

# LSW Together Challenge Pack

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This pack was produced by volunteers in Girlguiding London South West. Graphics and badge design by [Kim Kendall Design](#). Original badge design by Aara M, 20th Streatham Brownies.



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## Welcome to LSW Together!

It is an honour to have been asked to write something for this Activity Pack. The team developing it have worked hard to collate useful information and share activities that will engage your young members at all ages.

Thank you to those who have contributed to the development of this pack - it is great to be able to share information and ideas about this important topic.

Inclusion has always been at the heart of Girlguiding. In 1910 girls wanted Scouting for them. And the response to that ask for inclusion was our movement. As you follow the development of Guiding through history you find extraordinary acts. But you also find the everyday, the routine of inclusion. Everyday inclusion of girls with disabilities, of girls moved from their homes by war, of young carers and those from all religions and none.

Girlguiding has been part of communities surviving and thriving - our role now is no different. We support young members and volunteers to find adventures, build friendships and become their best selves. Successful communities are built on community groups, volunteers and neighbourliness.

The challenges the communities we support face won't be solved quickly. Inclusion isn't something you do for an hour a week. But each time we act we are able to improve things. Collectively our acts make a big difference. Again, you can see this through our history.

Girlguiding London South West serves one of the most diverse communities in the UK. What a privilege. It is our gift and our responsibility to take the extra step needed to reach and support the community in which we volunteer. It is a changing and evolving community - a vibrant and exciting community. Let's make sure that as many girls, young women and adults can have the wonderful experiences we have had.

Hannah Crane  
County Commissioner  
Girlguiding London South West

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## Why do we need to ensure Girlguiding in LSW is inclusive?

**Because:** LONDON is one of the MOST ethnically diverse cities in the world

More than half of all pupils in Inner London have English as an Additional Language (EAL)



In the London Borough of Lambeth, 3 in 5 describe their ethnicity as other than white British

Over 53% of school pupils in Wandsworth and over 65% of school pupils in Lambeth are from non-white ethnic groups

In 2017, 14 per cent (around 204,000) of children and young people in London were assessed as having some level of Special Education Needs and Disabilities (SEND)

2.7% of 16-24 year olds in London identify as LGB, according to a 2016 study

London has the highest rate of child poverty of any English region. There are 700,000 children – or 37 per cent of all children in London – living in relative poverty

Over 25% of London's population identified themselves as belonging to a religion other than Christianity whilst 24.9% said they had no religion

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## However:

95% of young Black people have heard and witnessed racist language at school

49% of young Black people feel that racism is the biggest barrier to attaining success in school

Girls and young women who are from diverse communities, identify as LGBTQ or say they have a disability are in some cases less likely to feel accepted and more likely to feel pressured to change who they are.

Half of LGBT pupils hear homophobic slurs 'frequently' or 'often' at school

Girls and young women aged 11 to 21 who identify as LGBTQ are also more likely not to feel accepted by others, with 45% of girls feeling this way compared to 23% of girls who identify as straight or heterosexual.

Girls who identify as having a disability are less likely to feel part of their local community, with 45% of girls aged 7 to 21 saying so compared to 28% of girls without disabilities

## Which is why:

We all have a duty to challenge prejudice and be inclusive and welcoming.

[Sources: [Lambeth demography factsheet 2017](#), [Papworth Trust](#), [Stonewall](#), [YMCA](#), [Trust for London](#), [Middlesex University](#), [The Guardian](#), [London Assembly](#), [Child Poverty Action Group](#), [Girlguiding \(Girls Attitudes Survey 2020\)](#), [BBC](#)]

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## Quick links to the Girlguiding Website

Where can I find out about...?

[Girlguiding's Diversity and Inclusion Plan](#) and [Diversity and Inclusion Policy](#)

[Girlguiding's commitment to Black Lives Matter](#)

[Disability and inclusion e-learning](#)

[How to talk about race and racism in my unit](#)

[Including members with disabilities](#)

[Inclusive recruitment](#)

[Mental health and inclusion e-learning](#)

[Religious differences and Guiding](#)

[Social inclusion](#)

[Supporting and celebrating lesbian, gay and bisexual members](#)

[Supporting autistic members](#)

[Supporting trans members](#)

[Supporting young carers](#)

[Using inclusive language](#)

**Contact the Diversity and Inclusion Team at Girlguiding:**

[inclusion@girlguiding.org.uk](mailto:inclusion@girlguiding.org.uk)

**Blogs and articles from the Girlguiding website to inspire and start the conversation:**

[Why we need to talk about the Black Lives Matter movement](#)

[What does Black History Month mean to me](#)

[Black British women who shaped history](#)

[Inspiring LGBT+ people](#)

[LGBT+ history month](#)

[I'm an Autistic Leader](#)

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## Diversity and inclusion audit for Leaders

The diversity and inclusion audit is an opportunity for Leaders and Leadership Teams to think about their unit, consider what they are already doing well and think about how they can be more inclusive to all. There is also advice about Growth and Recruitment, relevant to units but also to districts, divisions and counties. The audit is broken down into four themes to make completing the audit easier - why not do one theme at a time?

- Growth and recruitment
- Running your unit
- Thoughts and behaviours
- Your unit programme

	Topic	Actions
Growth and Recruitment	<b>Photos and clipart</b> Use images of children and young people that are inclusive, including Black, Asian, disabled children etc. This applies to pictures of volunteers and young members in recruitment materials too.	
	<b>Unit meeting place</b> Many of us still meet in church halls. Holding meetings in a place of worship might make it seem as though we are only open to girls of that faith, so perhaps consider letting parents know that we are multi-divinity and also non-religious. When opening new units or looking for new meeting places you could also consider venues such as school halls or community centres. Think about access too - is your venue accessible for wheelchair users and those with other mobility needs, and are there appropriate facilities such as accessible bathrooms? Does your venue have a hearing loop available for D/deaf members, and is there a quiet space that could be used for members who would benefit from it? You can find guidance on access in many venues on the <a href="#">accessible website</a>	
	<b>Unit meeting time</b> Remember that young members from some faith groups might be unable to attend at certain times, such as Friday nights. Does your district offer choice, for instance Guide units that meet on a night other than Friday or units that meet at the weekend.	

