide is honest, reliable and can be trusted
c. A Guide is helpful and uses her time and abilities wisely
d. A Guide faces challenge and learns from her experiences.
e. A Guide is a good friend and a sister to all Guides.
f. A Guide is polite and considerate.

2. Split into small groups, patrols, or sixes.
3. Each group should choose a law and create a short skit about it, using comedy if wanted. Give out pens, pencils and paper for planning.
4. After 30 minutes, or when all groups are ready, bring everyone back together. Each group should take it in turns to share their skit with the rest of the unit.

Campfire's Burning

Music and song make a core part of our heritage. In Girlguiding, songs are a long-running tradition at campfires, passed down from member to member over time.

Time: 30mins – one hour
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Campfire and s'mores (optional)
Method:

1. As a unit, share and sing your favourite campfire songs with each other. These can be traditional songs, new songs, songs with actions, or songs with rounds!
2. Learn some new songs you've never heard before. Try a combination of older, more traditional songs, and newer songs!

Note for leaders: This activity pairs well with Fire Starter from 'First Class Guiding' (page 6).

If you're looking for inspiration, the internet can be a great resource for songs. Why not start with our member's favourites?

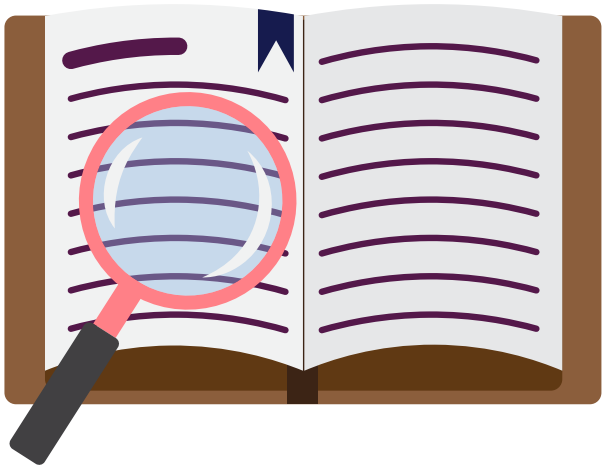
Why and How Do We Remember?

Girlguiding is for all girls, of all backgrounds. In the past Girlguiding has had links to the British Empire and colonisation, of which our founder, Robert Baden-Powell, played a part. This isn't our whole story, and it's not part of our values today, but it's a part of our history that we need to acknowledge in order to move forward. Why and How Do We Remember helps you explore this topic in a safe space, through the lens of memorials.

Time : One hour
Suitable for: Guides, Rangers , Inspire
Equipment needed: Appendix 1a-1f printed, pens, pencils, paper, scissors
Method:

Activity 1: Memorials (in small groups or patrols) 15mins

1. Give out the activity cards (Appendix 1a) of different types of memorial
2. Discuss what each type of memorial represents and consider why it was built.
3. Ask them to think about any similar memorials in their local area, village, town or city – do they know who/what they represent and why they were built?



Activity 2: Contested Memorials (in small groups or patrols)* 15mins

1. Give out copies of the news report on the vandalisation of the statue of Queen Victoria (Appendix 1b). Ask your groups to read it, discuss and share why they think the statue was vandalised.
2. Give out copies of the news report about the campaign to remove the statue of Robert Baden-Powell (Appendix 1d). Ask your groups to read it, and discuss why some people wanted to have the statue removed.
3. Give out the news report on the campaign to keep (retain) the statue of Robert Baden-Powell (Appendix 1c). Ask your groups to discuss why some people wanted to keep the statue and why it has been kept (retained).

*As leader, you might prefer to read the reports out, or extract specific parts.

Why and How Do We Remember? continued...

Activity 3: Retain and Explain (in small groups or patrols) 15mins

Explain to the group that listed memorials and statues are protected by law and some unlisted memorials and statues are too.
The current government policy on memorials and statues with contested and difficult histories is 'Retain and Explain' – meaning to keep the memorial/statue and explain any painful or shameful history alongside it.

1. Give out the activity cards (Appendix 1e) of statements about why statues should be retained, one set per group.
2. The groups should order their cards so the statements they agree with the most are at the top, and the ones they agree with least are at the bottom (some statements might be on the same level).
3. The members can also write their own thoughts on the blank cards if they wish to. They should discuss their reasons together, and then share their decisions with the rest of the unit.

Activity 4: Our Legacy (in small groups or patrols) 30-45mins

Ask the members to think about the **legacy*** they would like to leave for future generations of Girlguiding and discuss ideas in pairs or groups. Ask them to think about guiding values, what they represent, what they are proud of and what they want for the future. What do they want future generations to remember about Girlguiding today and be proud of?

Design something for future generations of Girlguiding to remember Girlguiding today. It could be a statue, short film, play, poem or artwork.

***Legacy:**
The lasting impact of Girlguiding, that future members will remember

Uniform Through the Ages

Our uniform helps us feel like part of a community. Have you ever wondered what uniform we wore in the past?

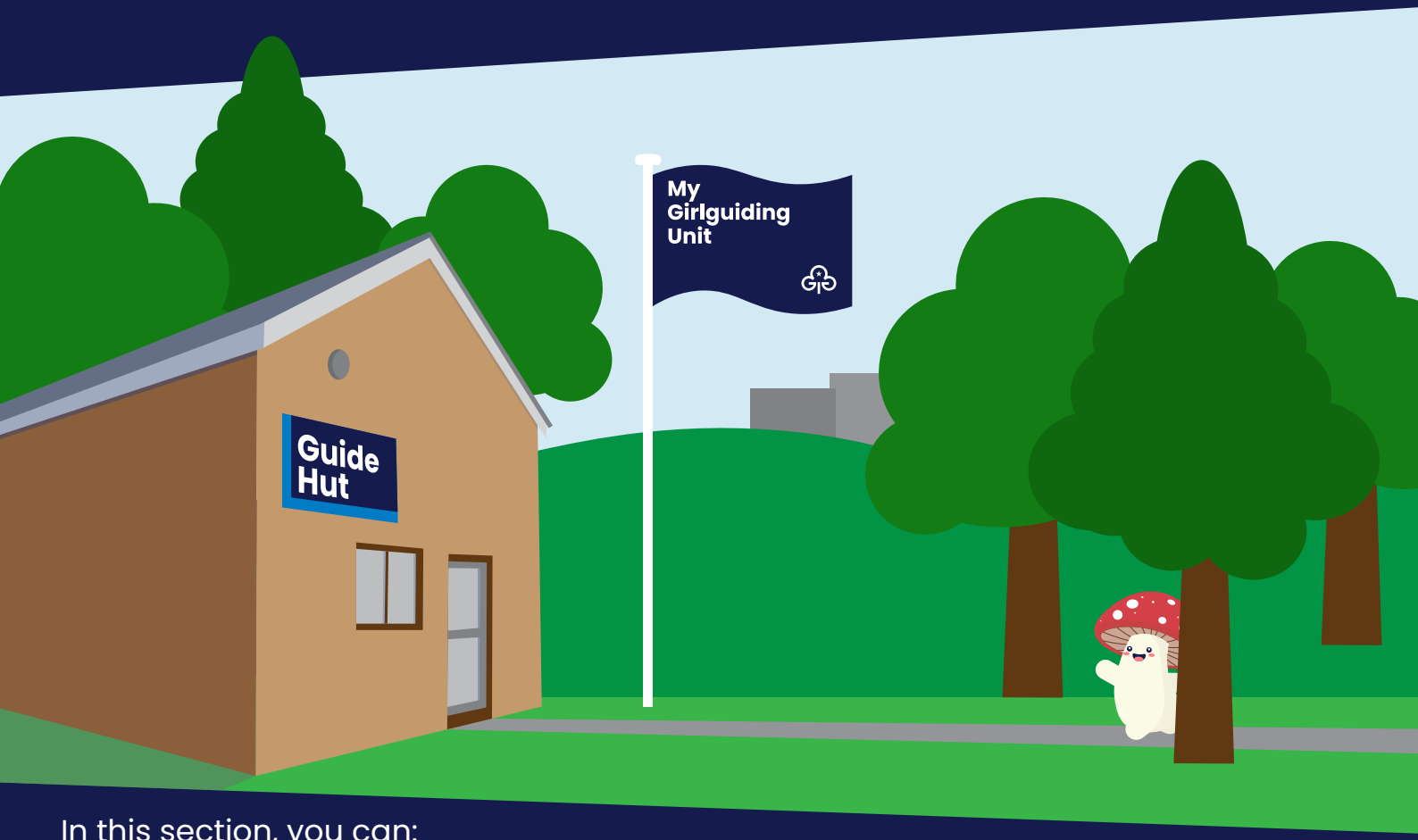
Time : 45 minutes
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Appendix 2a printed, Appendix 2b/2c/2d/2e printed (select the page relevant to your section) felt tips, coloured pencils.
Method:

1. Split into small groups, and give out copies of Appendix 2 to each group (1 or 2 copies per group, just so everyone can see). Explain that it shows the different uniform that members of Girlguiding have worn over time.

2. In small groups, look at the uniform shown in Appendix 2. Talk about what you like and dislike. What looks different, and what's stayed the same?

3. Give out the pens and pencils, and give each young member a copy of the paper doll in Appendix 2a. Using the paper dolls, they should design a new uniform using their favourite parts of the historic uniforms.

Local guiding



In this section, you can:

- Discover the Girlguiding heritage on your doorstep
- Carry out your own historical research
- Preserve your own guiding history

Fly the Flag!

What makes your unit special, and what reminds you of it? How would you describe your unit to someone who's never visited?

Time: One hour
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Appendix 3a (printed), Appendix 3b (printed), craft resources of choice (e.g. pens, pencils, paints, glue, decorations), scissors.
Method:
As a unit:

1. Explain what a standard flag is. Describe how standard flags represent a group's identity:

a. A standard is a type of flag used to identify a group, organisation, or area.
b. Standards and flags are an important part of group identity. They tell people about the group, their values, and their history.

Look at the Girlguiding North West England flag on Appendix 3a – what pictures and colours do you see, and what do you think they represent?

i. George and the Dragon – England's Patron Saint
ii. Blue – the colour of Girlguiding
iii. Trefoil – showing our place in a worldwide family of guiding
iv. Be Prepared – a Guide motto
v. A Bee – shows the industry in our region
vi. Wheatsheaf – representing the farming in the north west
vii. Ship – waterways and commerce
viii. Book – learning
ix. Tree – the forests, lakes, and mountains in the region

2. In smaller groups, talk about what makes up your unit's identity. Think about colours, words, objects, symbols or places!
3. Individually using the Appendix 3b template, design a standard flag to represent your unit or patrol. Use whatever you like: paper, fabric, pens, paints, pencils - you could even stick things on too!
4. Carefully cut out your flags and display them in your meeting place.

Girlguiding Blue Plaques

Have you ever seen a Blue Plaque on a building? Historic England's Blue Plaque Scheme celebrates people who have made important contributions to their community. Who would you dedicate a Girlguiding Blue Plaque to if you could?

This activity was produced in partnership with Historic England, and takes inspiration from the real Blue Plaque nomination process. To find out more, visit the Historic England website.

Time: one unit meeting
Suitable for: Brownies, Guides, Rangers, Inspire
Equipment needed: Appendix 4 (printed), pens, pencils, paper
Method:

Part One (Group Discussion)

1. Ask if anyone has heard of the Blue Plaque scheme, and what do they think it is?
    a. The scheme celebrates people who've made an important contribution to their community in England.
    b. A circular blue plaque featuring their name is placed on a building where the person lived or worked.

