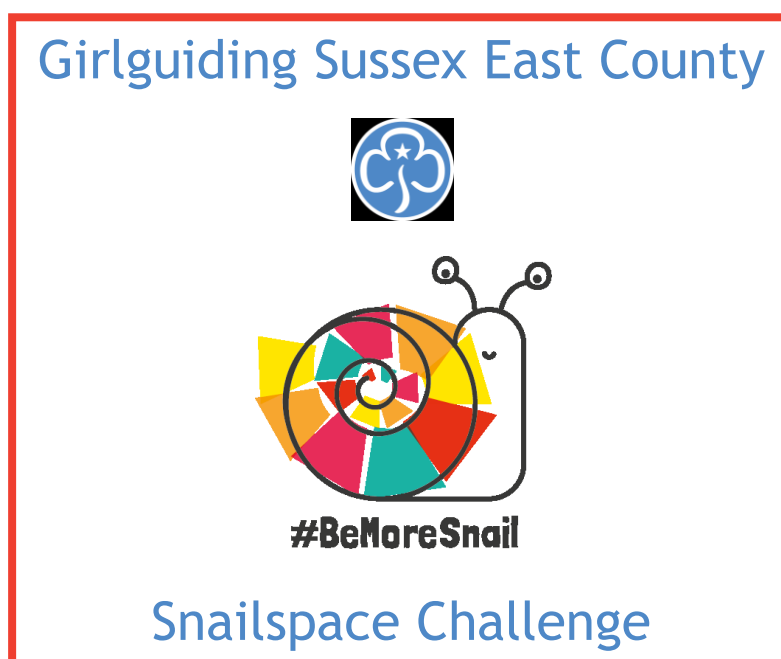




Our Snailspace Challenge



In partnership with Martlets Hospice, Brighton

Introduction



Autumn 2018 sees Martlets Hospice, Brighton, bring new and exciting sculptures to Brighton & Hove as part of their second citywide art installation.

“The colourful giant Snails resonate so beautifully with the work we do at Martlets: our life-changing hospice care enables people to do the things they love with the time they have. This message reminds us that we should all take time out of our busy days, at school and during afterschool activities, to remember to slow down and appreciate the people we share our lives with.”

Imelda Glackin, CEO of Martlets

With the success of Snowdogs by the Sea in 2016, Girlguiding Sussex East County wanted to ensure they took part in the next trail, which sees us decorating our own Junior Snail. As part of this it is important to ensure we meet our fundraising target of £750, and this Challenge along with Challenge Badges is our way of ensuring we reach this target if not go beyond it.

Our Junior Snail has pictures and girls’ drawings of all the activities our Rainbows, Brownies and Guides from across the county told us they liked doing. We hope you get to see our Junior Snail, Bluebell, in the trail, learn lots more about the work of hospices, and #BeMoreSnail too.

She will be in the Jubilee Library (Jubilee Street, Brighton BN1 1GE) from Saturday 15 September until Sunday 18 November.

Opening times:

Mon: 10am-7pm

Tues: 10am-7pm

Wed: 10am-5pm

Thurs: 10am-7pm

Fri: 10am-5pm

Sat: 10am-5pm

Sun: 11am-5pm

To keep up to date with latest news and info about Snailspace, visit the website: <https://www.snailspacebrighton.co.uk/>

To achieve the Challenge Badge:

Rainbows should do an activity from each section

Brownies should do an activity from each section plus any two other activities

Guides and Rangers should do two activities from each section

The five sections are:

Explore - building confidence and capabilities

Create - putting creativity into what we do

Share your story of the trail and the work of hospices - promoting what you are doing

#BeMoreSnail - slow down, enjoy the world

Reflect - create special memories and reflect on the role of hospices

We have also given links to activities in the new Girlguiding programme for ideas on how to match up to interest badges. Links are included where relevant after each activity; you might also find some other links that we haven't seen! Remember Interest Badges are for the individual and to be done at home, but encourage girls to see the links and take things further by completing the relevant badge.



#BeMoreSnail

Explore



The case of the vanishing shell

What happens to snail shells left in vinegar? If you put a snail shell into vinegar, you'll see lots of little bubbles and eventually the shell will disappear. This happens because shells are made from calcium carbonate. When this comes into contact with an acid, it breaks down and bubbles of carbon dioxide gas are produced - until all that's left is a watery solution made from the calcium in the shell and the remains of the vinegar.