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## Growth and Recruitment

### How and where we recruit

Having diverse volunteers is crucial, because it gives girls role models that they can relate to. The infographic at the start of this document contains information about the huge diversity we have within London South West, but we know that isn't reflected in our membership. The tips below should help when recruiting new young members and volunteers:

- Think about where you advertise - if you meet in a church hall and use their noticeboard to promote Girlguiding, you are likely to only get church goers or members of other groups meeting at the church. Your local GP, library, supermarket, school/college, council customer service centre or community centre or community noticeboard should attract a wider group of people who use those services.
- Contact your borough council to ask about advertising Girlguiding in the newsletters sent to council tenants. Many estates also have notice boards for advertisements.
- Contact local, currently under-represented communities to tell them what we do and ask if you can build partnerships with them. They will know the best way to reach out to people in their community and the partnership could be really beneficial for both parties.
- Use photos that show a diverse range of participants, if you can.
- Contact local language centres, community centres, supplementary schools etc to ask if anyone is able to translate recruitment material for you.
- Remember that the language we use might seem like a secret code to anyone new to the organisation - try not to use acronyms and explain Girlguiding specific terminology to new members and volunteers.
- Learn about the diversity of your local area so you can understand who is currently underrepresented in Girlguiding locally.
- You can find more advice on how to recruit inclusively on [the Girlguiding website](#).

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## Running Your Unit

### Communicating with young members and their families

- If you have a volunteer or young member with additional needs make sure you communicate with them or their families to establish what works for them.
- You can use the [communication passport](#) to help young members with autism or additional needs tell you about themselves. You could ask everyone in the unit to complete one, to normalise sharing access and inclusion needs and to help your new member feel part of the group.
- If you are planning a camp or holiday and you have a young member or their parents/carers who speak English as an additional language, have a learning disability or who are D/deaf, make sure you share an agenda and FAQs for your pre-residential meeting in advance, to ensure they are able to feel prepared - using simple pictures alongside text can be helpful too.
- Plan the pre-residential meeting in plenty of time to arrange a [sign language interpreter](#) for them (or to support them in doing this), or to arrange for someone who can help to translate. It might be useful to put some of the information into written form and have that translated, too. You can find tips on communicating with D/deaf people on [the Girlguiding blog](#).
- Not everyone has access to a computer, or reliable internet. Consider sending information by text or WhatsApp to parents/carers (remember to ensure they have checked the box about storing their phone number). Some people may not have access to a printer, so consider printing copies of forms - this is a legitimate expense that you can claim from unit funds.

You can find more useful advice on inclusive communication [here](#).

### Uniform

Remember that not everyone may be able to wear uniform for a variety of reasons, or uniform may need to be adapted - the Girlguiding uniforms offer plenty of choice and there is also advice on [inclusive uniform on the website](#) (including ordering clothing in non-standard sizing or with different fastenings).

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## Running Your Unit

### Food and drink

Make sure you are aware of the dietary needs of your members and try not to make girls feel self-conscious about it. There is advice [on the Girlguiding website](#) about dietary requirements - a good way to find out people's requirements in advance could be to send out a questionnaire or ask families at your pre camp or holiday meeting, then you can offer options to suit all requirements. Don't forget that most marshmallows and many types of sweets contain gelatine and are not suitable for vegetarians or vegans. Gelatine is often made from pork, but you can buy halal and kosher versions of sweets that contain beef gelatine instead (although still unsuitable for vegetarians/vegans).

Children and young people who choose to eat a limited diet, or need to for medical reasons, should not be pushed to eat something new or made to feel self-conscious - provide alternative options and communicate with parents/carers and young members in advance about menu options. It's also important to talk to parents/carers in advance of a residential event if a young member in your unit has an eating disorder. You may also have girls in your unit who need to fast for religious purposes so it might be best to avoid food-based activities during this time. It's also worth noting that whilst fasting these young members might be feeling tired and thirsty, so strenuous activity would be best avoided. There is advice about this on the Lambeth Schools Services [website](#).

### Prayers, parades, songs and reflections

Advice on including all faiths is available on the [Girlguiding website](#). Remember that religious parade services are not part of the Girlguiding programme and that prayers and songs with references to god are not inclusive to all girls and may make those from different faiths or no faith feel excluded. Instead of the traditional Brownie Bells or Taps, why not ask your unit to come up with a new song or game to finish the meeting with? There is also advice on including different faiths on residential available [here](#), including advice on alternatives to grace.

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## Running Your Unit

### Costs and finances

Although Girlguiding is a relatively low-cost activity compared to some clubs and extracurricular activities, the costs can add up for families on a low income. There are lots of things Leaders can do to help make their unit affordable for all, including:

- Payment plans for trips or residentials
- Offering weekly or other instalments for term fees/annual subscription
- Signing up for the [Gift Aid](#) scheme
- Signing up for a scheme like [easy fundraising](#)
- Look to plan free or low-cost trips and activities across the year, so that there are activities to suit different budgets
- Looking at lower cost options for residentials and trips. If you are planning more expensive trips, give families lots of time to save and consider fundraising.
- Asking families/carers to donate uniform when a young member leaves, which can then be redistributed to girls who need it.
- Avoid asking young members to bring items such as food to share at meetings (or food/resources for activities), if some of your families are on low incomes or living in poverty.
- Have unit copies of resources such as badge books, so that young members can borrow them rather than needing to each have their own copy.
- Make sure your volunteers claim their expenses, and cover the costs of attendance at events from unit funds.
- Have sanitary products available to take if you suspect young members may be at risk of period poverty.
- Don't be afraid to apply for grants such as the [UK units in need grant](#) - your local council may also offer grants as do the [Trust for London](#), [The London Community Foundation](#), [The National Lottery Community Fund](#) and the Mayor of London's [Young Londoner's Fund](#).
- Girlguiding's advice on social inclusion can be found [here](#), and there are recommendations on supporting and including members on low incomes [here](#) & [here](#).

