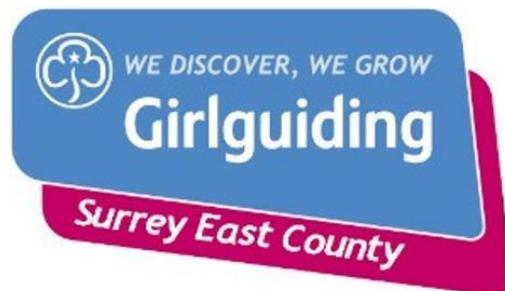




THE LORD MAYOR'S SHOW CHALLENGE



Welcome to the Surrey East Challenge Badge for the Lord Mayor's Show. In 2017 Surrey East has the honour of representing Girlguiding in the Lord Mayor's Show parade, so there will be 50 members taking part. Please come along and support us with your Unit. The Lord Mayor's Show takes place on Saturday, 11 November 2017.

This Challenge has been designed for all sections to complete and has two parts. The first part is all about the City of London and the Lord Mayor's Show and the second part has been put together to inspire girls by looking at the lives of some famous people. Each section has elements suitable for all ages.

This resource can be downloaded and is divided into three parts:

Part 1 - The City of London and the Lord Mayor's Show

Part 2 - You Can Do It

Part 3 - Information and Resources for Part 1 and 2

In order to achieve the Lord Mayor's Challenge Badge, girls should attempt a minimum of four activities from Part 1, and then six from any of the sections of Part 2. It is possible to plan a whole term's activities, or more, around the Challenge Badge plus some outings.

Lord Mayors Show Challenge 2017

Thank you for taking part in the Surrey East Challenge Badge

We hope you enjoyed it!

To order your badges please complete the form below.

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Please make Cheques payable to : Girlguiding Surrey East

PART 1

THE CITY OF LONDON AND THE LORD MAYOR'S SHOW



GET TO KNOW THE CITY OF LONDON & CITY INSTITUTIONS

Skills: map reading, researching, planning, history, archaeology, traditions

Information can be found in Resource No. 1 & Resource No. 2.

- ❑ Get to know the City of London by visiting it or researching its history. Why is it called the 'Square Mile'? www.cityoflondon.gov.uk/about-the-city
- ❑ What is a Livery Company? Find a good map of the City of London. Look for some of the road names which indicate that a Guild or Livery Company had or still has its headquarters there. Try Threadneedle Street as a start. What other famous buildings are situated on Threadneedle Street?
- ❑ Plan a visit to some of the historic places in The City, or Plan and go on a visit to some famous City institutions. Using a map, ask the girls to choose what interests them most and what they would be able to visit in a day? Do they want to see famous places, or Roman London? Help them plan how to get there by train/bus/tube and whether they can walk between different places. What suitable clothes to wear, where to eat, what permissions will be required or advanced booking needed?



NAME THESE LONDON PLACES (answers in Resource No 3):

1.



2.



3.



4.



5.



6.



- Find out what these buildings are used for today.
- What famous buildings have you visited in London?



THE LORD MAYOR'S SHOW - Resource No. 4, and <https://lordmayorsshow.london>

Skills: map reading, history, design, creativity, fashion, art

Take a look at the map of the route taken by the new Lord Mayor on the day of the Lord Mayor's Show - it is on the Lord Mayor's Show website. Find out about the history of the Lord Mayor. On the day of the Show, the Lord Mayor traditionally travels in the Lord Mayor's State Coach, which can be seen at the Museum of London.

- ❑ Imagine that you had been elected Lord Mayor, what charities would you like to support during your year in office? Be prepared to discuss and explain your choices.
- ❑ Imagine that you could not use the Lord Mayor's State Coach (pictures of it are on the Museum of London website:
<http://collections.museumoflondon.org.uk/online/object/478907.html>. Design a new form of transport that would take you along the route. Would it be grand and luxurious, or simple? Like a fairy coach or very modern? Old age or space age? Compare your designs with those of your friends. Who has the best design?
- ❑ Look at some pictures of the Lord Mayor:
<https://lordmayorsshow.london>. He wears a heavy red cloak trimmed with fur, a big black hat with ostrich feathers, and sometimes he wears breeches and black tights. Would you like to wear those clothes? If not, design some new, more modern ones - but remember that they would have to be suitable for both a male and a female to wear, as next year the Lord Mayor that is taking over from you might be a man! Draw your design and then see what other designs your friends have made.
- ❑ Look carefully at two famous pictures of the City of London both dating from the same year - one by Canaletto and the other by Hogarth. What do you see? Look at the detail. Which do you think is the most accurate view of London at the time, and why?
<https://lordmayorsshow.london/history/art-and-literature>. If you were a great artist, how would you show your own town? Have a go at drawing a picture of your town, or part of it, in the style of Canaletto or Hogarth.
- ❑ Support Girlguiding at the Lord Mayor's Show in November. Be the first Unit to tweet that you are there *#For the Girl*



THE STORY OF GOG & MAGOG

See <https://lordmayorsshow.london/history/gog-and-magog>

Skills: crafts, mime, acting, stories and myths.

- ❑ Find out who Gog and Magog are. There are pictures on the Guildhall and the Lord Mayor's Show websites. Make papier-mâché statues or a giant collage picture of each of the giants.
- ❑ Try basket weaving. Find out if there is someone locally who could show you how to do this. Or buy some cane (available online or from some florist suppliers) and have a weaving session on your own. Don't forget that you will have to soak the cane for several days to make it pliable. Various online suppliers can be found who make beginners basket weaving kits.
- ❑ Weave or plait some table mats using strips of paper, ribbon or wool.
- ❑ Divide into groups, patrols or sixes and create a short (maximum 5 minutes) mime or play of the story of King Brutus and Gog and Magog. The story could be narrated rather than dialogue used. Leaders: Allow 20 minutes preparation time. Print off the story of Gog and Magog from <https://lordmayorsshow.london/history/gog-and-magog>. Provide some materials to make improvised props.
- ❑ Tell the story of Gog and Magog. What other stories do Rainbows know that feature Giants? (Jack and the Beanstalk, the BFG etc.) Have some pictures/story books available, or ask them to bring their own books in for the next meeting. Make a collage or drawing of a Giant together or individually. Ask them to mime being a giant, how would a giant walk, run, dance, eat?