2. Ask what criteria they think there is for someone to receive a blue plaque?
    a. "They must have made a significant contribution to human welfare or happiness in England".

Part Two: Plan your Pitch

Explain to your groups that they now have the chance to dedicate a Guiding Blue Plaque to a Girlguiding member of their choice.

In small groups, sixes, or patrols:

3. Decide as a group who you would like to nominate for a Girlguiding Blue Plaque. This should be someone in or connected to Girlguiding.
4. Plan a short pitch (one - three minutes) to deliver to the rest of the unit explaining:
    a. Who you would like to nominate
    b. Why they deserve a Guiding Blue Plaque

Girlguiding Blue Plaques continued...

Regroup as a unit:

5. It's time to present to the board! Taking it in turns, each group should present their pitch to the rest of the unit. You may choose to allow questions.
6. Once every group has pitched, it's time to vote. Remind your groups that they shouldn't vote for their own pitch.
7. Add the winning pitch to the Blue Plaque template (Appendix 4), and display it somewhere in your meeting place.

Note for leaders: Younger groups may wish to skip the voting process and instead each design a Blue Plaque for their chosen member.

Mini Historians

Heritage survives when it's passed down from generation to generation. This can be done by talking about your experience of the past. Historians often interview people to record their stories. This is called oral history.

Time: One hour
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Paper, pens, one - three interviewees
Method:

Before the unit meeting: find some interviewees and invite them to your unit meeting!

Top tip - We recommend one -three people who are happy to answer questions about their past Girlguiding experiences. You may wish to invite guests or parents with guiding history, Trefoil Guild members, or feature as an interviewee yourself. You can also ask leaders or helpers at your unit, but anyone you ask should be over 18.

If you're planning to record your interviews and share them with Girlguiding North West England, please follow our publicity guidance and gather consent ahead of the meeting.*

During the unit meeting:

1. Introduce your interviewees to the unit, including a little about their Guiding past.
   Don't share too much – just enough to inspire some interview questions!

2. Plan your interview questions. Break up in to small groups or patrols to plan. We recommend spending around 20 minutes on this and using pens and paper to write down your ideas. (Younger groups may need some help planning their questions).

3. When ready, come back together. Sitting in a horseshoe with your interviewees would work well. The groups should take it in turns to ask their questions. They may ask generally, or direct their question to a specific interviewee. It's also a good idea to allow unplanned, follow up questions

Interview inspiration:
Who, how, what, when, why, where are all great question starters!

***We'd love to hear your stories!** You may wish to audio record or write down your interviews – with written permission from the interviewees, you can share your interviews with us:

- Before the meeting, ask your interviewee(s) to complete our **publicity consent form.**
- After the meeting, submit your interview and consent forms **here**.

Shapshots in Time

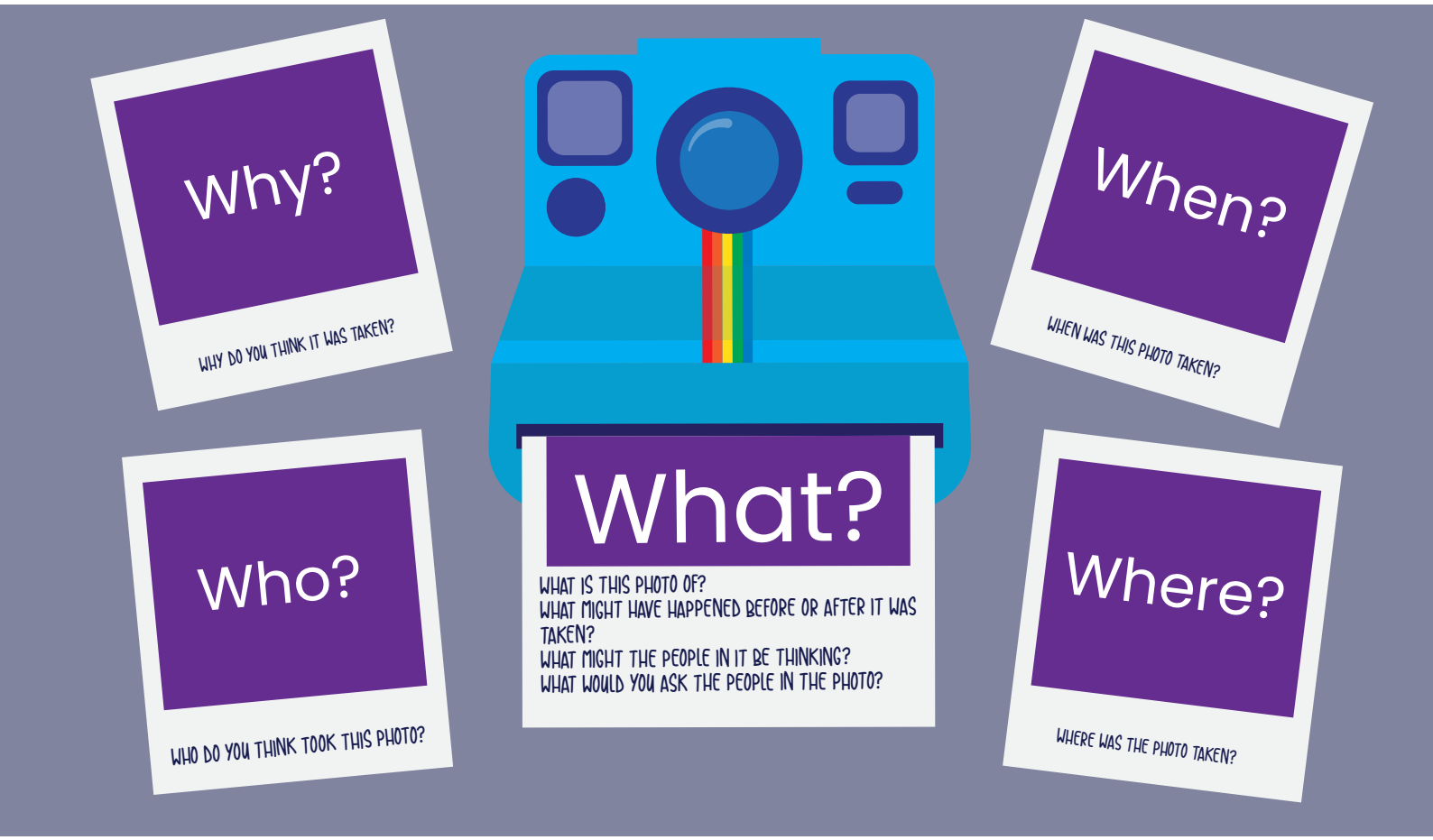
As historians, photographs can tell us a lot about the past. Using images from our archive collection, have a go at using photos as a historical source!

Time: 30 minutes
Suitable for: Brownies, Guides, Rangers , Inspire
Equipment needed: Appendix 5a (one image per group), Appendix 5b (one per group), pens or pencils.
Method:

1. Discuss as a unit how we can use photographs and paintings to help us investigate the past:
   a. What can we learn from a photograph?
   b. What can't they tell us?

2. Split into small groups, patrols, and give each group one image from Appendix 5a, and 1 copy of 5b

3. In groups, look closely at the photograph. What can we learn from it? You might ask yourself:



4. After the groups have had their discussion, they should complete the sheet on Appendix 5b.

5. Once the groups have finished, come back together as a unit and share your photographs and findings with each other.

Time Capsule

A time capsule is a great way to preserve things from the present for future members of your unit to look back on.

Time: Approx one hour (may need to be done across multiple unit meetings)
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Container(s), objects for capsule, label for container, safe place to store capsule, pens, pencils, paper
Method:

1. Find a container for your time capsule
2. Discuss as a group what you'd like to put inside. What would you like your future unit to know and see?

Looking for inspiration? You could include letters to your future unit, drawings or pictures of your meeting place, badges, future predications, your favourite songs, your best Guiding memory, or questions for the future!

3. Fill your time capsule! You might already have things at your unit meeting place, or you might need to bring things from home.
4. Decide when you'd like the capsule to be opened, and write this on the outside of the container
5. Store the capsule somewhere safe. You may consider storing it with a person or place that will be involved with the unit for a long period of time.

Note for leaders - Please don't include any personal information in the capsule, such as full names or contact details.

Optional extra!
While collecting items for your unit capsule, why not make mini capsules for each member of your unit to take home?

1. Find a small container, like a matchbox.
2. Think about what you could include inside such a small container. Some examples could include: a photograph, a drawing, letters to your future self, a badge.
3. Fill your container and seal it.
4. Write your name, unit and the date you would like to open it.
5. Take your mini-capsule home and keep it in a safe place until it's time to open it.

Community action

In this section, you can:

- Complete a girl-led community action project inspired by our heritage
- Put into practice parts of our promise
    - Serving our community
    - Helping other people
    - Taking care of the world around us

A Good Deed

In making our Promise, we commit to serving our community and helping other people. We can do this in many different ways, big or small. In this activity you'll plan and carry out a good deed in your community.

Time: At leader's discretion
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire
Equipment needed: Activity dependant
Method:
Introduction:

1. Explain how in making our Promise, we commit to helping other people and serving our community. Members of Girlguiding have been committing to helping others since 1910.

   a. Discuss how we can do this by carrying out good deeds for other people. As a unit, share ideas with each other.

2. As a unit choose a good deed to carry out together. This could be something big or small, and something you agree to complete as a unit or individually. It's up to you how you decide – the decision might be easy or you might need to vote.*

3. Once you've decided what you'd like to do, agree a time frame, and clearly set out everyone's responsibilities and expectations.

4. Spend time carrying out your good deed.

5. Once you've completed your good deed, talk about how it went. You might want to consider:
   a. Did you enjoy it?
   b. How did it make you feel?
   c. What did you find difficult?
   d. Did you learn anything new?
   e. Would you do it again?

***Looking for inspiration?** You could litter pick, volunteer or collect donations of food/period products for a foodbank, volunteer with a local charity, museum, or community group, help to maintain a community space, or complete good deeds individually (by helping at home or school).

Fundraising Challenge

In making our Promise, we commit to serving our community and helping other people. We can do this in many different ways, big or small. In this task you'll plan and carry out a fundraising project for a cause of your choice.

Time: At leader's discretion
Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire (younger members will need more support)
Equipment needed: Activity dependant
Method:

Introduction:

1. Explain how in making our Promise, we commit to helping other people and serving our community.

2. Talk about how in the past guiding members have raised money to help their local and guiding communities. For example:
    - **a.** During the Second World War, members of Girlguiding raised over £46,000 to buy two air ambulances for the RAF.
    - **b.** On a more local level, members of Girlguiding have been fundraising for over 100 years to help those in need, from foodbanks to animal charities, to hospitals and refugees.

3. Explain that as a unit, you'll be fundraising to support a cause of your choice. How and what you fundraise for must be decided together by the unit.

Planning:

1. Choose a cause: as a unit decide what cause you'd like to support. It could be a cause near your unit, or close to your hearts. It's up to you how you decide – the decision might be easy, or you might need to vote.

2. Decide as a unit how you're going to raise the money, and how much you'd like to raise:
    - **a.** There are many different ways to do this and it's completely up to you. Consider your options, listen to your unit and choose a method that's suitable for them. Browse for ideas on Girlguiding's fundraising webpage.
    - **b.** When choosing a target, be mindful to choose an achievable amount.
    - **c.** Make sure you include your unit in your decisions – involve them in the planning process.
    - **d.** Decide who will be responsible for different parts of the fundraising project and allocate tasks clearly.