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Thoughts and Behaviours	<p><b>Implicit bias</b> Implicit bias refers to attitudes or stereotypes that can affect our behaviour and decisions without us even realising it. This can then lead to certain groups being given preference or treated favourably (or unfavourably). Try testing your biases with <a href="#">this test</a>, you may be surprised by the results.</p>	
	<p><b>Language</b> Words can be hugely impactful, so it's important that we use the right ones. Have a look at the inclusive language guide for <a href="#">talking about disability</a> on the government's website. Girlguiding have also produced guidance on <a href="#">using inclusive language</a> and Stonewall have a useful <a href="#">glossary</a> of LGBT terms. Remember, it's okay to ask someone what terms they prefer to use.</p>	
	<p><b>Racist behaviours and language</b> Challenge racist behaviours if you see or hear them - not only amongst girls, but parents, commissioners, trainers and fellow leaders. There's some advice on what to do if you hear racist language on the <a href="#">BBC bitesize website</a>. Not using discriminatory language or behaviour could be written into your unit charter, so that young members can be held and hold each other accountable. Some language that might have been acceptable or widely used in the past is considered offensive. You can find <a href="#">advice on writing about ethnicity</a> on the government's website, and we've created a handy glossary of terms in the annex to this pack. If someone identifies as Black, try not to use another term about them.</p>	
Unit Programme	<p><b>Festivals and celebrations</b> Include events such as <a href="#">Black History Month</a> (October), <a href="#">LGBT history month</a> (February) or <a href="#">Stephen Lawrence Day</a> (April) in your planning, as well as other cultural festivals such as Eid, Diwali, Hanukkah, Carnival etc. Why not ask girls and parents about the festivals they celebrate and involve them with the planning? Have a look at the <a href="#">annex</a> in this pack for some ideas for a diverse range of festivals, events and awareness days.</p>	

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## Your Unit Programme

### Activities and equipment

Are the activities you plan (including trips and residentials) and the equipment you use accessible and inclusive? If not, think about how you can adapt them for everyone in your unit. For instance, not everyone may have access to the internet at home. If you are asking the girls to do research, consider checking first and if this is the case provide books they can borrow or do the research in the meeting place instead. Some young members may have religious commitments, caring commitments or other activities such as supplementary school in the evenings and at weekends, so consider this before asking them to do activities between meetings. Remember that some families may not have access to lots of resources, so keep the emphasis on 'Doing My Best' with interest badge work when testing. The same applies to those with disabilities or learning disabilities - remember to be flexible and adaptable - it's all about our young members doing their own individual best.

If a member requires specialist equipment or adapted activities to help her join in, make sure to provide this. Speak to her and her family in advance - she may already have specialist equipment at home or ideas on how to ensure she is able to participate. Girlguiding's programme resources, including activity cards, skills builders, badge books and handbooks, are available in a range of accessible formats. If a member needs these resources, please email [programme@girlguiding.org.uk](mailto:programme@girlguiding.org.uk). The [accessible Guiding grant](#) could help with purchasing accessible equipment.

### Books, films and resources

Look at the resources you use in your units, such as books and films. Are diverse communities featured, and are the resources available in a range of formats to meet everyone's needs, for instance books in large print or using subtitles or audio description for videos?

### World Thinking Day

If you're looking at Girl Guides/Girl Scouts from other countries, do these include countries with predominantly non-white populations? There are Girl Guide and Girl Scout movements in 150 countries!

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Your Unit Programme	<p><b>Charities and causes</b>            Think about the charities and organisations your unit chooses to support. Learn about <a href="#">ethical volunteering abroad</a> and <a href="#">white saviour complex</a>. Is an expedition/church mission/school trip really benefiting the community, or is it something that the community could do themselves? Many orphanages in other countries make <a href="#">big money from western volunteers and donations</a>. Consider the way certain charities portray disabled people or people with SEND using harmful tropes - if you are running a workshop or awareness session consider contacting a <a href="#">disabled people led organisation</a> to help facilitate it. Remember some families may not be able to fundraise or find donations. We can also support charities in other ways, such as by raising awareness of their work.</p>	
	<p><b>Role models</b>            If you're looking at artists, engineers, politicians, musicians etc in your sessions, make sure the women are <a href="#">diverse</a>. The same goes for the guests you invite into your unit, if you can. The <a href="#">LaSER Ambassadors</a> could be a good starting point!</p>	
	<p><b>Themes for sleepovers, camps and holidays</b>            Are the themes you choose inclusive to all? As an example, Frozen may be a favourite film, but Anna and Elsa are both white women. Instead you could use Disney as a broader theme, so that you can include diverse characters such as Jasmine, Tiana and Moana, so everyone feels represented.</p>	
	<p><b>Cultural Appropriation</b>            Do the activities you have planned celebrate, or appropriate, another culture? Appreciation is when we try to understand and learn about another culture to try and broaden our perspectives and connect with others cross-culturally. Appropriation is taking one aspect of a culture that is not your own and using it for your own personal interests, for example making or wearing a Native American headdress as a costume, craft activity or prop, which doesn't explain what the headdress' cultural significance is. Try and consider whether you are stereotyping a culture and prioritise listening to those whose culture you are celebrating. You can learn more <a href="#">here</a>.</p>	

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## How to gain your badge:

Young members can achieve their badge by engaging in at least 2 activities about diversity and inclusion - we've included some great ideas in this activity pack, as well as links to relevant activities in the Girlguiding programme. You can order your badges using the form at the back of this pack.

*Please remember that these ideas are a starting point and should be adapted to meet the needs of the young members in your unit.*

*We're always looking for ways to improve this pack, so if you find any UMAs or Skill Builders you think could be added, please do let us know. Or perhaps you've come across an activity, event or location you think should be included, or have feedback from using the pack with your unit.*

Please email [lswcountycommissioner@gmail.com](mailto:lswcountycommissioner@gmail.com) with your suggestions.

## Activities:

1. [Brilliant Blue Plaques \(Brownies, Guides, Rangers\)](#)
2. [Diversity audit \(Brownies, Guides, Rangers\)](#)
3. [Statue audit \(Brownies, Guides, Rangers\)](#)
4. [Museum of Us \(Rainbows, Brownies\)](#)
5. [Debating Matters - Museum repatriation \(Rangers\)](#)
6. [Inspiring women \(all sections\)](#)
7. [Magnificent matches \(Brownies, Guides\)](#)
8. [Rebellious Rochdale \(Rangers\)](#)
9. [Take your Guides to Pride! \(Guides, Rangers\)](#)
10. [Design your own Pride Flags \(Guides, Rangers\)](#)
11. [Paint to Protest \(all sections\)](#)
12. [Let Toys be Toys, Let Clothes be Clothes! \(Brownies, Guides, Rangers\)](#)
13. [Inclusive Greetings Cards \(Guides, Rangers\)](#)
14. [Lipreading & blindfold challenges \(Guides, Rangers\)](#)
15. [Sensory challenges \(Rainbows, Brownies\)](#)



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## 1. Brilliant Blue Plaques (Brownies, Guides, Rangers):

Find out about your local plaque scheme, honouring famous residents (in London there are blue plaques, but elsewhere they are often different colours). Print a list of everyone who has a plaque dedicated to them in your area. Ask the girls to research these people - are they diverse? Or are they mainly white, British men? You could draw a table like this one to help you with your research:

Name	Gender	White British?	What were they famous for?