THE STORY OF THE REAL DICK WHITTINGTON

See <https://lordmayorsshow.london/history/dick-whittington> and

The Dick Whittington Myth

See http://www.bbc.co.uk/gloucestershire/content/articles/2005/06/16/about_dick_whittington_

Skills: story-telling, games, creative cookery, crafts

- Ask the girls to tell the traditional story of Dick Whittington and his cat. Can they remember it correctly? Can they bring in a book which has the story in it? Have they seen the Pantomime? Tell them about the real Dick Whittington.
- Play the game: Cat and Mouse **See Resource No 5**
There are two versions - a simple one for Rainbows and a more complex one for Brownies and Guides.
- Make a cat and a mouse out of marshmallows, liquorice and strawberry strands. Use black piping icing for eyes and nose or whatever you fancy, or decorate fairy cakes or biscuits so the tops look like the face of a cat or the face of a mouse.
- Make cat masks and have a cat-themed party. The internet has pictures that you can copy.



PLAY SOME TRADITIONAL PLAYGROUND GAMES

Resource No. 6 has Oranges & Lemons; Farmer, Farmer, May we cross your Golden River? Duck, Duck, Goose; In and Out the Dusty Bluebells and London Bridge is Falling Down. There are others: Here we go Gathering Nuts in May, Ring-a-Ring o'Roses, Captain's Coming, Blind Man's Buff and What's the Time Mr Wolf?

- Find out the history and meanings of some of these rhymes.



BRAIN TEASER

(all the answers can be found in the Resource Information)

1. A building that is named after a small pickled cucumber?
2. What has taken place in London every year since 1215?
3. What stands 202 ft high and is the tallest isolated column in the world?
4. What could you build up with silver and gold?
5. Where can you whisper and be heard a long way away?
6. What is special about Mary Donaldson and Fiona Woolf?
7. What did Dick hear at the top of Highgate Hill 8. Who are the traditional guardians of the City of London?
9. What was founded by William the Conqueror in 1066-7?
10. Richard Whittington was a member of the Worshipful Company of Mercers, a City Livery Company. What did he sell to King Richard II?
11. What's another name for the game: Quack, Quack, Honk?
12. What is the name of the barge that transports the Lord Mayor along the River Thames?
13. Name a church designed by Sir Christopher Wren (not St Paul's Cathedral)
14. Which is the oldest Livery Company?
15. What does the great bell of Bow say?





PART 2

**YOU CAN
DO IT**



Be Inspired

Skills: research, current affairs, topical subjects

There are so many amazing women who have challenged the way that women are treated, questioned why women have not had the same opportunities as men, been willing to raise their voices to be heard or simply excelled in what they did. Obvious examples are Marie Curie, Emmeline Pankhurst, Mary Seacole, The Queen, Margaret Thatcher, the journalist Clare Hollingworth or the school girl, Malala Yousafzai. What will YOU do? Find out about the achievements of these women and *be inspired*.

- Visit *BBC 100 Women* to see what contemporary women are on the list. Do you agree with who is on the list? Should Madonna be on the list, or Michelle Obama, Winnie Harlow or Nadiya Hussain? Have a discussion about who would you like to add to the list?
- In groups, decide who to research and compile a small scrapbook or newspaper report on two or three women who you feel should be recognised for what they do and what they say. Present your scrapbook to the rest of your unit.



The following are all former members of Guiding who have excelled in what they do

SPACE WOMAN

Skills: Science and discovery, career planning, applying for a job.

Helen Sharman became the first British person in space, 25 years before Major Tim Peake joined the International Space Station in December 2015. In 1991 Helen joined a Soviet Union crew and spent eight days carrying out medical and agricultural experiments aboard the Russian space station, Mir. Some 13,000 people answered the radio advertisement: "Astronaut wanted, no experience necessary." She was working as a research chemist at the time. Today, she is operations manager of Imperial College London's chemistry department. She is one of only 59 women worldwide to go into space.

Have you got what it takes? What qualities and personality would make a good astronaut? Make a list of skills and training needed and a job description of the tasks the job holder will do. Then design and complete a job application form for the job of astronaut. You will find templates for all job related forms on the ACAS website: www.acas.org.uk Have a look at the following websites for information on space: the European Space Agency, www.esa.int/ESA or *National Aeronautics Space Administration*, www.NASA.gov/ in America.

- ❑ **Hold a mock interview.** Choose an interviewing panel and some candidates. Make sure they have read the job description and prepared for their interview. You will need to decide what questions to ask the candidates and remember that equal opportunities require you to ask the same questions to each candidate. Make notes of what they say and score the answers out of 5. This will help you decide who to offer the job to, and to give feedback to the interviewee on why they did, or didn't get the job. Feedback should be positive: a sandwich of good things, then the areas that were not so good, and a final positive encouragement.

Discuss what it felt like to be an interviewer and an interviewee. How could the experience be improved? Invite someone who works in a recruitment agency or human resources department to visit your unit and tell you about their work.

- ❑ **Hold a meteor shower party - See Resource 1** - choose a clear, cloudless night, dress up really warmly and find a good open space, free of light pollution, where you can see the sky - a hill top is ideal. Take some hot drinks, and comfortable chairs (deck chairs are ideal). You may have to wait up until 2-3 o'clock. Meteor showers are at their peak on the following dates: Lyrids April 21-22, Eta Aquarids May 5-6, Perseids August 12-13(and several nights before and after these dates), Orionids October 21, Leonids November 17-18, Germinids December 13-14. National newspapers and metrological websites often provide information on which nights are going to be best, dependent on the weather. Some areas of the UK, such as the South Downs National Park, or the Brecon Beacons, are renowned 'dark sky' areas where there is little light pollution and a greater chance of seeing the Milky Way and other star constellations, as well as 'shooting stars' (meteors).
- ❑ **See the world turn.** This experiment should be done on a clear, starry night. Choose something to act as a point of reference - a chimney pot, roof top, TV aerial or tree branch - then pick a star shining nearby. Take a sheet of drawing paper and fold it in half. Look carefully at where the star is in relation to the point of reference and make a sketch of their positions. Go and do something else for 15-20 minutes and then return and draw another sketch on the bottom half of your sheet of paper looking at the new positions of the star and the landmark point of reference. It will look as though the star has moved - but in fact what you see is that the world is turning.

