

Home is where the heart is – Girlguiding Challenge Badge



**Activity pack for Rainbows,
Brownies, Guides and Rangers**

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Welcome

Welcome to the Home is where the heart is challenge badge – a brand new activity pack from Girlguiding Devon, developed in partnership with and inspired by the community values and housebuilding expertise of Wain Homes.

A welcome from Wain Homes.



At Wain Homes, we truly believe that home is where the heart is. For more than 50 years, we have been building new homes and creating safe, sustainable communities where families can flourish in places they are proud to call home.

With our South West region based in Exeter, we were delighted to work with Girlguiding Devon to help create this Challenge Badge. Together, we want to help young people explore how the places they live are designed and built, and to encourage them to think about what makes somewhere feel like home.

When we create new developments, we look well beyond bricks and mortar. We think about how homes can support local communities, be energy efficient and respectful of nature, and connect people to employment, education, leisure and local amenities. Most importantly, we want every place we build to feel welcoming and somewhere people can put down roots.

We already know what makes Devon and the wider South West such a fantastic place to live, and we are grateful to the communities who have welcomed us into their villages, towns and cities.

Through this Challenge Badge, we are looking forward to seeing how the next generation views the world around them. While we can provide knowledge and tools, young people bring imagination, creativity and fresh thinking, qualities that are essential to shaping better places for the future.

Rising to the challenge is one of Wain Homes' core values. Thanks to the hard work of Girlguiding Devon's leaders and volunteers, this pack offers young people the opportunity to learn, explore and challenge themselves in a fun and engaging way. We are proud to support this Challenge Badge.

Jim Wood
Managing Director
Wain Group

A welcome from Girlguiding Devon



I am so delighted to share this brand-new badge with you, created especially for our young members here in Devon. This pack has been inspired by everything that makes our wonderful South West such a special place to live.

From our rolling hills and coastlines, to the communities, homes and people who bring it all to life.

As County Commissioner, I am always inspired by the creativity and energy that our members bring to new challenges. This badge is a chance to explore what 'home' really means – not just the buildings we live in, but also the neighbourhoods, the environment and the people who make us feel safe, happy and welcome.

We are especially thrilled to be working in partnership with Wain Homes, whose commitment to building thriving communities and supporting young people has made this project possible.

I can't wait to see the amazing ideas and projects that will come from units across the county (and beyond!) as you take part. Please share your photos, stories and experiences with us – we'd love to celebrate them together. Most importantly, have fun, take pride in your local area, and enjoy discovering how much home is truly where the heart is.

Laura Parker

County Commissioner
Girlguiding Devon



Introduction

We want to celebrate everything that makes the South West a brilliant place to live!

Created together with our friends at Wain Homes, this challenge badge is all about homes, communities, the environment, and the people who help shape our region.

This pack is suitable for all sections and can easily be adapted by other regions and counties if they wish to take on the challenge as well.

This challenge is all about discovering what makes the South West such a special place to live – from our coastlines and countryside to the people, homes, and communities that make us proud. It encourages young members to think about the idea of 'home' in many different ways:

- the place we live;
- the environment around us;
- the people we share our space with; and
- how we can contribute to the communities we belong to.

The pack is structured around five themed sections and is designed to be fun, flexible, and meaningful. It helps our members develop practical life skills, environmental awareness, empathy, and pride in where they live – while aligning with our Girlguiding values of confidence, community and making a difference.

Leaders can choose how to deliver the badge based on the needs and interests of their unit. Each section contains a range of activities that are suitable for, and can be adapted to, all age groups, with tips on how to adapt them. Units can complete the badge over a term, during a residential, or as part of a themed day or weekend.



Aims of the pack

This challenge pack is structured into the following five themes each with its own activities. The themes are:

- A. **Building Our Communities** – Learn what makes a good neighbourhood and explore the roles that help create places to live.
- B. **Love Where You Live** – Celebrate the South West through creative projects and discover what makes your town or village unique.
- C. **Green and Growing** – Understand how homes and communities can be sustainable and nature-friendly.
- D. **Homes for All** – Develop empathy and learn how to support people who may not have a secure home.
- E. **Shape the Future** – Imagine the future of housing, explore civic responsibility and develop practical skills for life.

We hope that by the end of the challenge young members and their units will have a better awareness of: their local area and where they live; how communities and homes are created; what it means to be neighbourly; and the different ways to communicate what you learn.

How to use this pack

It should take you 5 to 10 hours to complete this pack depending on the age of your group and the activities selected. There are five sections in this pack.

- Look at the sections and the linked activities.
- Choose at least one activity from four or five of the sections (so 4 or 5 activities in total).
- Choose the most appropriate activities for your group - you can adapt them to suit your unit.
- Mix and match activities to suit your young members' interests and abilities.
- Record your progress using photos, drawings or journals.
- Adapt or simplify tasks for Rainbows and young Brownies.
- Once completed, you can order badges for each participant.

The following pages contain detailed activities for each theme. Each activity includes guidance on how to run the activity, suggested materials, tips and adaptations to simplify or stretch the learning further. But feel free to adapt and adjust each activity to suit the specific needs of individuals and units.

A. Building Our Communities

Activity 1. Draw Your Dream Neighbourhood

Create your ideal neighbourhood. What features would make it a great place to live?

Estimated Time

30–45 minutes

What You'll Need

- Paper
- Crayons, paints, pens or markers
- Reference images (optional)



Steps

- Discuss what makes a good neighbourhood (parks, shops, schools, etc.).
- Use drawing tools to sketch your dream community.
- Label features and share your drawing with the group.

Tips and Adaptations

For younger Rainbows (4–6)	Provide templates or pre-drawn roads/buildings to colour and fill in.
For older Guides/Rangers (12–18):	Include zoning, or encourage them to think about eco-friendly ideas, or accessibility in the design.

Activity 2. Build a Home Using Junk Modelling or LEGO

Using recycled materials or building blocks, create your ideal house, thinking about space, design and sustainability.

Estimated Time

45–60 minutes

What You'll Need

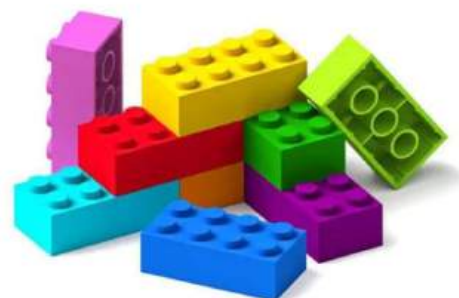
- Junk modelling items or LEGO
- Glue or tape
- Scissors (if needed, with supervision)

Steps

- Collect LEGO or clean recyclable materials for building.
- Think about the different rooms and spaces a home needs.
- Construct your home and consider adding eco-friendly features like solar panels or gardens.
- Present your house and describe what makes it a great place to live.

Tips and Adaptations

For younger Rainbows (4–6)	Offer pre-cut materials or large blocks and focus on having fun with shapes.
For older Guides/Rangers (12–18):	Create a floor plan first, or use CAD or design software if they have it available to them.



Activity 4. Neighbourhood Walk – Notice What Feels Safe or Welcoming

Take a local walk and explore features that make your area feel friendly, welcoming and safe.

Estimated Time

30–60 minutes (including discussion)

What You'll Need

- Out and About Checklist [Available at Annex 2]
- Pencils or clipboards
- Hi-vis vests if walking outdoors

Steps

- Talk about what makes somewhere feel safe or welcoming (e.g. benches, flowers, ramps, lights, friendly signs).
- Go on a walk with the checklist.
- Write down or photograph the things you notice.
- Return to your meeting place and discuss ideas for improvements.

Tips and Adaptations

For younger Rainbows (4–6)	Use picture-based bingo cards or go in small groups with helpers.
For older Guides/Rangers (12–18):	Create a local safety audit report, if you notice issues or hazards consider writing to your local council. [See Section E Activity 3]



Activity 5. What Makes a Good Neighbour?

Think about what makes someone a great neighbour. Design a 'perfect neighbour' profile showing their personality and actions.

Estimated Time

30–45 minutes

What You'll Need

- Paper or flip board/white board
- Pens, markers or collage materials
- Optional: magazines for cut-out pictures

Steps

- Have a chat about what good neighbours do (e.g. smile, help out, respect others).
- Draw or write a profile of the 'perfect neighbour'.
- Create a poster or collage with positive behaviours and values.
- Share ideas with the group and display your creations.

Tips and Adaptations

For younger Rainbows (4–6)	Use speech bubbles or draw smiley faces and helpful hands. Use existing Rainbow resources.
For older Guides/Rangers (12–18):	Create a digital profile or skit showing good and bad neighbour behaviours.

Activity 6. Build the Town

A fast-paced building game where teams work together to create different parts of a town using scattered resources.

Estimated Time

20–30 minutes

What You'll Need

- Blocks, Jenga pieces, or LEGO
- Cardboard boxes or cones
- Community Challenge List [Available at Annex 3]
- Markers for zones

Steps

- Mark out zones (e.g., park, school, shop, houses).
- Scatter building blocks (Jenga pieces, boxes, LEGO, cones) around the play area.
- Teams race to collect pieces and build up their area (e.g., houses = 4 walls + roof, park = tree).
- Introduce statements, challenges and twists either from the community challenge list (e.g., 'Your park needs a bench – find something blue') attached at Annex 3, or of your own.

Tips and Adaptations

For younger Rainbows (4–6)	Keep it simple with fewer zones and allow them to decorate instead of build complex structures.
For older Guides/Rangers (12–18):	Add planning challenges such as eco-friendly design or budget constraints.



B. Love Where You Live

Activity 1. Understanding the South West

Investigate your county and learn more about its history, culture, and landmarks. Explore a local landmark or design a postcard showing the best parts of Devon or the South West. You could also interview a family member or neighbour about what they love about living here.

Estimated Time

45–60 minutes

What You'll Need

- Paper or card
- Pens, crayons, paints or markers
- Optional: cameras, internet access or library resources

Steps

- Choose a local landmark, building, or place of interest to research or visit.
- Find out about its history and why it is important to your community.
- Design a postcard that highlights the best things about the South West, or write a short paragraph sharing what you learned.
- Interview a family member or neighbour about their favourite things about living in Devon or Cornwall and share their responses with your group.

Tips and Adaptations

For younger Rainbows (4–6)	Provide simple outlines of landmarks to colour and ask easy questions like 'what's your favourite place in Devon?'.
For older Guides/Rangers (12–18):	Encourage more detailed research projects or create a short presentation to share with the unit.



Activity 2. Environmental Awareness

Explore your local wildlife and find out about conservation efforts in your area. You might take part in a litter pick, visit a nature reserve, or discover which animals and plants are native to your community.

Estimated Time

45–90 minutes (depending on activity chosen)

What You'll Need

- Gloves and bin bags for litter pick
- Clipboards and pencils
- Wildlife exploration list [Attached at Annex 4]. Or for additional ideas look at websites like Devon Wildlife <https://www.devonwildlifetrust.org/wildlife-and-where-go>

Steps

- Plan an outdoor activity such as a short walk, mini beast hunt, nature trail or visit to a local park or reserve. <https://www.girlguiding.org.uk/globalassets/docs-and-resources/events-and-opportunities/events/generation-green/generation-green-activity-welcome-pack.pdf>
- Look for signs of wildlife and discuss the importance of protecting habitats.
- Organise a litter pick or create a pledge to reduce waste and protect your environment.
- Share your discoveries with the group and record what you have found.

Tips and Adaptations

For younger Rainbows (4–6)	Keep activities short and fun – e.g., noticing colours and sounds in nature or collecting leaves.
For older Guides/Rangers (12–18):	Research local conservation groups and plan a service project to support their work.



Activity 3. Cultural Exploration

Discover local traditions or learn about the cultures represented in your community. This might include cooking or baking something traditionally linked to the South West, such as a cream tea (is it jam or cream first?), a pasty, or a Devonshire Split bun.

Estimated Time

60–90 minutes

What You'll Need

- Recipe ingredients
- Cooking equipment (with adult supervision)
- Optional: cultural artefacts or books

Steps

- Research traditional foods or customs in the South West.
- Choose a simple recipe or activity linked to local culture.
- Prepare and share the food together, or learn about a tradition and recreate it as a group.
- Discuss what makes your area unique and how different cultures add to community life.



Tips and Adaptations

For younger Rainbows (4–6)	Focus on simple no-bake recipes (e.g., bought scones with jam and cream).
For older Guides/Rangers (12–18):	Explore food origins, interview someone about their culture, or create a video tutorial of your recipe. Or link this to activities to Recycle Devon's food waste campaign https://www.recycledevon.org/love-food-hate-waste/have-your-food-and-eat-it-recipe-book

Activity 4. Creative Expression

Show off your creativity by producing art, writing or media inspired by your local area. You might create a piece of artwork, write a poem or short story, or even make a guidebook or TikTok-style video (that we can share on the Girlguiding Devon's TikTok page).

Estimated Time

45–60 minutes

What You'll Need

- Art supplies (paper, paints, pens)
- Digital devices (phones, tablets, cameras)
- Optional: scrapbook or display board

Steps

- Think about what inspires you most about your area – landscapes, people, wildlife, traditions.
- Decide how you want to express it: art, writing, or digital media.
- Create your piece and share it with the group.
- Optional: display your creations at a community event or online.

Tips and Adaptations

For younger Rainbows (4–6)	Provide simple templates or group art activities like collages.
For older Guides/Rangers (12–18):	Challenge them to create a digital guidebook or social media project promoting their community.

Activity 5. Community Connections Tag

A tag game where players rely on others with linked roles to free them, showing how communities depend on each other.

Estimated Time

15–20 minutes

What You'll Need

- Role cards (laminated or paper) [Available at Annex 5]
- Cones to mark play area

Steps

- Set up a clear play area and choose 1–2 players to be the “taggers” (no role cards needed for them).
- Give each remaining player a role card (teacher, builder, doctor, neighbour, etc.) [Annex 5]. Briefly explain which roles link together (e.g. doctor–patient, builder–homeowner, teacher–student).
- Start the game – taggers move around trying to tag other players.
- When a player is tagged, they must stand still and freeze on the spot with their hand raised.
- To be freed, a player must be tagged (e.g. high five or gentle tap) by someone with a linked role. Once freed, both players rejoin the game.
- If players are struggling to remember links, pause briefly (“freeze the game”) to remind everyone or call out a few examples.
- After a few minutes, introduce “community builders” (1–2 players) who can free anyone, no matter their role.
- Play for a set time, then stop the game, swap roles, and play another round so everyone experiences different roles.

Tips and Adaptations

For younger Rainbows (4–6)	Use very simple roles like 'child' and 'teacher'.
For older Guides/Rangers (12–18):	Create more complex networks with multiple role links or special powers.



C. Green and Growing

Activity 1. Learn About Sustainable House Building

Discover what makes a home sustainable and why it matters. Explore aspects such as sustainable design, durability, energy efficiency, waste reduction, indoor air quality, and water conservation.

Estimated Time

30–40 minutes

What You'll Need

- Access to books or internet for research
- Paper and pens
- Optional: presentation tools such as PowerPoint or flip chart



Steps

- Research the key principles of sustainable housing (sustainable design, durability, energy efficiency, waste reduction, indoor air quality, and water conservation).
- Break into small groups and assign each group one principle to focus on.
- Prepare a short presentation, poster, or role-play to explain the principle to others.
- Come back together and share what each group learned.
- Reflect on why sustainability is important in building homes and communities.

Tips and Adaptations

For younger Rainbows (4–6)	Provide simple examples (e.g., turning off lights to save energy). Use pictures instead of text-heavy tasks.
For older Guides/Rangers (12–18):	Challenge them to create a detailed presentation with real-world examples and possible improvements for their community.



Activity 2. Explore Sustainable Materials and Design Your Own Eco-Home

Learn about eco-friendly materials and use what you know to design your own sustainable home.

Estimated Time

30–45 minutes

What You'll Need

- Paper, pencils, colouring pens
- Craft/junk modelling materials
- Examples of sustainable building materials
- Online resources

<https://www.girlguiding.org.uk/what-we-do/our-badges-and-activities/badge-finder/construction/>

<https://www.stem.org.uk/resources/elibrary/resource/36499/sustainable-construction-and-built-environment>

<https://www.ube.ac.uk/whats-happening/articles/sustainable-building-materials/>

Steps

- Discuss different sustainable materials (e.g., bamboo, recycled plastic, reclaimed wood, solar panels).
- Think about how these materials can be used in home building.
- Sketch or build a model of your own eco-home using recyclable or craft materials.
- Present your eco-home idea to the group.

Tips and Adaptations

For younger Rainbows (4–6)	Encourage them to draw or build very simple homes with lots of colour and imagination.
For older Guides/Rangers (12–18):	Ask them to research and design a detailed eco-home including layout, materials, and energy systems.



Activity 3. Plant for Wildlife: Flowers, Gardens, or Insect Houses

Help support local wildlife by planting bee-friendly flowers, creating a wildlife-friendly garden, or designing/building an insect house.

Estimated Time

30–60 minutes (plus ongoing observation)

What You'll Need

- Seeds or plants
- Soil and pots (or see <https://www.rhs.org.uk/education-learning/school-gardening/resources/planet-friendly/how-to-make-newspaper-pots>)
- Wood, twigs, recycled bottles, or other materials for insect houses
- Paper and pencils for garden designs

Steps

- Discuss why supporting wildlife is important for the environment.
- Choose an activity: planting flowers, designing a wildlife garden, or making an insect house. https://www.girlguiding.org.uk/globalassets/docs-and-resources/programme-and-activities/adventuresathome/brownies_bottlemansions.pdf
- Follow the steps for the chosen project (e.g., plant seeds in pots, sketch a garden layout, or build an insect house from recycled materials).
- Observe changes over time (plants growing, insects using the house).
- Share your results with the group or parents/carers.

Tips and Adaptations

For younger Rainbows (4–6)	Keep it simple with planting seeds in small pots or decorating a pre-made bug hotel.
For older Guides/Rangers (12–18):	Challenge them to design a full wildlife garden plan or build a more complex insect house.

Activity 4. Eco-Inventions Challenge

Get creative by designing a new invention to help the planet – it could be something to save water, reduce waste, or produce renewable energy.

Estimated Time

25–30 minutes

What You'll Need:

- Paper, pens, colouring pencils
- Optional: junk modelling/craft supplies
- Space for a "show and tell"

Steps:

- Talk about environmental challenges (plastic waste, energy use, pollution, etc.).
- Ask: What could we invent to help?
- Give participants time to brainstorm and sketch/draw their idea. They can also build a model from junk or craft materials.
- Present ideas to the group like a mini "eco-inventors fair."
- End with a reflection on how small ideas can make big changes.

Tips and Adaptations:

For younger Rainbows (4–6)	Keep it simple – they can design a "magic machine" that helps nature (e.g. a rainbow rain-maker that waters plants).
For older Guides/Rangers (12–18):	Encourage them to research a real-world issue and create a practical invention (e.g., a water filter, eco transport idea). They can even pitch it "Dragons' Den" style.



Activity 5. Eco Dash Relay

A fast-paced relay game where teams race to collect and sort “eco-items” into the right categories: recycling, compost, or landfill. Helps young people learn about waste reduction while being active.

Estimated Time:

15–20 minutes

What You’ll Need:

- Picture cards or real safe “eco-items”
- Cones/hoops/boxes to mark zones
- Space to run



Steps:

- Mark three zones (Recycling ♻️, Compost 🌱, Landfill 🗑️).
- Scatter a pile of “eco-items” (picture cards or real clean objects like plastic bottles, paper, banana peel, cans).
- Split players into teams.
- One by one, each player races to pick an item, run to the correct zone, and drop it there before tagging the next teammate.
- Continue until all items are sorted.
- Review the piles together and talk about why each item belongs where it does.

Tips & Adaptations:

For younger Rainbows (4–6)	Use fewer, simple items (just recycling and rubbish). Give them help with sorting.
For older Guides/Rangers (12–18):	Add more tricky items (e.g., batteries, textiles). Include a “bonus round” where they must come up with ideas for reducing waste or reusing items.

D. Homes for All

Activity 1. Decorate a Key Ring or Welcome Card

Make a creative key ring or a welcome card to give to someone moving into a new home. These small items can help people feel cared for and welcomed.

Estimated Time

30–45 minutes

What You'll Need

- Blank key rings or card stock
- Pens, markers, stickers, craft supplies
- Optional: laminator for durability

Steps

- Provide key ring blanks or card-making materials.
- Decorate with colours, stickers, drawings or positive messages.
- Talk about how small acts of kindness can make a big difference to someone settling into a new place. Talk about what it means to move house and the feelings that brings.
- Optional: Donate your creations to a local housing or community charity.

Tips and Adaptations

For younger Rainbows (4–6)	Keep decorations simple with stickers and colouring.
For older Guides/Rangers (12–18):	Design more advanced patterns or personalised items that reflect the idea of 'home'.



Activity 2. Learn About Homelessness or Housing Support

Understand more about homelessness and the ways charities and communities provide housing support. Activities should be age-appropriate and sensitive.

Estimated Time

30–60 minutes

What You'll Need

- Storybooks or resources about homelessness (age appropriate)
<https://www.lovereadings4kids.co.uk/blog/20-childrens-books-featuring-poverty-and-homelessness-6533>
<https://www.crisis.org.uk/get-involved/fundraise/resources-for-young-people/#videoresources>
<https://england.shelter.org.uk/>
<https://www.youngdevon.org/accommodation/homelessness-prevention-team>
- Internet/library for local information
- Paper and pens for brainstorming

Steps

- Introduce the idea that not everyone has a safe or permanent home.
- Share a simple story, video, or presentation (age appropriate).
- Talk about the organisations in your area that support people without homes.
- Brainstorm ways your unit could help, such as making care packs, fundraising, or raising awareness.

Tips and Adaptations

For younger Rainbows (4–6)	Focus on kindness and helping others – for example, listen to a story then draw a picture of a cosy home.
For older Guides/Rangers (12–18):	Research local charities and invite a speaker to your unit, or organise a campaign to raise awareness / raise money for a homeless charity.

Activity 3. Build a Den – What Makes a Place Feel Safe?

Use blankets, chairs, tables, sheets or outdoor materials to build a den. Think about what makes a space feel cosy, safe and welcoming.

Estimated Time

45–60 minutes

What You'll Need

- Blankets, cushions, chairs or safe outdoor materials
- Optional: fairy lights or decorations

Steps

- Provide safe materials like blankets, cushions, chairs, or outdoor branches (if supervised).
- Work in teams to design and build a den.
- Spend a few minutes inside the den and reflect on what makes it feel safe or homely.
- Discuss: what do we need to feel secure in our homes?

Tips and Adaptations

For younger Rainbows (4–6)	Help them build simple blanket dens and focus on fun decorating.
For older Guides/Rangers (12–18):	Challenge them to design the den with eco-friendly or practical features, or build outside with natural resources.



Activity 4. Fundraise or Collect Items for a Housing Charity

Plan a fundraising activity or collect useful items to donate to a foodbank, local housing or family support charity.

Estimated Time

Varies depending on the event (1–2 hours for planning; longer for event)

What You'll Need

- Paper and pens for planning
- Charity information
- Optional: collection boxes, posters, fundraising supplies

Steps

- Research local charities and find out what items or support they need most.
- Decide on a collection or fundraising activity (e.g., shoebox appeal, cake sale, sponsored walk, donation drive).
- Advertise your event or collection and involve your local community.
- Deliver the items or funds to the charity and reflect on the impact you've made.

Tips and Adaptations

For younger Rainbows (4–6)	Keep it simple, such as bringing one small item each to donate.
For older Guides/Rangers (12–18):	Take ownership of planning and running a full event, including promotion and budgeting.

E. Shape the Future

Activity 1. Imagine Homes of the Future

Think about what homes might look like in 50 years' time. What will change about the way we live, and what will stay the same? Use your imagination to design, draw, or write about a futuristic home.

Estimated Time

30–45 minutes

What You'll Need

- Paper or card
- Pens, pencils, paints or markers
- Optional: digital tools for designing

Steps

- Talk about new technologies, eco-friendly ideas, and how communities may change in the future.
- Ask an architect or builder parent to visit and discuss their work.
- Draw, design, or write a story about a home in 2075.
- Share your ideas with the group and explain your choices.

Tips and Adaptations

For younger Rainbows (4–6)	Focus on fun ideas like flying houses, rainbow roofs, or homes with slides.
For older Guides/Rangers (12–18):	Encourage detailed designs with floorplans or sustainability features such as renewable energy or smart technology.



Activity 2. Design a Badge or Sticker

Create your own badge or sticker design that promotes happy, healthy communities. Your design could be made into a real badge for your unit!

Estimated Time

30–45 minutes

What You'll Need

- Paper and colouring materials
- Optional: computer or tablet with design software

Steps

- Discuss what makes a happy and healthy community.
- Sketch ideas for a badge or sticker, using strong shapes and bright colours.
- Use this as an opportunity to talk about design and branding.
- Optional: Create the design digitally and share it online or with your county team.

Tips and Adaptations

For younger Rainbows (4–6)	Provide simple badge templates they can colour in.
For older Guides/Rangers (12–18):	Challenge them to make digital artwork or design a set of badges for different themes.

Activity 3. Write a Letter or Email to Your Local Council

Think about one idea that could improve your local community. Write a letter or email to your local council to share your thoughts.

Estimated Time

45–60 minutes

What You'll Need

- Paper, pens or pencils
- Optional: email access with adult supervision

Steps

- Talk about different things that could improve your area (e.g. safer crossings, more trees, new play spaces, slower road speed).
- Choose one idea as a group or individually.
- Write a letter or email explaining your idea and why it is important.
- Optional: send the letters to your local council and wait for a response.

Tips and Adaptations

For younger Rainbows (4–6)	Write or draw one idea together as a group poster.
For older Guides/Rangers (12–18):	Write individual letters, and consider running a campaign or asking to present ideas at a council meeting.



Activity 4. Learn a New DIY Skill

Try out a practical DIY skill, such as measuring with a tape measure, fixing something simple, building an IKEA product, or using tools with adult help. These are life skills that help us look after our homes and communities.

Estimated Time

30–45 minutes

What You'll Need

- Basic tools (e.g. tape measure, screwdriver, hammer, nails)
- Scrap wood or safe practice items
- Perhaps bring in a parent from the building industry to showcase their work

Steps

- Choose one or two simple DIY skills to practice (e.g. using a screwdriver, hammering a nail, measuring a space).
- Demonstrate safely with adult supervision.
- Let everyone have a turn practising the skill.
- Talk about why it is useful to learn DIY skills for independence and community building.

Tips and Adaptations

For younger Rainbows (4–6)	Focus on simple tasks like measuring with a tape measure or using toy tools.
For older Guides/Rangers (12–18):	Challenge them with a project such as assembling flat-pack furniture or fixing a real item under supervision.



Activity 5. Future City Challenge

Cities are always changing and improving. In the future, our towns and cities might look very different, with new technology and ideas to help people live more easily and sustainably. In this activity, you will explore ideas for a future city, think about what might be included, and design your own version of a place where people will live in years to come

Estimated Time

30–40 minutes

What You'll Need

- Future city features [Available at Annex 6]
- Paper and pencils, and/or colouring pens.
- Optional: junk modelling materials (boxes, paper, LEGO, etc.)

Steps

- Look at the Future City sheet together. Talk about the different features, such as: Electric Buses; Wind Turbines; Smart Roads; Rooftop Gardens; Delivery Drones; Robot Assistants;
- Ask the group which of these already exist today? Which ones sound exciting? And how do they help people or the environment? Ask the young members to think of their own ideas – can they think of anything else that might be in a future city? (e.g. flying taxis, eco-houses, underground parks, water recycling systems)
- Ask them to design, draw or build their future city and share their ideas with others in their group.

Tips and Adaptations

For younger Rainbows (4–6)	Keep it simple— but encourage them to label parts of their city.
For older Guides/Rangers (12–18):	Challenge them to design a sustainable city (energy, transport, waste). Ask them to think about real-life problems and how their ideas solve them.



Safeguarding, Risk Assessments and Safety

Before starting activities in this challenge pack, it's helpful to keep parents and carers informed. You may wish to share the example letter with parents and carers (Annex 7) and let them know about the activities you're planning with your group ahead of getting started.

Some activities within this pack involve going outside to explore local villages, towns, green spaces, or streets. When planning and delivering these activities, leaders should refer to their current safeguarding guidance, risk assessments, and safety training, and take appropriate steps to manage any identified risks.

All safeguarding, safety, and risk assessment concerns must be addressed in line with Girlguiding policies and procedures. Leaders should ensure that activities are suitable for their section, that supervision levels are appropriate, and that young members understand how to stay safe while taking part.

Completion

Once you've completed one activity from each section (or an agreed number for younger sections), you've earned your Home is where the heart is badge!

Don't forget to share photos of your adventures with us – we love seeing what you've been up to!

When you have completed your activities, please order badges using

our online shop <https://devonguides.org.uk/shop/challenge-badges/home-where-heart-challenge-badge>



Shout about it

Ask your leader to share your experiences on social media* using the hashtag #GirlguidingDevonhomeiswheretheheartis

Don't forget to tag Wain Homes and Girlguiding Devon

Wain Homes on Facebook

https://www.facebook.com/WainhomesGroup/?locale=en_GB

Wain Homes on Instagram <https://www.instagram.com/wainhomes/?hl=en>

Wain Homes on Tik Tok **@wainhomes**

Girlguiding Devon on Facebook <https://www.facebook.com/GirlguidingDevon>

Girlguiding Devon on Instagram <https://www.instagram.com/devongirlguiding/>

Girlguiding Devon on Tik Tok **@girlguiding.devon**

[*Please remember if you're taking photos at a unit meeting or event for social media, Girlguiding advertising or marketing purposes, you need to make sure you have appropriate consent. If you're unsure of the permissions people have, you can still take photos and videos as long as you can't identify anyone in them.]



Annexes



Job:

BRICKLAYER

What I do:

- Lay the bricks to build the walls, with bricks, blocks and stones

Skills:

- Understand house plans
- Attention to detail
- Clean and tidy worker



Job:

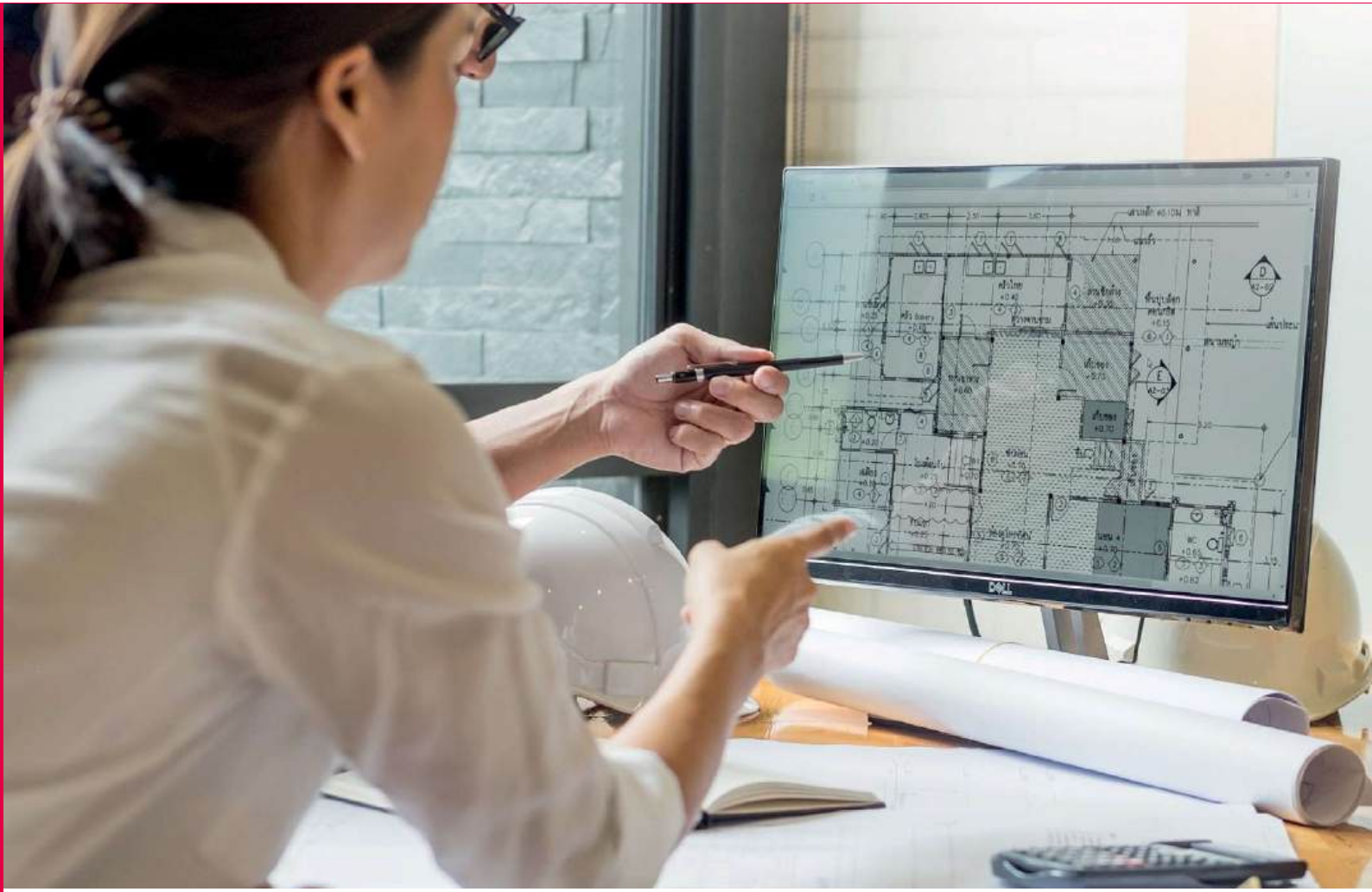
LAND BUYER

What I do:

- Search for land that would make a good site for new homes
- Agree to buy the land from the landowner and agree how much it will cost

Skills:

- Good understanding of where new homes are needed
- Negotiation skills – to agree a price to buy the land
- Building relationships – working with people who know where there is land for sale



Job:

PLANNER AND DESIGNER

What I do:

- Decide what type and how many homes will be built on a site
- Design a site map of where the new homes will be built – and other things which make a new housing development, such as village greens, ponds, open space and roads
- Put all my plans into a planning application to send to the local council to approve

Skills:

- Good at designing plans and maps
- Listening – finding out what people in the local area want from a new housing site and what type homes suit young people, families and older people



Job:

ARCHITECT

What I do:

- Draw plans of how the homes will look from the outside and where the rooms inside the homes will go. Architects can also choose what type of materials will be used to build the homes

Skills:

- Very creative with good imagination
- Attention to detail – they need to draw accurate plans



Job:

QUANTITY SURVEYOR

What I do:

- Work out how much of every building material is needed, for example how many bricks to build a house
- Calculate the cost of building the new homes

Skills:

- Good at maths
- Attention to detail and accuracy



Job:

CONSTRUCTION MANAGER

What I do:

- Put together a team of people to build the new homes
- Plan when different parts of building homes needs to take place and organise everyone to be there

Skills:

- Good management skills
- Organisation
- Ability to work under pressure so the homes are finished at the right time



Job:

ECOLOGIST

What I do:

- Check how every new development plans to protect wildlife and the environment

Skills:

- Good knowledge of wildlife and plants
- Interest in nature



Job:

SITE MANAGER

What I do:

- Once building work has started, I manage all the construction workers on the site every day
- Keeping the building work on schedule
- Keeping everyone safe
- Offer support and advice to new families moving into their new homes

Skills:

- Friendly
- Good communications
- Well organised



Job:

CARPENTER/JOINER

What I do:

- Build and install wooden structures and fittings, like roof beams and staircases

Skills:

- Safely using cutting equipment
- Knowing how to cut, join and build with wood



Job:

PLUMBER

What I do:

- Install all the water pipes in the homes
- Fit the heating systems to keep the house warm and provide hot water
- Make sure the taps and toilets work correctly

Skills:

- Good at reading plans
- Knowing how home heating systems work



Job:

PLASTERER

What I do:

- Mix and put plaster on the inside walls of the house to make the walls smooth ready to be painted

Skills:

- Hard working
- Good at reading instructions
- Like physical work



Job:

ELECTRICIAN

What I do:

- Fit all the electrical wiring and sockets into the house

Skills:

- Understanding of how electric works
- Good at maths
- Able to read and understand wiring diagrams



Job:

SALES MANAGER

What I do:

- Make people who are looking for a new home aware of our new development
- Show them around the new homes
- Find a house that suits the needs of the person or family buying the new home
- Agree a price for them to buy the house

Skills:

- Listening - to find out what people want in their new home
- Knowing about the local area and why it is a good place to live



Job:

CUSTOMER CARE MANAGER

What I do:

- Offer help to people after they have moved in
- Keep in contact with the construction manager and sales manager to manage repairs and check customers are happy

Skills:

- Empathy – understanding other people’s feelings
- Good organiser
- Good communicator

OUT AND ABOUT CHECKLIST



Energy and Sustainability

- Solar panels on roofs or buildings
- Wind turbines or small wind spinners
- EV (electric vehicle) charging points
- Recycling bins or compost bins
- Buildings with green roofs or plants growing on walls



Nature in our village/town/city

- Trees along the street
- Parks or green spaces
- Birds
- Insects
- Planters, flower beds, or hanging baskets



Roads, Paths and Transport

- Pedestrian crossings
- Cycle lanes or bike symbols on the road
- Bike racks or bike shelters
- Bus stops or train stations
- Speed limit signs



Accessibility and safety

- Ramps for wheelchairs or prams
- Tactile paving (bumpy ground at crossings)
- Handrails
- Street lighting
- Benches to sit and rest



Buildings and structures

- Old buildings
- New or modern buildings
- Buildings being built or repaired
- Bridges or tunnels
- Shops or cafés

Discussion

- Which thing did you find most interesting today?
- What do you think helps the planet the most?
- Can you spot something that helps people move around safely?

Annex 3: Building Our Communities: Activity 6. Build the Town - Community Challenge List

✂️ Print this list before the game. Shout out an addition, setback, neighbourliness, and/or twist from the list below whenever the leader chooses, or at regular intervals.

Additions / Improvements

- 🌳 Your park needs a tree – collect something green.
- 📖 Your school needs a library – find a book or piece of paper.
- 🛒 Your shop needs a sign – collect something with writing on it.
- 🪑 Your community centre needs a bench – find something blue.
- 💡 Your house needs electricity – collect a yellow object.
- 🚲 Your town wants to be eco-friendly – add a bike stand (pretend with a stick or cone).

Challenges / Setbacks

- ☁️ A storm hit – you must give one piece back.
- 🚧 Roadworks are slowing you down – your team must walk slowly for one turn.
- 🔑 A neighbour locked their door – skip a turn.
- 💧 A flood damaged your park – remove one tree.
- ⚡ Power cut – pause building until you shout “the lights are back on!”
- 👷 Slow progress – only one builder from your team can collect pieces until the next turn.

Cooperation / Neighbourliness

- 🤝 Share a piece with another team.
- 👥 Swap builders – send one of your team to help another team for a turn.
- 🎉 Neighbourhood party – every team must sing “Happy Birthday” before building again.
- 🏠 A new family moved in – another team gives you one piece.
- 🐕 A neighbour’s dog ran through – carefully rebuild one fallen piece.






Fun Twists

- 🎭 Fancy dress day – one builder must act like a superhero while building.
- 🚒 Fire drill – everyone leaves their zone, runs around the play area once, then comes back.
- 🎵 Music festival – builders must hum a tune while adding their next piece.
- 💃 Dance break – do 5 star jumps before you can collect your next piece.

Annex 4: Love Where You Live: Activity 2. Environmental Awareness

– Wildlife Exploration List

Take this sheet outside – to a park, woodland, coast, field, or even your garden – and explore what you can find! Tick off what you notice and add your own discoveries. Use it at multiple locations over the course of a year to find how many you can tick.

 Birds	
Crow or Rook (often noticed in fields)	<input type="checkbox"/>
Seagull (common along the coast and towns)	<input type="checkbox"/>
Robin (small, red-breasted garden bird)	<input type="checkbox"/>
Pigeon (parks and town centres)	<input type="checkbox"/>
Magpie (black and white, often in pairs)	<input type="checkbox"/>
Bird of prey (Buzzard, Kite, Kestrel)	<input type="checkbox"/>
 Mammals & Other Animals	
Rabbit (fields, verges, parks)	<input type="checkbox"/>
Squirrel (look in trees)	<input type="checkbox"/>
Cow or Sheep (fields in the countryside)	<input type="checkbox"/>
Goat or Pony (moorland areas)	<input type="checkbox"/>
Dog or Cat (pets out on walks!)	<input type="checkbox"/>
Seal (on sand banks or in harbours)	<input type="checkbox"/>
 Insects & Mini-Beasts	
Butterfly (e.g., red admiral, cabbage white)	<input type="checkbox"/>
Bee (bumblebee or honeybee on flowers)	<input type="checkbox"/>
Ladybird	<input type="checkbox"/>
Pond skater (on the surface of ponds)	<input type="checkbox"/>
Dragonfly or Damselfly	<input type="checkbox"/>
Snail or Slug	<input type="checkbox"/>
Spiders or daddy longlegs	<input type="checkbox"/>
 Plants & Trees	
Daffodil (springtime gardens, parks)	<input type="checkbox"/>
Gorse bush (yellow flowers, moorland/hedges)	<input type="checkbox"/>
Fern (shady woods, damp areas)	<input type="checkbox"/>
Blackberry bushes (hedgerows in late summer)	<input type="checkbox"/>
Acorn (fallen from oak trees)	<input type="checkbox"/>
Daisy or Dandelion (lawns and fields)	<input type="checkbox"/>
Fir trees and pine cones (in forests)	<input type="checkbox"/>
 Coastal & Rockpool Creatures (if near the sea)	
Crab (under rocks or in pools)	<input type="checkbox"/>
Limpet (clinging to rocks)	<input type="checkbox"/>
Seaweed (various types)	<input type="checkbox"/>
Barnacle (tiny shells stuck to rocks and the bottom of boats)	<input type="checkbox"/>
Mussels, Periwinkle or Whelk (small shells in pools)	<input type="checkbox"/>

FUTURE CITY CHALLENGE

A future city is what we expect we will normally find around streets and homes in a city years from now, although many things are already starting to appear in cities today!

HERE IS A LIST OF 10 FEATURES THAT WE EXPECT WILL BE COMMONLY FOUND IN A FUTURE CITY.



1. Electric bus



5. EV charging point



8. Self-driving car



2. Wind turbine



6. Smart bin



9. Delivery drone



3. Street light sensor



7. Rooftop Garden



10. Robot assistant



4. Smart Road

Can you think of anything else we might find in a city of the future?

Annex 7: Example letter for parents and carers.

Dear parents and carers,

You are receiving this letter because your child's Rainbow, Brownie, Guide or Ranger unit is planning to take part in the **Home is where the heart is challenge badge**.

This challenge badge has been developed by Girlguiding Devon in partnership with **Wain Homes** and focuses on helping young members learn more about homes, communities, and the people and skills involved in creating places where we live, work, and belong. The activities are designed to be flexible and suitable for a range of ages, with guidance provided throughout the pack. Unit leaders will select the activities most appropriate for their group and adapt them where needed.

Through this challenge, young members will explore what makes a community welcoming, learn about different jobs involved in building and supporting homes, think about sustainability and caring for the environment, and reflect on what "home" means to them and others. Activities encourage creativity, teamwork, discussion, and practical skills, while also helping young members recognise their own strengths and interests.

Some activities in this pack may involve **going outside to explore local areas**, such as villages, towns, streets, or green spaces, or discussing topics such as housing needs and community support in an age-appropriate way. All activities will be delivered in line with **Girlguiding safeguarding guidance, risk assessments, and safety procedures**. If you have any concerns about your child taking part in a particular activity, please speak to your unit leader, who will be happy to adapt the activity or offer an alternative.

Thank you for supporting your child to take part in the **Home is where the heart is challenge badge**. We hope they find the experience engaging, inspiring, and fun, while learning more about the places they live and the communities around them.

Yours sincerely,
Girlguiding Devon