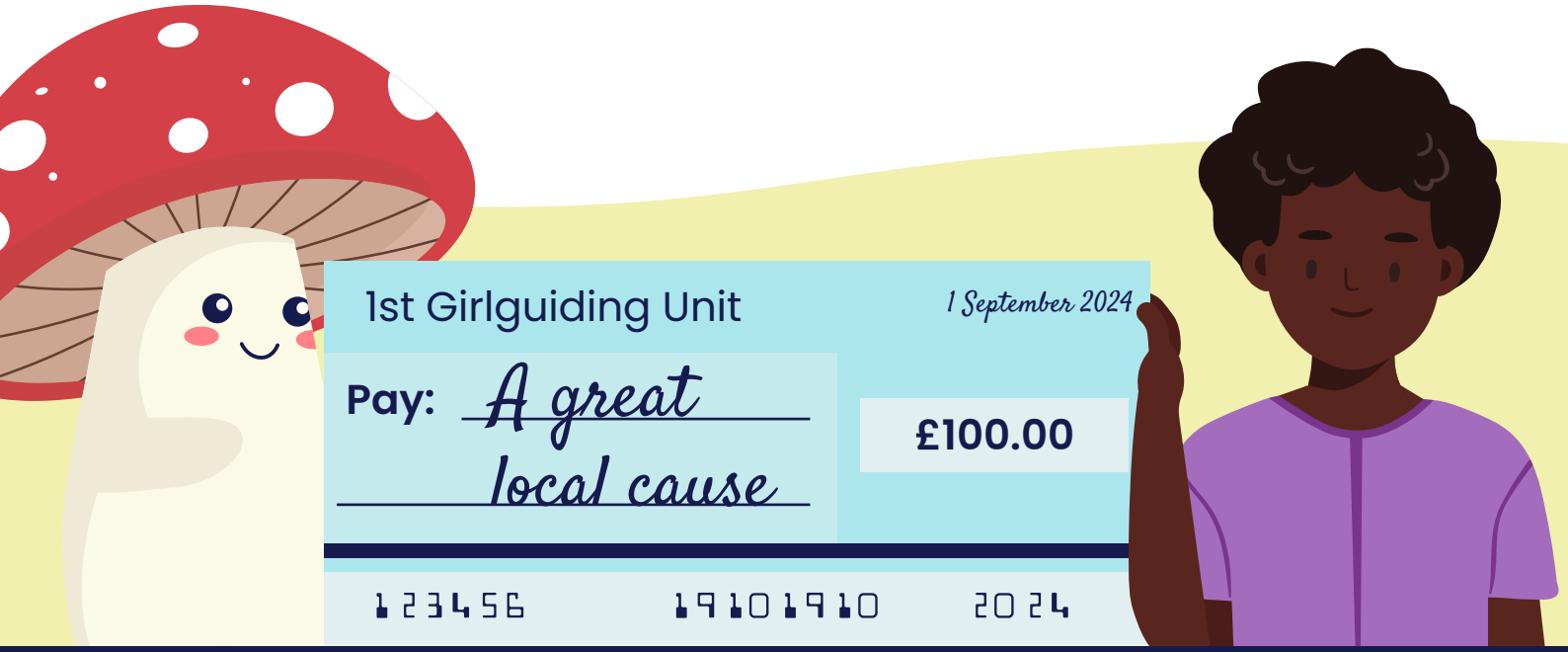
Fundraising Challenge continued...

Action

1. Once you've finished planning, it's time to put your plan into action.

2. Once you've completed your fundraising activities, donate the funds to your chosen cause.

3. Afterwards, talk about how it went. You might want to ask:
   - **a.** Did you enjoy it?
   - **b.** How did it make you feel?
   - **c.** What did you find difficult?
   - **d.** Did you learn anything new?
   - **e.** Would you do it again?



Historic England: Missing Pieces Project

Through their Missing Pieces Project, Historic England are crowd-sourcing pictures and stories of the unique, significant and memorable places on their National Heritage List for England.

Sites are on this list because of their historical, architectural or special interest and listing them protects them by law, so people can't destroy or alter them without permission.

The Heritage List has almost 400,000 entries including everything from palaces and plague-crosses, piers and pig sties, cathedrals, windmills and fairground rides. People from all over England are helping to add 'Missing Pieces' to the list entries by uploading photos and comments. Each contribution can help protect what makes these places special. In this activity, you'll make a contribution to the Missing Pieces Project.

Suitable for: Rainbows, Brownies, Guides, Rangers, Inspire (younger groups may wish to move straight to part two of this activity)
Time: One - two unit meetings
Equipment needed: See individual sections

PART ONE: What's a listed building? (15 mins)
Equipment needed: Appendix 6a (cut out), scissors

1. Split into groups, patrols, or sixes, and give out one card from Appendix 6a per group.
2. Each group should describe their card in as much detail as possible to the rest of the unit.
3. Try to work out what each card has in common:
   - **a.** All of the cards are all of sites on Historic England's National Heritage List
   - **b.** Sites are on this list because of their historical, architectural or special interest. Adding them to the list protects them by law, so people can't destroy them or alter them without permission.
4. Explain the Missing Pieces project:
   - **a.** Historic England are asking members of the public to add information about the sites on their National Heritage List
   - **b.** Any evidence added helps preserve the site, its history, and what makes it special.
   - **c.** Explain that as a unit you'll be choosing a site and taking part in this project.

Historic England – Missing Pieces Project continued

PART TWO: Missing Pieces Project (30 - 40 mins)
Equipment needed: Pens, pencils, paper, other craft supplies, Appendix 6b (for guidance only).

Before the meeting: Using the National Heritage List for England, chose a listed site near you. Arrange for your unit to visit the site during the unit meeting, or visit site yourself, take photographs and print them out for your unit to look at.

During the meeting:

1. Either:
   - **a.** Take your unit to visit the listed site*. Explain the context of the site (you can find this on the National Heritage List for England), encourage them to have a look around in groups.

   OR
   - **b.** Share your images of the listed site - talk about your visit, and the context of the site (you can see this on the National Heritage List for England).

2. In groups or individually, make something to upload to the project. This could be a drawing, painting, letter, or poem. They could write comments or facts about the building (e.g., why they think it's special, why they like it, or what the building means to them).

PART THREE: After the meeting

1. Photograph the work from each group.
2. Upload your unit's contributions to the Missing Pieces project! We've added some guidance in Appendix 6b.

You've now added some Missing Pieces to a National Archive, and helped other people learn about the building or site that is special to you!

***Note for leaders when visiting Listed Sites:**

When visiting the listed site, remember to think about safety first. Be aware of traffic and pedestrians when taking photos, and don't walk backwards to get a good angle.

You may be able to go inside the listed building, but you might need permission to enter and take photos. Some listed buildings are privately owned – don't enter any private property without permission or take intrusive photos.

Avoid having people's faces and car registration plates in the photos.

Girls in the Lead

Since the beginning, girls have been at the centre of Girlguiding. Help your unit to take the lead and run their own unit meeting!

Time: Two unit meetings
Suitable for: Guides, Rangers
Equipment needed: Pens, sticky notes, also see step 5.b.
Method:

Part One: Introduction

1. Explain that Girlguiding is girl-led. Discuss what this means today, for example:
    - **a.** Involving girls in decision making
    - **b.** Letting girls share their ideas
    - **c.** Empowering girls to take the lead on activities
    - **d.** Including girls in evaluating activities.
2. Explain that Girlguiding has always been girl led. For example:
    - **a.** During the Second World War (1939-1945), many unit leaders took on new jobs and responsibilities as part of the war effort, which required them to step away from guiding. Rather than let their groups close, many Guides ran their own units while their leaders were away.
3. Explain that as a unit, they are going to plan and deliver their own unit meeting, like those Guides during the Second World War.

Part Two: Plan and hold the meeting:

4. As a unit, decide what you'd like to do. It might help to gather ideas, themes, and hold a vote for the most popular.
5. Once you've done this:
    - **a.** Split into smaller groups and allocate specific activities or parts of the meeting to each group
    - **b.** Consider what equipment you'll need (what have you already got, who will source it, how much will it cost, and how will you fund it?)
    - **c.** Make sure your chosen activities fit into the length of your unit meeting
    - **d.** Decide when the meeting will take place

Now it's time to hold the meeting! Afterwards, make sure to evaluate - discuss what went well, what you enjoyed, and if there is anything you'd change. Sticky notes may also be useful for this activity.*

Girls in the Lead continued...

Notes for leaders: Some units may need more help than others with this activity, and it's okay to give your own guidance where needed. Remember that you need to be present at the meeting, and are responsible for budgeting, risk assessing, and gathering consent (if necessary).

***Tips for involving girls in decisions and planning:**

- Choose a comfortable environment
- Use open ended questions
- Consider ways for quieter girls to contribute
- Capture all information and thoughts – sticky notes work really well for this!
- Evaluate activities together afterwards

War Memorial Conservation

War Memorials help us to remember those who sacrificed their lives in past and current conflicts. They help us learn about the past and remind us that we should strive for peace in the world.

By telling us about the condition of your local war memorial, you can help the War Memorials Trust keep their records up-to-date. This means they can give their memorials the care they need and protect them for future generations to learn from.

Time: One - two unit meetings
Suitable for: Brownies, Guides and Rangers, Inspire
Equipment needed: Mobile phone. Appendix 7a (printed), Appendix 7b, pens, pencils, Condition Checklist.

Method:
Introduction

1. As a unit, talk about what you already know about war memorials. What are they and why do we have them? You can use the information in Leaders Notes (Appendix 7b) to help.

2. Explain that:
    a. Over time war memorials can become damaged or run down.
    b. The War Memorials Trust is a charity that helps to look after war memorials in the UK.
    c. The War Memorials Trust have so many memorials to look after, that they need help checking the condition of their memorials.
    d. Explain to the members that they can do a good deed by checking a war memorial for the War Memorials Trust.

3. Using War Memorials Online, find a war memorial near your unit meeting place.

Condition Check

4. With your unit, visit your chosen war memorial.
5. Split into small groups, patrols, or sixes, and give each group a copy of Appendix 7a, pens and clipboards.
6. The groups should work through their checklist while visiting the memorial. Leaders may want to take photos of the memorial on their phones to add to the report (avoid including members in these photos).
7. Once back at the unit, discuss the findings of the visit and decide as a group if the overall condition of the war memorial is Good, Fair, Poor or Very Bad.

War Memorial Conservation continued...

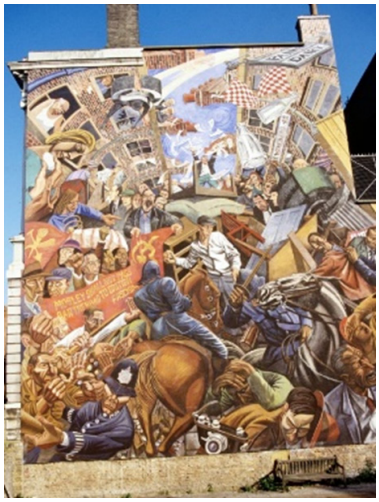
Submit your findings

8. As leader, create an account with War Memorials Online*. Submit your unit's report and upload any photos.

*To register you'll need to provide an email address and choose a username and password. The username could be the name of the unit. For more guidance, see Appendix 7b.

Appendices

Statues of military figures



Murals and street art

War memorials

Statues of scientists

Statues of authors

Blue plaques

Statues of kings and queens

Images © Historic England Archive

STATUE SPLATTERED

Queen Victoria statue Vandalised in South Africa (2015)

During Queen Victoria's reign the British Empire expanded. The colonies in the British Empire produced raw materials that British manufacturers made into different products and sold all over the world.