Ask the girls to research diverse, inspirational people from the local area - this could be community leaders, teachers, local counsellors, artists etc. Then, make your own plaques to celebrate them. The lids of sweet or biscuits tins/tubs work well, you could paint them with acrylic paint (or a leader could spray paint them first) or papier mache them with coloured tissue. Then use acrylic paint pens/deco pens etc to add information about the person they have chosen to honour.

Share photographs of the finished plaques with your local MP, local plaque scheme/local history society and ask them to diversify the people they choose to honour!

*Take it further:* Find out about the Nubian Jak Community Trust Blue Plaques which honour people of black and minority ethnic backgrounds. Are there any local to you?

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## 2. Diversity audit (Brownies, Guides, Rangers):

Choose something to audit, such as books at your local library, the models in some (age-appropriate) magazines, the MPs in parliament, the presenters on children's TV shows etc.

Ask the girls to identify whether the people represented are diverse. If not, ask them which groups are under-represented? Then think about what could be done to improve this. You could write a letter to the library with suggestions of books with more diverse characters, write to the TV station or magazine or write to your local MP to share your findings and ask them what they are doing to increase diversity.

*Take it further:* Watch some clips of the cenotaph parade. Commonwealth troops represented always include Australia and Canada but rarely other former colonies including countries in the Caribbean, Africa and the Middle East. Did you know that despite growing surplus food, Nigerians experienced rationing as food was diverted to the troops on the frontline? Consider what message it projects when these communities aren't represented at high profile commemorations, and why this might be. Learn about the [Black Poppy Rose](#) project, which was created to be a symbol that represents the contributions made by the African, Black, Caribbean and Pacific Islands communities to various wars since the 16th century.

## 3. Statue audit (Brownies, Guides, Rangers):

Research statues in your town or city. Audit them by looking at how many men there are vs women, and whether any of the statues are of people from diverse communities. Ask the girls to research diverse, inspirational people from the local area - this could be community leaders, teachers, local counsellors, artists etc. Then, decide who they would commemorate with a statue. Design the statues - you could even make 3D models using modelling clay.

(For Guides/Rangers): Look into why these people were famous - were any of them involved in colonisation or slave trade/ownership? Look at examples of statues that have already been removed (such as Cecil Rhodes, Edward Colston, Christopher Columbus etc). If so, raise awareness of this.

Create posters to display or which leaders can share on social media to inform the public of why these people shouldn't be celebrated. Write to your local MPs, museums and galleries and ask them to remove the statues. The Mayor of London has [ordered a review of statues and monuments](#) to look into links with slavery, and other cities might follow suit.

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*Take it further:* Follow a local blue plaque walk or local heroes walk. Audit the walk as you go, how diverse are the local heroes? Create your own blue plaque/statue walk in your local area that features your local diversity heroes. What are the stories of these people? Did you know about these people before? What can you do to tell more people locally about these diversity heroes?

## 4. Museum of Us (Rainbows, Brownies):

Ask each girl to bring in an item or photograph that they feel represents them. It could be a photograph of a special event in their lives, their ballet shoes, Brownie sash, favourite soft toy - whatever they feel is important to them.

At the beginning of the session, explain that the girls are now curators at the Museum of Us (you might have to explain a bit about what curating means first!) and they are assembling an exhibition. Each girl needs to write a card to display next to her object, explaining:

- *What the object is*
- *Why it is important to them*
- *How old it is, if they know*

Display the objects on tables around the room and invite the girls to explore the exhibition, reminding them not to pick things up without asking the owner first. Join together in a circle at the end and discuss: Did any of the girls recognise objects, or events from photographs, that they have or have experienced in their lives too? What about things that were different? Why is it important to celebrate our differences?

*Take it further:* Visit a local museum - do the paintings or objects in the collection represent a diverse range of cultures? Do your young members feel that they are represented?

## 5. Debating Matters - Museum repatriation (Rangers):

Explore the problematic past of some museum collections, which may have artefacts that were removed from their country of origin by looting or other dubious means, or contain artefacts originally belonging to slave traders. Look into some examples of how museums are addressing this, such as by repatriating objects to their country of origin. Use the 'Debating Matters' topic [Western museums should repatriate cultural artefacts](#) to hold a debate between members of the unit.

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For Example:

- The Elgin Marbles are in the British Museum but they were originally part of the Parthenon in Athens, Greece
- The British Museum also has artefacts from Syria where many archaeological artefacts were blown up during the war.
- Are the museums protecting artefacts? Should they be returned to countries that are politically safe?

## 6. Inspiring women (all sections):

**Get Inspired:** In small groups, ask the members of your unit to look at the sheet of inspiring women in [Appendix 3](#).

### Rainbows

Print enough pictures for each girl in the group to find one. Hide the pictures around the room - once a Rainbow has found a picture she can come and sit in the circle. One at a time ask each Rainbow if they know what their woman is famous for and come up with an action for it - for instance pretending to run, write, sing or play tennis. Can you go around the circle again and remember what all the actions were?

### Brownies

Print out the pictures and names and cut them up. Ask each group if they can match the women with the right names. Do they know why these women are famous? Discuss some of the things they've achieved and why they are important women.

### Guides

Print the pictures without the names. Can they guess who these women are and why they are famous? Discuss some of the things they've achieved and why they are important women. How can we commemorate these women and make sure people know about their achievements?

### Rangers

Choose your favourite hero from the selection of women in the pictures and discuss why you like this person and why they are an inspiration? Discuss what you can do to be more inspirational.

*Take it further:* Can you create a picture wall of your own local heroes in your unit meeting place? Challenge your families to guess who these local heroes are and what they are famous for.

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## 7. Magnificent matches (Brownies, Guides):

Can you make a game of pairs featuring inspiring local women from diverse backgrounds? Ask each girl to research and present information about an inspiring local woman. You could provide them with the names in advance (there are some ideas below to get you started). Once everyone has presented, the next challenge is to make two cards to play pairs with. Either the person who presented can make a card about their chosen local hero, or you could swap them up. They will need to design one card with a drawing or photograph of the person and their name, and another with a short description of what they do or why they are inspired by them.