Grow your own salads -see **Resource 2** - rocket, lettuce, mustard and cress. Use a clear view plastic tub so that you can see the tiny roots spreading through the compost. Try different types of salad seeds and see which grows well and tastes best. Imagine how you might grow this in the cramped conditions inside a spaceship.

- ❑ **Gravity** - see **Resource 3** - Get the girls to think about what would happen if gravity failed on earth? Ask them to create a collage to show what this might look like.
- ❑ **How does the moon affect the tides?** This simple experiment helps to explain how the oceans rise and fall without any change in the amount of seawater. Half fill a washing up bowl with water and place a blown up balloon in it. By pushing gently down on the balloon with both hands, the water rises, just as tides do. Now gently release the balloon again and the water falls.
- ❑ **Build your own Junk Rocket.** Provide an assortment of recycled materials and get creative. Go to the Science Museum website <http://www.sciencemuseum.org.uk/or> *European Agency, www.esa.int/ESA or National Aeronautics Space Administration, www.NASA.gov/* for pictures of what rockets look like.
- ❑ **Make a Balloon Rocket** in pairs or patrols/sixes, have a race to see whose rocket is the fastest. **See Resource 4.**
- ❑ **Have a space monster party.** Make Monster invitations, Monster costumes and Monster food and drink. **See Resource 5**
- ❑ **Create a 'yucky, feely box'.** Have items in it like halved grapes, jelly cubes, wet sponge, cooked pasta and avocado or banana skin and see if the girls can identify what they are touching.
- ❑ **Make a mini planetarium.** **See Resource 6.**
- ❑ Visit the London Planetarium or go to <http://www.astronomyclubs.co.uk/astronomy-places-to-visit/ukplanetariums> for a planetarium to visit near you.
- ❑ Talk about astronauts. What might an astronaut need if they went into space. What is the environment like on a space ship? Some pictures of inside the International Space Centre or a spaceship could be used to help the girls. See the NASA website - www.NASA.gov. Why does the Earth appear blue from the darkness of space (because more than 70% of its surface is covered by ocean).
- ❑ Play the game: I'm going on a Space Trip (like Granny's shopping basket) Sit in a circle. The first girl starts with "I'm going on a space trip and in

my rocket I have" and names an item. Each subsequent girl repeats the list and then adds her own item.

Visit the Exploring Space Gallery at the Science Museum in London. There you will see space craft, satellites and space capsules. Learn about the astonishing story of space exploration and see how we've sent spacecraft to other planets, walked on the Moon and peered into the heart of our galaxy and beyond. Then discover how astronauts are able to live in space - to breathe, eat, drink and go to the toilet. See the Soyuz TMA-19M capsule that brought Major Tim Peake back to earth from the International Space Station www.sciencemuseum.org.uk.



A TELLER OF TALES AND WEAVER OF MAGIC

Skills: Creative writing, story-telling, mime and drama; reading, film and book appreciation

J.K Rowling www.jkrowling.com

Joanne Rowling was born in 1965 just outside Bristol, and grew up in Gloucestershire in England and in Chepstow, Gwent, in south-east Wales. The young Jo grew up surrounded by books. "I lived for books," she has said. "I was your basic common-or-garden bookworm, complete with freckles and National Health spectacles."

Jo wanted to be a writer from an early age. She wrote her first book at the age of six - a story about a rabbit, called 'Rabbit'. At just eleven, she wrote her first novel - about seven cursed diamonds and the people who owned them.

After studying for a classics degree at Exeter University she went to London and had a variety of jobs, including one as a researcher at Amnesty International. "There in the little office I read hastily scribbled letters smuggled out of totalitarian regimes by men and women who were risking imprisonment to inform the outside world of what was happening to them. My small participation in that process was one of the most humbling and inspiring experiences of my life."

Jo conceived the idea of Harry Potter in 1990 while sitting on a delayed train from Manchester to London King's Cross. Over the next five years, she began to map out all seven books of the series. She wrote mostly in longhand and gradually built up a mass of notes many of which were scribbled on odd scraps of paper.

Having completed the full manuscript, she sent the first three chapters to a number of literary agents, one of whom wrote back asking to see the rest of it. She says it was "the best letter I had ever received in my life." Ask the girls to bring in one of their favourite books and get them to explain what they like about it. Is it illustrated, does it have good characters or a gripping story, is the writing and vocabulary clear, is the length right?

- ❑ Hold a story-writing competition. Limit the words to say 500, and give a choice of subjects eg. The Cave, Listen to me, The Secret Room, My Worst, When We Went to ..., Help!. Encourage the authors to read their work to the rest of the Unit, or within small groups. Have a vote on which is the best.
- ❑ Research the web to see if there are any writing competitions and encourage the girls to take part - *see <https://schoolreadinglist.co.uk/competitions-for-children/>*
- ❑ Discuss whether watching a film based on a book is as good as reading the book itself? Hold a film night and watch a story that was originally a book that has been dramatised for TV or film eg. Harry Potter, The BFG, Swallows & Amazons.
- ❑ Ask the girls to choose a famous character from a book and mime the character to see if anyone can guess who it is eg. Long John Silver from Treasure Island, Voldemort from Harry Potter, Peter Pan, Willy Wonka.
- ❑ Go to the theatre to see a play or a pantomime.
- ❑ Visit your local library - find out if it has any special events taking place.
- ❑ Ask a local author to come in and talk about their writing.



COOKING IS CREATIVE CHEMISTRY

Skills: measuring, healthy eating, nutrition, creativity, organisation

Mary Berry www.maryberry.co.uk



Mary has had an amazing career. In the 'Swinging 60's' she became the cookery editor for Housewife magazine, after studying at the Paris Cordon Bleu and Bath School of Home Economics. She then moved to Ideal Home magazine. In the 1970s she had her first television series. It was called 'Afternoon Plus' and was very popular with mothers - many women stayed at home and did not have careers in those days. By the 1980s she had started a family of her own but continued writing cookery books and making television series from her own home. In the 1990s she ran a cookery school at home and she has continued to do demonstrations, write books and appear on TV and in radio programmes up to the present day. She is best known these days as a judge on the Great British Bake Off. In 2012 Mary was given the honour of a CBE and in 2014 was made a Freeman of the Worshipful Company of Bakers of London.

The following are just some ideas for food-related activities. Recipes can be found on-line, try www.bbc.co.uk/food/chefs/mary_berry and Great British Bake Off website thegreatbritishbakeoff.co.uk for their archives of recipes.