This made lots of British factory owners and businesses very rich, but most workers were very poor.

Protesters threw paint at the memorial statue in Port Elizabeth, South Africa in 2015.

Why do you think people in South Africa, colonised by Britain, vandalised this statue of Queen Victoria outside the Port City library in South Africa?

BADEN-POWELL PROTECTORS

Locals prevent removal of Baden-Powell statue from Poole Quay

Extract from The Guardian, (2020)

Local Scout leaders with with the Baden-Powell statue

A council's plans to remove a statue of the founder of the Scout and Guide movements amid fears that it would be targeted by anti-racist activists were thwarted when it was surrounded by dozens of locals refusing to allow it to be taken away.

Former scouts were among those who formed a ring around the statue of Robert Baden-Powell, a divisive figure who has been accused of support for Adolf Hitler, on the quayside in Poole. They vowed that they would not let either council workers or activists get to the statue.

The statue was installed in 2008 and faces Brownsea Island in Poole harbour, where the Scout movement began.

In 2010, declassified MI5 files revealed that Baden-Powell was invited to meet Hitler after holding friendly talks about forming closer ties with the Hitler Youth organisation. He has also been accused of holding racist and homophobic views.

Cllr Mark Howell, the council's deputy leader, said: "Our decision to temporarily remove the statue of Lord Baden-Powell from Poole Quay was taken following the listing of the statue on a website detailing potential targets for protesters. This listing placed the much-loved statue at risk of damage or even destruction. We made the . decision quickly in order to protect it.

"We know that local people feel proud of Lord Baden-Powell's and the Scout movement's links with Poole, and that some people feel that we would be giving in to the protesters by temporarily removing the statue. However, we feel it is responsible to protect it for future generations to enjoy and respect.

"We will not be removing the statue today [Thursday] as the foundations are deeper than originally envisaged and we need further discussions with contractors on the best way to remove it safely.

On Wednesday, the council announced the Baden-Powell statue would be removed on Thursday and put into storage.

The leader of the council, Vikki Slade, said at that time: "While famed for the creation of the Scouts, we also recognise that there are some aspects of Robert Baden-Powell's life that are considered less worthy of commemoration.

By the time council contractors arrived on Thursday morning to move the statue, local Tory MPs had protested and thousands of

people signed an online petition demanding that it be left in place.

Owen Diffey, 19, a former assistant scout leader, said he would stand guard to stop the statue being removed. He said: “I’ll be here until they try to remove it. I am disgusted at what’s going on. They are making something political of a non-political organisation that stands for nothing but equality.”

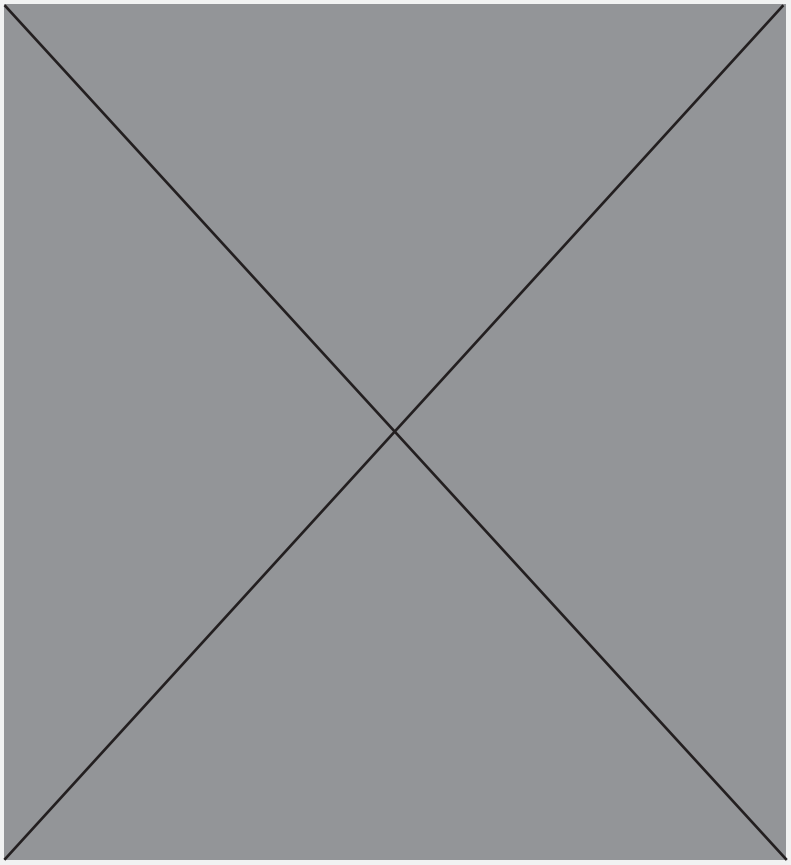
Len Banister, 78, who became a cub aged 8 in 1949, said: “How can this happen without public consultation? So many of the adventures and joy in my life have been because of Baden-Powell and the Scouting movement. They shouldn’t take it down. I will fight them off.”

Matthew Trott and Christopher Arthur, who are part of the Rover Scout movement aimed at adults, travelled from Cwmbran, south Wales, to express their support for the statue.

Trott said: “There have been vicious rumours of Baden-Powell but they are not true at all. He started the foundation I love. I have been a scout my whole life since I was six. Scouting is my whole life, so he is my hero.”

A former girl guide, Viv Endecott, said: “He’s done more good to the world than virtually any other individual. Anyone who destroys a statue should face the full force of the law.”

A spokesman for the Scouts said the organisation was aware that the statue was being removed. “We look forward to discussing this matter with Poole council to make an informed decision on what happens next,” he said.



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SCOUTS STATUE TO BE REMOVED

Statue of Scouts's founder Baden-Powell to be taken down in Britain

Extract from NBC News (2020)

The statue of Robert Baden Powell was due to be removed

A local government in southern England said it would take action after critics point to a history of racist views, Nazi sympathies.

A local government in southern England said it would remove a statue of Robert Baden-Powell, founder of the worldwide scouting and Guide movement, the latest memorial to be taken down in the wake of anti-racism protests sparked by the death of George Floyd.

The demonstrations sweeping across the United States and Europe have reignited a debate about monuments to those involved in Britain's imperialist past.

Poole council said the statue of of Baden-Powell, a British Boer War hero, would be moved from its location on the quay of the seaside town to storage on Thursday while there were discussions with local communities about its future.

"Whilst famed for the creation of the Scouts, we also recognize that there are some aspects of Robert Baden-Powell's life that are considered less worthy of commemoration," council leader Vikki Slade said.
Baden-Powell is widely hailed for setting up the scout movement which boasts 54 million members worldwide. In a poll in 2007, he was voted the 13th most influential person in the United Kingdom in the 20th century. But critics say he held racist views and was a supporter of Adolf Hitler and fascism.

His statue, which was erected just over a decade ago, currently looks across the harbour to Brownsea Island where he started the scout movement in 1907.

A spokesman for the Scouts said the organisation was looking forward to discussing the matter with the council "to make an informed decision on what happens next."

"The Scout movement is resolute in its commitment to inclusion and diversity and members continually reflect and challenge ourselves in how we live our values," he said.

Other memorials have also since been removed and councils run by the opposition Labour Party said they would review the "appropriateness of local monuments and statues" on public land.

We recommend printing this page double sided.

Memorials and statues should be retained because they look nice.	Memorials and statues that cause extreme trauma to some people, because the person or events they represent are painful and shameful, should be considered for relocation or demolition by local authorities & the government.
Memorials and statues should be retained because they are part of England's historic environment.	Memorials and statues should be retained to help people remember and learn from any good deeds and actions AND any painful and shameful deeds and actions of people from the past.
Memorials and statues should be retained for future generations to learn from.	Memorials and statues should be retained, and the description/interpretation should be kept the same.
Memorials and statues should always be retained because we should be proud of the historic built environment of where we live, and because the stories they tell us are part of our heritage.	Memorials and statues should be retained because it is against the law to remove them or demolish them without permission from local authorities and the government.
Memorials and statues should be retained and any description/interpretation about them should only focus on any good deeds and actions of the people and events they represent.	Memorials and statues should be retained and any description/interpretation about them should only focus on any painful and shameful deeds and actions of the people and events they represent.

We recommend printing this page double sided.

Memorials and statues should be retained, and any new or relevant information, about the person or event they represent, should be included alongside the original description/interpretation.

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Discussing issues linked to contested heritage, such as racism, anti-Semitism, colonisation and homophobia can be very difficult to navigate, especially with young people.

Before broaching these subjects, you should:

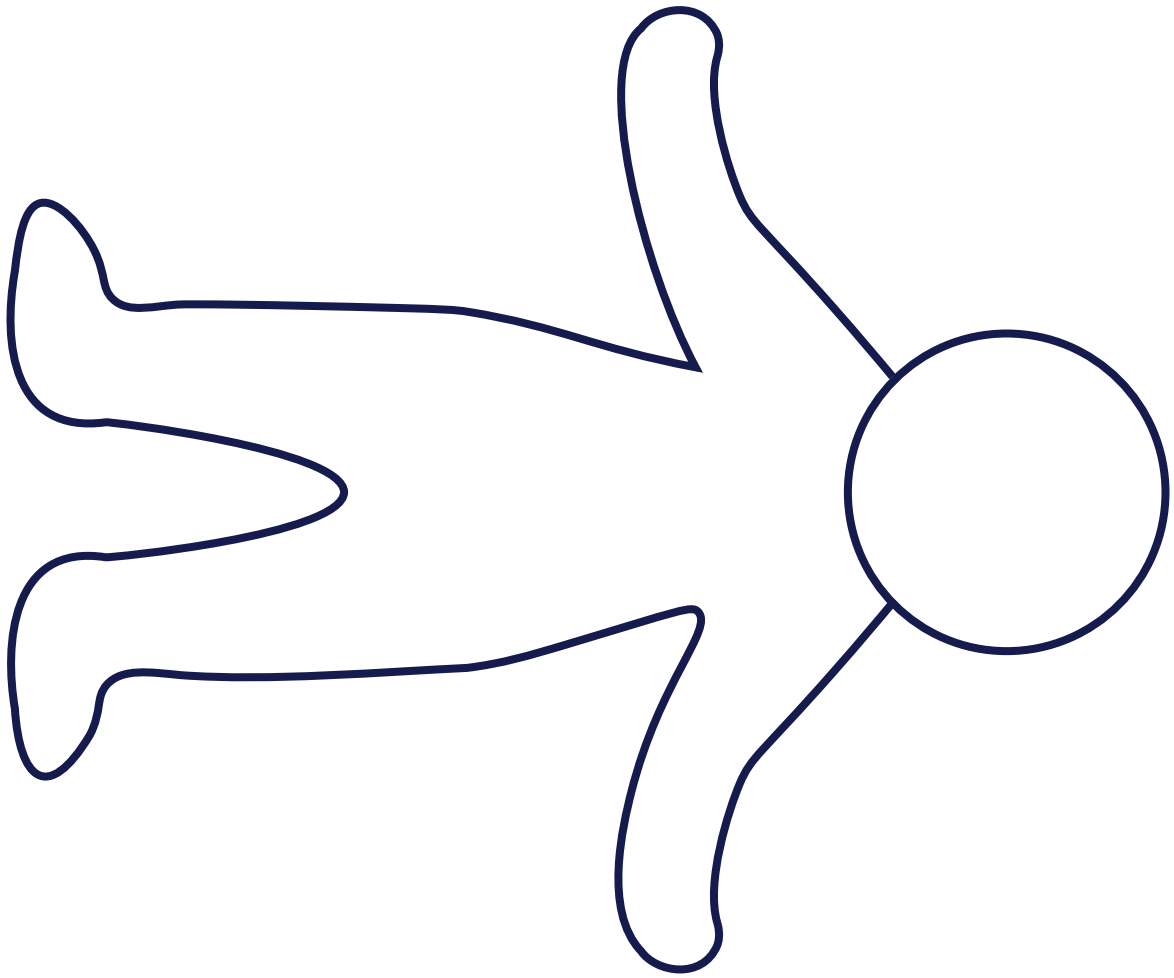
- Know your unit well
- Create a safe environment for discussion
- Be sensitive about the personal experiences of your members and their families