Ideas from LSW could include:

[Grace Jones](#) - Musician

[Konnie Hug](#) - TV presenter

[Bell Ribeiro Addy](#) - Politician

[Tawiah](#) - Musician

[Naomi Campbell](#) - Model and activist

[Rosina Allin-Khan](#) - Politician and Doctor

[Linda Bellos](#) - Politician and activist

[Florence Eshalomi](#) - Politician

[Elizabeth Llewellyn](#) - Opera singer

[Pearl Mackie](#) - Actress

[Olive Morris](#) - Actress and Community Leader

[Liz Obi](#) - Activist

To play pairs, get everyone to sit in a circle. You'll need to shuffle the cards and place them all face down on the floor, spread around in the middle of the circle. Take it in turns around the circle - on their turn each young member can turn over two cards. She should read out the name and the description. Do the group agree that the cards match? If they match that player gets to keep both cards. If not, they turn them back over. The game continues until all the cards are matched. The winner is the person with the most pairs of matching cards!

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## 8. Rebellious Rochdale (Rangers):

During the cotton famine in 1862-63 the town of Rochdale in Lancashire lent its support for the struggle against slavery, when mill workers refused to handle slave-grown cotton and campaigned to abolish slavery. This led to poverty and starvation for many workers in Rochdale who refused to work during this time. You would never imagine that a town thousands of miles away would take such a strong stand that would impact their own safety.

- Find out more about the impact Rochdale had on this issue.
- Can you find out about any groups of people or organisations that have supported anti-racism campaigns in our local area?
- What are some of the racism issues that exist in your local area? Were you surprised by the variety of people who support anti-racism campaigns in your local area?
- What small acts can you do to support anti-racism in your area? Discuss with your unit all the small things you can do in everyday life to support anti-racism.

## 9. Take your Guides to Pride! (Guides, Rangers)

Girlguiding has a presence at Pride parades across the country! They're organised by local volunteers, so reach out to your local commissioner to find out if one is happening near you. You can find out more about Girlguiding at Pride [here](#).

## 10. Design your own Pride Flags (Guides, Rangers)

The rainbow flag has been the emblem of the LGBTQ community since the 1970s - but did you know there are Pride flags for many different sexualities?

- Get your unit to design their own Pride flags to represent their own identities
- Chat about the [history of the Pride flag](#) and why there is a need for a Pride flag
- Look at the updated [Progress Pride Flag](#) and discuss why it was updated

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## 11. Paint to Protest (Rainbows, Brownies, Guides, Rangers)

Art is an amazing way to express yourself, and for many years it has been used as an effective tool for protest. Examples include Chinese artist Ai Weiwei, whose work criticises the Chinese government's lack of democracy and human rights, American artist Keith Haring, whose work brought attention to the AIDS epidemic and American Artist Kara Walker whose fountain sculpture in Tate Modern's Turbine Hall criticised colonialism and the slave trade.

During apartheid in South Africa, an art movement called Resistance Art began with artists creating murals, posters, graffiti and banners to promote the anti-apartheid movement. A lot of these artworks were displayed in public, because that meant that lots of people could see them. Printing methods were often used because they are fairly cheap to make and quick to reproduce. Artists associated with the resistance movement included Willie Bester, Pippa Skotnes, Thamsanga Mnye, Judy Seidman, William Kentridge, Sue Williamson, Helen Sebidi and Jane Alexander.

- Look at some examples of protest or resistance art - can the girls work out what message the artworks are trying to express? Display the examples around the room to provide inspiration.
- For your own protest art you're going to be focusing on ending discrimination.
- As a group, decide what kind of protest art you're going to make - you could design a poster, bag, t-shirt, graffiti art, a mural or something else. For rainbows these [rubber band prints](#) or [styrofoam prints](#) would be quite simple to try with water based paint or inks. Rangers could have a go at [lino printing](#) or even screen printing, although as this requires some specialist materials it might be an idea to contact a local print maker to facilitate the session.
- Think about how you will get your message across with your design - you could sketch it out first and ask a friend for feedback.
- Then it's time to get creative. Remember that your message should be easy to understand, and that your artwork should be bold and eye catching!
- Once everyone has created their artworks it's time to display them! Let everyone move around the room to look at each other's creations or take it in turns in a circle to share your designs and what inspired you!

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## 12. Let Toys be Toys, Let Clothes be Clothes!

### (Brownies, Guides, Rangers)

Have you seen the Let Toys be Toys campaign, which challenges gender stereotypes in toys? [Read about the campaign here](#)

- Ask your unit to bring in toys or clothes from someone in their home, and sort them into “girls things” and “boys things.”
- Talk about why they have been sorted like this and what this means for gender stereotypes.
- How would your unit design clothes or toys that weren't labelled for girls or boys? What would they get rid of? What would they keep the same?

*Take it further:* Rangers and Guides could write to clothes and toy manufacturers explaining what they think and why!

## 13. Inclusive Greetings Cards (Guides, Rangers)

Are you doing crafts for a certain festival or time of year?

- Take a look at a selection of greetings cards. What stereotypes are currently found in them (for instance being gender specific, not reflecting different cultures and their celebrations, only representing heterosexual relationships)?
- Design and make your own inclusive greetings cards! These could include tactile, large print or braille elements.
- If you are leading card-making, think about the recommendations and examples that you are showing, and make sure they reflect different families and people.
- You can see some great examples from Girlguiding St Pancras [here](#).

**Note for activities 14 & 15:** If any of your members have SEND or are visually impaired or D/Deaf, speak to them and their families first - some people may feel offended by others simulating sensory impairments. It's also important to explain to your young members before you start the activities that simulating sensory impairment is very different to living with one, as it's impossible to recreate the nuances of someone's experiences. For example, a sighted person has the visual memory and experiences to draw from and assist them in identifying information and navigating their way through the environment. Inviting someone who is visually impaired, D/deaf, Disabled or has SEND to talk to the group would help your young members to understand their lived experiences.

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## 14. Lipreading & blindfold challenges (Guides, Rangers)

Get your unit thinking about the everyday barriers that some people face in society.

- Provide ear defenders and challenge your unit to lip read and report on each other's messages.
- Provide a blind fold and get your unit to build an obstacle course for other members and guide them around it.
- Discuss what they've all learnt, and how they will help take down the barriers that people might face.

## 15. Sensory challenges (Rainbows, Brownies)

- Practice approaching and speaking to someone who is blind or visually impaired. Say 'hello' and introduce yourself so they know who you are in case they don't recognise your voice. Call them by their name if you know it. If not, touching them lightly on the arm will let them know who you are speaking to. Before you leave, tell the person that you are about to go. You could practice this in pairs, with each person taking it in turns to close their eyes or wear an eye mask.
- Put items with a strong smell in jars and challenge young members to identify them without sight (use eye masks or cover the outside of the jars in paper and put holes in the jar lid to smell through).
- Give each young member a lump of modelling material. Challenge them to sculpt an animal or object you suggest without seeing what they are doing.
- Place items into a pillowcase and ask members if they can identify the items without looking at them.
- Make a map of your local area including routes the young members take regularly, for instance to get to your unit meeting place. Walk the routes and discuss how accessible they would be to someone who is D/deaf, visually impaired or who has an assistance dog. You could also consider how suitable the routes would be for someone with [sensory differences](#). Invite an assistance dog user to your meeting to learn more.
- Cut letters or shapes from sandpaper and challenge young members to identify the letter or shape without looking.
- Try a game you know, but take away one of the senses by wearing ear defenders or an eye mask. How does this change the way the game is played?
- Find out about different methods of communication on the [deafblind website](#). How many of these different types of communication have your young members seen or heard of?

