

# DISABILITY AWARENESS CHALLENGE



**A challenge for all sections to raise awareness of  
physical, sensory and mental disabilities**

# DISABILITY AWARENESS CHALLENGE

A challenge created by for all sections to raise awareness of physical, sensory and mental disabilities



The challenge consists of 7 sections:

**Section 1:** Physical disabilities

**Section 2:** Visual disabilities

**Section 3:** Hearing disabilities

**Section 4:** Other sensory disabilities


**Section 5:** Non-visible disabilities

**Section 6:** Mental health & emotional disorders


**Section 7:** Making a difference

To complete the challenge, we suggest that:

**Rainbows** should complete one challenge marked  from each of sections 1 - 4

**Brownies** should complete one challenge marked  from each of sections 1 - 5

**Guides** should complete one challenge marked  from each section

**Rangers and adults** should complete one challenge marked  from each section

**In addition, everyone** should complete one challenge from section 7 and find out about an inspiring Girlguiding member with a disability.

**Note:** When carrying out activities to 'experience' life with a disability (e.g. one-handed or wearing a blindfold), girls should be aware that this only gives them a small insight into the difficulties associated with the disability, rather than an accurate reflection of life with that disability.

# PHYSICAL DISABILITIES

**Physical disabilities limit the physical function of limbs or fine or gross motor ability. They may have present from birth or may be the result of a medical condition, injury or amputation.**



Walk around your meeting place or local area and look at accessibility for people with physical disabilities. Are there ramps, automatic doors, accessible toilets, etc.?



Invite someone with a physical disability to come to your unit meeting and talk about how their disability affects their everyday life.



Play a game with only one hand. Discuss how it makes the game difficult and what would make it easier.



Walk around your meeting place or local area and look at accessibility for people with physical disabilities. Are there ramps, automatic doors, accessible toilets, etc.? Write to an appropriate person with suggestions for improvements.



Borrow a wheelchair and learn how to use it properly and safely. Learn to open and fold it down properly and negotiate doors, corners, slopes, kerbs, etc.



Make up a dance routine which could be performed whilst in a wheelchair. You could invite a visitor from the National Wheelchair Dance Association to help you.

<http://www.wheelchairdanceassociation.org/>



Find out about walking sticks/canes, walking frames, manual wheelchairs and electric wheelchairs. If possible, try using some or all of them. Discuss when each is useful.



Find out about a sport played by people with physical disabilities, such as wheelchair basketball or ice sledge hockey. You may be able to watch a game, invite a player to talk to you or even have a go at playing yourself.

<http://www.wheelpower.org.uk>

# VISUAL DISABILITIES

**Visual disabilities result in significant impairment of vision, resulting from disease, trauma, or congenital or degenerative conditions, which cannot be corrected by conventional means, such as refractive correction, medication, or surgery.**



Create a collage using materials with different textures, so that a visually impaired person could interpret and enjoy it.



Find out about how guide dogs help people with visual disabilities. You could invite a visitor to come and talk to you about their experiences with a guide dog. <http://www.guidedogs.org.uk/>



Make a textured map or audio recording of directions to your meeting place from somewhere nearby, which a blind person could follow. Test it out blindfolded.



Have a braille relay race – instructions are at the back of this booklet.



Choose a plant which smells nice so that a person with a visual impairment can enjoy it. Decorate a pot, put the plant in and give it to someone with a visual impairment.



Use beads, buttons or sequins to spell out your name using braille. The braille alphabet is provided at the back of this booklet.



Look at some children's toys. Play with them blindfolded to get an idea of how suitable they are for a child with a visual impairment.



Design a toy which is suitable for a child with a visual impairment.



Play a sport created for people with visual disabilities, such as goal ball. <http://www.goalballuk.com/>



Invite someone with a visual impairment to come and talk to you about their disability.

# HEARING DISABILITIES

**Hearing disabilities refer to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people.**



Learn to spell your name using the BSL alphabet, which is provided at the back of this booklet.



Learn the signs for some key words in British Sign Language.  
<http://www.britishsignlanguage.com/>



Learn how to sign the Promise using British Sign Language.  
[http://guidinguk.freeservers.com/BSL-promise\\_anim.html](http://guidinguk.freeservers.com/BSL-promise_anim.html)



Make a list of ten items and see if you can tell another person what's on your list without speaking or writing.