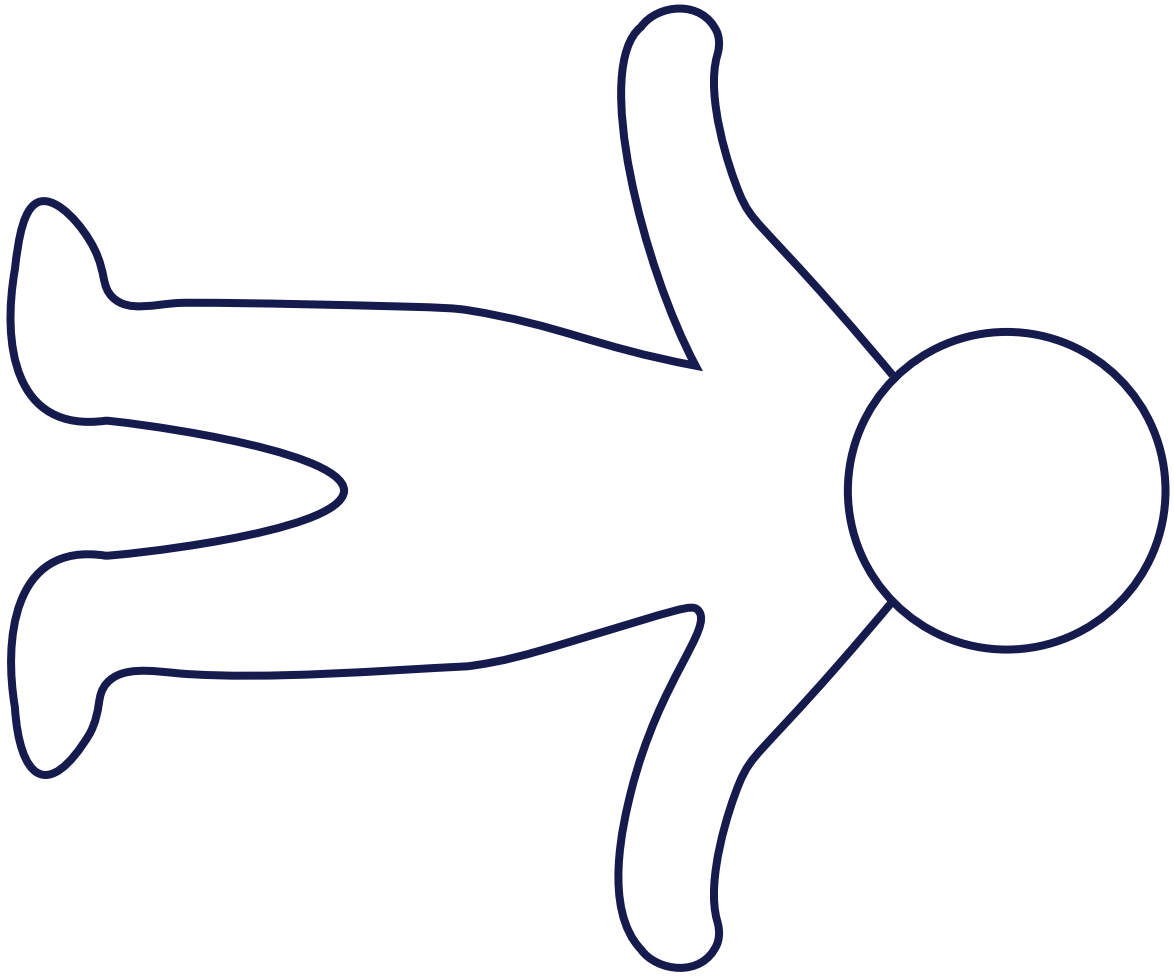
Below are some links to useful resources and guidance that you may want to explore to support the discussions:

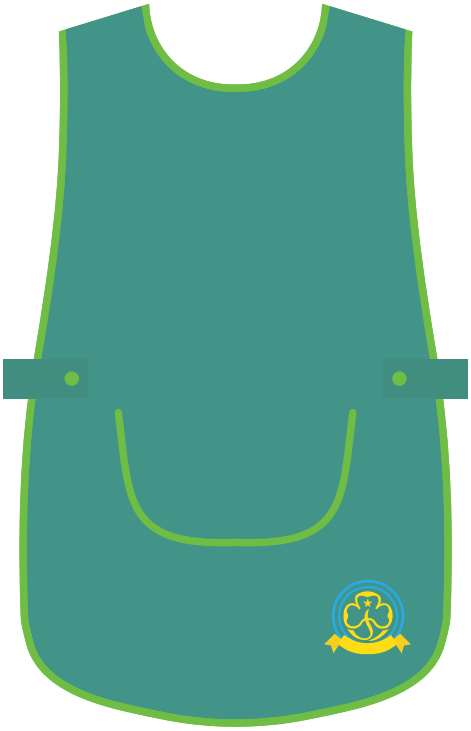
- Colonialism - Oak Academy Decolonisation and contesting empire
- School Learning Zone The British Empire
- International Slavery Museum https://www.liverpoolmuseums.org.uk/learn/resources
- Children & Young People Now Article on Tackling the Trauma of Racism
- Young Minds Racism and Mental Health
- Mind Racism and Mental Health
- UK Trauma Council Racism, Mental health and Trauma Research Round Up
- NSPCC Safeguarding LGBTQ+ Children and Young People
- National Centre for Healthy Safe Children - Adopting a Trauma-Informed Approach for LGBTQ+ Youth
- The Centre for Holocaust Education
- Holocaust Educational Trust

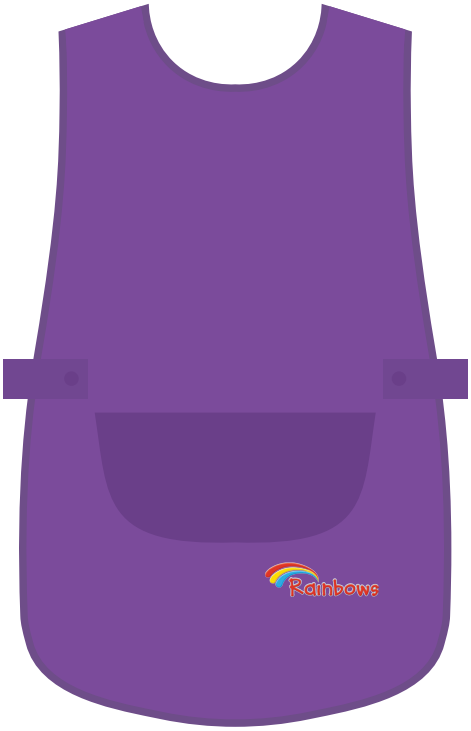
You should also consider your A Safe Space training, (available on the Learning Platform), designed to help you feel confident in recognising potential safeguarding concerns and knowing what to do next:

- A Safe Space pocket guide
- Girlguiding: Safeguarding and Risk



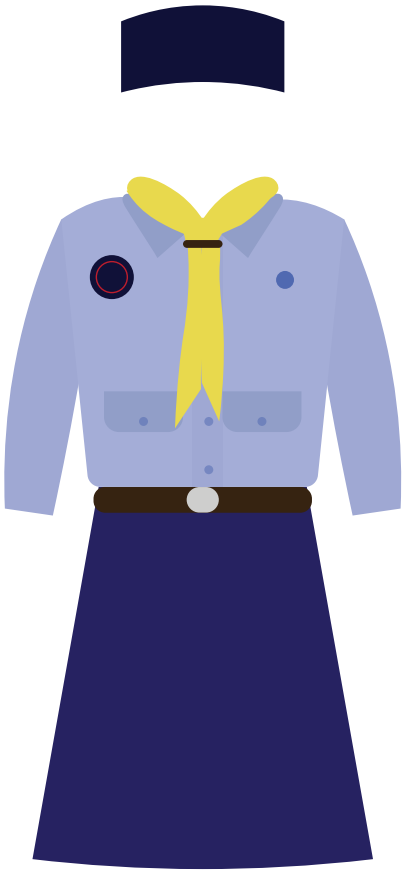


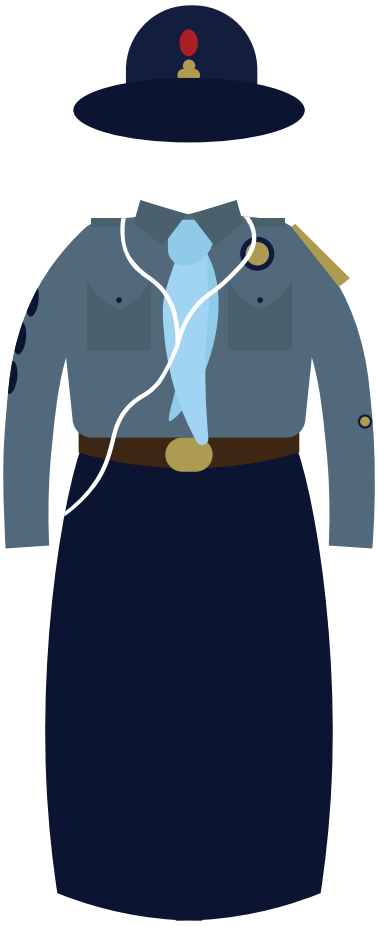


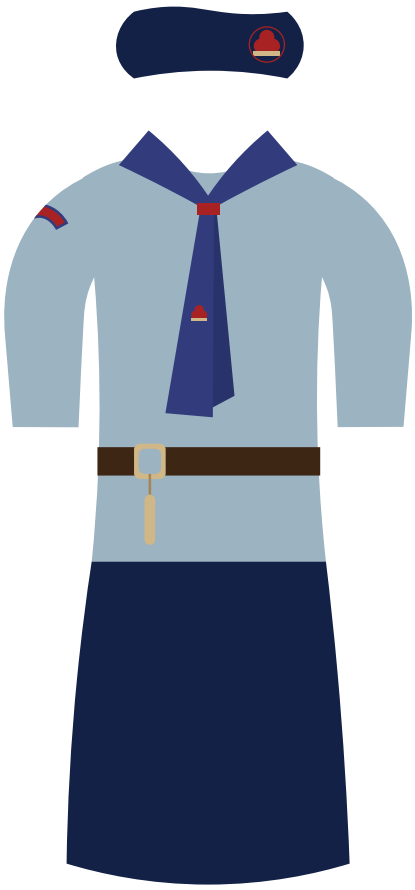

Rainbows

Rainbows

Brownies





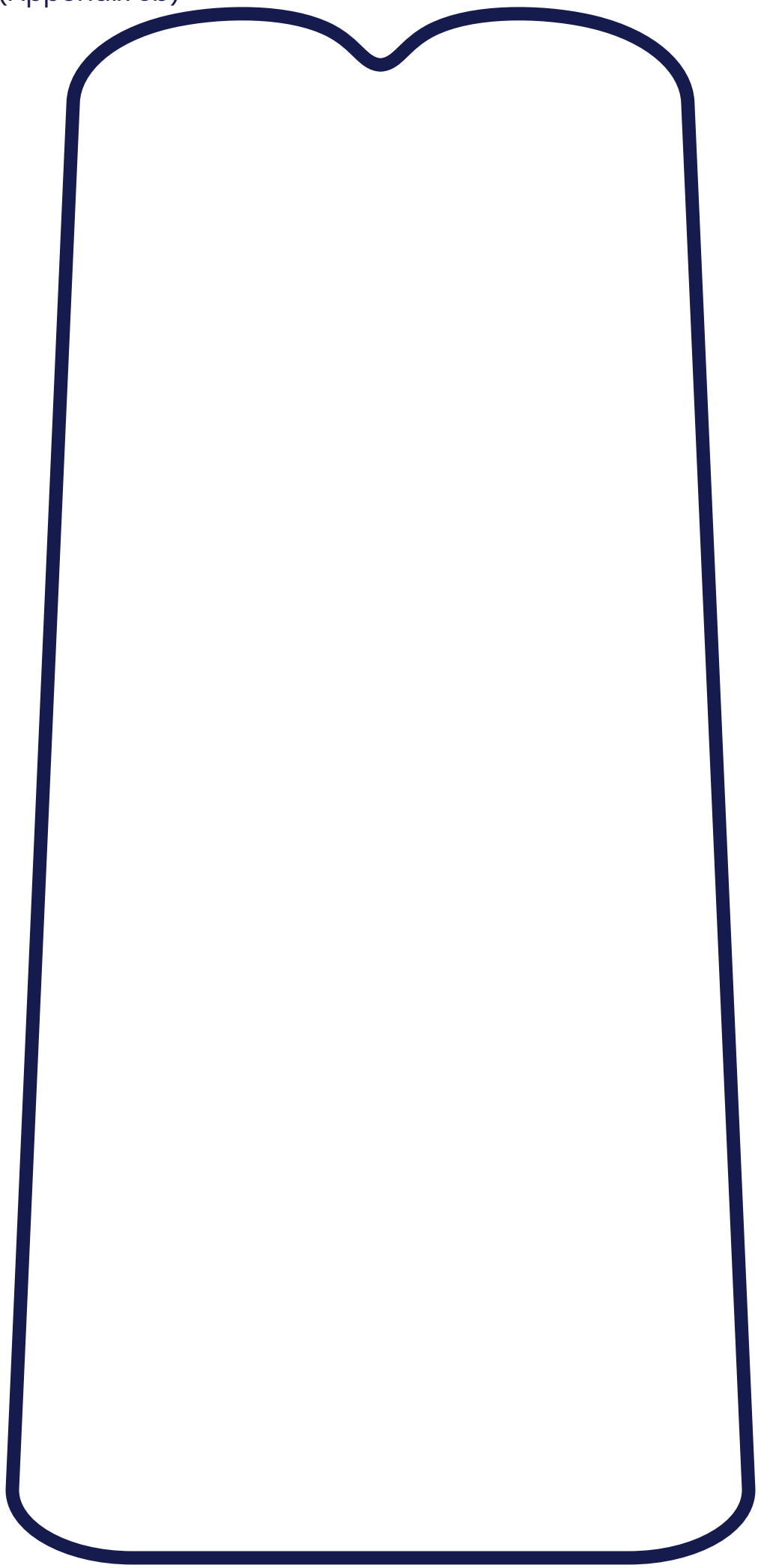


RANGERS

RANGERS

You might have seen a flag that looks like this. This is the standard for Girlguiding North West England. We designed it in 1979 and have kept it ever since!

Fly the Flag! (Appendix 3b)

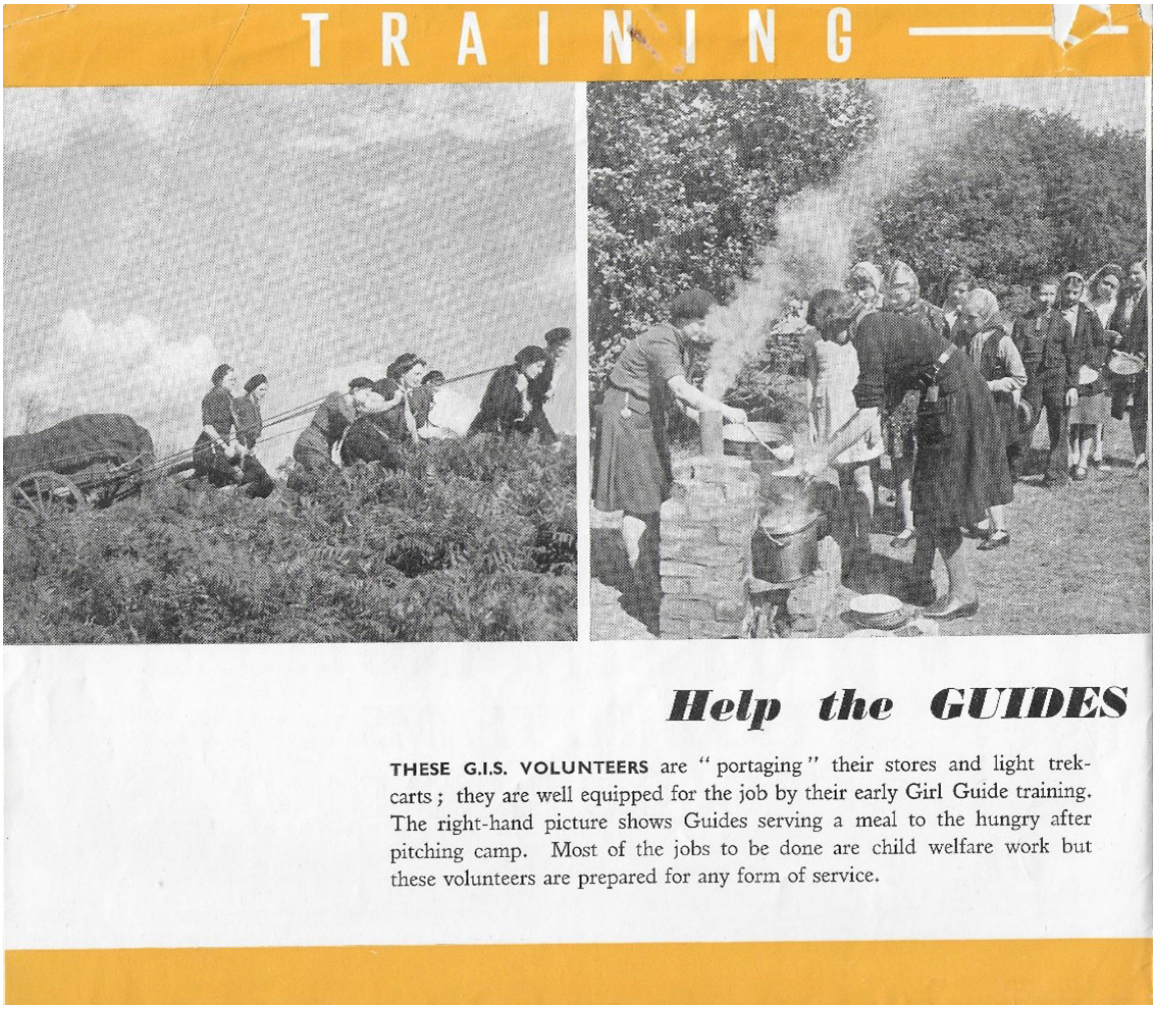


Girlguiding North West England
Girlguiding
North West England

Girlguiding North West England
FIRST NAME
LAST NAME
date - date
Notable fame
Born/lived/died
here etc

Party of Rangers and Guides from NW England leaving from the USA 1973

The opening of Ribblesdale Place (previous Region HQ, 1971)



TRAINING

Help the GUIDES

THESE G.I.S. VOLUNTEERS are "portaging" their stores and light trek-carts; they are well equipped for the job by their early Girl Guide training. The right-hand picture shows Guides serving a meal to the hungry after pitching camp. Most of the jobs to be done are child welfare work but these volunteers are prepared for any form of service.

Members of the Guide International Service helping people affected by the Second World War (c.1950)

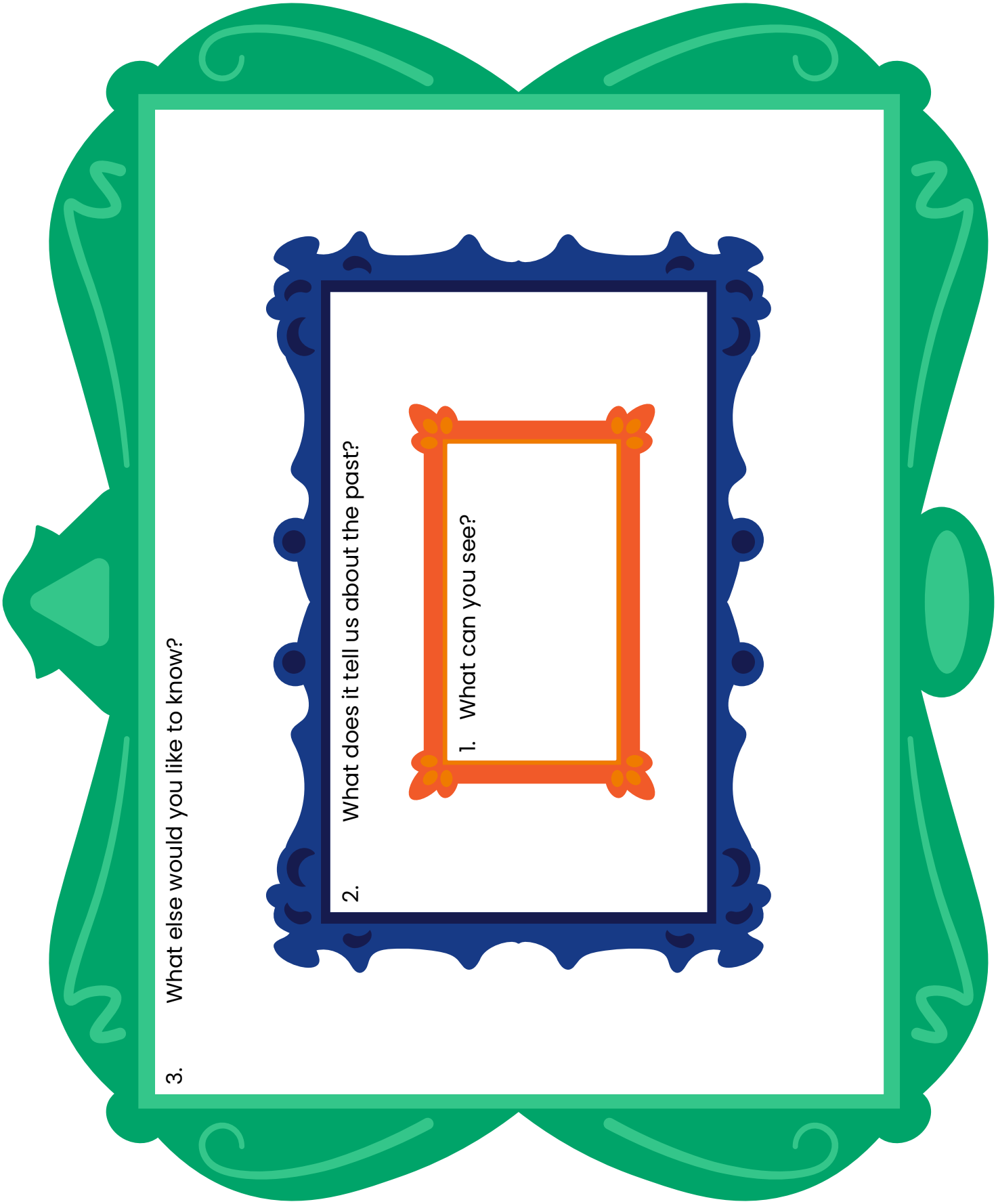
Members of Girlguiding North West England in uniform, date unknown

Snapshots in Time (Appendix 5a)
We recommend printing this resource single sided.