Check for food allergies before doing any of these.

- ❑ Organise and hold a Bake Off! Competition
- ❑ Decorate biscuits or cup cakes
- ❑ Make sweets to give as presents: peppermint creams, easter chocolate rice krispy nests, marzipan fruits, novelty biscuits etc. Wrap them with ribbon and cellophane or make card boxes for them.
 - ❑ Make Christmas mincemeat
- ❑ Have a pancake party and try lots of different fillings (sweet or savoury)
- ❑ Try making pastry. If there is a girl who is gluten intolerant, perhaps her mother could come and talk about gluten-free foods.
- ❑ Find out if anyone you know is a nutritionist and ask them if they would run a session on health eating
- ❑ Hold a Salad Bar evening. Get the girls to plan what to bring - encourage some unusual ingredients to make interesting salads. Include seeds, nuts and fruit as well as green leaves and vegetables.
- ❑ Visit a bakery or other local food-producing company.
- ❑ Hold a Tasting evening: choose something that has lots of versions so that the girls can decide what is the best taste: shortbreads, cheeses, crisps, breads from around the world. Find out what part of the world these products originate from eg. does Cheddar come from Somerset?
- ❑ Visit Cadbury World www.cadburyworld.co.uk



A WORLD-CLASS ATHLETE

Skills: understanding the senses; health and wellbeing; community involvement

Tanni Gray-Thompson <http://www.tanni.co.uk/>

Baroness Grey-Thompson, DBE was born in Cardiff, Wales. After trying a range of sports Tanni realised at age 13 that Wheelchair Racing was her sport of choice. In her last year as a junior athlete she won the Junior National title over 100m and at 17 she became part of the British Wheelchair Racing Squad.

Tanni's first Paralympics was Seoul in 1988, where she won a bronze medal in the 400m. In 1992 she claimed victory in the London Wheelchair Marathon, the first of six wins over her career and then went on to the Barcelona Paralympics, where she won four gold medals in the 100m, 200m, 400m and 800 metres and a silver in the 4x100m relay. It was at Barcelona that Tanni became the first woman to break the 60 second barrier for 400m. Her total Paralympic Medal tally is 11 gold, 4 silvers and 1 bronze and added to that 5 gold, 4 silver and 3 bronze medals at World Championships. Over her career, Tanni broke 30 World Records on the track.

Tanni has continued to be involved in sport and physical activity. She is a Board Member of the London Marathon, the Sportsaid Foundation, the Duke of Edinburgh Awards and Join In. In 2010 Tanni became an Independent Crossbench Peer in the House of Lords, taking the title Baroness GreyThompson of Eaglescliffe in the County of Durham. As a working peer Tanni uses her experience and knowledge during debates in the House and she has spoken on a range of issues including Disability Rights, Welfare Reform, and of course, Sport.

Plan some unit sessions on the theme of the senses.

Taste and Smell Check on allergies and ensure the girls understand that it is dangerous to put unknown things in their mouths. Discuss what use a sense of smell is in this context, but also that smelling some things can be harmful eg sprays.

Explain that sometimes a person's sense of taste or smell can be damaged or lost due to illness or a brain injury. Ask the girls to think what it would be like to put a food in their mouth and not know how it tasted.

- Find out what foods the girls like and what they hate and why. See how many words they can come up with that describe smells eg mouldy, musty, fresh, clean, and then do the same for taste eg sour, bitter, sweet, salty.

- ❑ Hold a tasting session for crisps. Put out bowls of different flavours and see if the girls can identify them. Taste some of the crisps again whole holding your nose - is there a difference?
- ❑ See if they can identify some common smells or describe how they smell. Go outside and try describing what wet leaves smell like, or rose petals or scented geranium leaves, earth, mown grass or manure. Inside, try coffee, tea, vinegar, garlic, ginger, jam or marmalade, chocolate sauce.
- ❑ Make a pot-pourri or lavender gift for a relative. Source some potpourri or dried lavender and either use circles of material or buy mini gauze bags (often sold on websites supplying wedding favours). Secure with a pretty ribbon.
- ❑ Make bath bombs. See www.thesoapkitchen.co.uk/acatalog/RecipeBath-Bomb
- ❑ Play Fruit Salad. Girls sit in a circle. Give each girl the name of a fruit from this list: apple, pear, orange, banana. When their fruit is called, they must run around the circle until they get back to their place. The last girl to sit down is out. If you call out 'Fruit Salad', all the girls jump up and run round!

Hearing Check whether any girls in your unit have a hearing loss and ensure that your activities are inclusive.

Being able to communicate is one of the most important skills we need in life. Today, almost everything we do involves communication: everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends. These all rely on our ability to communicate with each other.

- ❑ Find a book with a large image of parts of the ear and discuss the functions of the ear and how sound is transferred from the outer ear through the middle ear. See www.earq.com/hearing-loss/ear-anatomy/
- ❑ Listen for 1 Minute. Sit quietly and then find out what sounds have been heard. Use a stop watch/iPhone to time it. This can be done inside, or outside, or both, and the sounds compared.
- ❑ Make shakers from yogurt pots/small canisters with lids. Fill them with different objects such as rice, beads, pasta, small coins, paper clips, foil pieces, and compare the sounds when they are shaken. Can the girls identify what is in each shaker?
- ❑ How do people communicate if they cannot hear? Ask the girls to think what life at home would be like if they could not hear what their family were saying. Do they know any sign language? Visit www.british-sign.co.uk and learn to sign the Promise.

or

- ❑ Use Makaton to sign and say the Promise. Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols

are used with speech, in spoken word order. With Makaton, children and adults can communicate straight away using signs and symbols. Many people then drop the signs or symbols naturally at their own pace, as they develop speech. See www.makaton.org

- ❑ Play Tu-whit Tu-whoo, Guess Who? One girl is chosen to be Wise Owl. She has her back to the other girls. As the Leader chooses a girl, she says, 'Tu-whit Tu-whoo, Guess Who?' in any voice she likes, or her own. The Wise Owl tries to identify the speaker. If she is correct they change places.
- ❑ Contact Hearing Dogs for the Deaf and ask if someone can visit your unit to talk about their work and how they train their dogs: www.hearingdogs.org.uk/helping-deaf-people/

Sight You may have girls in your unit who have a sight difficulty. Remember to ensure your activities are inclusive.