To investigate this with girls:

- Measure equal amounts of vinegar into three clear containers.
- Place a snail shell in one, a seashell in the other, and plastic and wooden objects of about the same size in the third and fourth.
- Label them and note the time and date.
- Ask girls to guess what they think will happen to each object and record their predictions - an important task for every scientist!
- Record your observations over time. If your shells don't fully dissolve, replace the vinegar. What happens? Where do girls think the shells have gone? Have the other objects been affected? How?
- Talk about dissolving and solutions: the vinegar is an acid, and has dissolved the calcium-carbonate shells leaving a calcium solution behind.

Snails need to eat plenty of calcium-rich food to grow strong shells. Acid rain harms land snails, and our increasingly acidic oceans are threatening seasnails and other creatures.

*Links: **Guides** - Investigating Badge - Be a Scientist*

Sizing things up

Compared to people, snails are very small. But how small, exactly? Collect objects that are the same length as a snail, or that weigh the same. If you could line up snails, end-to-end, how many would it take to measure the same as a single child? How many snails would it take to weigh the same? How does the size of a snail compare to other minibeasts?

*Links: **Rainbows** - Construction Badge - Hunt for Materials;*

Hunting for Spirals

Go searching for spirals - you'll find them on sculptures, columns, street furniture, musical instruments, clothing and wallpaper, as well as logos and signage. Cyclonic systems on weather maps are spiral-shaped, as are the arms of distant galaxies. You'll also find them in the natural world, in the growth patterns on pine cones, sunflowers, shells and vegetables like romanescu broccoli. Think how you might display what you have found. The spiral of the west pier columns, Brighton, which can be found by the i360 is a Fibonacci spiral - perhaps you could look out for it if you are on the Snail Trail.

*Links: **Rainbows** - Construction Badge - Hunt for Materials;*

How many words can we find for...?

Snail in French is escargot. In Maltese it's bebbux, and in Cameroon, snails are known as nyamangoro or 'slow boys.' How many words for snail can you find in other languages? And how many words can you collect to describe a snail? Translate some of your words into other languages and look for similarities and differences - a happy snail in French would be un escargot heureux, in German it would be eine gluckliche Schnecke and in Spanish, un caracol feliz....

*Links: **Brownies** - Languages Badge - Know it;*

Construct an Archimedes spiral

Cut regular Archimedes spirals from paper plates or plain card using the resources listed below, you could use them as Christmas decorations!

You will need:

- Cotton reel
- Pencil or pen
- Scissors
- Paper - one sheet approx A4 size and one much larger (at least A3)
- Sticky tape
- Ruler
- Someone to help you!

1. Cut a strip of paper from the A4 sheet at least 25cm long and the same width as the cotton reel (don't include the ridges at each end of the cotton reel when you work out its width)
2. Tape one end of the strip to the cotton reel, making sure that the edge of the paper is parallel to (in line with) the edge of the reel and that the strip fits inside the ridges of the cotton reel.
3. Lay out the cotton reel with the paper going underneath it. Place the pen or pencil at the other end of the strip. Fold a bit of the paper quite tightly over the pen and tape it down.
4. Starting at the cotton reel end, wind the paper around the reel, again as tightly as you can, right up to the pen.
5. Ask your friend to hold the cotton reel steady in the middle of the large sheet of paper.
6. Gradually unravel the strip keeping the pen upright so that it marks the path on the paper. Be careful to control the unwinding! You'll probably need to swap hands as you go along.



There you have it - an Archimedean Spiral.

Try this:

If you cut along the outside edge of your spiral (smoothing out any bumps!) and attach a piece of string to the centre, you can hang it above a lamp. Watch what happens to the spiral when you turn the light on. Make sure you leave a gap (at least 20cm) between the end of the spiral and the lamp.

See www.nrich.maths.org/5375 for more pictures and information.

Graffiti, vandalism and animal welfare

In 2008, street artist Slinkachu graffitied the shells of living snails, then released them into their inner-city habitats. Known for the miniature dioramas he creates before photographing them on city streets and abandoning them, Slinkachu used non-toxic paint for his snail-based artworks.

How do snails living in the wild behave, and what do they need to stay healthy?