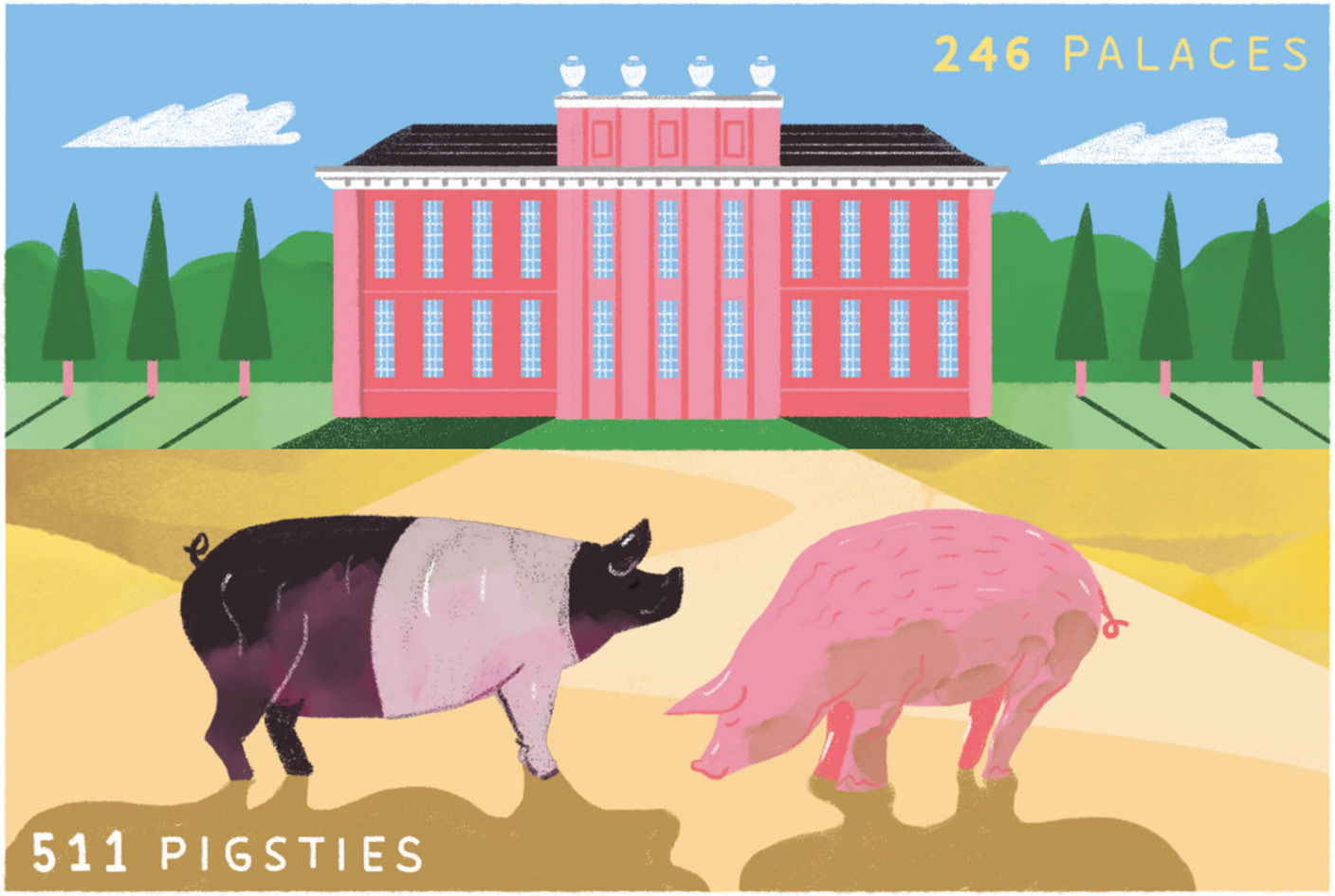
Guides on parade

Group of Guides (c.1920)

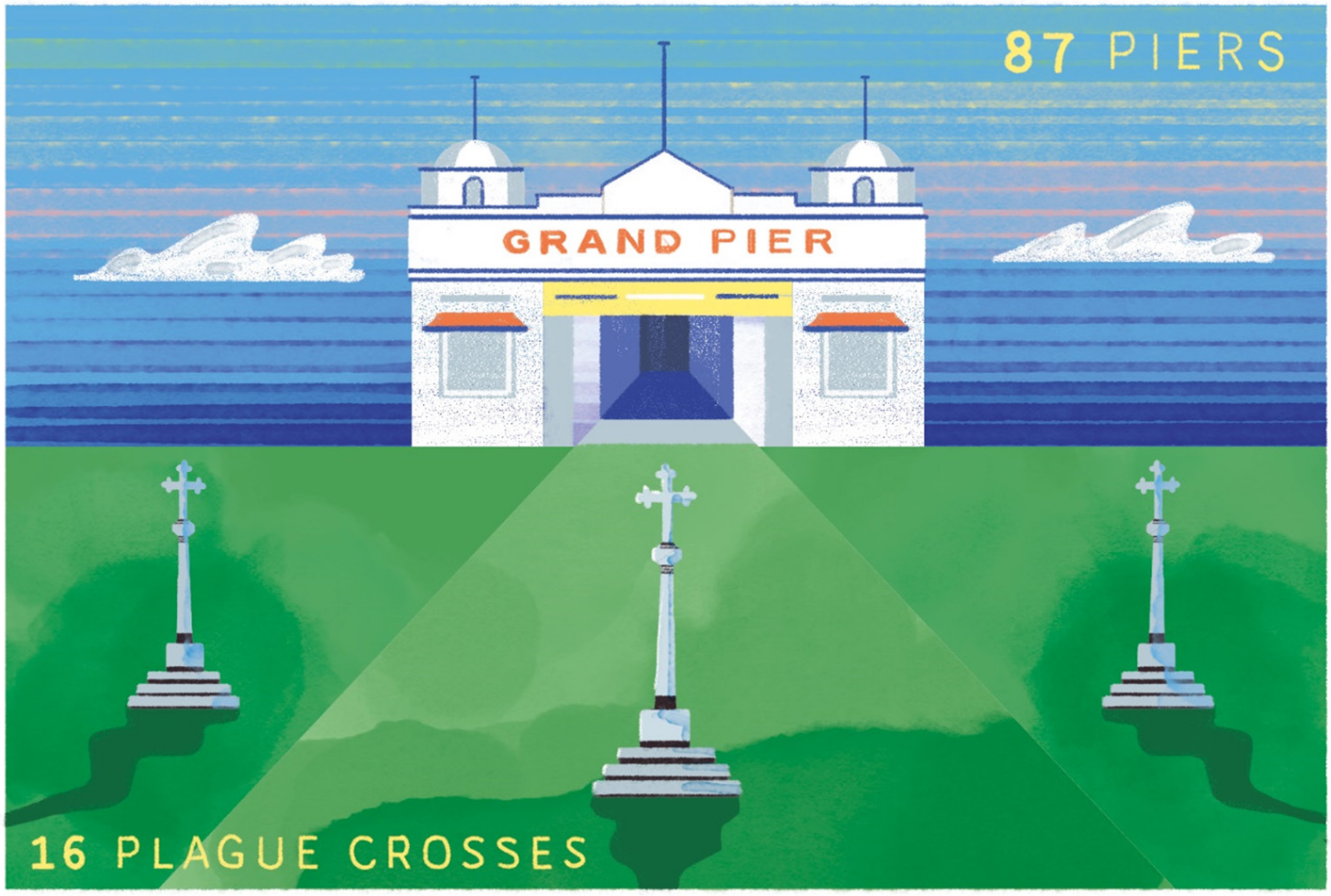
Brownie pack holiday


1. What can you see?
2. What does it tell us about the past?
3. What else would you like to know?

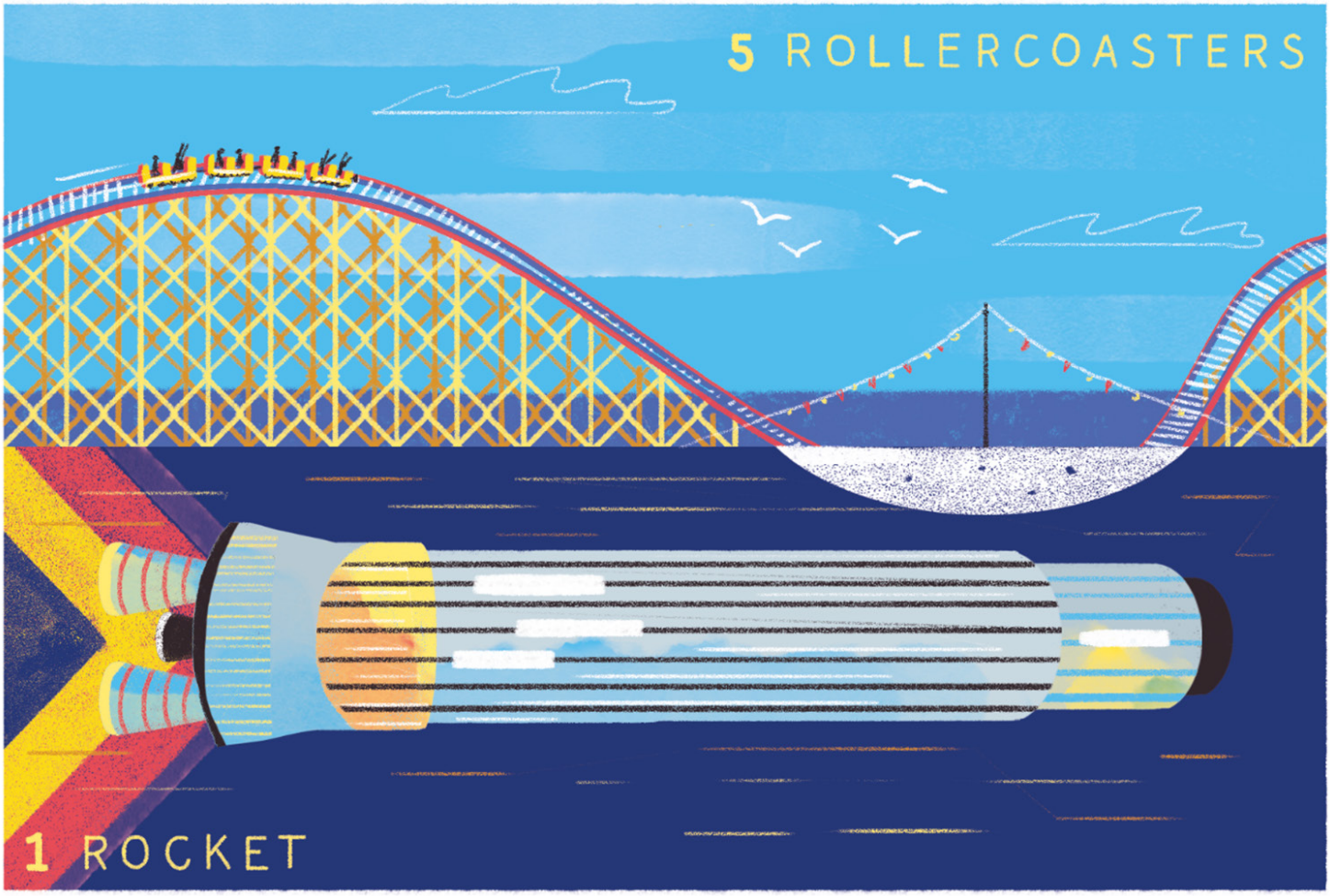
Missing Pieces (Appendix 6a)
We recommend printing this resource single sided.



