



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

WORLD THINKING DAY 2022

OUR WORLD, OUR EQUAL FUTURE

The Environment
& Gender Equality



ACTION

PRACTISE
GENDER EQUALITY



Introduction

Welcome to the 2022
World Thinking Day activity pack:
Our World, Our Equal Future.

What is World Thinking Day?

A day of international friendship since 1926. Every year on **22nd February**, Girl Guides and Girl Scouts celebrate the Movement and connect with each other by having fun together, learning about and taking action on the global issues that affect their local communities and fundraising for the **10 million Girl Guides and Girl Scouts around the world.**

The idea for World Thinking Day first came to life when Girl Guides and Girl Scouts met in the USA at the **fourth WAGGGS World Conference.**

22 February was chosen because it was the birthday of both **Lord Baden-Powell**, founder of the Boy Scout Movement, and **Olave Baden-Powell**, who was World Chief Guide.



Did you know you are part of a global Movement called the World Association of Girl Guides and Girl Scouts?

Stay informed. Stay connected. Follow WAGGGS on social media @WAGGGSworld

2022 : Our World, Our Equal Future

The environment and gender equality

"We are either going to have a future where women lead the way to make peace with the Earth or we are not going to have a human future at all."

Yandana Shiva
2

2023: Our World, Our Thriving Future
The environment and global poverty

2024: Our World, Our Peaceful Future
The environment, peace and security

On International Day of the Girl 2020, we asked Girl Guides and Girl Scouts under 18 from **100 countries** what issues they were most concerned about and what they wanted to change about the world. From this data, we learnt that the **number one worry is the environment.** And so, the World Thinking Day theme from 2022-2024 will be **Our World, Our Future.** This year's WTD starts a three-year journey for Girl Guides and Girl Scouts to become environmentally conscious leaders.

Each year we will build on this environmental theme and explore the links between the environment and other global concerns. This year, we are exploring **how girls and women are disproportionality affected by environmental issues and climate change.**

Let's learn together

Completing this activity pack will enable Girl Guides and Girl Scouts around the world to:



Explore environmental issues

- ✍ Learn more about climate change and why it matters
- ✍ Explore urgent environmental issues in the world today
- ✍ Understand how our actions impact the environment

Practise their gender equality mindset

- ✍ Understand why women and girls are more affected by climate change
- ✍ Reflect on the link between gender equality and the environment in their lives
- ✍ Explore how girls and women can take action for the environment



Take action

- ✍ Identify what needs to change to protect the environment
- ✍ Plan to protect the environment in their daily life
- ✍ Be inspired to speak out and take action on the environment and support others in their communities to do so

If you want to learn more about the gender equality mindset and why taking gender into account is crucial to being a good leader, read the Girl Guide and Girl Scout [leadership model summary](#).



World Thinking Day Fund

This special day for you and all those in the Girl Guiding and Girl Scouting Movement is your chance to give so that others have the chance to be Girl Guides and Girl Scouts

This year has been more challenging than most as the COVID-19 pandemic took hold across the globe. This hugely affected World Thinking Day 2020 and 2021 and the funds that many of you are normally able to raise to support Girl Guides and Girl Scouts around the world. With less donations, some of the projects the fund supports like leadership workshops for young women, support to Girl Guide and Girl Scout Associations around the world and the development of the World Thinking Day Activity Pack have been adversely affected.

As our world begins to recover and you are able to meet again with your units, troops and friends to complete the activities for 2022, we hope you will continue to donate to the World Thinking Day Fund as you have before. Your donations will ensure that more Girl Guides and Girl Scouts get the chance to experience the international Movement through events like the Juliette Low Seminar, and develop as leaders who bring positive change in their societies.

Collect

Contribute to the fund and complete this year's World Thinking Day Fund activity 'Trash into Treasure' on page 50-51

Send

I've collected, what next? You have two options to send your donations to WAGGGS:

1 Your National Association: Contact them first. Many National Associations collect donations to send to WAGGGS.

2 Directly to WAGGGS: You can donate online or by Cheque, Credit Card or Bank Transfer or Fundraise [Online](#)

Or for **USA donors** the World Foundation for Girl for Girl Guides and Girl Scouts Inc.

Once we receive your donations, you will receive a special World Thinking Day 'Thank You' card and certificate as our way of showing our appreciation for all your hard work.



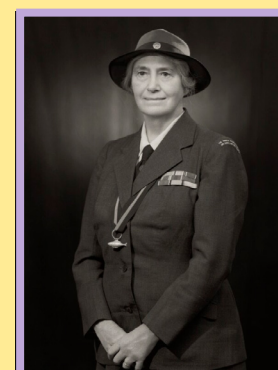
[WTD Fund](#)



[USA donors](#)

“There are a million of us. I am not good at arithmetic and I will not make any calculations which may not come true. But a penny, or two cents, or four annas or enough centimes or groschen or Heller or Filler or ore to make the same value, is not an immense amount, especially when it is perhaps saved or earned and given with a willing hand.”

Lady Olave Baden-Powell



Our World, Our Equal Future

Connection to our environment and the natural world has been a pillar of Girl Guiding and Girl Scouting since the Movement started over a century ago. The original Guide Law states that "**A Guide is friends to animals**", and many countries have extended this to include all living things or nature in general. Through Girl Guiding and Girl Scouting, young people learn to respect and appreciate the natural world, and to live in it without disturbing it.

Climate change and environmental degradation are threatening our world, and our future.

We are already seeing the consequences across the world: **rising sea-levels, natural disasters and species becoming extinct**. Because girls and women are more likely to live in poverty, have less protection of their human rights and face systemic violence, they are disproportionately affected by these threats.

This year's WTD activity pack, Our World, Our Equal Future, celebrates women and girls who have made a difference as environmental changemakers. Their stories will inspire you to learn and explore the link between the environment and gender equality.

Climate change

A change of climate which is caused directly or indirectly by human activity that changes the composition of the atmosphere and which is in addition to natural climate variability observed over similar time periods. Climate change is harming the natural world, and our communities, and it concerns all of us.

Gender equality

Between women and men refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female." (UN Women). Discrimination against women and girls takes different forms in different parts of the world, but no country in the world has achieved gender equality.

Climate change and gender equality

Climate change causes extreme weather and natural disasters by speeding up the water cycle on Earth. Women and children are **14 times** more likely than men to die during a disaster.

Disruption to health services during natural disasters affects girls and women's access to important health services such as sexual and reproductive health, and healthcare during pregnancy and birth.

Women's traditional skills and knowledge in innovation, food, energy and waste management can be used for climate action.

Women are on the
frontline of community
responses to natural disasters.

Women and girls are responsible for water collection in **80% of households that don't have access to water on-site**. Climate change is making water availability less predictable in many regions in the world because of droughts and water contamination, which means that girls have to travel further to fetch water, which can cause them to miss school.

When provided with the same access to resources as men, women can increase their agricultural yields by **20-30%**, contributing to world hunger reduction by **17%**.

DID YOU KNOW?

Working in partnership with the Girl Guides of Benin, Lesotho and Tanzania – three of the countries most vulnerable to climate change – we are training **180 Guiding groups and more than 45,000 girls and young women in climate action**.

Heatwaves and a lack of access to clean water for proper menstrual hygiene can cause bacteria and infections..

If current trends continue, by 2025 climate change will be a contributing factor in preventing at least **12.5 million girls** from completing their education each year.

80% of people displaced by climate change are women. At the UN Climate Change summits between 2000 and 2010, only **30% of delegates were women**.

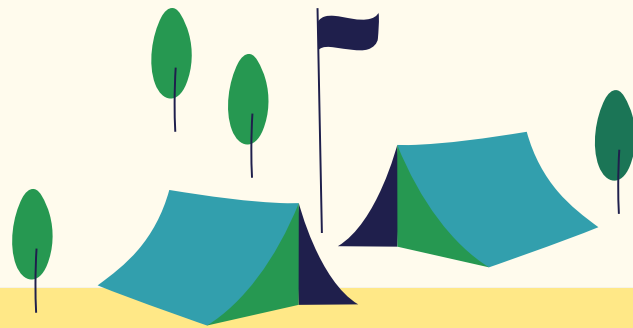
How to use this pack?

The 2022 WTD Activity pack Our World, Our Equal Future provides an opportunity to step into the shoes of inspiring female environmental changemakers.

Learn about the impact their work is having on the environment, gain an understanding of how these environmental issues impact girls and women and follow in the footsteps of these changemakers to make a difference to the world.

Get ready

- ✓ Be sure to use our non-formal education method to create an experience that is relevant, exciting, accessible and learner-led!
- ✓ As a group, decide how you will complete the pack.
- ✓ Consider the process for selecting the changemakers you will learn about.
- ✓ Decide if you will follow the changemaker and their journey through the pack or if you will select a different changemaker's activity within each section.
- ✓ Consider working in small groups for some activities or how the whole group can work on the same activity together.
- ✓ Plan time during and at the end of the activities for discussion and reflection.
- ✓ Allow changes to accommodate the interests and learning needs of all group members.



Did you know?

We have an internet safety badge that's available to all Girl Guides and Girl Scouts! In its latest edition, there is also an exciting new section on how to be the change the online! [Check it out](#)

Participating in the online environment

This activity pack can be adapted to suit delivery in an online environment. If you are not able to hold a face-to-face meeting, either select activities that have been labelled as online friendly or adapt the activity to suit your needs in the online space.

Always check and follow the current advice and safety guidelines from your Association on in person or online Girl Guide and Girl Scout activities.

Online safety tips

- ✓ Always check and follow the current advice and safety guidelines from your Association on in person or online Girl Guide and Girl Scout activities.
- ✓ Make sure you can create a safe space that is private to your group, and that you have permission from a parent/ caregiver to connect with your group online.
- ✓ Use online platforms with good security controls, and make sure you know how to use them in advance. If you're not comfortable with working online, reach out to others for help.
- ✓ Talk to your Girl Guides/ Girl Scouts about how to stay safe online before encouraging them to complete activities in this pack that use social media.
- ✓ Make sure you have permission from your Girl Guide/ Girl Scouts and parent/ caregiver before posting photos/ videos online.
- ✓ Do not include personal/ identifying information in any content shared online.
- ✓ If you receive offensive or inappropriate comment, block and report the account.
- ✓ Consider if delivering activities online would exclude any of your members and look for ways to address this. For example, could you use a simpler and more accessible online platform, arrange for a group member to get access to the technology they need, or give them resources and materials so they can complete the activities?



Earn the Badge

1 Create a brave Space

Standing up for what you believe in and speaking your truth requires brave actions. So it is important that when we come together to discuss the issues in this pack, everyone feels that they are included, respected and heard. Creating a brave space will provide an environment where everyone is valued and able to fully participate.

Some things that you might like to consider:

- ✏ Work as a group to establish group guidelines and expectations and decide how the group will keep to them
- ✏ Make sure that all group members understand the importance of confidentiality
- ✏ Plan to allow adequate time for deep discussions
- ✏ Ensure that differences in opinions are respected
- ✏ Be ready to adapt and adjust your programme to enable participants to lead their learning and discussions in directions relevant to their interests.
- ✏ Be aware of the impact that content and discussions can have on group members. Talking about climate change and environmental sustainability might be worrying or cause anxiety for some Girl Guide and Girl Scouts. Plan so that if participants feel uncomfortable and require support that they can communicate this to the group or someone they trust.
- ✏ Ensure that the environment is inclusive and adapt the programme to ensure that everyone in the group is able to activity engage in the activities

2 Choose your environmental changemaker

Start by selecting an environmental changemaker and be inspired by the actions that they are taking in the fight against climate change.

- ✏ **TIP:** Arrange the changemaker cards so that all the cards are visible and participants can select the changemaker that they wish to explore. For the younger years, you may like to read the cards out to the group for them to decide or select the changemaker that best connects to the interests of the group.
- ✏ **TIP:** Once you have selected the Changemaker you may like to select the activities that relate to that changemaker or decide to follow the activities of your choice.



3 Complete one activity per section

Complete at least one activity from each of the sections of the pack **Understand the issue, Practise your gender equality mindset and Take action.**

- ✏ **TIP:** You may decide to continue to follow through the pack, completing the activities that relate to your changemaker, or you can decide to explore the activities related to other changemakers.



4 Write a letter to our world, for our equal future

Raise your voice with 10 million girls on WTD, and write a letter to the world. Share your vision for a better future and a better environment.

- ✏ Use the reverse side of the changemaker cards to form a picture of the world. Connect them together and on the image of the world, creatively share your vision of a healthy planet. Compose a letter to the world, sharing your thoughts about the environment, climate change and the world you want for the future.

5 Share your letter on social media



@WAGGGSworld and using #OurWorldOurFuture, #WTD2022 and #WAGGGS.






CONGRATULATIONS!

You have earned your **World Thinking Day badge**. Order your **World Thinking Day badge** [online](#).




















Activity Guide

All activities in this pack are adaptable for online delivery.

 Outdoors
  Individual
  Younger Years
  Middle Years
  Older Years

EXPLORE

PRACTISE GENDER EQUALITY

Activity name	Changmakers	Time	Adaptable for	Best suited for	Younger Years	Middle Years	Older Years
Single use plastic our lives	Isatou Ceesay	20 min			●	●	●
Climate change charades	Tessa Kahn	15 min				●	●
The hive works	Leydy Pech	20 min			●	●	●
Resource trees	Hindou Oumarou Ibrahim	20 min			●		●
Listen to science	Greta Thunberg	15 min				●	●
Pesticide bingo	Rachel Carson	40 min					●
A walk in the park	Malaika Vaz	20 min			●	●	●
Plastic bag mats	Isatou Ceesay	60 min				●	●
Speak up for women	Tessa Kahn	30 min				●	●
Community mapping	Hindou Oumarou Ibrahim	20 min				●	●
Build your hive	Leydy Pech	20 min			●	●	●
Finding your voice	Greta Thunberg	30 min				●	●
What makes a leader	Rachel Carson	25 min					●
Hunt for wildlife trade	Malaika Vaz	30 min			●	●	●
Trash into treasure	Isatou Ceesay	30 min			●	●	●
Advocate for change	Tessa Kahn	20 min			●	●	●
Nature zine	Leydy Pech	45 min			●	●	●
Community storytelling	Hindou Oumarou Ibrahim	30 min			●	●	●
Creativity is your voice	Rachel Carson	30 min			●	●	●
Wildlife filmmaker	Malaika Vaz	30 min			●	●	●
Change the rules	Greta Thunberg	20 min				●	●

TAKE ACTION

Meet the Changemakers

Be inspired by the stories of women who are environmental changemakers and learn how they have addressed key issues in the fight against climate change. Select a card to begin.

Leydy Pech

Mayan Beekeeper and Activist

A beekeeper who led a coalition that successfully stopped Monsanto's planting of genetically modified soybeans in southern Mexico. She is a member of an agroforestry cooperative run exclusively by Mayan women. Leydy keeps a variety of stingless bees called Melipona beecheii, which have been part of Mayan culture for hundreds of years.

Awards - the Goldman Environmental Prize in 2020

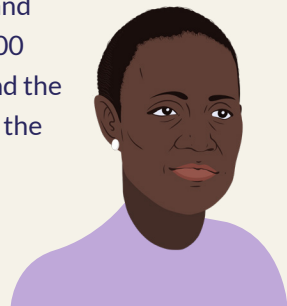


Isatou Ceesay

Gambian Recycling Activist

Her life changed when she learned about waste recycling. She had an innovative idea to turn plastic bags into usable products by crocheting the bags together to make mats. She persuaded her friends to form a women's group where they began collecting plastic bags and upcycling them.

Isatou has received many awards for her work and has trained over 11,000 people in upcycling and the dangers of plastics on the environment.



Greta Thunberg

Swedish Environmental Activist

At age 15, she began protesting outside the Swedish Parliament using a sign that read School strike for climate. Greta spoke at the 2018 and 2019 United Nations Climate Change Conference, and young people all over the world then began holding weekly protests.

Awards - won many awards and was included in the Forbes list of the World's most Powerful Women in 2019. She has been nominated for 3 years consecutive years for the Nobel Peace Prize.



Malaika Vaz

India
National Geographic Explorer, wildlife filmmaker and TV presenter

Her passion is to create documentaries on the environment and endangered species and focuses on community-led conservation and wildlife trafficking. She also founded an organization "Kriya: Empowerment through Action" to empower girls and children from tribal communities.

Awards - Green Oscar nomination for her film on Manta Rays and won the Jackson Wild Media



Hindou Oumarou Ibrahim

Chad
Environmental Activist

She witnessed first-hand the effects on climate change on the indigenous people when Lake Chad dried up which was the main water supply for that community. She also founded a community-based organisation focused on promoting the rights of girls and women in the Mbororo community and inspiring leadership and advocacy in environmental protection. In 2016, Ibrahim was selected to represent civil society at the signing of the historic Paris Climate Agreement on April 22, 2016. In 2019, she received the Pritzker Emerging Environmental Genius Award.



Rachel Carson

US
Marine Biologist and nature writer

She wrote the bestseller, The Sea Around Us, won a U.S. National Book Award. Rachel changed her focus in order to warn the public about the long-term effects of misusing pesticides. Rachel's efforts drove a reversal in national pesticide policy, which led to a nationwide ban on DDT and other pesticides. It also inspired a grassroots environmental movement that led to the creation of the U.S. Environmental Protection Agency.

Rachel was awarded the Presidential Medal of Freedom by President Jimmy Carter.



Tessa Khan

United Kingdom
Human Rights Lawyer

She has spent most of the past 10 years working with human rights and sustainable development policy and has worked across the globe. Tessa is fighting to cut carbon emissions and making governments adhere to the commitments made under the 2015 UN Paris Agreement on climate change.

Awards - 2018, the Climate Breakthrough Project 2019, she was named by TIME magazine as one of fifteen women leading the fight against climate change.



UNDERSTANDING THE ISSUE



Learn how to inspire change and find more sustainable solutions for the future.

Explore some of the issues that are affecting climate change and understand their impact by selecting an activity from this section.

Single use plastic in our lives



In this activity, learners will learn about single use plastic and discover how much it is present in our everyday lives.

After her studies, Isatou Ceesay became a volunteer with the US Peace Corps and learned about waste recycling. This changed her life, and helped her create a lasting impact in her community and across her country as she started working on plastic waste upcycling.

Preparation & Materials

Print the list of questions and answers in the appendix. The week before the activity ask the group to collect all of the plastic that they would throw away during the week, and bring to the meeting.

Q&A

Quiz questions and answers on pages 67-68

- 1 Look through the collection of plastic you would have thrown out over the week.
 - How much is there? Are you surprised about the amount?
 - What do you notice about the items?
 - Do you know how using a lot of single-use plastic harms the environment? Take a quiz to find out!

- 2 **For younger years**
A leader will read out a list of statements. If you think the statement is true, run to the right of the meeting place. If you think it is false, run to the left of the meeting place.

- 3 **For middle and older years**
Use the answer cards to fill in the gaps in the facts cards!

- 4 **Discussion**
Did anything surprise you about the activity?
 - Is there anything you could do differently to reduce the amount of plastic you use (take your own shopping bag, use a reusable cup, buy produce which is not pre wrapped, etc.)?
 - Do the other activities linked to Isatou Ceesay to upcycle your plastic waste. If you want to explore another changemaker, or in case there is plastic left, research how you can recycle or upcycle plastic in your local area.



Adaptation for online

Use an online quiz platform, or create a slide with all the answers, read out the fact and ask the participants to circle their answer.

Notes

Leaders can collect their plastic waste for the week, and use it for any participants that might not have been able to collect their own.

See Activities

- Do you want to continue exploring Isatou Ceesay's work and her "One Plastic Bag" project? Go to **page 34** and do the "Plastic bag Mats" activity.
- Plastic pollution has a big impact on wildlife and can contribute to threatening species with extinction.
- Do you want to know more? Go to **page 46** and do the "Hunt for wildlife trade" activity.

Climate Change Charades



In this activity, learners will become familiar with common vocabulary words and concepts related to climate change.

As a lawyer, Tessa Khan has to be a precise communicator and use the right words to convince governments to take action on climate change. Like her, you need to understand the words used to talk about it.

Preparation & Materials



Bowl



Pens



Paper Strips



Timer

- 1 Play this game to become more familiar with climate change and its effects!

Create a list of words related to climate change and its effects.

- 2 Go over the meaning of any words that someone does not know.

- 3 Write all the words on paper strips and put them in a bowl.

- 4 Divide into **two teams**. Set the timer for one minute. The first player takes a paper from the bowl and describes the word to their team without saying the word itself. When the team guesses, pass the bowl to the next player.

- 5 When the timer rings, count how many words were correctly guessed and write down the team's score. Reset the timer for one minute and allow the second team to play.

- 6 The game will be played in **three rounds**.
 - ✍ For round one, you have to describe the chosen word without saying any of the words on the paper.
 - ✍ For round two, you can only say one word to describe the word on the paper.
 - ✍ For round three, you can only use actions and can't say anything.

- 7 After all three rounds, announce the winner and discuss which words were the hardest to understand.

Notes

If your group is not very familiar with climate change, you can prepare some words before the session. For example, you can use: climate, weather, temperature, global warming, nature, renewable energy, greenhouse gas, sustainable, biodiversity, sea-level rise, endangered animals Tessa Kahn lives in the UK. One of the five WAGGGS World Centres, Pax Lodge, is in the UK. It is "a place where strangers soon are friends" and is located next door to the WAGGGS' international HQ in London. In addition to offering scheduled programmes and events throughout the year Pax Lodge offers accommodation to everybody.

Adapting for online / face-to-face

Use a website such as [-fishbowl](#) to adapt the game for an online group or the leader can privately message a word to each person for each round.

See Activities

- ✍ Do you want to develop more communication skills and learn how to debate like a lawyer? Continue exploring Tessa Kahn and do the "Speak up for women" activity on [page 36](#).
- ✍ Using the right words is important to be taken seriously, but sometimes it's not sufficient. Explore what can get in the way of you being taken seriously and do the "Finding your voice" activity [page 42](#).
- ✍ Words are important. If you want to learn how words have been used against women, and how you can flip them around, do the "What makes a leader" activity [page 44](#).

The Hive Works



In this activity, learners will learn how small negatives changes can affect the balance of the ecosystem.

Leydy Pech is a beekeeper who belongs to the community Maya de Campeche in Mexico. She became an activist by fighting for the ban of genetically modified soya planting in the area where she lives. Let's play a game to understand how human activity can disturb ecosystems.

Preparation & Materials



Rope



Blindfold

- 1 Sit down in a circle. All players are bees.
- 2 Put on blindfolds and take a long piece of rope all together (so it goes around the circle).
- 3 Your task is to form a perfect square together. Once you're done, you can take off your blindfolds and see what you have accomplished.

- 4 Play a second round. This time, one player is outside the circle, It represents a pesticide. At any moment, this player can tap a bee on the shoulder. This bee then becomes mute. You can adapt the number of bees the pesticide is able to tap on the shoulder depending on the size of your group.

- 5 Once you're done, take off your blindfolds and compare the result to the first one.

- 6 **Debrief:**
 - Did the first round work better than the second round? Why?
 - How did it feel to disturb your collaboration by muting players?
 - In the natural environment, all living things have a role to play. Together, they form ecosystems that are balanced. When we disturb that balance (by using pesticides for example), we put the ecosystems at risk.
 - For many years, the Maya women of the area that Leydy Pech is from have cultivated honey from very special bees. Because of the use of pollutant pesticides in the soya fields many bees are dying and the population is decreasing worryingly, putting at risk the community's lifestyle.

Notes

Leydy Pech is from Mexico, the location of Our Cabaña, one of the five WAGGGS World Centres. Managed and operated by Guías de Mexico, it is located in the "City of Eternal Spring", Cuernavaca. Since opening in 1957 we have been welcoming guests from all around the world and offering a range of activities and programmes for all our visitors and participants to engage with and enjoy!

Adapting for online / face-to-face

This activity can be adapted online by using an online teamwork challenge and adapting the role of the pesticide to add an extra difficulty to the game. You can adapt the challenge and the difficulty to the age of your group.

See Activities

- Do you want to learn more about bees? Continue exploring Leydy Pech by doing the "Build you hive" activity **page 40**.
- Like plants and animals in an ecosystem, people all play an important role in society. Learn how to take everyone's perspective into account by doing the "Community mapping" activity on **page 38**.
- Biodiversity preservation and wildlife conservation are crucial issues for a better future. Learn how girls can take part by doing the "Hunt for wildlife trade" activity on **page 46**.

Resource Trees



In this activity, learners will explore how trees compete with each other for nutrients, sunlight, space, and water. Learn how climate change may effect global resource distribution.

Hindou Oumarou Ibrahim started being interested in environmental activism when she saw that Lake Chad was drying out because of climate change, which had an enormous impact on indigenous communities who are dependent on natural resources to live. Play a game to understand how climate change is affecting natural resources!

Preparation & Materials

Spread out the coloured markers on the floor in the area you are playing in.



Markers or tokens in 3 colours



Small squares of paper in 3 colours

*At least 3 times as many tokens as participants in each colour.

1 As a group, spread out about **90 cm apart** from each other. Each of you represents a tree whose goal is to get as many resources as possible.

2 Equally distribute the “tree resources” around players so that the resources are about **30–60 cm apart**. Each colour represents one of the three things a tree needs: water, sunlight, nutrients. Assign each need a colour (e.g., blue = water, yellow = sunlight, red = nutrients).

3 Start the game! You need to reach to gather the resources you need, without moving from your spot. In each round, you need to try and gather three or more of each resource to have a good growth. If you have two of each resource, you are having average growth, and one or fewer of each means poor growth.

4 If you have poor growth for two rounds of the game, you are eliminated.

5 Play additional rounds, using one or more of the following conditions:

- Trees stand or sit closer together (representing more competition).
- Fewer water resources (representing a drought).
- Fewer sunlight resources (representing overcrowding for young trees).
- Fewer nutrient resources (representing poor-quality soil).

6 **Discussion**

What might happen to a real tree that can't meet one or more of its needs?

- Can you name types of trees, which might have different needs to others?
- How may climate change effect the resources available to trees?
- What would this model look like for humans? How will climate change effect resources available to humans? And what might be the repercussions of this?

Did you know?

Because of climate change, there might be less resources available to human, including foods and nutrients, which can cause malnutrition.

We have a badge to help girls tackle malnutrition! Take on the **challenge** today

Adapting for online / face-to-face

Create a powerpoint slide showing the resources and share your screen. Players can draw on the screen to claim a resource as theirs.

See Activities

- Hindou Oumarou Ibrahim got involved in her community by making sure everyone had their voice heard. Continue exploring her work by doing the “Community mapping” activity on **page 38**.
- Natural resources are very important for animals and insects to build adequate shelter. Learn more about how bees can use natural resources by doing the “Build your hive” activity on **page 40**.
- Do you want to learn more about the impact climate change is having on people? Learn about how it impacts women by doing the “Speak up for women” activity on **page 36**.

Listen to science



In this activity, learners will understand what climate change is and share their feelings about climate change.

Greta Thunberg is an environmental activist well known for asking world leaders to take action on climate change. One thing she encourages everyone to do is to listen to climate experts, because science is telling us what we need to do to limit the effects of climate change. Today, let's look at what climate science is telling us!

Preparation & Materials

Print the answers to the quiz (if you have a large group, print out several sets) and cut them out. Scatter them around your meeting space.



Pen



Paper

Q & A

Quiz questions and answers on page 69-70

- 1 Get into small groups and create your own cheer.
2. Ask a question from the quiz. As a group, look around the meeting space to find the right answer(s). When you think you have found the right answer(s), make your cheer and give your answer(s). The first group to find the answer(s) gets a point.

- 3 The group with the most points wins.

- 4 Greta often explains that climate change makes her angry. In your groups, create an emoji that reflects how you feel after learning all these facts about climate change. Share your feelings with each other.

Do you want to learn more about environmental issues? Have you heard of the YUNGA Challenge Badges? The Youth and United Nations Global Alliance (YUNGA) Challenge Badges teach young people about everything from biodiversity and plastic pollution to pollination, forests, and agriculture. **Check** them out today.

Adapting for online / face-to-face

Use an online quiz creator like Kahoot to run the quiz online!

See Activities

- ✍ Greta Thunberg is a young person who is passionate about the environment and taking action on climate change – like you! Continue learning about her and how you can follow in her footsteps by doing the “Finding your voice” activity on page 42.
- ✍ Greta Thunberg’s feelings, thoughts and opinions about climate change are sometimes mocked because of who she is. Learn about privilege and how you can use your voice for more equity with the “Build your hive activity” on page 40.
- ✍ Greta Thunberg has started a worldwide movement—she’s nothing short of a leader. Explore what people say about women leaders by doing the “What makes a leader” activity on page 44.

Pesticide Bingo



In this activity, learners will be introduced to Rachel Carson and her involvement in raising awareness regarding pesticide use and dangers.

Preparation & Materials



Bingo cards on page 71

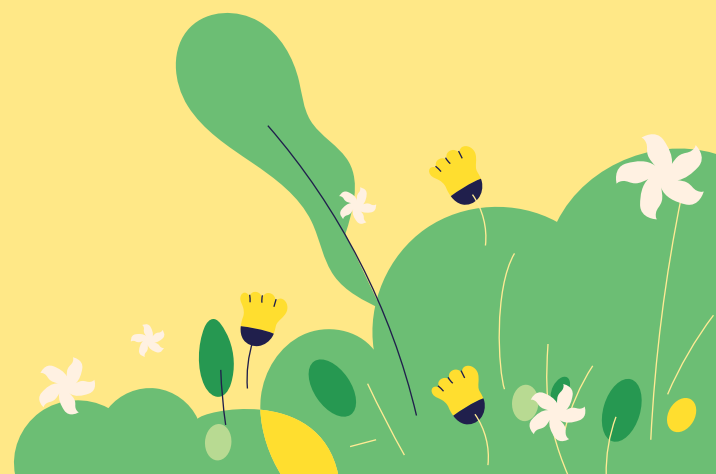
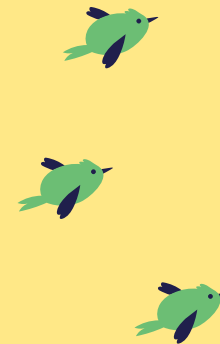
Rachel Carson is well known for her book “**Silent Spring**”. It was published in 1962, and in it she explains how pesticides are causing harm to the environment. Pesticides are highly toxic, and can cause health problems in humans and wildlife. She attributed the decline in bird population to the use of pesticides.

- 1 What are pesticides? They are products meant to control pest (insects, animals, plants).
2. Where can they be found? In groups of 4-5, read the different types of pesticides on your bingo cards.

- 3 Together, try to find as many household items that could contain these types of pesticides.
- 4 The first team to reach a full row of pesticide types wins. If you complete the activity too quickly, continue for a blackout of the bingo card.

- 5 **Discuss:**
In her book, Rachel Carson accused the chemical industry of spreading disinformation about pesticides, so it wouldn't seem as dangerous and people would keep using and buying them.
 - ✎ Can you think of any other example where industries might be spreading disinformation about things that are harming nature and the environment?

- 6 **Discuss:**
You can introduce the concept of “**greenwashing**” which is a marketing strategy aimed at convincing people that an organisation's product or industry is environmentally friendly.
 - ✎ Using environmental imageries (green, flowers, nature) on packaging to make it seem like it is eco-friendly
 - ✎ Big fashion companies with a huge impact on the environment starting to use “natural” material that they can advertise when they still use a lot of fossil fuels, energy, water, and dump their waste without treating it first.
 - ✎ Find your own examples!



See Activities

- ✎ Rachel Carson was a pioneer, as her environmental activism started in the 1950's. Discover how she was treated as a woman activist at the time by doing the “What makes a leader” activity on [page 44](#).
- ✎ Other household items that can be damaging to the environment are single-use plastics. Explore how you can upcycle your plastic waste by doing the “Plastic bag mats” activity on [page 34](#).

Adapting for online / face-to-face

Form groups in breakout rooms to fill in the bingo card!

A walk in the park



In this activity, learners will explore their native environment and why it is important to protect it

Preparation & Materials

Do some research on the native plants and animals in your region, so you can answer questions.



Pen



Paper



1 Take a walk in the area around your meeting place. Write down which plants and animals you see or take pictures.

2 Discuss your findings. Are these plants and animals native? How many different ones did you find?

3 Why do you think native species are decreasing? Make a mind map!

4 Read this quote by Malaika Vaz (you can adapt it for younger age groups): "The location where my team and I filmed was one of the few conservation reserves in the world created to conserve a small, lesser-loved species like the Kolar leaf-nosed bat. One aspect that I would've loved to dive into more in the program was the ripple effect that protecting these bats has had on the ecosystem. Once granite mining stopped and the reserve had a chance to bounce back from those pressures, vegetation started growing back, the birds came back, and, recently, the forest department has spotted larger predators like leopards coming back into the region. The fact that a tiny bat could be an umbrella species for a host of other beleaguered biodiversity is incredible."

5 Why is it important to preserve native species and wildlife? Make a list!



Adapting for online / face-to-face

Take the walk before your meeting. Every group member can walk individually. Then discuss online

Notes

Malaika Vaz comes from India. Founded in 1966, Sangam is your World Centre in India, in the WAGGGS Asia Pacific Region. Events at Sangam are themed around culture, leadership, celebration and wellness.

See Activities

- One way that Malaika Vaz works on protective species and wildlife is by advocating against wildlife trafficking. Learn about this issue by doing the " Hunt for wildlife trade " activity on page 46.
- You've been exploring the area around your meeting space by going on a walk. Use this to create a map of your area and do the " Community mapping " activity on page 38.
- Something that can be a real danger to wildlife is plastic pollution. Explore how to upcycle plastic by doing the " Plastic bag mats " activity on page 34.



PRACTISE YOUR GENDER EQUALITY MINDSET

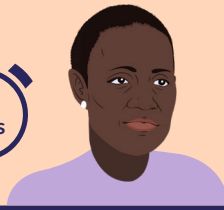


Gain insight into how women are rising up as the global leaders of environmental change and taking action for the environment.

Select an activity from this section and explore why girls and women are more severely effected by climate change.

Climate change has an impact on gender equality, creating further disadvantage for girls and women.

Plastic bag mats



In this activity, learners will be creative with plastic by creating a mat and discover how women can be the agents of change in their community.

Isatou Ceesay initiated a recycling project called One Plastic Bag in 1998 near her native village, which aimed to educate communities on the necessity to reclaim the waste that is usually thrown away and turn it into revenue. Women have the power to be the agents of change in their households and communities. In a lot of the world, women are the purchasers of food for the household. Through education, they can limit the single use plastic they buy. They do the majority of the housework, deciding what to throw away and what can be recycled.

Preparation & Materials

Make a plastic bag mat and have it on hand for the session.



At least 20 plastic bags per person



A few pair of scissors

Through community projects such as **One Plastic Bag**, women are encouraged to recycle their plastic waste, and educate their communities to create a positive impact on the environment.

Let's try creating a mat out of plastic bags!

1 Flatten down your plastic bags.

2 Cut the bottoms off the bag - you can cut more than one bag at a time.

3 Cut the handles off the bag - you can cut more than one bag at a time.

4 Fold the bags into strips about 2 inches/5 cm wide

5 Tie the first three strips together.

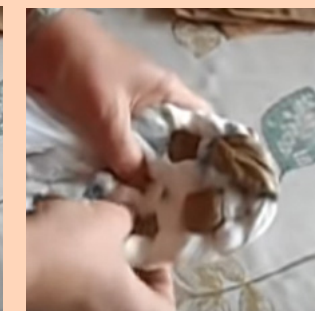
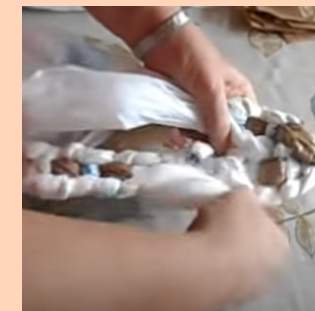
6 Begin braiding the bags.

7 When you get to the end of the strip, tie the next strip on and continue braiding.

8 When making a pattern, change direction and loop the strip through the previous braid to connect the sides.

9 Continue braiding and connecting until you have a mat.

10 To finish tie your braid in a knot and tuck the ends into the braid.



See Activities

- Do you want to learn more about plastic upcycling? Continue exploring Isatou Ceesay's work by doing the "Trash into treasure" activity on page 50.
- Like Isatou Ceesay, work collectively to raise awareness of environmental issues by doing the "Nature zine" activity on page 54.
- Isatou Ceesay has been really creative to find a solution to plastic pollution. You're your own creative idea for the environment by doing the "Change the rules" activity on page 62.



Speak up for women



In this activity, learners will investigate how climate change affects the lives of women around the world and practise active debating.

As a lawyer, Tessa Khan has to know how to debate and present her point confidently. Practice your debating skills during this fishbowl discussion activity!

Preparation & Materials

Display the facts in the fact sheet around your meeting space.



Information about women and climate change on page 6 & 7

1 Learn about how women around the world are being affected by climate change by going around the meeting space.

2 Create two circles. In the inner circle (the fishbowl), four debaters will have a discussion, and in the outer circle, the rest of the group will listen. If you're in the outer circle and want to become a debater, go and tap someone on the shoulder to take their place in the inner circle.

3 The theme of the debate is "Are women and girls more affected by climate change than men and boys?". Half of the debaters at all times must be on the "yes" side and half on the "no" side. Don't hesitate to play out a debater on a side you don't personally agree with!

4 You can come into the discussion at any time and on either side. Try to enter the inner circle at least once!

5 **Tip for the leader:** If at some point the conversation starts to stall, you can use the below facts to help facilitate the discussion:

- Women spend 3 times as many hours doing unpaid domestic and care work as men each day, like taking care of the house, children, food, water, etc.

5 **Tip for the leader:** Women earn 23% less than men globally.

- Globally, women are just 13 per cent of agricultural land holders.
- Two thirds of illiterate adults in the world are women. 1 in 3 women worldwide has experienced physical or sexual violence - mostly by an intimate partner.
- Women only occupy 24% of parliamentary seats worldwide.



Adaptation for younger years

Instead of debating, the group can create a five-minute play. Tell the story of a woman's life as she experiences changes to her local climate.

Did you know?

In the countries most affected by climate change, droughts cause a lack of access to clean water, which can impact menstrual hygiene. We have a badge about managing your period with confidence. [Find out more](#)

Adaptation for online/face to face

If you have a large group, break into smaller groups to do several debates.

See Activities

- Like Tessa Kahn, you can use your persuasion skills to demand more from decision-makers. Walk in her footsteps by doing the "Advocating for change" activity on page 52.
- Women are making their voice heard and demanding to be taken into account in environmental action. Explore how you can educate women and raise awareness for environmental action by doing the "Trash into treasure" activity on page 50.

Community Mapping



In this activity, learners will learn about how community mapping has helped raise the voices of indigenous women.

Community mapping is a way of creating maps using local and traditional knowledge of the environment. Hindou Oumarou Ibrahim used this method to help settle community disputes over land and resources, and to preserve traditional knowledge about the land.

Preparation & Materials

Print, find or draw a map of your local area.



Pens



Paper



A map/
drawing
of an area
local to your
group

5 Discuss

- How was it combining your knowledge?
- Was everyone in your group's contributions valued equally?
- Do you think your perspective, as a young person, as a girl or a boy, is different to that of other people?
- Have you every been in an environment where your voice isn't being equally heard?

1 Individually, draw a map of the local area around your meeting space.

2 You can go on a walk around the meeting space, or for younger age groups, show an already existing map of the area, take a minute to study and memorise it and then recreate it individually.

3 Create groups of 4-5. Create a new map that combines all maps from the group, with all your knowledge.

4 If you remember some things about the area that you didn't put in the initial map, you can add it now to the group map.

- The use of mapping in Chad highlighted the importance of women's knowledge to the community. **Hindou Oumarou Ibrahim** passionately believes that, since women are relied upon to collect water and food, gather traditional medicine and take care of cattle, they know and understand their surrounding landscape as well as anyone and have valuable traditional knowledge to share. In more conservative communities' women's voices are not heard in public forums where men are speaking. Through running mapping sessions specifically with female members of the community, Ibrahim was able to capture their knowledge and have it be respected by the male members of the community.
- Do you have ideas on how women and girls can be given a more equal voice in different situations?

Adapting for online / face-to-face

This activity could be run in the same way in a online meeting, but using breakout rooms would be helpful if you have a large group.

For younger age groups

You could have them draw the meeting space instead, and combine their drawings together.

Did you know?

Girls and women having an equal voice at the table is very important to us. We support 20 different Girl Guiding and Girl Scouting associations to run projects on themes of equity, empowerment and engagement.

Find out more

See Activities

- Do you want to learn more about how Hindou Oumarou Ibrahim has supported indigenous women in her community. Walk in her footsteps by doing the "Community storytelling activity" on page 56.
- Explore further how you can support women to make their voice heard and raise awareness for environmental action by doing the "Trash into treasure" activity on page 50.
- Continue exploring environmental issues in your area by doing the "Nature zine" activity on page 54.

Build your hive



In this activity, learners will discover the concept of privilege, and how raising your voice and working together can lead to more equality.

Preparation & Materials

Print all the material



2 dice



Small representations of each material, as a printed image or drawing of the element itself: earth, water, pollen, sun and worker bees.

1 Create groups of 5-6 players.

2 You have to bring the elements from nature to build hives. Your objective is to build the highest number of hives in 15 minutes.

3 Every time you roll the dice, you can collect elements from nature depending on the number you roll:

Choose the element you need

- Earth
- Water
- Pollen
- Sun
- Worker bees

4 To build the walls of your hive, you need:
2 Worker bees
1 Sun
1 Pollen
1 Water
1 Earth

5 One player, chosen randomly, will be a queen bee. This player can roll the dice twice each turn and gets twice the amount of resources.

6 Play for fifteen minutes and count your hives. How many do you have? If several groups were playing at the same time, compare your results!

7 **Debrief:**

- Did you build hives individually or all together?
- If you built hives individually, who got the most hives? Was it the queen bee? Why?
- If you built your hives collectively, did you figure out from the beginning you could collaborate to get a higher number of hives or did it take some time? Why?
- One player in this game had the privilege of being able to roll the dice twice as much as others. If they collaborated with the whole group, their privilege benefitted everyone. If they played on their own, it gave them an enormous advantage over others.

8 **Reflection:**

Direct and indirect discrimination against women and girls still exists everywhere in the world. This means that, like the majority of players in this game, they might have less resources, or less opportunities, less freedom than men and boys. When some people are at a disadvantage in society (for example their gender, their age, their disability, their ethnicity, etc.), it is our role to speak up. By working together and raising our voices, we can narrow that gap and make sure people have equal rights and opportunities. For example, Leydy founded a group of women called “Colectivo Maya” with the aim to raise women’s voices in the beekeeping community so no decision would be taken without them.

Adapting for online / face-to-face

To play face to face, you can have the printed elements or handy. To play online, it is recommended to use a virtual board where they can draw or write what they are taking and building their hives.

Did you know?

Encouraging Girl Guides and Girls Scouts from different countries to meet, work together and support each other is very important to us. We run exchange programmes between Girl Guides and Girl Scouts from different countries! The Youth Exchange South to South (YESS) Girls' Movement is our international exchange programme for Girl Guides. [Learn more](#)

See Activities

- Do you want to learn more about the ecosystems in your area and how you can protect them? Continue walking in Leydy Pech’s footsteps by doing the “Nature zine” activity on [page 54](#).
- Explore about how you can support others, especially people less privileged than you in the fight against climate change by doing the “Community storytelling activity” on [page 56](#).
- Use your voice to share why you love the environment and why it needs protecting by doing the “Creativity is your voice” activity on [page 58](#).

Finding your voice



In this activity, learners will learn about their right to be listened to and taken seriously, and will develop their self-confidence as an environmental leader.

Greta was only 15 when she began to share her thoughts publicly on climate change. One of her biggest challenges was to be taken seriously by adults. Because of her age, because she is a girl, and because she has autism, many people thought and still think that she is manipulated, and she can't possibly have opinions. Young people often feel that their thoughts and opinions are not taken seriously.

Preparation & Materials



Paper



Pens



Record Video



Cards with Rights of the child articles 3, 12 and 14 on page 72

- 1 Think of a time that you have shared an idea or opinion that was not taken seriously. How did that make you feel?
- 2 Using a piece of paper, reflect on this question and write down how you felt. Then working in small groups and if you feel comfortable, share your thoughts with the group and listen to the thoughts of others.
- 3 Are there any similarities in how people felt? Was there any members of the group that felt that they were listened to and taken seriously? Discuss why you think that the thoughts and opinions of children and young people are not taken seriously.

- 4 Did you now that it is a Child's right to have their own thoughts and opinions and express them freely? The United Nations Rights of the Child explain the way that children and young people should be treated.
- 5 In your groups, read about the Rights of the Child, look at articles 3, 12 and 14 that refer to child's voice and expressing their opinions and beliefs.

- 6 These rights demonstrate that adults should not just listen to children but also take their concerns seriously.
- 7 As a group discuss how knowing these rights makes you feel now.
- 8 If you could go back and tell your younger self that it is your right to be heard and taken seriously, what would you say?
- 9 Write a letter or create a video to your younger self, encouraging them to be brave and confident to speak up and be a voice for the future.

- 10 Think about the things that worried you about speaking up before. How can you turn those into strengths? Help your younger self to understand that girls and young people in general can have a powerful voice, just like Greta.
- 11 Share your letter or video to yourself with others so that they can learn to speak up because everyone has a voice and every child has the right to be heard and taken seriously.

PRACTISE
GENDER EQUALITY

Did you know?

In environmental action, like in every other aspect of your life, being yourself is your greatest strength. Since 2013, we have supported over 6.5 million young people to access body image and self-esteem education in over 125 countries.

Check out our latest edition of [Free Being Me](#)

See activities

- ✍ Greta's idea to strike for climate was both very easy, and very creative. Walk in her footsteps and find your own creative idea by doing the "Change the rules" activity on [page 62](#).
- ✍ Like Greta, demand more from your government by doing the "Advocate for change" activity on [page 52](#).

What makes a leader



In this activity, learners will examine how language can be used to create bias against a change-maker, and how this disproportionately affects women.

Rachel Carson is famous for her book “Silent Spring”, which detailed the harmful use of pesticides and how we as individuals and communities are closely connected to the environment. While this book was received very well in some circles, others cited Rachel Carson as being a “hysterical” and “over-emotional” woman.

Preparation & Materials



A white board or flipchart paper



List of negative words often used to describe Rachel Carson

- 1 Divide into two groups.
- 2 Group A is going to look at the quotes used to describe Rachel Carson. They will choose a few words or quotes and mime or play them out in front of Group B. Don't show Group B the quotes! They shouldn't know what the topic is.
- 3 Group B will try to guess what Group A is miming/playing out. However, Group B is only able to guess and use positive words.

- 4 For example, if Group A plays out a scene where a woman is afraid of bugs and someone is making fun of her, Group B can guess that she is being careful, that she loves bugs and doesn't want to hurt them, etc.
- 5 After Group B has more or less guessed what Group A was miming (in positive terms), compare Group B's answers and the quote that Group A was miming.

- 8 **Reflection:** Have you ever been called one of the negative terms?
 - ✎ Which one of the positive qualities do you think you already have and which ones do you want to develop further?

- 6 Do you think those are very different or are they just different perspectives of the same thing?
- 7 Using your guesses, as a group, try to flip all quotes and negative words used to describe Rachel Carson into positive ones.

Quotes & Words

Radical	Emotional	She was criticised for her “emotional and inaccurate outbursts”
Disloyal	Hysterical	Her commitment to the environment was described as a “mystical attachment to the balance of nature”
Pseudo-scientist		A critic wondered why a “spinster was so worried about genetics”
“As for insects, isn't it just like a woman to be scared to death of a few little bugs!”		
Her arguments have been described as “unfair, one-sided, and hysterically overemphatic.”		

See activities

- ✎ Rachel Carson was badly treated by the media, and by male scientists. But that didn't discourage her! Follow in her footsteps by doing the “Creativity is your voice” activity on page 58.
- ✎ Women and girls are often discouraged to take action, or be leaders, but you have to keep going! Come up with creative ideas for environmental action by doing the “Change the rules” activity on page 62.
- ✎ Rachel Carson was a writer. Explore other ways you can share what you know and raise awareness about environmental issues by doing the “Wildlife filmmaker” activity on page 60.

Did you know?

Rachel Carson was insulted because she was a woman. Since 2011, Girl Guides and Girl Scouts around the world have been tackling violence against women and girls, through research, education, awareness raising, and community action. Will you **join** them?

Hunt for wildlife trade



In this activity, learners will learn why wildlife trade is dangerous to our ecosystem and explore the role girls can have in wildlife conservation.

Malaika Vaz is passionate about protecting endangered species and preventing wildlife trafficking. Wildlife trade has a serious impact on wildlife preservation. Consuming wild animals or using parts of them for jewellery, as trophies or remedies is still popular in many parts of the world.

Can you find the route of the traders and stop their illegal business?

Preparation & Materials

Print the cards with the story, put the number on the other side and hide them all over your meeting place.



Choose your own adventure cards on page 73-74

1 This is a “choose your own adventure” story. Choose where you want to go, and find the right card to decide on your next step. Each card includes a decision and indicates the next card that has to be found.

2 Your journey starts in the Village of Pran. You heard about wildlife traders coming through here. Where does your investigation start?

- 🚩 The post office > Find card 1
- 🚩 The local coffee house > Find card 2

3 Discussion:

- 🚩 Did you find the traders? Was it easy or hard?
- 🚩 In the game, some characters did not take you seriously because they thought that wildlife trafficking shouldn't be an issue that girls, or young people in general, take action on.
- 🚩 As a group, find five arguments that you could use if someone told you that girls and young people can't take environmental action.



Adapting for online / face-to-face

Go through the stories online, without physically looking for the next card.

Note:

Wasn't this game action-packed? A great place to have adventures is Our Chalet, the first WAGGGS World Centre. Since 1932 we have been providing adventure, fun, and international friendship, high up in the Swiss Alps. Our Chalet is open to groups, families, and individuals for an overnight stay, day visit, or as participants in one of our many international events.

See Activities

- 🔧 Still interested in wildlife conservation? Continue exploring Malaika Vaz's work by doing the “Wildlife filmmaker” activity on page 60.
- 🔧 Some people are more dependant than others on wildlife and natural resources. Put yourself in their shoes by doing the “Community storytelling” activity on page 56.
- 🔧 Be creative and share why you love nature and why it needs protecting by doing the “Creativity is your voice” activity on page 58.

TAKE ACTION



Become part of the solution and step up and become a changemaker too by completing an activity from this section.

Identify ways to make a difference in your community, gather your resources and take action against climate change.

Trash into Treasure



In this activity, learners will discover how to turn plastic waste into useful and beautiful objects, and will have the opportunity to educate, raise awareness or fundraise on plastic pollution.

Did you know? Half of all plastic produced is designed to be used only once – and then thrown away.

Preparation & Materials



Single use plastic (can be the plastic collected for the activity “Single use plastic in our lives” or specifically for this activity.)

1 If you have done the “Plastic bags mat” activity, you can use the mat created for this activity.

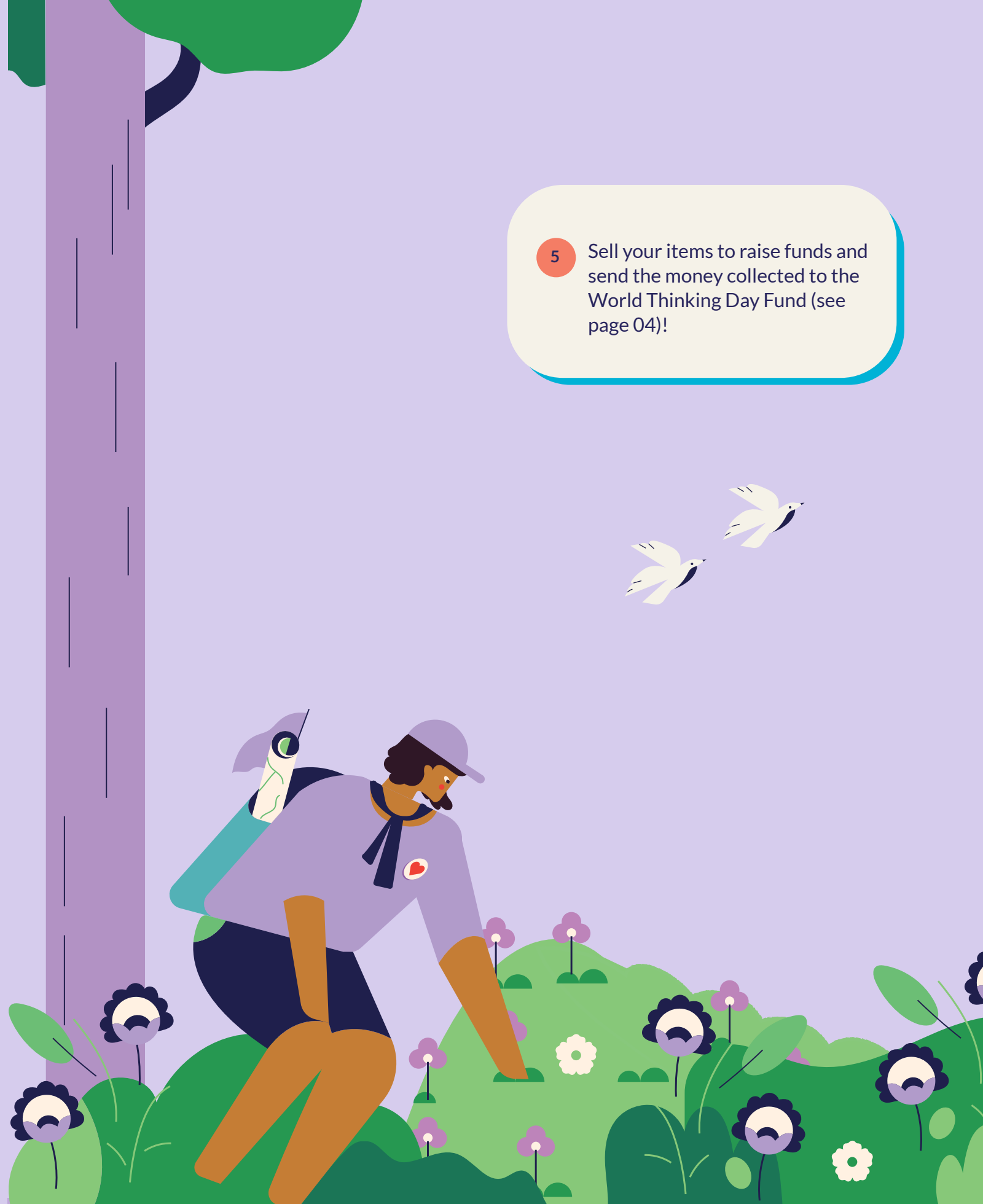
2 Otherwise, use the plastic items collected to turn your single use plastic into something that can be used again and again, or something that you can treasure. Do some research online to find something your whole group wants to do! This could be:

- ✍ Turning plastic bottles into vertical gardens
- ✍ Creating recycled wind chimes
- ✍ Creating a bird feeder out of plastic bottles
- ✍ Turning plastic bottle caps into magnets
- ✍ Turning plastic bags and wrapping into pompom lights

3 Isatou Ceesay used plastic upcycling as a way to create jobs in her community, educate local women and raise awareness about plastic waste and its negative impact on the environment.

4 As a group, discuss how you could follow in her footsteps and collectively decide on one way you will use your plastic waste objects to educate others about this topic

5 Sell your items to raise funds and send the money collected to the World Thinking Day Fund (see page 04)!



Adapting for online/face-to-face

Participants can decide on their objects together online, and make them on their own at home.

Advocate for change



In this activity, learners will take action against climate change and advocate for more action from decision-makers.

Tessa Khan believes that governments have a responsibility to use their knowledge and power to help their citizens by fighting climate change. Take action by writing a letter to your government and tell them your ideas about climate change!

Preparation & Materials

Depending on your timing and your access to information during a meeting, the research portion of the activity could be done prior to meeting as a group.

Identify where to send the letter. This can be done before or after the meeting.



Paper



Pens



Governmental addresses



Facts about climate change



Letter template page 75

1 Pick an issue that is affecting your local environment. Some examples include: water quality, deforestation, garbage services, agricultural practices, or anything else that you think is important to address.

2 Research the subject and use the knowledge you have gained while celebrating World Thinking Day to find out how this issue is affecting your local environment.

3 Discuss with your group where change is most likely to happen and decide which level of government you will write to (local, regional or national).

4 Write a letter to your chosen government official using the facts that you have found and ask them to make a change to help the environment and the people who live there. Remember to include why you think it's important! You can adapt and use the template letter on page 75. The letter template was written to be suitable to younger age groups. Feel free to adapt it to your group!

5 If you want to do more, you can share your letter with other people in the community and ask them to take action with you by writing their own.

Adapting for online/face-to-face

Online groups can focus on the discussion surrounding the research they have done on the subject. They can talk about how to write a persuasive letter and where to send it. They can also share their letters with each other and give each other tips to strengthen their arguments.

Nature Zine



In this activity, learners will learn about their local environment, flora and fauna and its value as a diverse ecosystem and work as a collective to create a nature zine to share with others.

Leydy Pech's local community relied on healthy bees to contribute to a thriving forest, just as our local birds, animals and insects rely on local plants and flowers to remain healthy too. Everything in nature is connected – and if we work together, we can better understand and protect our native species too. Work as a collective to raise awareness of local habitats by creating a nature zine.

Preparation & Materials

As the leader, research some of the local flora and fauna and information about the local area to support the research element of the activity



Paper



Pens



Pencils

- 1 As a group, explore a wild place local to you, such as a forest or park. If you can't go for a walk, do some research or talk to a local expert. Work in pairs or small groups to cover more ground; one group could look at plants, one at birds, one at insects etc. Take pictures or draw sketches to record your observations. These sketches can help you to identify the things that you find that you don't know that name of.

- 2 Bring the group's observations, sketches or pictures together and discuss the diversity of the things you saw.
- 3 Discuss what you have learned about your local environment by doing this and see what else you can find out about the plants, insects, birds and animals you spotted. What do they need from their habitat to thrive? How are they connected to each other? Did you observe anything that threatens them?

- 4 As a group, plan how you can share what you've learned with others to inspire them to care for their local environment. Identify a group you want to reach with what you've learned, such as local families, a school or community group, or group of younger children.
- 5 Create a nature zine targeted at this group and share it with them. It could include a game, guide, or other activities to inspire them to learn more, and a challenge or call to action that gives ideas on how more people can act together to protect these special habitats.

- 6 **Discuss**
What is the benefit of doing this activity as a group?
 - How did working together as a collective help to being the information together? How did you use everyone's different skills to create the nature zine?
 - Was there value in having a range of perspectives? Did the members of the group share similar thoughts about the value of the environment to the community? If so why?



Community storytelling

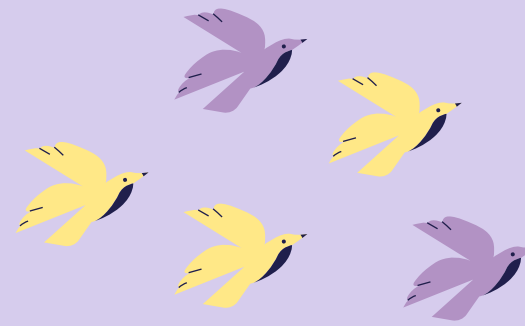


In this activity, learners will put themselves in the shoes of indigenous or remote communities to understand how they are affected by climate change.

Hindou Oumarou Ibrahim was inspired to take environmental action because Lake Chad had been drying up and she could see the direct effect on indigenous people, and the Mbororo community in particular.

Preparation & Materials

Information on common plants found in your local area, and weather they are native or invasive.



- 1 Create small groups of 3-5 people.
- 2 Can you think of Indigenous people and communities in your local area or country? If you can't think of any, think about remote communities or people who live in a very different way to you.

- 3 In your groups, create the profile of a girl from the community you chose. What is her name? How old is she? Where does she live? What are dreams and ambitions? What are her personal qualities?
- 4 Choose three natural events that can happen where you live because of climate change. This could be: heatwave, cold wave, tornado, landslide, rainfalls, tsunami, drought, blizzard, wildfire, flood, cyclone, hurricane, etc.

- 7 After everyone has presented their plays, find three things you can do as a group to learn more about – and from – the community your characters were from.

- 5 Create a five-minute play about the girl's life story. The three natural events will happen over her lifetime. Think about how you can incorporate them and what impact it has on her life. Try to think of ways the events are specifically impacting her community, and how her community might be innovating to face them.
- 6 Present your play to the wider group.



Adapting for online/face-to-face

Instead of creating a play, you could create a story together and have one person per group tell the story.

Notes

Kusafiri is the fifth world centre. Kusafiri means 'to Journey' in Swahili and travels around the Africa Region for each event. The perfect opportunity to immerse yourself in the culture of the location and to learn about yourself and build your connection with others.

Creativity is your voice



In this activity, learners will express themselves in a creative way to demonstrate how girls can be changemakers and act for a more environmentally friendly future.

Rachel was a talented nature writer. It's time for you to use your creativity to make an impact!

Preparation & Materials

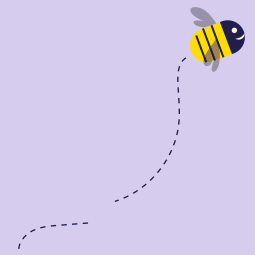
Creative materials of your choice

- 1 Use your creative skills to demonstrate how you feel about the environment and climate change.
- 2 Like Rachel Carson, you can write a story, or you can create a song, paint a picture or write a play.

- 3 Tell a story of what the world is like now, what needs to change for a sustainable future and what role girls and young women can play in that future.
- 4 Include yourself in the piece, showing how you are the changemaker in your story and how you can have a role in creating a better future.

- 5 Once you have created your creative piece, share it with others if you feel comfortable doing so.
- 6 As a group, decide what you could do with your creations to mobilise other people to take action with you.

- 7 You could create an exhibit or a show for people in the community, you could sell your creations, post them online, etc. Take this as an opportunity to take a pledge that you will be creating a better, more environmentally-friendly, future.



Wildlife filmmaker



In this activity, learners will learn how to present endangered species and advocate for their preservation.

Malaika Vaz is an explorer and a wildlife filmmaker. She is passionate about creating documentaries about animals, especially endangered ones. Do you ever think about the small and unpopular animals around us? They are very important for our ecosystem. Unfortunately, they are often overlooked and some of them are also in danger!

Preparation & Materials

Prepare some suggestions of endangered animals that can be filmed



Camera or Poster



5 Why did you choose this animal? Why is it important?

6 Can you imagine what could put this animal in danger?

7 Show your films and explain why you chose this animal.

8 Did the films change your views on the animals? Do you think it is important to film wildlife in their natural habitats?

9 Take it further by transforming your film into a short documentary, explaining why this animal is important, if it is endangered, and why we should love and protect it.



Notes
If you don't have a camera, you can make an audio recording or a poster.

Adapting for online / face-to-face
You can adapt this activity for younger age groups by asking them to draw the animal they chose, to imagine what could put this animal in danger and to name a few reasons they love this animal and why we should protect it.

Older years

Middle years

Younger years

1 Go outside your meeting space.

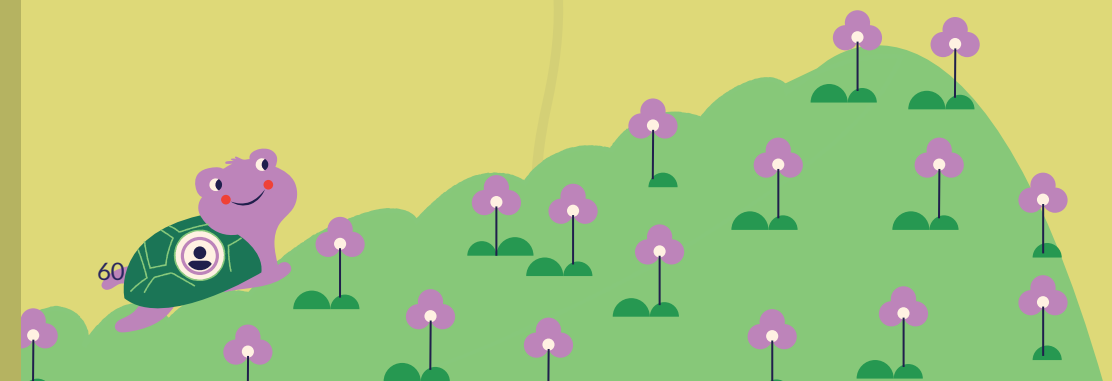


2 Find a small native animal like an insect or a bird that deserves some recognition and protection.



3 Observe it for a while

4 Film it doing different things, or just for a few minutes.



Change the rules



In this activity, learners will find creative ways to take action on climate change

Greta's initial idea to call for stronger action on climate was simple: she decided to stop going to school once a week and go protest in front of the Swedish Parliament holding a placard that read "School Strike for Climate". Her way of protesting didn't require a lot of organisation or money but it was creative, provocative and easy to recreate; and millions of young people around the world eventually joined in.

She once said **"We can't save the world by playing by the rules, because the rules have to be changed"**. Let's see how you can change the rules!

Preparation & Materials

Print or create the pieces of paper with ideas and impact so there is at least one piece of paper per participant.



3 containers



Pieces of paper with "ideas", "impacts" and "what ifs" on page 76-77

- 1 Create two groups. One group each picks a piece of paper from the "ideas" box and the other one from the "impact" box. Don't show anyone your piece of paper!
- 2 Pair up with someone from the other group (so there is an idea and an impact in each pair).

- 3 Explore the connection between your idea and impact by coming up with as many innovative ideas as possible to reach your impact. Every idea is a good idea!
- 4 We often limit ourselves because we anticipate barriers. What if there weren't any barriers? Play a second round where each pair picks a piece of paper from the "what if" box.

- 5 Play as many rounds as you want!
- 6 Now that you have come up with fresh new ideas, choose one that you can do or adapt after this meeting. You can do this individually, in pairs or as a big group.



Adapting for online/face-to-face

For a game on zoom, use breakout rooms and send each pair an idea, an impact, and a what if question.

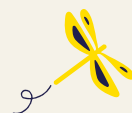
Share your voice with the world

MY LETTER TO OUR WORLD, FOR OUR FUTURE

Now that you are inspired by the positive change that women around the world are making to the environment, join with 10 million girls and women around the world and share your hope for the future.

What is the world you want to see?

- 1 Use the images on the reverse side of the changemaker cards on pages 78-81 to create the world you want to see by joining all the pieces together, then express your thoughts and ideas creatively using words or by drawing pictures on the world template.
- 2 Reflect on these ideas and write a letter to the world.
Think about:
 - ✍ If you could tell the world how you feel and what you would do to help it, what would you say?
 - ✍ Tell the world what your hope is for the future and a healthy planet.
- 3 Write your letter and display it with your future world that you have created.



Share your inspirational thoughts and ideas with others, using [#OurWorldOurFuture](#) [#WTD2022](#) [#WAGGGS](#)

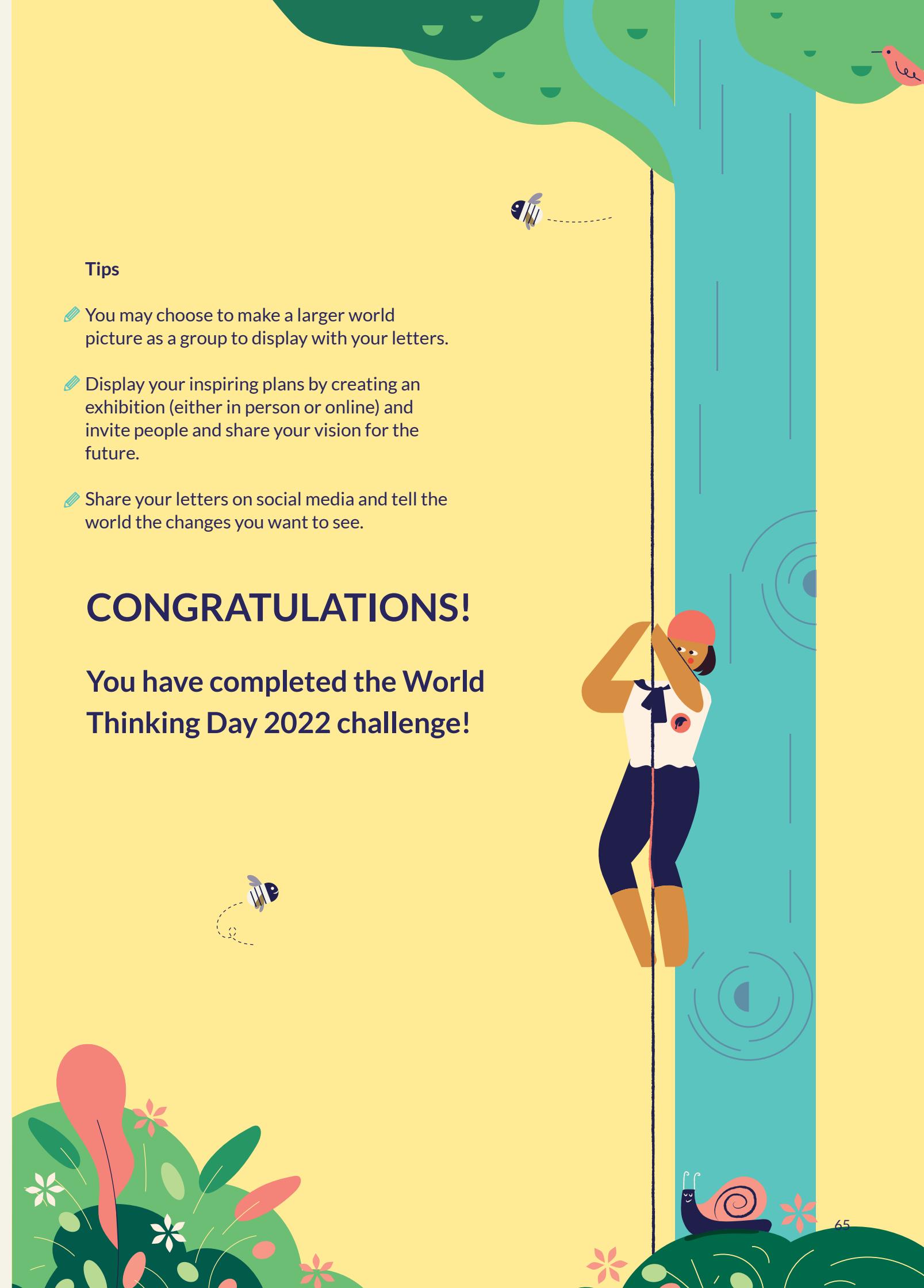


Tips

- ✍ You may choose to make a larger world picture as a group to display with your letters.
- ✍ Display your inspiring plans by creating an exhibition (either in person or online) and invite people and share your vision for the future.
- ✍ Share your letters on social media and tell the world the changes you want to see.

CONGRATULATIONS!

You have completed the World Thinking Day 2022 challenge!



Appendix

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Single Use Plastic In Our Lives Activity

Younger Years

Quiz

Answers

Plastic pollution can be found on every beach in the world	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 million tonnes of plastic end up in our planet's oceans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Over 1000 species of marine animals have been reported to have eaten or been entangled in plastic	<input type="checkbox"/>	<input checked="" type="checkbox"/> it is over 700
50% of all plastic is designed to be used just once	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Birds and fish think that plastic is food and try and eat it	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Plastic bags break down completely	<input type="checkbox"/>	<input checked="" type="checkbox"/> it gets smaller and smaller and ends up being eaten by wildlife.
In the last 10 years humans have produced more plastic than during the last century	<input checked="" type="checkbox"/>	<input type="checkbox"/>
By 2050 scientists believe there will be more plastic in the sea than fish	<input checked="" type="checkbox"/>	<input type="checkbox"/>
It takes 250 years for a plastic bottle to decompose	<input type="checkbox"/>	<input checked="" type="checkbox"/> It takes 450 years
All of the plastic we use is recycled	<input type="checkbox"/>	<input checked="" type="checkbox"/> only 9% is recycled

Answers for Leaders:

1. **4 trillion** plastic bags are used worldwide annually
2. **1/2 a million** plastic straws are used in the world every day
3. **500 billion** disposable cups are consumed every year
4. Most of the Styrofoam single use cups disposed of today will still be present in landfills **500 years** from now
5. Less than **9%** of all plastic gets recycled
6. **1 million** marine animals are killed by plastic pollution annually
7. **10 million** tons of plastic find its way to our oceans annually
8. **50%** of all plastic produced is for single use purposes
9. **40%** of all plastic produced is used in packaging
10. It takes **450 years** for a plastic bottle to decompose



Single Use Plastic In Our Lives Activity

Middle & Older Years

Matching card game answer cards

- 4 trillion
- 500 years
- 10 million
- 450 years
- 500 billion
- Half a million
- 9%
- 50%
- 40%
- 1 million

Matching card game fact cards

_____	_____
plastic bags are used worldwide annually	plastic straws are used in the world every day
_____	Most of the Styrofoam single use cups disposed of today will still be present in landfills _____ from now
disposable cups are consumed every year	
Less than _____	_____
_____ of all plastic gets recycled	marine animals are killed by plastic pollution annually
_____ tons of plastic find its way to our oceans annually	_____ of all plastic produced is for single use purposes
_____	It takes _____
_____ of all plastic produced is used in packaging	_____ for a plastic bottle to decompose

Listen To Science Activity

Quiz questions and answers for leaders

- 1 What do we call the increase in global temperature caused by human actions?
Answer - Global warming
Potential Answer - Precipitation, Hydrogen, It has tripled
- 2 What is the name of the gases that become trapped in the atmosphere and are heating the planet?
Answer - Greenhouse gases
Potential Answer - Thermo-climate, Plutonium, It has doubled
- 3 Which industries contribute to greenhouse gas emissions?
Answer - Transportation, Fashion, farming, energy (Give out one point to every team that gets one!)
Potential Answer - Earth charge, Nitrates, 15%
- 4 What is the name of the gas released into the atmosphere when we burn fossil fuel like coal, oil and natural gas?
Answer - Carbon dioxide (CO2)
Potential Answer - Core temperature change, Fashion, 50%
- 5 The number of climate-related natural disasters has increased during the last 30 years. By how much?
Answer - It has tripled
Potential Answer - Humidity, Oxygen, Farming, To keep global temperature rise below 2°C
- 6 What did countries agree to in the "Paris Agreement" in 2015?
Answer - To keep global temperature rise below 2°C
Potential Answer - To stop countries from dumping rubbish in the ocean, To transition to all electric cars by 2050, To plant 1 million trees in deforested areas, Sea levels
- 7 What are some things that will increase because of climate change?
Answer - Sea levels, temperature over land, ocean temperature, humidity, migration, malnutrition (Give out one point to every team that gets one!)
Potential Answer - Temperature over land, Ocean temperature, Humidity, Migration
- 8 What are some things we can do to limit the impact of climate change?
Answer - Protect nature, reduce poverty, change the way we eat, learn about climate change, use renewable energy, plant trees, recycling (Give out one point to every team that gets one!)
Potential Answer - Learn about climate change, Use renewable energy, Plant trees, Recycling

Listen To Science Activity

Answer cards to be printed and cut

Global Warming	Greenhouse gases	Transportation
Farming	Energy	Carbon dioxide(CO2)
It has tripled	To keep global temperature rise below 2°C	Sea levels
Ocean temperature	Humidity	Migration
Malnutrition	Protect Nature	Reduce poverty
Change the way we eat	Learn about climate change	Use renewable energy
Plant Trees	Recycling	15%
Oxygen	Nitrates	50%

Pesticide Bingo Activity

Answer cards to be printed and cut

Algicides kill algae in lakes, canals, swimming pools, water tanks and other sites.	Antimicrobials kill microorganisms such as bacteria and viruses.	Disinfectants and sanitizers kill or inactivate disease-producing microorganisms on inanimate objects.
Fungicides kill fungi (including blights, mildews, molds and rusts).	Insect growth regulators disrupt the molting, maturing from pupal stage to adult, or other life processes of insects.	Herbicides kill weeds and other plants that grow where they are not wanted.
Repellents repel pests, including insects (such as mosquitoes) and birds.	Rodenticides control mice and other rodents.	Insecticides kill insects and other arthropods.

Finding Your Voice Activity

Rights of the Child #3

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

Rights of the Child #12

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Rights of the Child #13

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people

Rights of the Child #14

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

Hunt For Wildlife Trade Activity

Choose your own adventure cards



1

You are at the post office. Traders delivered strange packages yesterday. No one knows what was in the packages, but they heard that the traders went to the coffee house and to the market.

Where do you go next?
The coffee house > Find card 2
The marketplace > Find card 3

2

You are at the coffee house. People say that the coffee house isn't a place for a girl like you and refuse to answer your questions. Fortunately, one kind stranger tells you that people they had never seen before were here last night. They paid well and were traders of some sort. They went to the market and stayed in the cabin west of the village.

Where do you go next?
The marketplace > Find card 3
The cabin > Find card 4

3

You are at the marketplace. There are many traders here. Maybe someone saw something? There is a small tent to your left and a butcher to your right.

Where do you go next?
The small tent > Find card 5
The butcher > Find card 6

4

You are at the cabin. It is empty but people were here last night. You look around and can see footprints going east and some going north.

Where do you go next?
East > Find card 7
North > Find card 8

5

You are at the small tent. You ask the man inside about the traders. He doesn't understand why you're interested in the traders and refuses to answer your question clearly but mumbles something about a butcher and a cabin west of the village.

Where do you go next?
The butcher > Find card 6
The cabin > Find card 4

6

You are at the butchers. He laughs in your face and says that wildlife trafficking is an issue for adults, not for a girl like you.

Where do you go next?
The coffee house > Find card 2
The small tent > Find card 5

Hunt For Wildlife Trade Activity

Choose your own adventure cards



<p>7</p> <p>You are back in the village. Did you get lost? Go back to the cabin (Card 4) and follow the path north!</p>	<p>8</p> <p>You followed the path north and you hear footsteps. What do you do? Hide in the woods > Find card 9 Follow them > Find card 10</p>
<p>9</p> <p>You are hiding. You see a woman and a man walking behind her. You talk to the woman. She says that her brother knows where the traders cross the border. What do you do? Ask her if you can meet her brother > Find card 10 Talk to the man behind her > Find card 11</p>	<p>10</p> <p>You follow the woman to a hut. Her brother tells you where to find the hunting spot. What do you do? Call the sheriff and tell him > Find card 13 Call the police and meet them there > Find card 14</p>
<p>11</p> <p>You are talking to the man. He doesn't know what the woman is talking about. But he knows of a hunting spot west of here. What do you do? Ask the woman if you can meet her brother > Find card 10 Go west > Find card 12</p>	<p>12</p> <p>The man did not tell you the truth. Maybe he was also a trader? You lost the trace of the traders in the woods. But next time, you will be more successful!</p>
<p>13</p> <p>You found the spot! The sheriff did not take you seriously. Sadly, the sheriff is friends with the traders. He warned them that someone was on their track, and they are already gone.</p>	<p>14</p> <p>You found the spot! Thanks to your call, the police caught the traders and wildlife is a little safer around here!</p>

Advocate for Change Activity

Letter template

Dear _____,

We are _____ (name of your Girl Guide/Girl Scout group), from _____

(name of the location where your group is based). We want to share our thoughts

with you on a serious topic. We are learning about climate change, and we think that,

with your help, we could improve our community. We have noticed that _____

_____ (explain which topic you want to talk about).

This is a problem because _____

_____ (explain why this is a problem).

We believe that _____ (explain your goal).

We call on you to help us protect the environment/adapt to climate change by

_____ (clearly give your solution(s) to the problem).

We understand that climate change is only one of the issues you need to focus on,

but the planet cannot wait! Many thanks in advance for your consideration.

Sincerely,

_____ (name of your group)

_____ (name, age and signature of each individual member of the group)

Change the Rules Activity

Ideas

A provocative idea	A silly idea	A bad idea
A poetic idea	A wild idea	An odd idea
A risky idea	An old-fashioned idea	An unconvincing idea
An absurd idea		

Ideas

To protect nature	To save energy	To save endangered animals
To inspire others to take environmental action	To raise awareness about climate science	To protest countries' inaction on climate change
To make the way we eat more sustainable	To reduce waste	To demand climate action from big companies
To mobilise people for climate action		

What if...

You knew people were going to love your idea	You had all the time in the world	No one knew it was you who created this idea
You knew failure was impossible	You had superpowers	You knew you were not going to get in trouble
You knew you were going to be taken seriously	You had hundreds of people to help you	The whole world was listening to you
Everyone around you supported you		

Meet the Changemakers

Be inspired by the stories of women who are environmental changemakers and learn how they have addressed key issues in the fight against climate change. Select a card to begin.

Leydy Pech

Mayan Beekeeper and Activist

A beekeeper who led a coalition that successfully stopped Monsanto's planting of genetically modified soybeans in southern Mexico. She is a member of an agroforestry cooperative run exclusively by Mayan women. Leydy keeps a variety of stingless bees called *Melipona beecheii*, which have been part of Mayan culture for hundreds of years.

Awards - the Goldman Environmental Prize in 2020



Malaika Vaz

India

National Geographic Explorer, wildlife filmmaker and TV presenter

Her passion is to create documentaries on the environment and endangered species and focuses on community-led conservation and wildlife trafficking. She also founded an organization "Kriya: Empowerment through Action" to empower girls and children from tribal communities.

Awards - Green Oscar nomination for her film on Manta Rays and won the Jackson Wild Media



Hindou Oumarou Ibrahim

Chad

Environmental Activist

She witnessed first-hand the effects on climate change on the indigenous people when Lake Chad dried up which was the main water supply for that community. She also founded a community-based organisation focused on promoting the rights of girls and women in the Mbororo community and inspiring leadership and advocacy in environmental protection.

In 2016, Ibrahim was selected to represent civil society at the signing of the historic Paris Climate Agreement on April 22, 2016. In 2019, she received the Pritzker Emerging Environmental Genius Award.



Isatou Ceesay

Gambian Recycling Activist

Her life changed when she learned about waste recycling. She had an innovative idea to turn plastic bags into usable products by crocheting the bags together to make mats. She persuaded her friends to form a women's group where they began collecting plastic bags and upcycling them.

Isatou has received many awards for her work and has trained over 11,000 people in upcycling and the dangers of plastics on the environment.



Greta Thunberg

Swedish

Environmental Activist

At age 15, she began protesting outside the Swedish Parliament using a sign that read School strike for climate. Greta spoke at the 2018 and 2019 United Nations Climate Change Conference, and young people all over the world then began holding weekly protests.

Awards - won many awards and was included in the Forbes list of the World's most Powerful Women in 2019. She has been nominated for 3 years consecutive years for the Nobel Peace Prize.



Rachel Carson

US

Marine Biologist and nature writer

She wrote the bestseller, *The Sea Around Us*, won a U.S. National Book Award. Rachel changed her focus in order to warn the public about the long-term effects of misusing pesticides. Rachel's efforts drove a reversal in national pesticide policy, which led to a nationwide ban on DDT and other pesticides. It also inspired a grassroots environmental movement that led to the creation of the U.S. Environmental Protection Agency.

Rachel was awarded the Presidential Medal of Freedom by President Jimmy Carter.



Tessa Khan

United Kingdom

Human Rights Lawyer

She has spent most of the past 10 years working with human rights and sustainable development policy and has worked across the globe. Tessa is fighting to cut carbon emissions and making governments adhere to the commitments made under the 2015 UN Paris Agreement on climate change.

Awards - In 2018, the Climate Breakthrough Project. In 2019, she was named by TIME magazine as one of fifteen women leading the fight against climate change.





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