- ❑ Sight loss can affect anyone at any age. Find out if a local ophthalmologist is willing to visit your unit to talk about common sight problems, such as short sight, astigmatism or long sight. An ophthalmologist often has a model of an eye, ask them to bring it in to show the girls.
- ❑ Contact the RNIB (Royal National Institute of the Blind), to see if they are running any specific campaigns or fundraising events that your unit could take part in: www.rnib.org.uk
- ❑ Make a string maze and guide a blindfolded person through the maze (use airline masks or blindfolds, one for each person, and wash them afterwards to prevent any possible cross-infection). Ask the RNIB if there is someone local who could come in and show the girls how to 'sight guide' in the correct way.
- ❑ Find out about the work of Guide Dogs for the Blind by requesting a speaker to visit your unit, or find out if there is a local group who are holding any fundraising events: www.guidedogs.org.uk/

Physical impairment It is important to remove barriers, increase understanding and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

- ❑ Play Sitting Volley Ball (a Paralympic sport). You will need to rig up a low net or rope. For the rules and how to play the game see www.paralympics.org.uk/paralympicsports/sitting-volleyball
- ❑ Obtain some Goal Balls or find out if there is a local club and go along to see the game being played - it is an official Paralympic sport. Goal balls were developed especially for people who have a visual impairment and contain bells which jingle when rolled. They can be used for all kinds of games involving ball-rolling, with or without

blindfolds/masks. See www.goalballuk.com/the-sport/equipment/ for suppliers (RNIB is one) and ideas.

- ❑ Obtain a kurling stones set or New Age Kurling/Bowls Target set (Sainsbury's Active Kids feature some sets). The game can be played without ice by able-bodied and disabled people.



Other famous former members of Girlguiding UK include Her Majesty The Queen, Emma Thompson - Actress, Kate Silverton - Newsreader & Journalist, Gaby Logan - Sports Presenter, Dame Kelly Holmes - Athlete & Olympic Champion, Ellie Simmonds - Para-Olympian, Cheri Blair - Barrister, Clare Short - MP

Why not look at the women around you for inspirational women who may work in “non-traditional gender roles” or who have made a difference in your world.

- ❑ Play Guess the job? Use photos of individuals (women and men with their permission) and try to get your girls to guess their job? It's a great resource to start conversations about work and how far women have come.
- ❑ Have a local inspirational person come in and talk to your unit
- ❑ Invite a Girlguiding Ambassador to visit your unit



INFORMATION AND RESOURCES FOR LORD MAYOR'S SHOW CHALLENGE BADGE PART 1

Resource No. 1 GET TO KNOW THE CITY OF LONDON

Find out about Roman London. Beneath the curious cobbled pathways of the Square Mile lies a rich Roman history surviving 2,000 years of building, fires and bombings. Beneath the Guildhall Art Galleries are ruins of London's Roman Amphitheatre. **The Guildhall's** medieval Great Hall has been at the hub of City life since the Middle Ages - an era when the Lord Mayor of London rivalled the monarch for influence and prestige. Built between 1411 and 1440, Guildhall was designed to reflect the power and prestige of London and its leaders. **Find out more by visiting Guildhall, Gresham Street, London EC2 7HH**

Billingsgate Roman House & Baths, 101 Lower Thames Street is home to one of Roman London's most fascinating remains. The Billingsgate Roman Bathhouse was discovered in 1848. Explore this fascinating insight into ancient life in the City on a 45-min guided tour and discover the remains of the Roman Bathhouse which lies hidden beneath office buildings

The Museum of London, 150 London Wall, EC2Y 5HN

The Museum is located on London Wall; it is part of the Barbican complex in an area of the City of London which was bomb-damaged in the Second World War and re-developed in the 1960s and 1970s. The Museum tells the story of London: visit it to discover Prehistoric, Roman and Medieval London. What it was like at the time of the Great Fire of London in 1666, and when the Plague swept through its streets and when it was ravaged by war. The Lord Mayor's State Coach is also on display at the Museum.

Monument to the Great Fire of London, more simply known as the Monument, is a Doric column in the City of London, near the northern end of London Bridge. It commemorates the Great Fire of London. Standing 202 feet high, the Monument is the tallest isolated stone column in the world. It was designed by Sir Christopher Wren and Robert Hooke and constructed with Portland stone in 1671-7. The simple Doric column is topped by a flaming urn of copper gilded with two layers of gold leaf to symbolize the Great Fire. If you climb the 311 steps to the balcony at the top you are rewarded with breath-taking views of the City, as well as a certificate of achievement.

The Tower of London, founded by William the Conqueror in 1066-7, is one of the world's most famous fortresses. Despite a grim reputation as a place of torture and death, there are many fascinating stories to be told about the Tower. The building is a powerful and enduring symbol of the Norman Conquest and has been enjoyed as a royal palace, served as an armoury, a medieval fortress, a prison, the Royal Mint and, of course, as home to the Crown Jewels. For a few years in the 1830s, it even housed a zoo!

Tower Bridge. The bridge offers fabulous views of London from its highlevel walkways and the Tower Bridge Exhibition explains the history and engineering of this unique Victorian bridge - the views are all the more spectacular now with the installation of glass flooring in the high-level walkways.

Resource No. 2 CITY INSTITUTIONS

At **The Bank of England Museum**, you can explore the advanced security features on our banknotes, hold a real bar of gold, and take the helm of the monetary policy boat.

<http://www.bankofengland.co.uk/education/Pages/museum/visiting/>

Visit two of Sir Christopher Wren's churches:

St Lawrence Jewry (located at the south west corner of Guildhall Yard). St Lawrence Jewry is the municipal church of the City of London Corporation and a fine example of Christopher Wren's work. A church has sat on this site since at least the twelfth century. The current church was one of Wren's most impressive and expensive rebuilds following the Great Fire of London. Though heavily damaged in 1940 in the Blitz, St Lawrence Jewry was rebuilt to Wren's original plans.

St Paul's Cathedral. The Great Fire of 1666 destroyed Old St Paul's and gave Wren his opportunity to rebuild the great cathedral in the classical Baroque style. Wren was one of a new breed of young architects and his idea of a dome to span the central space was partly taken from the medieval Octagon and lantern at Ely Cathedral, Norfolk. The dome is the second largest in the world. It has an inner painted ceiling, a middle supporting brick cone and an outer lead dome. The building was completed and consecrated in 1711, when Wren was 79 years old. There are numerous things to see inside, including Holman Hunt's painting 'The Light of the World', John Flaxman's memorial to Nelson, and wood carvings by Grinling Gibbons. No visit is complete without going to the intriguing Whispering Gallery in the Dome. In the centre of the floor under the dome is the Latin inscription: *Si monumentum requiris, circumspice* 'If you seek [Wren's] monument, look around'. There are numerous monuments to great statesmen and eminent people throughout, including Wren.

What is a Livery Company?

Today, there are more than 100 livery companies. The oldest is the Weavers' Company which was granted its charter in 1155. In medieval times those working in the same craft lived and worked near each other, grouping together to regulate competition within their trade and maintain high standards. The early London guilds benefited their members and customers alike, controlling the manufacture and selling of most goods and services in the Square Mile. When some guilds introduced their own distinctive clothing and regalia - or livery - to distinguish their members from those in other guilds, they soon became known as **livery companies**. As the guilds became established they set up headquarters where their members could meet and many London street-names show where individual trades came together.

The Livery Companies today

The livery companies are integral to the City's governance: each year liverymen elect the Sheriffs of the City of London, endorse the election of the Lord Mayor and play a prominent part in major events. Different in size, structure and interests they share the same ethos: supporting trade,

education, charity and fellowship, working in the best interests of the communities in which they operate. The charitable dimension of their work now amounts to over £40m each year. From their earliest days, the companies emphasised the importance of good training. From the 1870s, this role was extended to include many forms of technical and other education, simultaneously supporting new industries and training young people to work in them. Founded in 1878, the City and Guilds Institute was a notable outcome, still prominent in vocational education today and actively supported by the livery companies.



Resource No. 3 ANSWERS TO THE PICTURE QUIZ

1. Tower of London
2. The Monument
3. St Paul's Cathedral
4. Tower Bridge
5. The Shard
6. 30 St Mary Axe, or the Gherkin, which is an office building

Permission given for the use of the photos in the quiz of London:



Resource No. 4 THE STORY OF THE CITY OF LONDON and THE LORD MAYOR'S SHOW

The Lord Mayor's Show is one of the nation's most spectacular events involving over 6,000 participants. It is the biggest unrehearsed procession in the world. Those taking part include the City's businesses, Livery Companies, charities, Her Majesty's Forces, the City Police and Londoners from all walks of life who come together to celebrate the City's ancient power and prosperity, just as they did in the middle ages. The day concludes with a magnificent firework display over the Thames. The purpose of all this pageantry is to convey the newly-elected Lord Mayor from Mansion House to the Royal Courts of Justice to swear an oath of allegiance to the Sovereign. The Lord Mayor travels in the magnificent Lord Mayor's State Coach and this historic procession dates back to 1215 - see <https://lordmayorsshow.london/day/coach>.

The original Lord Mayor's journey was always taken by river. The modern Lord Mayor celebrates that history by travelling to the City in a splendid flotilla of traditional Thames boats and barges, including the Queen's Royal Barge *Gloriana*. The Lord Mayor steps ashore at HMS President and proceeds to the Mansion House for the start of the procession.

Even in 1215 London was an independent sort of city: rich, international and always ready to challenge those in power. It was the largest city north of the Alps, with nearly 15,000 residents, and its diverse trading population had strong connections to Europe and Scandinavia. The City's merchants wanted to protect themselves against pillaging Barons and King John. He was in trouble, losing land and power in France, running out of money and unable to control his Barons. Discontent was turning into open revolt and the King was very short of allies. So, in 1215 the King was persuaded to issue a Royal Charter that allowed the City of London to elect its own Mayor. He probably did this to stay in favour with the wealthy City of London Merchants, but there was an important condition. Every year the newly elected Mayor must leave the safety of the City, travel upriver to the small town of Westminster and swear loyalty to the Crown. The Lord Mayor has now made that journey for more than 800 years, despite plagues and fires and countless wars, and pledged his (and her) loyalty to 34 kings and queens of England.

The Lord Mayor of London was by far the grandest position to which a commoner could aspire, and the Mayor's journey was the celebrity spectacle of its day. Over the centuries it grew so splendid and so popular that by the 16th century it was known everywhere as the Lord Mayor's Show. It features in the plays of Shakespeare, the diaries of Pepys and the adventures of James Bond, and of course in the pantomime story of Dick Whittington, who really was the Mayor of London three times. In the 20th century the Lord Mayor's Show was the first outside event ever to be broadcast live and it still attracts a TV audience of millions.

Women Lord Mayors. There have only been two women Lord Mayors (so far!). Mary Donaldson was a nurse, who later took an interest in the City. She was elected to the Court of Common Council in 1966, became the first female alderman in 1975, and the first female Sheriff in 1981 and Lord Mayor in 1983-84. In 2013-14 lawyer Fiona Woolf took office as Lord Mayor. She has advised over 28 governments on reform strategy and infrastructure development, with much of her work for the World Bank on regional electricity markets, regulation and infrastructure. She has held a number of public offices, including President of the Law Society.



Resource No 5 GAME: CAT AND MOUSE

Version 1: Two volunteers are needed to play the cat and the mouse. The other players should form a circle and hold hands. The player who is the mouse should stand inside the circle and the cat should stand outside the circle. The aim of the game is for the mouse to get outside the circle and avoid being caught by the cat. The mouse must stay moving while inside the circle but cannot stay inside for more than 10 seconds. The cat cannot come into the circle but they can reach into the circle to grab the mouse. The circle players have to try to keep the cat away from the mouse by holding up their hands to let the mouse in and out of the circle. They can also block the cat's attempts to grab the mouse by standing in their way. If the mouse is caught, the mouse becomes the new cat. The old cat takes the place of a player holding hands and another player becomes the mouse.

Version 2: In the more complex version, girls form lines of approx. 6 girls per line, holding hands and facing the same way. When a whistle is blown they must all turn in the same direction i.e. facing left, or right, and link hands with their new neighbours. This grid method forms corridors in which the mouse can hide. The cat starts outside the grid but can follow the mouse into the corridors. When the whistle blows again the girls turn to their original rows, holding hands so that the cat and mouse will find their way blocked. The cat can chase the mouse out of the grid but the mouse can return to the grid for safety.



Resource No. 6 TRADITIONAL PLAYGROUND GAMES

Oranges and Lemons

This old nursery rhyme refers to the bells of several churches, all within or close to the City of London. There are several older versions of the rhyme and the final lines are not found until about 1840.

The players file, in pairs, through an arch made by two of the players (made by having the players face each other, raise their arms over their head, and clasp their partners' hands). The challenge comes during the final lines: 'Here comes a candle to light you to bed. Here comes a chopper to chop off your heat. Chip Chop, Chip Chop, the last man's dead.'

On the last word, the children forming the arch drop their arms to catch the pair of children currently passing through, who are then "out" and must form a line behind the girls forming the arch. The children passing through the arches should run as fast as they can to avoid being caught on the last word. The intonation of each line is said to correspond with the distinct sounds of each church's bells. Today, the bells of St Clement Danes ring out the tune of the rhyme.

Oranges and lemons say the bells of St. Clement's

You owe me five farthings say the bells of St. Martin's
When will you pay me say the bells of Old Bailey
When I grow rich say the bells of Shoreditch
When will that be? Say the bells of Stepney
I do not know say the great bells of Bow

Here comes a candle to light you to bed
Here comes a chopper to chop off your head
Chip Chop Chip Chop - the last man's dead.

Farmer, Farmer May we Cross Your Golden River?

One player is named the farmer and stands in the middle of a designated area of the play area. The other players stand behind a line, in a row about ten metres away from the farmer. A designated 'home' area is agreed, usually the opposite end of the play area. The players call out, 'Farmer, Farmer may we cross your golden river?' The farmer replies, 'Not unless you have the colour ... on.'

Those players lucky enough to have that colour on may cross the playground safely to the home area. The farmer then counts to five and on five the other players must walk or run 'home' whilst the farmer tries to catch them. Anyone who is caught helps the farmer to choose what colour the players should be wearing next to be able to cross the river. The game continues with a different colour each time until the last player is caught and she becomes the farmer.

Duck, Duck, Goose

The players sit in a large circle facing inwards. One player is chosen to be the 'tapper' and walks around the outside of the circle. As they walk around, they touch each child gently on the head whilst saying, 'Duck, duck, duck' At some stage the player will tap a child and say 'Goose,' instead.

The goose then jumps up and chases the tapper around the circle. The tapper in turn tries to get all the way back to the geese's spot, 'home', without getting caught. If the tapper gets home safely, the goose becomes the tapper and the game starts again. If the goose catches the tapper, the game starts again with the tapper being on again.

In and out the Dusty Bluebells

This is a ring dance for at least eight dancers. Various versions of the music can be found on u-tube.

Verse 1 Everyone stands in a circle holding their hands up high to make an arch between each dancer. One dancer is chosen and skips in and out of the arches while all players sing the rhyme.

Verse 2 On 'You shall be my partner' the dancer stops and taps whoever is closest on the shoulder. This dancer then joins on to the first dancer and they weave in and out again as the verses are repeated. The game is repeated until all the children form a chain, then they all skip round for as long as they like.

In and out the dusty bluebells
In and out the dusty bluebells
In and out the dusty bluebells
Who shall be my partner?

Tappity, tappity on your shoulders
Tappity, tappity on your shoulders
Tappity, tappity on your shoulders
You shall be my partner.

London Bridge is Falling Down

This English nursery rhyme and singing game is found in different versions all over the world. It is about the old London Bridge and attempts to repair it. It may date back to bridge rhymes and arch games of the late Middle Ages. It can be played like 'Oranges and Lemons' or simply sung as a round with groups of children singing each verse and making actions to accompany the words.

<p>1. London Bridge is falling down, Falling down, falling down, London Bridge is falling down, My fair Lady.</p> <p>2. Build it up with wood and clay, Wood and clay, wood and clay, Build it up with wood and clay, My fair Lady.</p> <p>3. Wood and clay will wash away, Wash away, wash away, Wood and clay will wash away, My fair Lady.</p> <p>4. Build it up with bricks and mortar, Bricks and mortar, bricks and mortar, Build it up with bricks and mortar, My fair Lady.</p> <p>5. Bricks and mortar will not stay, Will not stay, will not stay, Bricks and mortar will not stay, My fair Lady.</p> <p>6. Build it up with iron and steel, Iron and steel, iron and steel, Build it up with iron and steel, My fair Lady.</p>	<p>7. Iron and steel will bend and bow, Bend and bow, bend and bow, Iron and steel will bend and bow, My fair Lady.</p> <p>8. Build it up with silver and gold, Silver and gold, silver and gold, Build it up with silver and gold, My fair Lady.</p> <p>9. Silver and gold will be stolen away, Stolen away, stolen away, Silver and gold will be stolen away, My fair Lady.</p> <p>10. Set a man to watch all night, Watch all night, watch all night, Set a man to watch all night, My fair Lady.</p> <p>11. Suppose the man should fall asleep, Fall asleep, fall asleep, Suppose the man should fall asleep? My fair Lady.</p> <p>12. Give him a pipe to smoke all night, Smoke all night, smoke all night, Give him a pipe to smoke all night, My fair Lady.</p>
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INFORMATION AND RESOURCES FOR LORD MAYOR'S SHOW CHALLENGE BADGE

PART 2 YOU CAN DO IT

SPACE WOMAN

1. **Meteor showers** These are the debris left behind by a disintegrating comet (a frozen chunk of rock, iron and ice). As they fall into our atmosphere at great speed they burn up. Because of the friction from the air they become so hot that they leave a brief glowing trail in the upper atmosphere. During a meteor shower you may be lucky enough to see several shooting stars (meteors) in an hour. When a meteor shower is taking place they will seem to fall from the same part of the sky, a spot called the radiant. The radiant is named after the constellation of stars in which it is located - so meteors that fall from the constellation of Perseus, for example, are called Perseids.

2. **Space Salad** Find out if any of the girls were involved in the schools programme of experiments with Major Tim Peake when he was on the International Space Station (ISS), and what they were? Astronauts have been growing salads on the ISS for some time. Due to low gravity, roots tend to grow in all different directions and growth becomes stunted in space. To get a manned mission to Mars, NASA's scientists have to work out how to feed people who are 35-250 million miles (56-400 million km) from Earth. See <https://schoolgardening.rhs.org.uk/rocketscience>.