Work with your unit to find out about Slinkachu's urban snail project, then discuss your reactions.

Is it OK to use a living creature in an artwork?

Could Slinkachu's art have harmed the snails?

Find out about the history of graffiti. Is graffiti art, or vandalism?

How does Slinkachu's work compare to other 'urban guerilla' artists like Banksy?

Slinkachu said of his project 'No snails were harmed - they just had their homes vandalized.' Discuss.

Links: *Guides* - *Craftivism Badge* - *Take it Public*; *Rangers* - *Morals & Values Badge* - *Beliefs & Values*;

Create



We're Going on a Snail Hunt!

Follow Brighton's Snailway and document your expedition by taking photos, recording audio commentaries and drawing annotated picture maps.

Back in your unit, find out more about what you saw and did.

Which artists designed the snails?

What can you discover about the buildings and other landmarks you noticed along the route?

Are there any interesting historical facts or links with famous people?

Create a display in your meeting place, complete with photographs and reports about what you've seen and discovered, and the experiences you've had.

*Links: **Brownies** - Collecting Badge - Explore; **Guides** - Vlogging Badge - Get vlogging; **Rangers** - Blogging Badge - Get Blogging*

Create your own snailway

Why not design your own snailway? You could choose special places in your local neighbourhood for a 'slow down and enjoy yourself' route for family and friends, or follow the story-journey of an imaginary snail as he explores the plants and open spaces in and around your meeting place. You could even give your route a twist by turning it into a snail-themed treasure hunt! Whatever you choose, there'll be plenty of writing opportunities - look at Make it your own in Rainbow and Brownie Badge Books, Do it your way in the Guide Badge Book or suggestions on page three in the Rangers Record Book for ideas on how to present your own snailway.

*Links: **Rainbows** - Storyteller Badge - Tell your own story; **Drawing Badge** - Draw big; **Brownies** - Local History Badge - Landmarks; **Rangers** - Animation Badge - all challenges*

Design your own house-to-go

Taking your house with you isn't just for snails! Lots of people live in caravans, tents and other shelters that are moved from place to place. Find out about nomadic ways of life and the shelters people build and use in different parts of the world.

In your unit, design your own 'house-to-go' - either as a practical solution to a brief ('design a mobile home that somebody could really build') or as an imaginative response ('design an imaginary ideal mobile home')

Help girls to build a den (either indoors or outdoors), or make a fairy house, a tent for your teddy and ensure it is somewhere they would want to escape to and be cosy!

Links: Check out the Camp Skills Builder;

Cooking up a feast fit for a snail

Most snails are herbivores - which means they mostly eat vegetation or vegetables.

What kind of vegetables do we eat in the UK? Find out as much as you can about different vegetables - bring a selection of different vegetables into the unit for girls to discover. Hold them, weigh them, cut them up, draw them, smell them, taste them, find out how they're cooked...

Which of the vegetables tried do you think snails would prefer? Ask girls to choose one and 'make a case' for it - why would a snail prefer this vegetable? What's good about it? When you've heard everyone's presentation, ask girls to vote - as snails! - for their favourite.

*Links: **Rainbows** - Fruit and veg badge - Become a chef;*

Exploring Papercuts: The Snail by Matisse (1953)



Matisse created *The Snail* when he was 83 years old and confined to bed through ill-health. Because he could no longer paint large canvases, he started working with papercuts, instead, and *The Snail* is one of the best-known examples of this technique. Using shears, Matisse cut shapes from large sheets of paper that had been painted with gouache paint, and directed his assistants in placing the shapes on big sheets of backing paper pinned to the wall.

Show girls *The Snail* by Matisse. Share what you know about it, and what you can observe. Encourage girls to comment, reflect and ask questions.

Provide different papers in a wide range of colours and textures. Ask them to cut or tear this to make their own snail pictures or an animal of their choice.

Links: Rainbows - Drawing Badge - Draw big; Brownies - Painting Badge - could link to all three challenges; Brownies & Guides - Innovate Skills Builder Stage 3 - A work of art;

Building a minibeast environment

Snails and slugs aren't popular with gardeners, but they make fascinating subjects to observe outside. If you choose the right kind of plants and props, you can create a garden area or 'minibeast hotel' perfect for mini-creatures of all sorts. Why not enlist the help of some volunteers and involve girls in every aspect of creating this environment?