Take part in a game or activity whilst wearing earplugs or headphones so you can't hear properly. Describe how you felt and how similar/different this is to having a hearing impairment.



Find out about how hearing dogs can help people with hearing disabilities. You could invite a visitor to come and talk to you.  
<http://www.hearingdogs.org.uk/>



Show how to approach a deaf person and speak to a deaf person so that they can lip-read. You could also invite someone with a hearing impairment to visit your unit.



Hearing disabilities can often result in a lack of ability to speak. As a group, put up a tent without speaking.



Perform a song using British Sign Language or Makaton (a language programme for people with learning or communication difficulties). There are some ideas and links to videos at the back of this booklet.



Adapt and play some games so that they could be played by deaf people – for example, musical statues with a light which flashes when the music stops.

# OTHER SENSORY DISABILITIES

**Sensory disabilities are impairments of one or more of the senses. The term usually refers to vision and hearing impairment, but other senses (smell, taste and touch) can also be impaired.**



Put objects into a bag or pillowcase and invite the girls to close their eyes and put their hands in to work out what's in there. Discuss how your life would be affected if your sense of touch was reduced.



Visit a florist shop, park or garden centre. How many different smells can you find? Discuss which you like best and how it would affect your life if you couldn't smell.



Make different colours and flavour of icing and use them to ice biscuits – but don't match the colours and flavours as you normally would. For example, you could make blue vanilla flavour icing, pink mint flavour, etc. Then give them to people to taste. Can they recognise the flavours regardless of the confusing colours?



There are lots of different sensory disabilities. Try matching up their medical names with their definitions, using the matching cards at the back of this booklet. How many of them were you aware of?



Design a garden which can be enjoyed using at least two senses. Use plants, models and natural products such as stones.



The sense of smell strongly affects the sense of taste. Try the jellybean test – blindfolded, taste 5 jellybeans of different flavours and try to identify their flavours, then try the same test again whilst holding your nose (with different flavours). Did you get more right with or without your sense of smell? You could also use crisps instead of jelly beans.

# NON-VISIBLE DISABILITIES

**Non-visible disabilities are not immediately apparent when looking at a person. Someone with a hearing impairment may wear a discreet hearing aid, for example, or someone with a chronic pain condition may not use mobility aids on some days, or at all. People with these disabilities can find that there is little understanding of their condition. Non-visible disabilities include:**

Colour blindness  
Chronic diseases  
Myalgic encephalopathy (ME)

Narcolepsy  
Sleep apnoea  
Mental health disorders (see next page)



Find out about two of the following chronic diseases and how they affect sufferers' lives:

- Arthritis
- Asthma
- Chronic obstructive pulmonary disease
- Diabetes
- Epilepsy
- HIV/AIDS
- Renal failure



Sleep disorders such as insomnia, sleep apnoea and narcolepsy can be very stressful and potentially life threatening. Research shows that people aged between 5 and 10 should ideally get 10 – 11 hours of sleep each night, whilst those aged between 10 and 17 should get 8.5 - 9.25 hours and adults should get 7 - 9 hours. For a week, keep a record of how much sleep you get. How do you think your sleeping patterns may be affecting your day to day life? Find out about a sleep disorders and consider how it would affect your life.



You may well know someone with a non-visible disability. Would they be willing to talk to you about it? If they would, find out about how the condition affects their life and tell your unit about it. Remember to be sensitive when considering who and how you ask as some people may feel that this is a private matter which they don't want to discuss.

# MENTAL HEALTH & EMOTIONAL DISORDERS

Another major group of non-visible disabilities are mental health and emotional disorders. 18% of people in the UK are, at some point in their life, diagnosed as having a mental health disorder or disability. These affect how a person feels, acts, thinks or perceives. Such disabilities and disorders are often stigmatised, so we hope these activities will help girls to understand them.



Using the sorting cards at the back of this booklet, try to divide the mental health and emotional disorders into the categories given. How many of them were you aware of?

