



Global Action 2021



Activity Guide for Daisies, Brownies, and Juniors



Global Action Award

In 2015, leaders around the world agreed to work together to accomplish 17 goals by 2030—these are referred to as the Sustainable Development Goals or SDGs—or Global Goals, for short. They focus on things like taking care of the environment, making sure all people have enough to eat, and improving people's health. They're big goals, but Girl Scouts® knows a thing or two about changing the world!

The Girl Scout Global Action award calls for girls to address the Global Goals by discovering, connecting, and taking action in their communities and the world. In 2021, the award focuses on SDG 13: Climate Action.

Learning About the Global Goals

If the global goals are new to you, start by teaming up with an adult to go online and learn about the SDGs at www.globalgoals.org*. You can also download and read this short booklet, [*The World We Want: A Guide to the Goals for Children and Young People*](#).

Once you know what the goals are, you're ready to move on to the activities you can do to earn your Girl Scout Global Action award.

Please note: Some of the targets created by the United Nations for the Sustainable Development Goals refer to sensitive issues. Volunteers should talk with parents and obtain parental permission before discussing this topic with girls. Choose the issues or targets that are appropriate for your group and context. Your council may have a sensitive issues form to use. Please consult with your council before discussing content of a sensitive or controversial nature to ensure that appropriate training, planning, and permission standards have been met.

Girl Scouts of the USA understands that parents or guardians are the primary decision makers for their children and, as such, does not expect or require girls to participate in any activities relating to the Sustainable Development Goals that may be inconsistent with their family's faith and/or beliefs.



The 17 Sustainable Development Goals established by the United Nations in 2015

* GSUSA acknowledges the Global Goals Campaign. For more, see <https://www.globalgoals.org/asset-licence> (accessed April 17, 2019)

Earning Your Global Action Award

This year, the Girl Scout Global Action award is focused on SDG 13: Climate Action. Every Girl Scout must complete five steps in order to earn her Global Action award. The first four steps have three activities to choose from. You only need to do one activity in each step to earn the award, but don't let that stop you—you can do as many as you'd like!



Steps:

1. Explore the Global Goals and Global Action award.
2. Find out what climate change means.
3. Explore climate change issues.
4. Make a climate change.
5. Create a global action climate challenge.

When you've earned this award, you'll understand what climate change means and you'll have created a global action climate challenge for SDG 13: Climate Action.

STEP 1

Explore the Global Goals and Global Action Award

Choice 1: Send postcards to the future.

In this activity, you will send a postcard to yourself in the year 2030, ten years from now. Take a piece of paper and cut it in half so it is approximately postcard size. On one side of the paper, draw a picture of what you hope the world will be like in 2030. On the other side of the postcard, write a note to yourself describing your hopes. Be sure to include the date on the postcard.

Then take a look at the Global Goals icon grid included in this packet. These are some of the goals that the United Nations wants to make happen by 2030. See if any of their hopes match with yours.

Ask someone in your family to put your postcard somewhere safe so that you can read it again in the year 2030. Then you'll be able to see if what you hoped for came true!



Choice 2: Take a stand for the Global Goals.

In this activity, you'll learn more about the United Nations Global Goals. First, cut out the Global Goals on the icon grid in this packet. Then, compare the goals with the descriptions and try to match each goal with the correct description. Ask an adult or a friend if you need help!

Next, take a piece of paper and brainstorm the biggest problems that you see in your community or the world. You might include things like littering or hunger in your list. Then, decide which of the problems you found go with which goal. You might find that a problem fits in multiple goals! For example, if you wrote down litter, that might be a problem that falls under Life on Land or Sustainable Cities. Choose one problem and think about something you might do to address that problem. If you can work on a problem on your list, you've done something to help the UN achieve that goal!

Choice 3: Be a goalkeeper.

It's up to everyone to help achieve the Global Goals! Governments, businesses, schools, and everyday adults and children around the world are helping bring all of these goals to life. What can you do to be a goalkeeper?

For this activity, you will make a goalkeeper self-portrait. Start by thinking of at least three things that make you unique. You might write down things like "brave," "loyal," or "kind," or you might describe yourself as a musician, friend, or storyteller. The things that make you unique and special are also things that you can use to help the world address the Global Goals! Think about ways you might use your special qualities or characteristics to work on the Global Goals. For example, if you like music, maybe you could create a song that tells people to take care of the planet for Goal 13: Climate Action. Then draw your self-portrait!

For more fun, ask your Girl Scout sisters or your family to create their own goalkeeper self-portraits as well. What skills do they have that they can use for the Global Goals? What talents do you share? How can you work together for the Global Goals?



STEP 2

Find Out What Climate Change Means

Choice 1: Explore melting glaciers.

This year, the Global Action Award is focused on Goal 13: Climate Action. Most scientists believe that climate change is happening and causing rising seas, stronger storms, and shifting habitats for wildlife and people. Goal 13 is meant to address climate change so that we can avoid the most serious effects.

One way we know that climate is changing is because of glaciers. Does anyone know what a glacier is? Glaciers are one of two types—continental or ice sheet glaciers like those in Antarctica or alpine glaciers in places like Alaska or Montana.



Take a look at some photos of glaciers in the handout at the end of this packet called “Compare Glacial Pairs” and see if you can match a photo of a glacier from the past with a photo of that same glacier today. Then talk with your Girl Scout friends or family about what you see. What differences do you see in the photos? What are some of the problems with melting glaciers?

Choice 2: Play a climate/weather game.

It’s important to understand the difference between climate and weather. Take a look at the handout called “What’s the difference between weather and climate?” at the end of this packet to learn more. For this activity you will need a handful of colored beads, or multicolored candy. Put the beads in a bag or bowl.

All of the beads represent a different kind of weather in an imaginary town. First, make sure you name your town! Then, decide what kind of weather each color represents. For example, you might decide that purple beads represent rainy days and orange beads represent warm, sunny days. You may want to write down what each color represents so you can keep track as you play the game.

Close your eyes and choose your first bead. This represents the weather for your first day. Write down the type of weather so you can keep track. Then, continue with the rest of your beads, and count how many times each kind of weather occurred in your town (remember, this is how many beads of each color you have). That's the climate for that time period.

When you're finished, talk with your Girl Scout friends or family about what you found. Some questions to talk about might be:

- *What's the name of your town and what's the time period you are reporting on (remember each bead represents one day)?*
- *What weather was most common in your town?*
- *If you were to describe the climate based on your beads, what would you say? Was it mostly sunny and warm, cold and rainy, or something else?*
- *Why do you think it's important to keep track of weather from day to day?*
- *Did the climate in your town change? If so, how? Did you draw more of one color at the beginning of the game than at the end?*

Choice 3: Take a climate change field trip.

With other Girl Scouts or your family, visit a national or local park or marine center and talk to a ranger, caretaker, or marine biologist about how climate change has impacted the trees, wildlife, marine life, and other parts of the environment. Find out how you can protect the environment in your local area and how changes to the climate could affect the animals and plants where you live.



STEP 3

Explore Climate Change Issues

Choice 1: Talk to a climate change activist.

Invite a person who works or volunteers for a climate change organization to talk with you or your Girl Scout troop about what they do. You may want to ask them questions like what made them get involved in climate action or what girls like you can do to help protect the climate. Then talk with your friends or family about what you learned, and begin brainstorming what you might want to do as your Climate Action Challenge in Step 5.

Choice 2: Get Inspired by Girl Scouts.

Many people around the world are working to protect our planet in many ways. Some are even Girl Scouts! Take a look at the Girl Scouts who created sustainable solutions to environmental problems in the handout at the end of this packet. Now, imagine what you could do to support climate action. What can you learn from these Girl Scouts that might help you create change for the climate?

Then, draw a picture of you or your Girl Scout friends as a climate action hero, showing you or your group fighting climate change.

Choice 3: Find out what your carbon footprint is.

Do you know your carbon footprint? That's the amount of carbon dioxide, a greenhouse gas caused by your daily activities, that gets released into the environment. Greenhouse gases, like carbon dioxide, are one of the main reasons that the climate is changing. The bigger the carbon footprint, the more greenhouse gases are being released into the atmosphere.

For this activity, you'll need an adult with a computer or smartphone to help you go online to use a carbon footprint calculator to see how big your carbon footprint is. You will also need a piece of paper and art supplies like markers, crayons, or colored pencils.



There are many carbon footprint calculators on the internet but you might try this simple one from [Leigh University](#), or go deeper with calculators from the [United States Environmental Protection Agency](#) or [Conservation International](#). A parent or another family member can help you fill in some of the information in order to find your carbon footprint.

After you've calculated your carbon footprint, talk with your friends or family about what you found. Did your carbon footprint surprise you? What are some ways you might reduce it?

After you've talked about it, draw an outline of your foot on your paper. Then, inside your foot drawing, draw pictures or write what you will do to make your footprint smaller.

STEP 4

Make a Climate Change

Choice 1: Send a message on climate action.

Local, national, and international officials need to know what everyday people like you and your family think about climate change. One way you can create change is by sharing your opinions. Write a letter or draw a picture to send to anyone you think can make a difference for climate change. Then, ask an adult to help you mail your message to the right person. You can find most mailing addresses for government agencies or representatives on their websites.

Choice 2: Create your own change.

Think about what you know now and what you can do about climate change. On a piece of paper or poster, make three columns.

- In column one, write the issue that is causing climate change.
- In column two, write, "What I Do Now."
- In column three write, "Goals" or "What I Could Do Instead."



For example, you might write that factories have to make too many products and use energy to make them. If you do something already that helps solve this problem, you would write this in column two, for example, “I reuse things.” In column 3, think about what else you could do, like “Try to fix or repair things before buying new ones.”

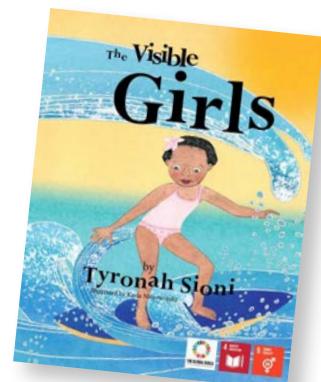
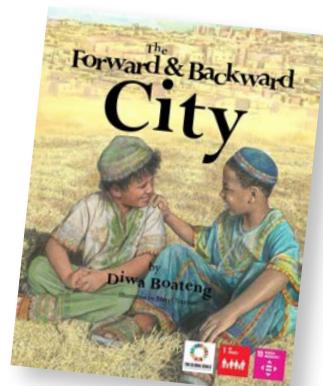
Some of your ideas might not be possible to do right away—that’s okay! The important thing is to be creative and think of anything that might help solve the problem you’ve identified. Once you’ve listed everything you can think of, go back and see if there are any simple solutions you could start doing right now.

Choice 3: Create a climate change story.

Have you ever read a graphic novel or a comic book? These are stories that are mostly drawings and a little bit of writing. Comic book writers and graphic novelists have teamed up with the United Nations to tell stories about the Global Goals. You can check out their stories at [World's Largest Lesson](#).

Take a look at some of the climate action stories at World's Largest Lesson, then create your own! Start with the statement, “Most scientists believe that climate change is happening and causing rising seas, stronger storms, and shifting habitats for wildlife and people.” Then tell a story using drawings in response. Or you can create your own statement and your own story!

For more fun, partner up with someone else and work on your comics story together!



Some of the stories available at World's Largest Lesson

Step 5

Create a Global Action Climate Challenge

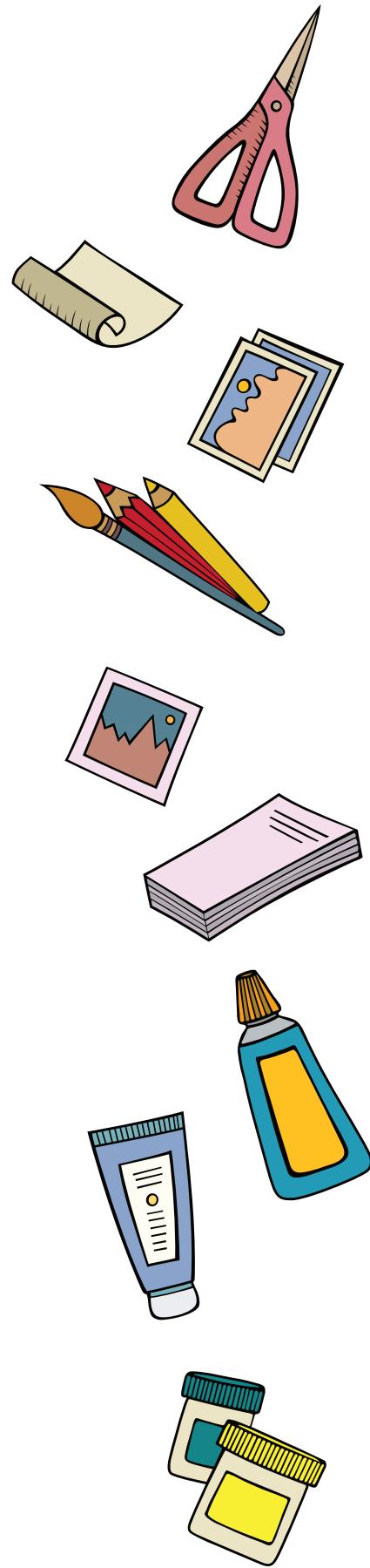
In order to stop climate change, everyone needs to act! One way you can inspire others to act is to show them what you are doing and challenge them to do the same.

Using art supplies, like paper, markers, and a smartphone, create a message to share with your friends, family, and community to try to convince them to make a change based on what you've learned through your Global Action Award. You can start by sharing what you just did in Step 4 and challenging others to do the same thing for the planet.

For more fun, work with other girls to create your message. Decide as a group if you'll make a poster, take a picture, or make a video as part of your challenge. Then have a parent or your troop leader help you share your message with your community.

You may decide to share with your friends, your school, or your larger community. If you decide to share on social media, be sure to talk with parents first, and get parental permission. Review the [Girl Scout internet safety pledge](#) for more information!

When you are finished with all 5 steps, make sure you celebrate! By earning your Global Action Award you've helped the world get one step closer to achieving the Global Goals!



Step 1, Choice 2

Take a stand for the Global Goals.



Descriptions

- End hunger and ensure everyone has access to healthy and nutritious food
- Make sure everyone has access to safe and clean energy
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Achieve gender equality and empower all women and girls
- Reduce inequality within and among countries
- End poverty in all its forms everywhere
- Take urgent action to combat climate change and its impacts
- Make sure everyone has access to safe and clean water
- Conserve and protect the oceans and marine life
- Make cities and human settlements inclusive, safe, resilient and sustainable
- Ensure healthy lives and promote well-being for all at all ages
- Protect, restore and promote nature and the animals that live in it
- Create new partnerships around the world for the Global Goals
- Promote inclusive and sustainable economic growth so that everyone is able to have decent work prospects
- Ensure inclusive and good education for all people
- Ensure sustainable consumption and help to stop food waste
- Build resilient infrastructure and ensure these do not harm the environment or people, and help companies to design and create new technologies and innovations

Step 2, Choice 1

Compare Glacier Pairs

National Snow and Ice Data Center (comp.). 2002, updated 2015. Glacier Photograph Collection, Version 1. Repeat Photography of Glaciers. Boulder, Colorado USA.
NSIDC: National Snow and Ice Data Center. doi: <https://doi.org/10.7265/N5/NSIDC-GPC-2009-12>. Date Accessed: February 19, 2020.



1909 Bear Glacier, Alaska



Ulysses S. Grant

1906 Carroll Glacier, Alaska



Charles Will Wright

1951 Franz Josef Glacier, New Zealand



Photographer unknown

1941 Muir Glacier, Alaska



William Osgood Field

1978 Qori Kalis Glacier, Peru



Lonnie G. Thompson

2005



2004



2013



2014



2014



cut

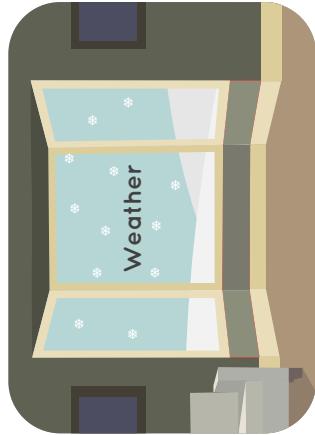
Lonnie G. Thompson

Step 2, Choice 1

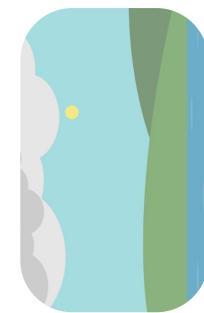
What's the difference between weather and climate?



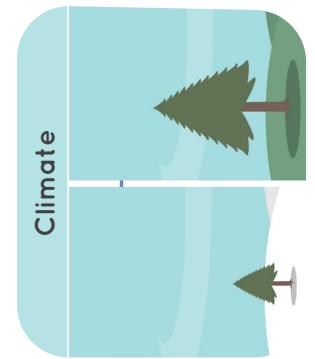
National Aeronautics and Space Administration



Take a look outside your window. Is it hot and sunny? Is it cloudy and rainy? Is there snow on the ground? When you look out the window, you're seeing what the weather is like today.



Weather is only temporary. For example, a blizzard can turn into a flood after just a few warm spring days.



Climate, on the other hand, is more than just a few warm or cool days. Climate describes the typical weather conditions in an entire region for a very long time—30 years or more.

We know that if thunderclouds are forming overhead, it's probably a good idea to stay inside.



Keeping track of Earth's sea level is one way that we can know how quickly the climate is changing.



As Earth's climate warms, ice in Antarctica and Greenland is melting. This causes the level of the oceans to rise.



But it's important to keep an eye on changes to Earth's climate too. And NASA has observed that Earth is getting warmer.



We know that if thunderclouds are forming overhead, it's probably a good idea to stay inside.



They can also track changes in the climate by measuring the clouds. We know that changes in the number, size or location of clouds could be caused by a change in Earth's climate.



NASA satellites can measure sea level rise from space.



They can also track changes in the climate by measuring the clouds. We know that changes in the number, size or location of clouds could be caused by a change in Earth's climate.



It's important to keep an eye on our planet and all the ways that it's changing. Right now, it's the only one we've got!



Step 3, Choice 2

Get Inspired by Girl Scouts



Mary Katherine: Saving Coral Reefs

For her Gold Award project, Mary Katherine of [Girl Scouts of Northeast Texas](#) founded Project Reeflove, an awareness and educational campaign that teaches kids an easy way to help protect coral reefs, which are essentially the rainforests of the sea. Doing something simple—like switching to a mineral sunscreen or wearing a rash guard instead of using a chemical sunscreen—really helps.

The first step, Mary Katherine knew, had to be education, so she started with kids, knowing there's nothing stronger than the passion of young people. As she says, "If you get a little kid excited about saving the environment, you can bet their parents, grandparents, teachers, and anyone else in earshot is going to hear about it too!" So far, the Project Reeflove message has directly reached more than 11,000 people and Mary Katherine is happy to see that Hawaii just outlawed sunscreens that are toxic to our reefs. She hopes more states do the same.

She says the support system within Girl Scouts gave her the motivation and structure she needed to make her work successful and that it's just proof that girls are powerful, intelligent, and driven."



Caroline: Planting for Pollination and Agriculture

For her Gold Award project, Caroline, from [Girl Scouts of Northeastern New York](#), planted pollinator-friendly gardens around the solar panels in her town of Niskayuna to create the first municipal solar pollinator in New York State.

New York, home to more than 450 pollinator species currently under threat from habitat loss and other stressors, has 7.3 million acres in agriculture production. Many of the state's leading crops, such as apples, alfalfa, soybeans, cabbage, pumpkins, and berries, rely heavily on pollination from these species. The planting efforts of Caroline and her team of middle school Girl Scouts increased the much-needed pollinator population, such as bees and birds. That, in turn, helped protect the agricultural economy, ensure greater local food supply security, and beautify the entire area.

Caroline didn't stop there. She also advocated for \$300,000 in state funding for pollinator benefit programs so her pioneering solutions can expand into new healthy growth for New York and beyond.



Shelby: Conserving Oceans

Gold Award Girl Scout Shelby from [Girl Scouts of California's Central Coast](#) launched the No Straw November initiative to bring attention to single-use plastic straws, one of the top polluters of the ocean, and started a nonprofit called Jr. Ocean Guardians to educate children about the need for environmental protection. She also worked with major companies to curb plastic straw use and helped pass a California law that is already reducing straw use by millions.

Her project includes an ocean activity book for children in grades K to three so that they can learn about the ocean and how they can protect it—all in a fun way. Once a child completes the activity book, they become eligible for a special Jr. Ocean Guardians patch that Shelby designed.

Her efforts were featured on The Leonardo DiCaprio Foundation website and on the Martha Stewart Living's Changemaker series. She also spoke about her initiative at Dreamforce 2017, the largest software conference in the world.



Rajvi: Fighting Drought

California is one of the country's greatest agricultural resources, yet it frequently experiences crop-threatening droughts. Gold Award Girl Scout Rajvi of [Girl Scouts of Northern California](#) developed cost-effective soil moisture sensors and readers that help farmers, particularly those in rural and underserved communities, conserve water.

Based on Rajvi's technology, farmers, on average, saved 25 percent of their water use. She has since received a provisional patent on her product and is now working to make it accessible for all via social media.

Rajvi has spoken at Oracle Openworld, a leading technology conference, to bring more exposure to her project.



Elizabeth: Legislating for the Environmental

Bees are critical to our livelihood and food chain, and more and more are becoming endangered. Through her own grassroots advocacy and education efforts, Gold Award Girl Scout Elizabeth of [Girl Scouts Heart of the Hudson](#) taught the public how to take action to help bees, successfully persuading lawmakers in New York State to pass legislation to protect bee populations. This legislation included establishing Pollinator Awareness Week and providing funding for bee research in the state budget.

Elizabeth is working to grow her nonprofit, which works to educate the public on the importance of bees. Currently she is conducting research as an undergraduate about the factors that harm bees and possible solutions.



Rachel: Protecting Mangroves

Gold Award Girl Scout Rachel of [Girl Scouts of Tropical Florida](#) took environmental action in a big way! For her Gold Award project she cultivated more than 100 mangrove seedlings for an entire school year. Every Saturday she worked with her mom to clean and rid the sprouts of bugs as well as collect data.

Rachel then teamed up with Florida International University to rehabilitate mangroves in Biscayne Bay and gathered volunteers from a local middle school to help plant the propagules she'd so patiently raised. This go-getter also organized a coastal cleanup and hosted an invasive species removal effort to make sure the newly planted mangroves had a safe ecosystem.

It's no surprise Rachel will be majoring in environmental science at Florida Atlantic University—we look forward to seeing this green blood's green thumb continue to impact our environment for years to come!

Glossary

Biodegradable: When something can be broken down naturally by living organisms, such as bacteria

Brainstorm: When you try to solve a problem or come up with new ideas by having a discussion with another person or group of people

Carbon dioxide: A gas released by burning coal, natural gas, oil, and wood that traps heat in the atmosphere

Carbon footprint: The amount of carbon dioxide humans release into the environment

Climate: The average pattern of weather conditions over a long period of time, making it different from weather which changes daily

Climate change: A change in the average conditions—such as temperature and rainfall—in a region over a long period of time

Conserve: To protect our natural resources, such as soil, water, or forests, from loss, pollution, or waste

Environment: The air, water, and land in or on which people, animals, and plants live

Fossil fuels: Carbon-containing fuel formed from the remains of prehistoric plants and animals, such as coal, petroleum, and natural gas

Glacier: Huge, thick masses of ice formed when lots of snow falls in one location for many years and the snow on the bottom gets packed down, becoming ice

Global warming: An increase in Earth's average temperature that causes ice melting and rising sea levels

Greenhouse gases: The emissions of carbon dioxide or other gases that contribute to the greenhouse effect

Sanitation: Keeping the public healthy by providing clean living conditions that require actions such as removing garbage and keeping water drinkable

Sustainable: When something can last or continue for a long time

United Nations: Organization formed to promote international peace, security, and cooperation among the countries of the world (Fun fact: The United Nations headquarters is in New York City, the same city as the Girl Scouts of the USA headquarters!)

WAGGGS: Stands for World Association of Girl Guides and Girl Scouts

Weather: A specific event—like a rainstorm or hot day—that happens over a few hours, days, or weeks