Links: Rainbows - Helper Badge - Help the planet;



Share your story of the trail and the work of hospices

#BeMoreSnail

Plan your route to see as many snails in your evening meeting or on an afternoon

Bluebell would love to have visitors while she is on display in Jubilee Library, so make sure you go and visit her along with all the other Snails.

Take a look at the app that has been produced or on the website for the map of the trail and get the girls to plan the route they will take to see as many snails as possible.

While on the trail take photographs of your 10 favourite snails.

After the trail write a piece on your trail and share it through the county's social media accounts or send to our county PRA to put on the website, don't forget to send the photos with it!

If you are not close to Brighton, then see if there is another trail close to you, and do the same near you!

Links - Rainbows - Storyteller Badge - Tell your own story; Brownies - Collecting Badge - Explore; Guides - Navigator Badge - Route out the best bits; Investigating Badge - Be a journalist; Photography Badge - Express yourself; Vlogging Badge - Get vlogging; Rangers - Blogging badge- Get blogging

Draw a picture / take a photo of what you like doing in guiding and share

Bluebell is decorated with drawings and photos of all the things girls told us they like doing in guiding.

Ask the girls to think about all the things that they like doing in guiding and think of ways they could show this. Once they have drawn this or taken a photo or acted it out, get the girls to share in some way. This could be at a parents evening, or an invite a friend evening. You as a leader might like to share their pictures on social media or send to our county PRA to put on the website.

Links - Guides - Vlogging Badge - Get vlogging; Rangers - Blogging badge- Get blogging

Visit your local hospice

Contact your local hospice and see if you could visit them. You may wish to put on a performance or carol concert for those there as we approach Christmas.

Fundraise for your local hospice

While you are fundraising for Martlets Hospice by taking part in this Challenge Badge, you may also like to add to your donation by creating a fundraising event or helping out in a charity shop. This could be to add to money being raised through the Snailspace Challenge or for a hospice close to you.

Links: Rainbows - Helper Badge - Help your community; Brownies - Charities Badge - Support; Rangers - Volunteering Badge - volunteer supporting people

Invite someone who works at a hospice to your unit meeting to tell you about their work

Contact your local hospice and see if someone who works there would come and visit your unit, so you can find out more about their work.

And this season's new look is...

Many hospices also have their own charity shops on the high street to raise money for the work they do. If your unit likes to keep ahead of the fashion times, then why not look to your local hospice shop for inspiration? Plenty of celebrities are well known for their love of "thrift fashion". Why not hold a thrift fashion show in your Patrol and use your local hospice shop as the source for your clothes?

Links: Guides - Conscious Consumer Badge - Style ethically; Upcycling Badge - Something useful;



#BeMoreSnail

There is a special day to encourage people to #BeMoreSnail on Friday 19th October encourage girls to try some of these activities on or around that day.

Invite a Peer Educator to your meeting

Find out about Peer Educators in your county and invite them to a meeting to run a Think Resilient session.

Stop, Look and Draw Walk

Take a group of girls on an outside nature walk and encourage them to look at their surroundings. Stop in different places along the route and encourage girls to take a quiet moment and notice their surroundings. Encourage good looking and ask girls draw/sketch what they see around them or choose one thing to focus on and draw. Move on along the walk and continue to stop, look and draw. When the walk is finished compare the things that the girls chose to draw. What did they see? Did they notice anything they hadn't noticed before?

Links: Rainbows - Healthy Mind Badge - Sensory Safari; Brownies - Mindfulness Badge - Senses; Rangers - Self Care Badge - Connect with Nature

Mindful listening -Sound Safari

This is a great activity for taking just a few moments to connect with the sounds around us. It can help girls to slow down their heart rate and breathing, and connect with the outside world. Sit girls in a comfortable space and encourage them to close their eyes and listen carefully for a few minutes. Girls can note down or draw the sounds they hear. Discuss afterwards what sounds were heard? What were the loudest sounds and softer sounds? Which direction did the sounds come from? How do you feel after stopping and listening?

Links: Rainbows - Healthy Mind Badge - Sensory Safari; Brownies - Mindfulness Badge - Senses; Rangers - Self Care Badge - Connect with Nature

Yoga, Meditation and Breathing

Have the girls take part in group yoga and meditation sessions. There are many resources out there for teaching girls's yoga sessions. Yoga teaches girls about movement and breath. It helps girls to use their body's energy with strength and control and can teach girls to be still at times. Why not hold some fun yoga sessions to encourage these healthy life skills? You could try one of these.

Breathing Buddies: Hand out a small object such as a bean bag or stuffed animal toy to each child. Have the girls lie down on the floor and place the object on their bellies. Tell them to breathe in silence for one minute and notice how their Breathing Buddy moves up and down, and any other sensations that they notice in their bodies. Tell them to imagine that the thoughts that come into their minds turn into clouds and float away. The presence of the Breathing Buddy makes the meditation a little friendlier, and allows the kids to see how a playful activity doesn't necessarily have to be rowdy.

Bell listening activity: Ring a bell and ask the girls to listen closely to the vibration of the ringing sound. Tell them to remain silent and raise their hands when they no longer hear the sound of the bell. Then tell them to remain silent for one minute and pay close attention to the other sounds they hear once the ringing has stopped. After, go around in a circle and ask the girls to tell you every sound they noticed during that minute. This exercise is not only fun and gets the kids excited about sharing their experiences with others, but really helps them connect to the present moment and the sensitivity of their perceptions.

Hot Air Balloon: Sit girls in a comfortable cross-legged position, start by cupping your hands round your mouth. Girls take a deep breath in through their nose and slowly start to blow out through your mouth, growing their hands outwards in time with the exhale as if you are blowing up an enormous hot air balloon. Once your balloon is as big as it can be (and you've finished your exhale), breath normally as you sway gently from side to side admiring your big beautiful hot air balloon as it soars through the sky. This long deep exhalation as you blow up your hot air balloon has a relaxing, calm effect.

*Links: **Rainbows** - Healthy Mind Badge -Breathing buddies; **Guides** - Meditation Badge - Body scan; **Rangers** - Self Care Badge - An evening for you*

Mindful Brain breaks

Brain breaks are short physical activities that reset and refresh our brains so we can refocus our mind and are ready to get back to more learning. Brain breaks should only take about one to three minutes to complete and should be done regularly. There are many great brain break ideas online. For example: Ask the girls to find a space in the room and give them a different exercise such as star jumps, squat running on the spot. Use a timer for a challenge. When they have finished, have them sit down and put a hand over their heart. Instruct them to close their eyes and pay attention only to their heartbeat and, perhaps, their breath as well. Noticing their heartbeat and helps them practice their focus.

*Links: **Brownies** - Mindfulness Badge - Your own beat; **Guides** - Meditation Badge - Body scan; **Rangers** - Self Care Badge - An evening for you;*

Snail Seek

Be more snail as you explore woodland, a local park or somebody's garden with these ideas for slowing down and connecting with the landscape.

Train your observation skills by painting some empty snail shells in bright colours and hiding them in a safe outdoor space. Challenge girls to find as many as they can, individually or in teams. You can stage this as a race against the clock, with the winners finding the highest number of shells - but if you'd like to change the dynamic, try giving each team a large sheet of card and some marker pens and asking them to create a display for the shells they've found. Girls could use leaves and twigs to turn their shells into model snails, or draw decorative surrounds for every shell. Winners could be decided by quality and hard work, as well as quantity.

*Links: **Rainbows** - Healthy Mind Badge - Sensory Safari; **Brownies** - Mindfulness Badge - Senses*

Reflect



Special memories

Taking part in Snailspace will give you lots of happy memories. Talk to girls about the special times they've had with people who mean a lot to them. What turns an ordinary place into a special place? Ask girls to imagine they're in a really special place - one that's comfortable and welcoming and beautiful and safe. Help them to visualize their special place by asking girls what they can see, hear, smell, touch and taste. How does this place make them feel? Why is it special? What do they want to remember about this space when they leave? Use your 'imaginings' to draw pictures and make mind-maps about your places. List words and phrases to describe them. Can you write descriptively about the vision in your mind?

*Links: **Brownies** - Mindfulness Badge - Be grateful*

Remembering

There are many different ways we can remember people, and these could be used to help remember important things about the person who has died.

- Make a memory jar
- Make a memory box
- Make memory bunting as a unit
- Decorate a pebble

At the back of the pack are the instructions for how to do these.

I love my friend because...

With all the hurly-burly of everyday life, it's sometimes easy to forget to say 'thank you' to our friends. Why not spend some time at your unit meeting thinking and talking about your best friends - whether they are in guiding with you or not - and explaining why they are so special to you?

You might even like to make that friend a card to express how you feel about them using the materials above. Consider how your card might reflect your friendship. Ask each girl to name their best friends and say why they like them so much. Then, help them to produce cards for these friends. Write the friend's name on the front. Each card should reflect the friendship. For example, if you both like animals, you could decorate her card with pictures of animals. Or if you like to play or watch a sport together, you might draw the pair of you 'in action' or cut out a picture of a favourite player from a magazine.

Add a message of friendship inside the card and sign it, before delivering or posting the card to them.

*Links: **Brownies** - Mindfulness Badge - Be grateful*

Love -an exhibition

If you have some keen photographers in your unit, why not organise an exhibition with the theme of 'Love'? Use the word to inspire you and think creatively about what the word means to you. There are no rights or wrongs - just the opportunity to let your ideas run riot. (If photographing might be difficult encourage the girls to bring in pictures that have been found in magazines or on the internet).

Take some photographs of things that you love around the house, or around the neighbourhood. The photographs can be of people you love, a favourite pet or your friends. Photography can be a great hobby, and digital photography gives budding artists an opportunity to experiment with lighting effects and different formats.

Once all the photos and pictures have been gathered, consider how you would display them and present as an exhibition.

Lights to remember

In many cultures, lighting a candle is symbolic:

- Hindus in Bengal, as part of Diwali - which is known as the Festival of Lights - light candles to remember and honour their ancestors.
- Many Buddhists light candles on 26 October every year to mark the Buddha's visit to his dead mother.
- In the Jewish religion, a lamp is lit for 24 hours on the anniversary of the death of a loved one.
- In Catholicism, people light special candles called 'votive candles' on All Souls Day, in memory.
- In Mexico, on The Day of the Dead (1 November) families celebrate the lives of dead relatives with many traditions, including lighting candles.
- In some countries, an 'eternal flame' burns to remember people of great significance, or major tragic or momentous events. It is a flame that is never allowed to go out, and many examples can be seen all over the world, such as those in memory of Martin Luther King, Mahatma Gandhi, and at Ground Zero in New York.

Lighting a candle can represent one way that we can think of a loved one - or even a pet - who we miss.

Why do you think this is? See how many reasons you can come up with.

At certain times we are often particularly drawn to thinking about people, pets or things, which for many reasons, we are missing. They may have moved a long way away, they may be sick in hospital, or they may have died. Why not make your own candle to remember someone special?

YOU WILL NEED: • self-hardening clay • paint • varnish or decorations such as sequins (if you wish), and if so you will also need some glue • a tea light for each Guide.

Important note: when using tea lights extreme care should be taken, in particular not to hang hair or sleeves over the candle.

- Take a piece of clay the size of a tennis ball and roll it out into a long sausage shape about 1cm thick. Curl it round on itself to make a flat spiral shape, about 5-6cm in diameter. This is the base of the candle holder. If the sausage breaks, it's easy to roll out some extra clay and use a dab of water to join and continue. Once the base has been made, start to build up the side by going around the edges until it is about 5cm high. Taper the end of the sausage and stick it down to form a level edge. If the coils need help in sticking, use a finger dipped in water to gently smooth them together.
- Once the pot is dry, it can be painted inside and out with the chosen colour paint. Once the paint is dry. Finally, give the candle holder a coat of varnish and allow it to dry.
- Put a tea light into your 'Lights to Remember' holder. You may wish to place the holder somewhere special and to say the name of someone they are missing, or that you are thinking of as you light them.

How different cultures and religions see death

In some countries, people believe in reincarnation - that the soul moves on to a new body after death. For example, in parts of Australia, the Aborigines believed that after death, their warriors became dolphins. This belief was because dolphins help to herd fish and to protect people from shark attacks.

What would you like to be if you were to be reincarnated as an animal, and why?

The Vikings believed that after death they would join their gods in an afterlife that was very much like the world they lived in. In the afterlife, they would need many of the same things that they used in life. Men were buried with weapons or tools, and women were buried with their jewellery.

What three things would you take into another life if you could? How would they be useful?

Different world religions and cultures also have different interpretations of death and the ceremonies that take place when someone has died. You may have fellow girls in your unit that have had

experiences of different funerals and customs surrounding burial and remembrance, and who may be prepared to share them with you. Remember, such experiences are very personal. Some may be happy to tell you about what they experienced, but for others, talking about it may be painful. The most important thing is never to force anyone to talk if they do not wish to discuss their experiences.

Remembering - Instructions

Make a Memory Jar

You will need: a small jar with a lid and wide neck, salt, 5 coloured chalks or oil pastels, 6 pieces of paper, some cotton wool

Fill your jar to the brim with salt. On one of the pieces of paper write down 5 things you remember about the person who has died. These could be things you know they liked, something they enjoyed doing, perhaps somewhere you went together or what you remember about that person. Then choose a different colour to represent each memory.

Spread out 5 sheets of paper and divide the salt from each jar between them.

Colour each pile of salt using one of the 5 chalks/oil pastels. Rub each chalk/oil pastel backwards and forwards into the salt. The salt will begin to take on the colour of the chalk. The harder you rub, the brighter the coloured salt will be.

Carefully pick up each piece of paper and pour the coloured salts into your jar one at a time. If you tilt the jar you can make waves of colour appear.

When all the colours have been added, hold the jar and tap it down on a work surface to settle the salt. Do not shake the jar unless you want to mix up the colours. Then fill any remaining space with plain salt right up to the brim. This is important and will prevent the colours mixing. Place a piece of cotton wool in the lid...this helps keep the salt in place.

Secure the lid firmly and you can also use sticky tape to hold it in place. Keep your list of what your colours mean close to your jar.

Make a memory box

A memory box contains meaningful items to help remember a particular time in someone's life, or their special person; someone who is either poorly or who has died.

You will need a box, which can be decorated on the outside. This could be done with fabric, a picture of the special person, paint or other craft materials.

Then fill the box with things which are reminders of the special person. It may be difficult to know where to begin, but here are some ideas to get started with:

- Photos
- Recordings of songs
- Poems, stories or letters to that special person
- Favourite pieces of jewellery or clothing possibly sprayed with the special person's perfume or aftershave
- Keepsakes such as tickets from a special day out, greeting cards or holiday souvenirs

Creating a memory box can be an emotional experience. If you are helping a girl with this activity, you should let them know that it is okay and normal to feel sad or angry. They may need your support when it is finished.

The person doing this activity should not be made to discuss their feelings if they don't want to.

It is up to the person doing the activity where they may like to keep the box, and they may not want to tell anyone where it is, so it is important to respect their wishes.

Make memory bunting as a unit

Each girl brings in a piece of material that is special to them to make some unit bunting for your meeting space. This could be a t-shirt from camp that is no longer worn or something that is special to them, or you could decorate a white sheet with all the things the girls love doing in guiding.

Use a triangle template or a mitre template to draw round, and then get some binding to sew all the shapes together in a long line.

Decorate a pebble

A stone or pebble can be used to paint memorials or celebrations. The decorated stone or pebble then can be placed in a favourite spot, under trees, in gardens, along walkways or inside.

You can decorate using sharpies or paint, and the stone or pebble could be varnished afterwards to keep the design for longer.

Badge Order Form



Thank you for taking part in our Snailspace Challenge - we hope that you have enjoyed doing all the different activities.

Order details

I wish to order:



Snailspace Challenge badges priced at £1 (*A minimum of 25p per badge will be donated to Martlets Hospice).

Postage and Packing Costs

1-5 badges £1 6-25 badges £2 26+ badges £3

Delivery and Contact Details

Name:

Unit:

Address:

Telephone Number:

Email Address:

Payment

Badges	_____ x £1	=	£
Postage & Packing		=	£

Total payment enclosed:			£

Cheques made payable to: Girlguiding Sussex East

Please send your order and full payment to
Girlguiding Sussex East County's Snailspace Challenge
20 Warren Avenue, Woodingdean, Brighton, BN2 6BJ

By ordering Girlguiding Sussex East County's Snailspace badges you are helping to fundraise for Martlets Hospice. Thank you so much for your support.