Find out about five famous people who have (or have had) mental health or emotional disorders and how they have affected their lives. Examples include:



- Elton John (Bulimia)
- Mel Gibson (Bipolar disorder)
- Stephen Fry (Bipolar disorder)
- Brooke Shields (Depression)
- Catherine Zeta Jones (Bipolar disorder)
- Abraham Lincoln (Depression)
- Nicole Kidman (Anxiety Disorder)
- Lady Gaga (Bulimia)
- Cameron Diaz (Obsessive Compulsive Disorder)



Very severe phobias, which have a significant impact on the lives of those affected, can be considered to be mental health disorders. Try to match up the names of phobias and what they are fears of, using the sheet given at the back of this booklet.



Discuss what you would do if you were concerned that you or a friend or family member had a mental or emotional disorder or disability. Are there websites or agencies which could give you advice?



# MAKING A DIFFERENCE



Research how computers can assist a person with a specific disability. Produce a leaflet giving the information and share it with local groups such as your church or school.



Provide an opportunity for others to learn about disabilities. You could invite friends to join you in participating in one of the activities in this pack, or take some younger members of Guiding to watch a disability sport.



Children whose parents or siblings have disabilities often need support, as it can be stressful. Charities such as *Over the Wall* and *Carers Trust* provide activities and support for siblings and children of people with disabilities. Do something to support this type of charity, either by raising money or volunteering your time.

<http://www.otw.org.uk/>

<http://www.youngcarers.net/>



Hold an event to raise awareness of a disability and money for a charity which supports the disabled. This could be for any charity you choose, but some are suggested on the next page to give you ideas. You could:

- Hold a quiz night which includes some questions or rounds about disabilities
- Hold a sponsored event at which you do something disability-themed, such as charades, reading braille, or a wheelchair 'walk', race or obstacle course
- Hold a cake sale, having made the cakes one-handed (you may need to use both hands when getting the cakes in and out of the oven!)
- Participate in a fundraising event organised by a relevant charity, such as:

➤ Memory walk for Alzheimer's Society

[http://www.alzheimers.org.uk/site/scripts/documents\\_info.php?documentID=1899](http://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=1899)

➤ Hadrians Wall Challenge for Leonard Cheshire Disability

<http://www.lchdisability.org/?lid=10897>

➤ Superhero run for Mind

[http://www.mind.org.uk/get\\_involved/fundraising\\_events/run\\_for\\_mind](http://www.mind.org.uk/get_involved/fundraising_events/run_for_mind)

# SUGGESTED CHARITIES



A charity raising funds for medical research to help deaf and hard of hearing people.

<https://www.actiononhearingloss.org.uk/>



A charity which provides support and practical advice for people affected by ME, CVS and PVFS, as well as funding research and providing education and training.

<http://www.meassociation.org.uk/>



A charity working to improve the quality of life of people in the UK affected by dementia.

<http://www.alzheimers.org.uk/>



A charity working to provide mobility and freedom to blind and partially sighted people, campaign for the rights of people with visual impairment, educate the public about eye care and fund eye disease research.

<http://www.guidedogs.org.uk/>

**Leonard Cheshire  
Disability**

A charity working in over 50 countries to create a society in which every person is equally valued, with disabled people having the freedom to participate fully in society.

<http://www.lcdisability.org/>

# PROGRAMME LINKS

This badge links to many areas of the Girlguiding programme, for example:



Healthy Mind & Helper interest badges  
Innovate skills builder stage 1  
Influence & Make Change skills builders (all stages)  
UMAs from all themes, especially Express Myself, Know Myself & Be Well



Charities, Mindfulness, My rights & Speaking out interest badges  
Influence & Make Change skills builders (all stages)  
UMAs from all themes, especially Express Myself, Know Myself & Be Well



Campaigning, Human rights & Meditation interest badges  
Innovate skills builder stage 5  
Influence & Make Change skills builders (all stages)  
UMAs from all themes, especially Express Myself, Know Myself & Be Well



Costumes, Moral and values, Protesting, Self-care & Volunteering interest badges  
Innovate skills builder stage 5  
Influence & Make Change skills builders (all stages)  
UMAs from all themes, especially Express Myself, Know Myself & Be Well

# ADDITIONAL INFORMATION



























Over the next few pages, you will find:

- Instructions for braille relay race
- Braille alphabet
- BSL alphabet
- Links to BSL and Makaton songs
- Sensory disabilities matching cards
- Sensory disabilities matching cards – Answers
- Mental health and emotional disorders sorting cards
- Phobias matching quiz
- Mental health and emotional disorders sorting cards – Answers
- Phobias matching quiz – Answers
- Information on links to interest badges, etc.
- Badge order form

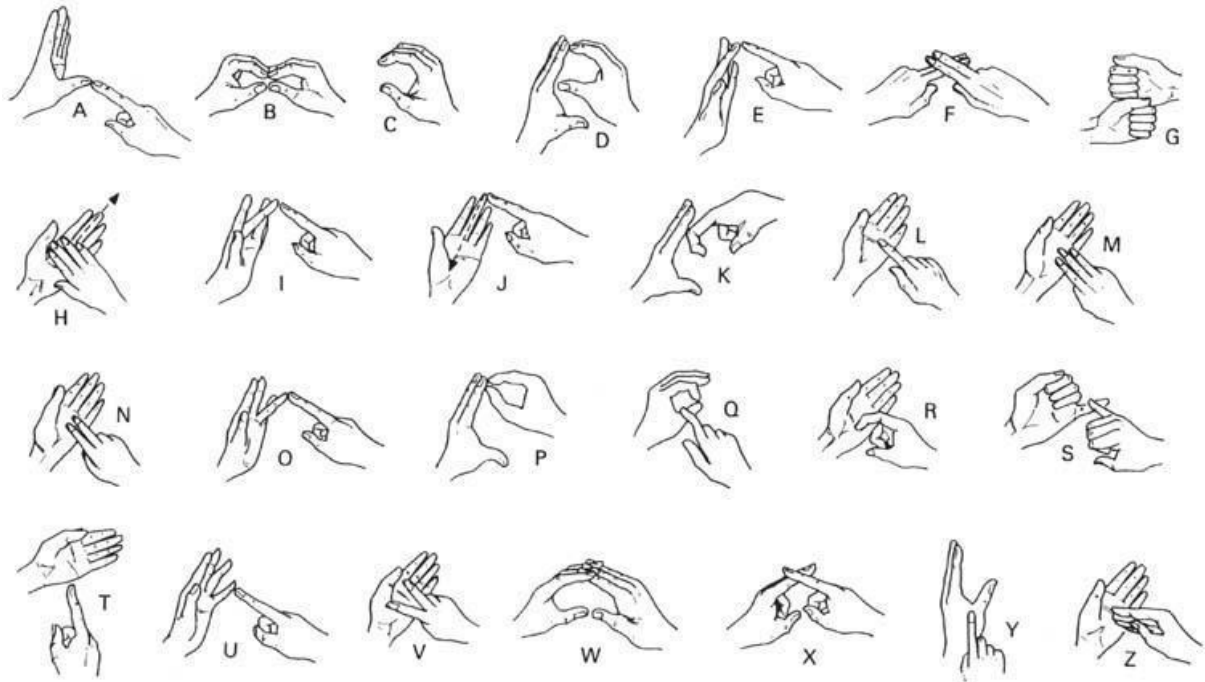
## Braille Relay Race

- Split into teams – you will need an egg carton, pen, paper, two copies of the braille alphabet and six marbles/similar for each team.
- Split your team into ‘writers’ and ‘readers’, at opposite ends of the room.
- Give each set of writers a word of the same length.
- One of the writers refers to the braille alphabet and places marbles in the egg carton to create the braille symbol for the first letter of a word.
- One of the readers then runs to the egg carton, closes their eyes and feels the marbles, then returns to the other readers and draws the symbol which they felt. Repeat this until they have felt every letter of the word.
- The readers then use a copy of the braille alphabet to translate the word.
- The first team to correctly identify the word wins.

## The Braille Alphabet

									
a	b	c	d	e	f	g	h	i	j
									
k	l	m	n	o	p	q	r	s	t
									
	u	v	w	x	y	z			

# British Sign Language



## Songs in BSL and Makaton

**Baa baa black sheep**

<http://www.youtube.com/watch?v=dgKatxqJyoA>

**The wheels on the bus**

<http://www.youtube.com/watch?v=0peZ5AN5vs8>

**What a Wonderful World**

<http://www.youtube.com/watch?v=to256FfN2W8>

**Your Song**

<http://www.youtube.com/watch?v=Dh4zFGYskHM>

**We wish you a merry Christmas**

[http://www.youtube.com/watch?v=a-PBixyD\\_GU](http://www.youtube.com/watch?v=a-PBixyD_GU)

## Sensory Disabilities Matching Cards

Try to match the medical names of these sensory disabilities with their definitions.  
The answers are at the bottom of the page.

<b>BLINDNESS OR VISUAL IMPAIRMENT</b>	<b>DEAFNESS OR HEARING IMPAIRMENT</b>	<b>ANOSMIA</b>
<b>DYSOSMIA</b>	<b>HYPEROSMIA</b>	<b>HYPOSMIA</b>
<b>AGEUSIA</b>	<b>OLFACTORY REFERENCE SYNDROME</b>	<b>PAROSMIA</b>
<b>OLFACTORY &amp; GUSTATORY IMPAIRMENT</b>	<b>DYSGEUSIA</b>	<b>SOMATOSENSORY IMPAIRMENT</b>

Things smelling different to how they should	Impairment of the senses of smell and taste	Insensitivity to stimuli such as touch, heat, cold and pain
Complete loss of sense of taste	Abnormally acute sense of smell	Inability to smell
Decreased ability to smell	Full or partial inability to detect or perceive at least some frequencies of sound	Significant limitation of visual capability
Psychological disorder which causes patients to imagine they have strong body odour	Things smelling worse than they should	Persistent abnormal sense of taste

# Sensory Disabilities Matching Cards – Answers

## **Ageusia**

Complete loss of sense of taste

## **Anosmia**

Inability to smell

## **Blindness or Visual impairment**

Significant limitation of visual capability resulting from disease, trauma, or congenital or degenerative conditions, which cannot be corrected by conventional measures such as refractive correction, medication or surgery

## **Deafness or Hearing impairment**

Conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people

## **Dysgeusia**

Persistent abnormal sense of taste

## **Dysosmia**

Things smell different to how they should

## **Hyperosmia**

Abnormally acute sense of smell

## **Hyposmia**

Decreased ability to smell

## **Olfactory & gustatory impairment**

Impairment of the sense of smell and taste

## **Olfactory reference syndrome**

Psychological disorder which causes patients to imagine they have strong body odour

## **Parosmia**

Things smell worse than they should

## **Somatosensory impairment**

Insensitivity to stimuli such as touch, heat, cold and pain (often linked to paralysis)



# Mental and Emotional Disorders Sorting Cards

Using the cards at the back of this booklet, try to divide the mental health and emotional disorders into the categories given.

Anxiety disorders (5)  
 Depression (3)  
 Psychotic disorders (2)  
 Eating disorders (3)

Impulse control disorders (3)  
 Memory & cognitive disorders (3)  
 Perception disorders (1)

<p><b>Severe phobias</b></p> <p>A persistent and irrational fear of an object or situation</p>	<p><b>Body dysmorphic disorder</b></p> <p>Strong belief of a defect in their body, causing extreme distress</p>	<p><b>Dysthymia</b></p> <p>Prolonged sadness with longer lasting but less severe symptoms than clinical depression</p>	<p><b>Multiple personality disorder</b></p> <p>Two or more distinct and enduring personality states which alternately control a person's behaviour</p>
<p><b>Amnesia</b></p> <p>Loss of memory caused by brain damage, disease or psychological trauma</p>	<p><b>Tourette syndrome</b></p> <p>Multiple physical tics and at least one vocal tic (sudden, involuntary, repetitive actions)</p>	<p><b>Pyromania</b></p> <p>Repeated failure to resist impulses to deliberately start fires</p>	<p><b>Anorexia nervosa</b></p> <p>Severe fear of gaining weight and associated restriction of the amount of food consumed</p>
<p><b>Social anxiety disorder</b></p> <p>Intense fear of social situations, causing impaired ability to function in some aspects of everyday life</p>	<p><b>Kleptomania</b></p> <p>Repeated failure to resist impulses to deliberately steal items which they do not want or need</p>	<p><b>Bipolar disorder</b></p> <p>Abnormally high (good) mood states, alternating with normal or depressed moods</p>	<p><b>Dementia</b></p> <p>Serious loss of memory and attention in someone previously unimpaired</p>
<p><b>Exercise bulimia</b></p> <p>Excessive exercising in an attempt to burn calories, to a level that negatively affects health</p>	<p><b>Panic disorder</b></p> <p>Persistent panic attacks and, often, on-going worry about having such attacks</p>	<p><b>Bulimia nervosa</b></p> <p>Repeatedly consuming large amounts of food, then vomiting or taking diuretics or laxatives</p>	<p><b>Post-traumatic stress disorder</b></p> <p>Severe anxiety following an event which results in psychological trauma</p>
<p><b>Clinical depression (unipolar depression)</b></p> <p>Intense and sustained sadness and low self esteem</p>	<p><b>Delusional disorder</b></p> <p>Repeated delusions (beliefs held strongly despite evidence to the contrary)</p>	<p><b>Obsessive compulsive disorder</b></p> <p>Repetitive behaviours aimed at reducing associated worry, uneasiness or fear</p>	<p><b>Schizophrenia</b></p> <p>Breakdown of thought processes resulting in hallucinations, paranoia &amp; delusions</p>

# Phobias Matching Quiz

Try to match up the names of phobias and what they are fears of.  
Answers are given later in this booklet.

Felinophobia
Claustrophobia
Pyrophobia
Isolophobia
Aerophobia
Hippopotomonstrosesquippedaliophobia
Coprophobia
Noctiphobia
Speksophobia
Hypnophobia

Being alone
Wasps
Cats
Poo!
Sleep
Flying
Long words
Enclosed spaces
Night
Fire

## Mental and Emotional disorders – Answers

### Anxiety disorders

Obsessive-compulsive disorder  
 Panic disorder  
 Post-traumatic stress disorder  
 Severe phobias e.g. agoraphobia  
 Social anxiety disorder

### Depression disorders

Bipolar disorder  
 Clinical/unipolar depression  
 Dysthymia

### Eating disorders

Anorexia nervosa  
 Bulimia nervosa  
 Exercise bulimia

### Impulse control disorders

Kleptomania  
 Pyromania  
 Tourette syndrome

### Memory & cognitive disorders

Amnesia  
 Dementia  
 Multiple personality disorder

### Perception disorders

Body dysmorphic disorder

### Psychotic disorders

Delusional Disorder  
 Schizophrenia

## Phobias Matching Quiz – Answers

Felinophobia	Cats
Claustrophobia	Enclosed spaces
Pyrophobia	Fire
Isolophobia	Being alone
Aerophobia	Flying
Hippopotomonstrosesquippedaliophobia	Long words
Coprophobia	Poo!
Noctiphobia	Night
Spheksophobia	Wasps
Hypnophobia	Sleep

# BADGE ORDER FORM

Thank you for taking part in our Disability Awareness Challenge – we hope you enjoyed it! Please fill in the form below to order your badges.

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Number of badges:		at £1.20/ea =	£
		Postage:	£
		TOTAL:	£

## Postage costs:

1-5 badges	£0.90
6 - 30 badges	£1.60
31+	£2.50

## Choose your payment method

**Bank transfer:** To Waddington Guiding Joint Camps, a/c 81660499, sort code 53-81-15. Please email [1stwaddingtonguidesandrangers@gmail.com](mailto:1stwaddingtonguidesandrangers@gmail.com) to let us know you have paid and to provide your postal address.

**Paypal:** To [waddingtonguiding@outlook.com](mailto:waddingtonguiding@outlook.com) - please use the message box to state how many you would like and to provide your postal address.

**Cheque:** Payable to Waddington Guiding Joint Camps. Please email [1stwaddingtonguidesandrangers@gmail.com](mailto:1stwaddingtonguidesandrangers@gmail.com) for our postal address.

Profits will be used to help finance camps and holidays for members of 1<sup>st</sup> Waddington Guides.  
Please note that badges will be posted weekly.

# BRANDING APPROVAL

The screenshot shows an Outlook.com web interface. The browser address bar displays the URL: <https://dub113.mail.live.com/?tid=cmMKMh3yYf5hGa-AAhWtfqbA2&fid=flinbox>. The page title is "Outlook.com". The navigation bar includes "New", "Reply", "Delete", "Archive", "Junk", "Sweep", "Move to", and "Categories". The user's name, "Sarai Dowding", is visible in the top right corner.

The email subject is "RE: Badges to check". The sender is "Branding Matters (BrandingMatters@girlguiding.org.uk)" with a "To: Sarai Dowding" field. The email content is as follows:

Hi Sarai

Thanks for contacting us. Both the badges meet our branding requirements as they contain the name of your unit, the name of the challenge and the correct trefoil. The only slight issue is that, I am not sure if the trefoil is the correct colour - the PMS for our girlguiding blue, is 2718 - it might just be the picture on the screen, but if you re-order the badges, please could you ensure that the company match the correct colour (PMS 2718 /R78, G136, B199). You can continue to sell the badges you have, and make the change if you order more.

Best wishes

Rebecca

Rebecca Marlow  
Communications and PR Administrator


Girlguiding  
17-19 Buckingham Palace Road  
London  
SW1W 0PT

Tel: 020 7834 6242 Ex 2154  
[www.girlguiding.org.uk](http://www.girlguiding.org.uk)

The left sidebar shows a list of folders: "Inbox", "Junk 123", "Drafts 13", "Sent", "Deleted", "Answer", "Aussie badges", "Dissertation", "Guiding - Depot", "Guiding - District", "Guiding - Guides", "Guiding - Hive", "Guiding - Joint", "Guiding - Me", "Guiding - SS", "Guiding - Switzerland", and "Fundraising". The bottom of the page shows the Windows taskbar with the search bar "Search the web and Windows" and the system tray displaying the time "11:14" and date "10/08/2016".

# CHARITIES APPROVAL

**Outlook Email**

Mail and People  New | Reply | Delete Archive Junk | Sweep ... ↑ ↓ × ↶ ↷

ers  
Inbox  
Junk Email 65  
Drafts  
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
Hi Sarai,

Apologies for the delay.



My name is Helen Steadman and I am the brand and marketing assistant at Action on Hearing Loss. I was passed your request regarding the use of the Action on Hearing Loss logo within your disability awareness training booklet.

We are happy to be involved and for you to use our logo in your booklet on page 9 which you'll find attached. However, when using the logo in your booklet it must not be smaller than our set minimum size of 56mm and must sit on a white background.

**Outlook Email**

Mail and People  New | Reply | Delete Archive Junk | Sweep ... ↑ ↓ × ↶ ↷

ers  
Inbox  
Junk Email 65  
Drafts  
Sent Items

 124 KB  119 KB


3 attachments (449 KB) Download all Save all to OneDrive - Personal

Dear Sarai

Thank you for getting in touch.

My trustees are thrilled that you have included M.E. in your pack. And are more than happy for you to include our logo. Here's a copy of the current one (attached).

**Outlook Email**

Mail and People  New | Reply | Delete Archive Junk | Sweep ... ↑ ↓ × ↶ ↷


ers  
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ent Items

**From:** Walsh, Luke  
**Sent:** 15 March 2017 17:07  
**To:** Shikotra, Sandeep  
**Subject:** Sarai Logo

Hi Sandeep,


In regards to the use of our logo in the girl guides, from Sarai – she is welcome to use our In aid of logo, which I have attached.

**Outlook Email**

Mail and People  New | Reply | Delete Archive Junk | Sweep ... ↑ ↓ × ↶ ↷

ers  
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Aussie badges  
B&TB  
nswer  
rchive

RE: Use of your logo for fundraising purposes

 Guide Dogs <guidedogs@guidedogs.org.uk>  
Thu 09/03/2017 15:42  
To: [REDACTED]

↶ Reply |

Dear Sarai,

Thank you for your email and for you kind support of Guide Dogs.

We are more than happy for you to use the Guide Dogs logo in your fundraising pack and it looks like a good way for the girl guides to learn about disability and to have fun whilst they fundraise.