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- With any of the activities above, discuss what you've learnt about sensory impairment and sensory differences, and ask your young members how they think they could be more inclusive, for instance by making changes to how they interact with people. Ask them how your unit could be more inclusive to members or Leaders with sensory impairments and sensory processing differences, for instance providing a quiet area for members, learning some basic makaton or having large format versions of resources.

*Take it further:* Invite a speaker from the [Guide Dogs](#) to your meeting to understand how an assistance dog can help a blind or visually impaired person.

*Remember not to share eye masks or blindfolds, and always wash them after use to prevent eye infections from spreading. Some activities here are adapted from the Adventure File folder for Brownie Leaders, part of the previous Girlguiding programme.*

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## Links to Skills Builders & UMAs

The activities below all tie in to the themes of diversity, inclusion and celebrating our differences. Please remember that activities from the programme can and should be adapted to meet the needs of your unit! This list isn't exhaustive, and we'd love to know if you find any others that would work well.

UMA/Skills Builder name	Stage/section	Theme
Cheer Challenge	Rainbows UMA	Be Well
My Invisible Bubble	Brownies UMA	Be well
Water Run	Brownies UMA	Be well
Big Up a Brownie	Brownies UMA	Be well
Respect the Ref	Brownies UMA	Be well
Equal everything	Guides UMA	Be well
This is me	Feel Good, Stage 1	Be Well
Leave it out	Feel Good, Stage 4	Be well
This is what I believe	Communicate, Stage 1	Express Myself
Sign It, Spell It	Communicate, Stage 3	Express Myself
All My Friends	Rainbows UMA	Know Myself
Hidden Histories - Black History Month 2020	Rainbows UMA	Know Myself
Out of sight stories - Black History Month 2020	Brownies UMA	Know Myself
Celebrating sheroes - Black History Month 2020	Guides UMA	Know Myself
Unsung stories - Black History Month 2020	Rangers UMA	Know Myself
Set Sail on the Relationship	Network, Stage 1	Know Myself
Growing Together	Reflect, Stage 1	Know Myself
If your eyes are brown, turn around	Reflect, Stage 1	Know Myself
Tailor Made	Network, Stage 3	Know Myself
Stand by? Stand up!	Network, Stage 3	Know Myself
DNA-mazing!	Reflect, Stage 3	Know Myself
What do we share?	Reflect, Stage 3	Know Myself
Voicing our values	Reflect, Stage 3	Know Myself
Can you relate	Network, Stage 4	Know Myself
From bad to worse	Reflect, Stage 4	Know Myself
Pick a Card	Reflect, Stage 4	Know Myself
Hear Me Out	Reflect, Stage 5	Know Myself

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UMA/Skills Builder name	Stage/section	Theme
I know my values	Lead, Stage 3	Skills for my Future
Uncrumpled Friends	Rainbows UMA	Take Action
Charity Choices	Brownies UMA	Take Action
Uniquely You	Brownies UMA	Take Action
Fairest of them All	Brownies UMA	Take Action
Game on	Brownies UMA	Take Action
K is for kindness	Guides UMA	Take Action
The power of positivity	Guides UMA	Take Action
Equality vs Equity	Rangers UMA	Take Action
Come and Share	Influence, Stage 1	Take Action
A good match	Influence, Stage 2	Take Action
Top role model	Influence, Stage 2	Take Action
The greatest place on Earth!	Influence, Stage 3	Take Action
Make my voice louder	Influence, Stage 3	Take Action
Believe it or not	Influence, Stage 3	Take Action
Persuasive performers	Influence, Stage 3	Take Action
Environmental detectives	Make change, Stage 3	Take Action
stART making change	Make Change, Stage 3	Take Action
MP, hear me!	Influence, Stage 4	Take Action
Better letter forward	Influence, Stage 4	Take Action
Get heard	Influence, Stage 4	Take Action
Testing out tactics	Influence, Stage 4	Take Action
Big changes start with small steps	Make change, Stage 4	Take Action
Who cares?!	Make change, Stage 4	Take Action
People Power	Influence, Stage 5	Take Action
Mini Manifesto	Make Change, Stage 5	Take Action
Fight the Cause	Influence, Stage 6	Take Action

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## Trip ideas in and around London

### Brixton murals walk

Brixton's murals reflect the diversity of the local community and also highlight issues in the area and in wider society from the time when they were painted, for instance the 1981 Brixton riots. Art on the Underground's Mural Map shares the stories behind Brixton's murals. Why not take along sketch pads and drawing materials to take inspiration for your own mural design, celebrating the diversity of your local community? Back at your unit meeting, vote on your favourite design as a group. Where would you paint the mural design if you could? Download the map [here](#).

### Museum of London Docklands & Museum of London

Both museums have free [educational resources](#) that you could use on a self-guided visit, covering important topics such as Mary Seole, LGBT+ London, Black British Lives, Languages of London, London's slavery connections and more. The Museum of London Docklands' galleries address slavery, empire and colonisation as well as the diversity of London today. The Museum of London's galleries focusing on more recent London history also tell the story of how immigration and multiculturalism has shaped the city. You can find out more about the museums [here](#).

### Black Cultural Archives and Windrush Square, Brixton

The Black Cultural Archives house a collection of over 2,000 records, reflecting the long history of Black presence in Britain. Have a look at [the website](#) to see what exhibitions are taking place, or explore some of the collections [online](#). The archives are in Windrush Square, where you can also see the African and Caribbean War Memorial, believed to be the first in Britain to honour African and Caribbean soldiers from both world wars, and the memorial to Cherry Groce. Groce was left paralysed after a Metropolitan police officer shot her in her Brixton home in September 1985.