3. **Gravity** Identified 300 years ago by Sir Isaac Newton who wrote the Universal Law of Gravitation in 1687. Gravity is a fundamental force of nature; it causes planets, stars and moons to have a spherical shape. Without gravity the atoms, or particles in the universe could not exert an attraction to each other, there would be no stars to build up the atoms needed for life to develop, no worlds for life to evolve. Earth has a mass which is big enough to create a gravitational attraction strong enough to hold it together. It is gravity which gives things weight. Without it, the atmosphere would drift away, whole continents, and everyone on them, would detach themselves from the planet and peel off like the rind of an orange, and the oceans would rise up into the sky. The molten inside of the Earth would spill out into space. See <http://www.bbc.co.uk/programmes/b06r4wg9> *The Infinite Monkey Cage*. Someone may ask why there is no gravity in space. Actually there is gravity in space, gravity is what holds the moon in orbit around the Earth. So why do astronauts appear weightless - this is quite complicated and involves

microgravity. Visit the NASA website for more information - www.NASA.gov/microgravity.

More about gravity and the Moon. Every 12 hours or so, the seawater rises, then falls back again. These rises and falls are called the tides. When the water is rising, we say the tide is flowing. When it is falling, we say the tide is ebbing. The movement of the ocean waters is caused by the Moon and by the Earth spinning. Gravity pulls the Moon and Earth together. As the Earth turns, the Moon pulls at the ocean water directly beneath it, causing the water to rise. A similar rise in sea level occurs on the opposite side of the Earth, where the water bulges out as a result of the Earth spinning. At these places, there is a high tide. Some six hours later, the Earth has turned 90 degrees. The sea then falls to its lowest point and there is a low tide. The sun also has a small effect on the Earth's tides. When the moon and sun line up, the tides created are higher than those that occur when the moon's gravity is working perpendicular to the sun's own pull. In addition, the moon's variable distance from the Earth during its orbit can also have an effect on the height of tidal variations.

4. Balloon Rocket Equipment - large balloon, plastic straw, sticky tape, string (approx. 1 metre), small paper 'flag' for each pair/patrol/six. Stop watch if you want to time the rockets. Thread the string through the straw. Tie each end of the string to wooden stakes or to chair backs, if doing the activity indoors. Make sure the string is stretched really taught. Blow up the balloon. Hold the end closed while the balloon is taped carefully to the straw. Attach the flag with patrol/six name. Let go!

5. Space Monster Party Life forms from other planets wouldn't look like us or have evolved in the same way, they may not need to have legs if their planet is covered with water, or they may need many legs if the gravity is stronger as they would be heavier.

Make a monster invitation: cut out a piece of thin card 25cm x 17cm and fold in half. Draw a monster on the front, then cut out the shape from both pieces of card. Take care not to cut the folded left edge. Colour in the monster, making it look as scary as possible. Glue on extra bits like claws and scary eyes and teeth. Write the details of the party on a piece of paper (could be printed in advance) so that parents will know when the party is taking place.

Make crazy space monster costumes: use sheets of newspaper, empty food packets, bubble wrap, pipe cleaners, paper cups or yoghurt pots, cardboard tubes, silver foil, scissors, adhesive tape. Set all the materials out on a table and get the girls to create a costume that they can wear. Set a time limit. You may need to pair the girls up and be prepared to help those who are not confident.

Monster food (check for food allergies first). Monster cake can be made from a sponge flan ring filled with fruit puree and halved doughnut rings. Stand three halved rings in the puree; halve one semi-circle and put at one

end of the 'humps' as a head. Use cherries or strawberries on toothpicks for the eyes. Chocolate or fruit sauce can be dribbled over the humps.

Serve a slimy drink. You will need equal quantities of orange juice, blackcurrant juice and diet cola; blackcurrant jelly cubes and a large bowl. Cut the jelly cubes into small pieces and put in the bowl. Pour the blackcurrant and orange juice and cola into the bowl and stir well. It looks like blood, but is actually quite nutritious!

6. Mini Planetarium You will need to find a chart of the main constellations particularly, Cassiopeia, the Plough and Orion. Equipment: sticky tape, black or blue paper or tissue paper, scissors, cardboard tubes, greaseproof paper templates, torches. Collect some cardboard tubes from foil or cling film rolls, cut them down to about 8-10cm long, one for each girl. Draw around the end of the tube on a piece of black or blue paper or tissue paper. Add 2cm around the outside of the circle and then cut this out. If using paper, you will need to cut small flaps around it, but ensure that the snips do not go inside the circle. Make templates with greaseproof paper of the outlines of the constellations of the Plough, Orion or Cassiopeia so that one template fits inside the circle and the girls have a choice of which constellation to use. The templates can then be transferred to the paper. Next, carefully push the point of a wooden skewer or cocktail stick through each star - a piece of sticky tack behind the paper prevents mishaps. The paper can then be stuck onto the top of the cardboard tube, turning down the flaps to make a neat fit and securing with sticky tape - make sure the girls line up the circle on their paper with the top of the tube. Now shine a torch through the tube onto the ceiling or wall of a darkened room and you will see the stars of the Plough, Cassiopeia or Orion just as though you were outside. If you have used tissue paper, stick it over the top of the tube first, then lay a greaseproof paper template over the tissue and carefully prick out the pattern of the stars, don't damage the tissue.

Now, if the skies are clear, go outside and see if you can spot the real stars; binoculars and telescopes help to get a closer view of the stars. Orion (the Hunter) has two of the biggest stars to be seen in a winter night sky: Rigel, is massive and can be found in the foot of Orion - it is 850 light years away from earth; on Orion's shoulder is the red supergiant star Betelgeuse.



3/7/2017

RE: Surrey East Lord Mayors Challenge Pack - LMS BADGE

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Branding Matters <BrandingMatters@girlguiding.org.uk>

Tue 07/03/2017 11:06

To: 'LMS BADGE' <lmsbadge2017@hotmail.com>;

Hello

Thank you for contacting us. Your badge meets our branding guidelines as it contains the name of your county, the name of the event, and the correct trefoil.

Good luck with your Challenge.

Rebecca

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Girlguiding is the leading charity for girls and young women in the UK. We build girls' confidence and raise their aspirations. We give them the chance to discover their full potential and encourage them to be a powerful force for good. We give them a space to have fun.