Missing Pieces (Appendix 6a)
We recommend printing this resource single sided.



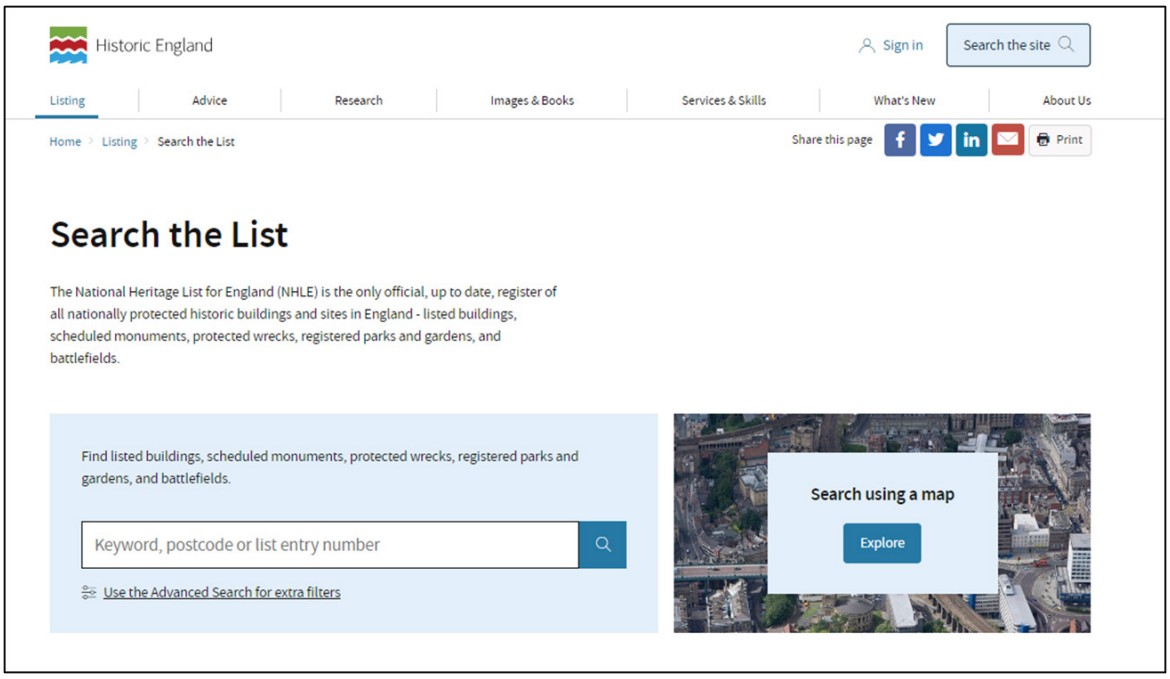
Missing Pieces (Appendix 6a)
We recommend printing this resource single sided.



As a social action activity, group leaders can upload Missing Pieces on behalf of their group, by registering for an account with Historic England. Guides and Rangers who are over 13 years old can register for their own account (see appendices).

Note: Leaders or members over 13 years will need to register for an account with Historic England before carrying out the Missing Pieces activity.

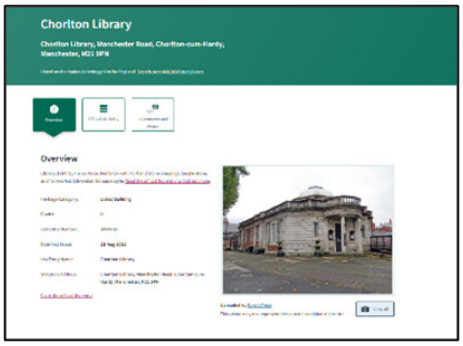
Explore: Find a location near you! Visit the Historic England website and search the list doing a map search and entering a post code to find listed sites near your unit



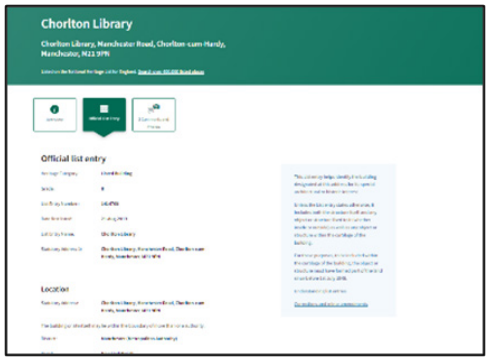
Zoom out and move around the map in to find **blue pins** on the map. All the blue pins are listed buildings.

Click on the blue pin and a text box will tell you what the building or structure is and you can then click **View the list entry** to see more details.

You will find an **Overview**, **The Official List Entry** and **Comments and Photos**. Click on each one to find out more.



Overview



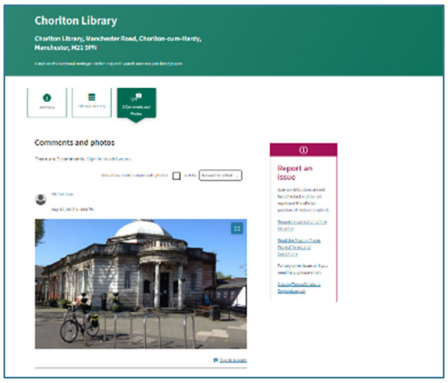
The Official List Entry

Comments and Photos

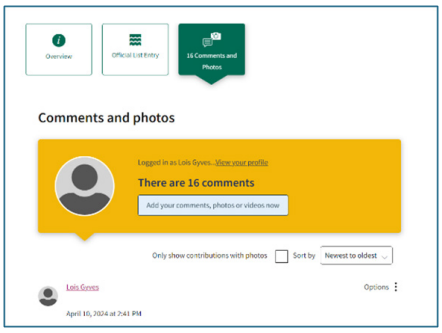
The comments and photos are from people who have added Missing Pieces. Not all list entries have had Missing Pieces added. It helps to get new pictures comments and information, to keep the list up-to-date.

Adding an entry:

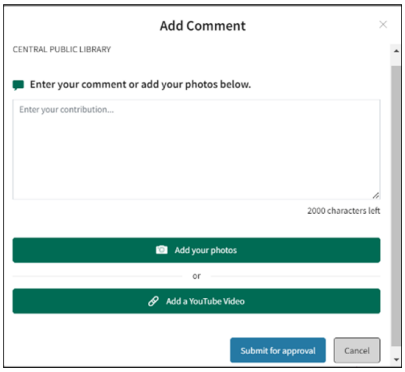
1. **Register** for an account with **Historic England**. Leaders can do this on behalf of their unit. (leaders can send an email request to have the username changed to the name of the unit by contacting MissingPieces@HistoricEngland.org.uk). Girls over 13 years can register for an account of their own. (This is completely secure; contributions are monitored by Historic England's Missing Pieces team and only the username is displayed with the contributions uploaded).



Sign into your Historic England account and use the map search and enter a postcode to find the listed building or site you want to add your missing pieces. Click on Comments and Photos tab and scroll to the bottom.



Add your own comments and photos or photos of your artwork. Leaders can add comments and photos on behalf of their group.



You can add up to 2000 characters to the comments in a single post and up to four images. You can add multiple posts to include more comments/information and images.

Once submitted, you will receive a confirmation email and the Missing Pieces team at Historic England will check the details of your post before publishing it. This usually only takes up to 1 day and you will receive another email letting you know your post has been published.

We recommend printing this resource double sided.

Check list for assessing the condition of your local war memorial

What is the condition of the building/material of the war memorial? Please tick the description you feel describes the overall condition of the materials:		
Good	It is well looked after and we found very little or nothing wrong with the materials.	
Fair	It is quite well looked after, but we found a few issues that need to be fixed.	
Poor	There is a lot of damage or 'wear and tear'. We found many issues with the materials. It needs someone to come and fix parts of it.	
Very bad	It is unsafe and in a dangerous condition. From a safe distance we were able to see many issues with the materials. It urgently needs someone to come and fix it.	

What is the condition of the inscription/lettering on your local war memorial? Tick the description you feel describes the overall condition of the lettering:		
Good	It is well looked after and we found very little or nothing wrong with the lettering.	
Fair	It is quite well looked after and can still be read, but we found a few issues that need to be fixed.	
Poor	A lot of the lettering is covered by plants/moss growing over it, or it has faded so that it is difficult to read. It needs someone to come and fix it.	
Very bad	Almost all of the lettering is either covered by plants/moss growing over it, has faded or is missing so that it can't be read. It urgently needs someone to come and fix it.	

We recommend printing this resource double sided.

What is the condition of the area around the memorial? Please tick the description you feel best describes the condition of the area around the memorial.		
Good	Well maintained. There is nothing around the memorial that shouldn't be there, and any fences or paving slabs are undamaged in any way.	
Fair	Fairly well maintained. There are some things that shouldn't be there or there is slight damage to fences and paving slabs. However, these are not bad enough to affect the overall setting of the memorial.	
Poor	The area is overgrown with weeds, and other plants. There are trees or their branches are in danger of damaging the memorial. It is covered with either: graffiti, litter, bird droppings or dirt. The fences and paving slabs around it are damaged and uneven. The site needs someone to come and deal with the weeds/trees.	
Very bad	The area around the memorial is so overgrown it is dangerous. You can't make out what is on the memorial because of the amount of either: graffiti, litter, bird droppings or dirt. The fences and paving slabs around it are so damaged and uneven it would be dangerous to go near it. It needs urgent and major work to fix these issues. STAY AWAY!	

Overall summary of the condition of your local war memorial:		
Good	It is well looked after and we found very little or nothing wrong with any of it.	
Fair	It is quite well looked after, but we found a few issues that need to be fixed.	
Poor	There is quite a lot of damage or 'wear and tear' to the building material or to the lettering or the area around it. It needs someone to come and fix parts of it.	
Very bad	There is a lot of damage or 'wear and tear'. From a safe distance we were able to see many issues with the material or lettering or area around it. It urgently needs someone to come and fix it.	

Leaders notes on 'Report on the Condition of Your Local War Memorial' activity

Since the centenary of the First World War there has been a public call-out to help record the condition of our war memorials. There are thought to be around 100,000 war memorials in the UK.

Information about their condition is being recorded on the War Memorials Online website where anyone can upload information and photographs about any war memorial. If a condition report has already been submitted, your group can still submit a report and add new details and photos to keep the information up to date. Doing this will help to keep the War Memorials Trust informed of the condition of the War Memorial and help conserve it for future generations to learn from

Introduction Activity Support:

- Where needed, use some of War Memorials Trust's resources to help your members understand more about Remembrance
    - (Topics include: What is Remembrance?, What are war memorials?, History of Remembrance, History of war memorials)

Finding your nearest war memorial: If you don't already know where your nearest memorial is try using War Memorials Online

(www.warmemorialsonline.org.uk)

Support in Submitting your Findings:

If you haven't already, register for an account with War Memorials Online. You need to provide an email address and choose a username and password. Leaders can do this on behalf of their members and could use the unit name as the username.

Log in to your account and find the entry for the war memorial you have visited and report on its condition. You could also upload any photos you have taken.