### Nubian Jak Community Trust Blue Plaques

The Nubian Jak Community Trust installs blue plaques celebrating the historic contributions of black and minority ethnic people. You can see a list of all of the plaques [here](#), and a list by area is available [here](#). Why not plan a walking tour with your unit? One of the most recent plaques installed commemorates Bob Marley and The Wailers final London show, [at the Crystal Palace Bowl](#). The trust was also responsible for the African and Caribbean War Memorial in Windrush Square, Brixton, the UK's national memorial to African and Caribbean service personnel who fought in the First and Second World Wars.

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## British Museum

The British Museum's collections are not only a good place to explore different cultures but also to look at issues of empire, colonisation and the ethics of museums. There are self-guided trails looking at [LGBTQ histories](#) and [Collecting and Empire](#), as well as permanent galleries dedicated to art and artefacts from Africa, China, India, Korea, the Middle East and more.

## The V&A

The V&A is also a great place to explore art and design from around the world, including galleries dedicated to Japan, China, the Islamic Middle East and South-East Asia. There isn't a dedicated Africa gallery but there are trails on topics such as [Africans in Europe](#), [Britain and the Caribbean](#) and [Out in the Museum](#), exploring LGBTQ histories.

## Exhibitions

Look out for upcoming exhibitions by diverse artists such as Lubaina Himid at Tate Modern (25 November 2021 - 22 May 2022) and Art from Britain and the Caribbean at Tate Britain (1 December 2021 - 3 April 2022). It's always worth visiting an exhibition first to check the content is age appropriate - why not ask the gallery if they have educational resources you can use too? Some galleries will allow sketching but make sure to ask first.

## Black History Walks

[Black History Walks](#) offer walking tours, educational talks and films in London, including hidden black history in Clapham. Private talks and tours are available on request.

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## Links and further resources:

### Existing Girlguiding or WAGGGS resources:

- WAGGGS World Thinking Day 2020: [Living Threads](#)
- Right Now (old resource - ask around, someone in your District may have it)
- [Peer Educators](#) can run sessions for units on topics including gender stereotypes (Breaking Free).
- Old Brownie badge book: Disability awareness, Discovering faith and World Cultures badge activities.

### Other resources:

- CBBC videos (good starting points for a conversation):  
[Newsround: What is systemic racism? Kids' questions answered](#)  
[Newsround: Advice to help you if you're upset about racism](#)  
[Newsround: Kids tell us about their experiences of racism in the UK](#)  
[Blue Peter: How you can help stop racism](#)
- CBBC and BBC bitesize articles:  
[What is racism - and what can be done about it?](#)  
[Anti-racism: What does the phrase 'Black Lives Matter' mean?](#)  
[Racism: How to protect your mental health](#)  
[Notes to my teenage self: 12 British celebs on their experiences of racism](#)
- Embrace race webinars: <https://www.embracerace.org/resources/webinars>  
[How children learn about race](#)  
[Addressing racial injustice with young children](#)  
[Why and How to encourage cross-racial friendships among children](#)
- [The Black Curriculum](#) features free learning resources and cool animations about inspirational Black women
- [Scouts: How to talk with your children about racism](#)
- Ideas for diverse films to show: [here](#) and [here](#) (these ones are about inspiring Black, female role models)
- [#20for2020](#) and [Women we Love](#) from Amy Poehler's Smart Girls, feature diverse and inspiring female role models to learn about.
- [The History Corridor](#), an instagram account run by London based History Teachers, which focuses on topics including slavery and the civil rights movement.
- [The Stephen Lawrence Day Foundation](#) works to inspire and support young people from disadvantaged backgrounds and to create a fairer society.
- [Stonewall](#) is Europe's largest LGBT organisation. They have resources for all age groups, including activities for [LGBT history month](#) and [Rainbow Laces Day \(December\)](#).

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## Appendix 1 - Glossary

Term	Definition
<b>General</b>	
Diversity	In short, diversity is the mix of people, the presence of difference, and the range of representation within a group.
Inclusion	Inclusion refers to the behaviours and social norms that ensure people feel welcome and valued in a space.
Ally	An ally is someone who is not a member of an underrepresented or marginalised group but who acts to support that group.
Unconscious Bias	You might also hear this referred to as implicit bias - but it is negative associations that people unconsciously hold often related to protected characteristics.
Protected Characteristics	Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010 - these are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. It is against the law to discriminate against someone on the basis of any of these.
<b>Race and Ethnicity</b>	
BAME	Black, Asian, and Minority Ethnic - an umbrella term that can include: Arabs, Asian or Asian British people, Black or Black British people, People of mixed heritage, and Roma, Gypsies and Travellers amongst other ethnic minorities. Note: this is a UK specific term and is contentious and not necessarily the preferred term for many people who may be placed in this category. It is often better to refer to the specific ethnic groups being referred to, however people of colour is also a well-used term.
Racism	the systemic oppression of a racial group to the social, economic, and political advantage of another. This can be enacted at individual or societal level (see Structural Racism)
Structural racism	A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. Note: may also be referred to as systemic racism.
Race	Race is generally seen as something biologically determined and that can be inherited. It relates to certain physical characteristics. The Race Relations Act (1968) defines a racial group as "a group of persons defined by reference to colour, race or ethnic or national origins."

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Ethnicity	Broadly, ethnicity is groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.
Anti-Semitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.
<b>Gender and Sexuality</b>	
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning - an umbrella term used to the broader LGBTQ+ community. Note: may also be seen as LGBT/LGBT+/LGBTQIA (with I representing intersex and A for asexual/agender)
Gender	Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other.
Sex	Sex can be seen as referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions. This is generally assigned at birth as male or female but about 1.7% of the population are born with intersex traits.
Sexuality	Sexuality is about your sexual feelings, thoughts, attractions and behaviours towards other people and other genders - sexual orientation is one way sexuality can be described.
Sexual orientation	A person's identity in relation to the gender or genders to which they are sexually attracted; the fact of being heterosexual, homosexual, etc.
Gender identity	Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.
Cisgender	Someone who identifies with the gender they were assigned at birth. Note: this is the opposite of transgender.
Transgender	Someone who identifies as a gender other than the one they were assigned at birth. This is an umbrella term that incorporates many different transgender identities such as trans women, trans men, and non-binary people.
Non-binary	Someone who does not identify as a man or a woman, or solely as one of those two genders.
Intersex	Intersex is a general term used for a variety of situations in which a person is born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male."

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Disability	
Impairment	Impairment is the loss or limitation of physical, mental, or sensory functions on a long-term or permanent basis. Most impairments are not visible. Hidden impairments include mental and cognitive differences, some hearing and visual impairments, epilepsy and diabetes.
Disability	A person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. In the UK, disability is a legal definition but some define disability as the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers. In this instance it is not the impairment that causes the disability, someone is disabled by society/infrastructure/barriers that mean they are unable to participate. 'Disability' is a highly debated term by disabled people. Remember that every Disabled person is different and may prefer different definitions or terminology - ask them what terms they prefer.
Disabled person	A person with an impairment and/or health condition whose access needs are not met by society.
D/deaf	The term D/deaf is used to describe people who are Deaf (sign language users) and deaf (who are hard of hearing but who have English as their first language and may lipread and/or use hearing aids).
Accessibility	Accessibility means that people can do what they need to do in a similar amount of time and effort as someone who is not disabled or does not have a learning support need, and is dependent on the situation and a person's specific needs.
SEN, SEND	Some people may require more, or different, help and support to learn and develop. If this is the case, they may be classed as having special educational needs (SEN) so they can get the extra support they require. This could include anything from more accessible information to one to one support at school or college. Some people with SEN may also have a disability which does not affect their ability to learn (SEND).
Learning Disability	Having a learning disability means that people find it harder to learn certain life skills. This varies from person to person, but may include aspects such as learning new things, communication, managing money, reading, writing, or personal care. There are different types of learning disability, which can be mild, moderate, severe or profound.
Learning Difficulty	A learning difficulty constitutes a condition which creates an obstacle to a specific form of learning, such as dyslexia, which affects an individual's relationship to the processing of information, usually manifested in problems with reading, writing, and spelling.

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## Appendix 2 - Celebrations & awareness days

To help you incorporate diverse celebrations, remembrance events and awareness days into your planning we've picked out a few ideas below, but you can find lots more on the [2021 inclusion calendar](#), produced by CIPD.

<p><b>January</b></p> <ul style="list-style-type: none"> <li>World Braille Day</li> <li>Martin Luther King Jnr Day</li> </ul>	<p><b>February</b></p> <ul style="list-style-type: none"> <li>International Day of Women and Girls in Science</li> <li>Chinese New Year</li> </ul>	<p><b>March</b></p> <ul style="list-style-type: none"> <li>Passover (Jewish)</li> <li>Holi (Hindu)</li> </ul>
<p><b>April</b></p> <ul style="list-style-type: none"> <li>International Romani Day</li> <li>Songkran (Thai New Year - Buddhist)</li> </ul>	<p><b>May</b></p> <ul style="list-style-type: none"> <li>Children's Day (Japan)</li> <li>Eid al-Fitr (Islam)</li> <li><a href="#">Face Equality Week</a></li> </ul>	<p><b>June</b></p> <ul style="list-style-type: none"> <li>World Refugee Day</li> <li>UK Windrush Day</li> </ul>
<p><b>July</b></p> <ul style="list-style-type: none"> <li>Ratha Yatra (Hindu)</li> <li>International Day of Friendship</li> </ul>	<p><b>August</b></p> <ul style="list-style-type: none"> <li>International Day of the World's Indigenous Peoples</li> <li>Ghost Festival (Buddhism, Taoism)</li> </ul>	<p><b>September</b></p> <ul style="list-style-type: none"> <li>Chuseok - Korean harvest festival</li> <li>World Deaf Day</li> </ul>
<p><b>October</b></p> <ul style="list-style-type: none"> <li>Double ninth festival/ Chung Yeung Festival (China)</li> <li>International Day of the Girl Child</li> </ul>	<p><b>November</b></p> <ul style="list-style-type: none"> <li>Diwali - Deepavali (Hindu, Sikh, Jain)</li> <li>Hanukkah (Jewish)</li> <li>Anti-Bullying Week</li> </ul>	<p><b>December</b></p> <ul style="list-style-type: none"> <li>International day of disabled persons</li> <li>Human Rights Day</li> <li>Hogmanay (Scotland)</li> </ul>

*Remember that the dates for many religious and cultural festivals will change annually. There are also many impairment or condition specific awareness events throughout the year, such as World Autism Awareness Week.*

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## Appendix 3 - Inspiring women



Serena Williams



Oprah Winfrey



Rosa Parks



Bell Ribeiro-Addy



Meghan Markle



Malala Yousafzai



The Spice Girls



Diane Abbott



Beyoncé



Dina Asher Smith



Benazir Bhutto



Michelle Obama

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Olive Morris



Princess Sophia  
Duleep Singh



Kadeena Cox MBE



Candice Carty-  
Williams



Lakwena



Mary Seacole



Nicola Adams OBE



Nadiya Hussain



Mae Jemison

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## Inspiring women - answers

1. Candice Carty-Williams: Author, the first Black woman to win Book of the year at the British book awards
2. Mary Seole: Nurse who helped injured soldiers during the Crimean war
3. Lakwena: Artist
4. Nicola Adams OBE: boxer, the first woman to win the Olympic gold medal for boxing. She was also the first openly LGBT boxer to win a medal
5. Nadiya Hussain: Chef and TV personality
6. Mae Jemison: The first black, female woman in space
7. Bell Ribeiro-Addy: MP for Streatham
8. Princess Sophia Duleep Singh: Suffragette
9. Meghan Markle: Actress, supporter of charities
10. Michelle Obama: Attorney, Former First Lady, Author
11. Oprah Winfrey: TV presenter and chat show host
12. Malala Yousafzai: Activist for female education and the youngest Nobel Prize laureate
13. Beyonce: Singer, activist, businesswoman
14. Serena Williams: Tennis Player, former world No. 1 in women's single tennis
15. Rosa Parks: Civil Rights Activist
16. Dina Asher-Smith: Sprinter, the fastest British woman in recorded history
17. Benazir Bhutto: Former Prime Minister of Pakistan
18. Olive Morris: Community Leader and Activist
19. Kadeena Cox MBE: British parasport athlete
20. Dianne Abbott: Politician, the first black woman elected to Parliament, and the longest-serving black MP in the House of Commons
21. The Spice Girls: Girl Power pop band

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## SW Together badge order form

Unit:  
District:  
Name of unit contact:  
Address of unit contact (for postage):

Email/phone number:

Number of SW Together badges (80p each):	
Total cost of badges:	£
Postage & packing (unless you are going to collect the badges) please add £1.50 for every 10 badges ordered:	£
<b>Grand total:</b>	<b>£</b>

Cheques payable to Girlguiding London South West Depot  
Send to: Joan Rogers, 99 Burntwood Lane, London, SW17 0AJ  
Email: [girlguidinglondonsw@yahoo.co.uk](mailto:girlguidinglondonsw@yahoo.co.uk)

For office use:      Received:      Posted:      Initials: