



**Activity Guide  
for Cadettes, Seniors,  
and Ambassadors**



# World Thinking Day

In Girl Scouts, you are part of a special group of girls that stretches across the world. On February 22 of each year, Girl Scouts and Girl Guides from 150 countries celebrate World Thinking Day. (That's one big celebration!) World Thinking Day is a way to celebrate with girls all over the world by doing the same activities around a shared theme.

**The 2020 World Thinking Day theme is “Diversity, Equity, and Inclusion.”**

To earn your World Thinking Day award, you will explore the meaning of diversity, equity, and inclusion and carry out a Take Action™ project to address the theme in your community or beyond!

## World Thinking Day Award Activities

**There are five steps to earning your World Thinking Day award.**

1. Explore World Thinking Day and the diversity of the Girl Scout movement
2. Explore inclusion and diversity
3. Explore equity
4. Prepare and plan a *Take Action* project for World Thinking Day
5. Carry out your *Take Action* project

The first three steps have choices that will help you explore diversity, equity, and inclusion, and connect to your Girl Scout sisters! In steps four and five, you'll plan and then carry out a *Take Action* project that makes your community, country or world a more diverse, equitable or inclusive place.

**Let's get started!**

## STEP 1

# Explore World Thinking Day and the diversity of the Girl Scout Movement

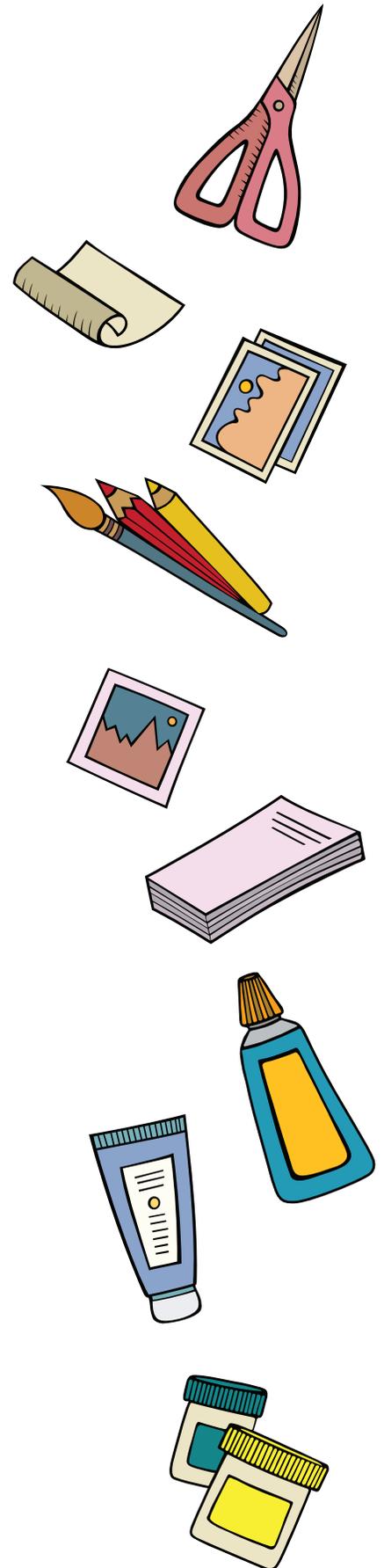
### Choice 1: Define It. Create a DEI Collage.

If you're working on your World Thinking Day award with others, split into three groups. Have each group choose one of the words from the theme and write down or talk about what you think your word means. Once each group has made its definition, share with the other groups. Then compare the definitions you created with the definition in the glossary of this toolkit or a dictionary.

- What do you notice about these definitions?
- What do you think connects diversity, equity, and inclusion? What makes these terms different?

You might have a diverse group of people, people of different races, genders, or ages, but that doesn't mean they are all included or that they are all treated fairly.

Now that you've explored what diversity, equity, and inclusion mean, create a collage of pictures, drawings, or other art that represents your word. If you're working in a group, hang up your art pieces and look at how diverse everyone's art is!

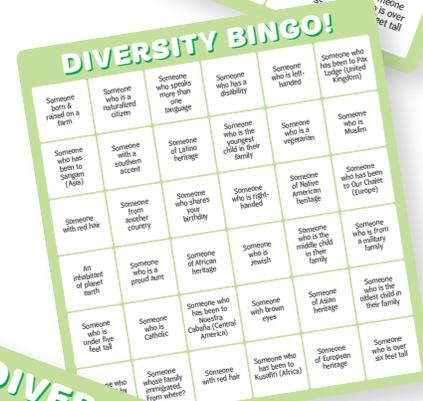
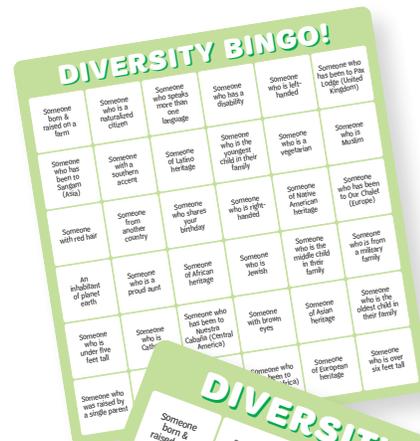


## Choice 2: Play Diversity Bingo!

The object of this game is to get BINGO!: six squares filled out in any direction. Using the Diversity Bingo sheet on the next page, go around the room and ask other girls about the prompt in one of the squares on your bingo sheet. If that girl represents the square, she can initial it. You can only ask one girl one question at a time, but you can go back more than once if you need to. When you have all six squares initialled in any direction, call out Bingo!

Once you've finished playing, talk with the other players about the game. Some of these questions might help you get started:

- *What assumptions did you make about others? For example, did you think someone was a certain thing or had done something, but it wasn't so?*
- *What assumptions were made about you?*
- *Which squares were the easiest to fill?*
- *Were there characteristics you hesitated to ask about? Why?*
- *What other categories could have been included?*
- *Were there any boxes that no one in your group represented? How many? What can we learn from that?*
- *What was something you learned by doing this activity?*



# DIVERSITY BINGO!

Someone born & raised on a farm	Someone who is a naturalized citizen	Someone who speaks more than one language	Someone who has a disability	Someone who is left-handed	Someone who has been to Pax Lodge (United Kingdom)
Someone who has been to Sangam (Asia)	Someone with a southern accent	Someone of Latino heritage	Someone who is the youngest child in their family	Someone who is a vegetarian	Someone who is Muslim
Someone with red hair	Someone from another country	Someone who shares your birthday	Someone who is right-handed	Someone of Native American heritage	Someone who has been to Our Chalet (Europe)
An inhabitant of planet earth	Someone who is a proud aunt	Someone of African heritage	Someone who is Jewish	Someone who is the middle child in their family	Someone who is from a military family
Someone who is under five feet tall	Someone who is Catholic	Someone who has been to Nuestra Cabaña (Central America)	Someone with brown eyes	Someone of Asian heritage	Someone who is the oldest child in their family
Someone who was raised by a single parent	Someone whose family immigrated. From where?	Someone with red hair	Someone who has been to Kusafiri (Africa)	Someone of European heritage	Someone who is over six feet tall

The object of the game is to get BINGO!: six across in any direction. Rules: Ask one person in your group about a square on the sheet. If that person represents that square, then they can initial the square. You may ask each person only one question at a time, but you can go back to them more than once.

Once someone has gotten BINGO!, see how many of the boxes you can check off with your group there. If you can't check off all the boxes, think of people you know in your wider community who might represent some of the squares.

### Choice 3: Explore Girl Scouts' Past, Present, and Future

In this activity, explore, then share about Girl Scouts' diversity, equity, and inclusion during our past, present, or future. If you are working in a big group, split into three smaller groups and explore all three!

**Girl Scouts of the Past:** Research (online or in a book) Girl Scouts in a past era, such as the early twentieth century when Girl Scouts was founded, World War II, or the civil rights era. Find out what Girl Scouts were like at the time OR imagine what it might have been like to join Girl Scouts at that time.

**Girl Scouts of the Present:** Look at Girl Scouting today. What do girls do in Girl Scouts? Who participates in Girl Scouts in your council, country, or world? What other countries in the world have Girl Scouting or Girl Guiding? Check out the WAGGGS website ([www.wagggs.org](http://www.wagggs.org)) to learn more about Girl Guides and Girl Scouts around the world! Choose one other country and find out what Girl Scouts or Girl Guides do in that country, how many girls participate, and learn their promise and law. How is Girl Guiding or Girl Scouting the same or different from Girl Scouting in the United States?

**Girl Scouts of the Future:** Imagine what Girl Scouts might look like in the year 2120. What will the uniforms be like? Will they still sell cookies and go camping? How will Girl Scouts reach more girls? What can girls today learn from the past to help us get to the future? Use your imagination! Be free with your ideas!

After you've explored your time period, share what you learned in a creative way! You might choose to perform a skit, write a song or rap, or make a poster or mural.



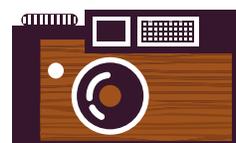
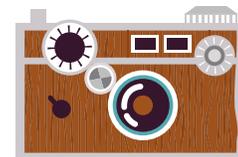
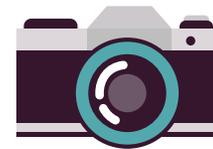
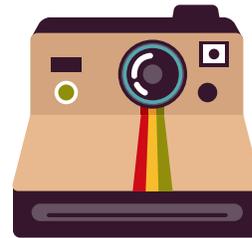
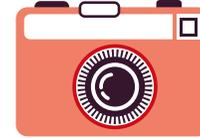
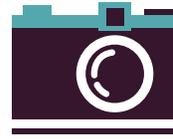
## STEP 2: Explore Diversity and Inclusion

### Choice 1: Go on an Inclusion Scavenger Hunt

Start by reviewing the definition of inclusion in the glossary. There are many things that stand in the way of an environment being accessible and inclusive. For example, for a person with physical disabilities, there might be a building with physical barriers like doors that don't open automatically or stairs without a ramp. Barriers can also be things you can't see, like rules set by a community or the negative way people treat "outsiders" or people who are new or different. An example of this might be a sign that says "Only English spoken here" or "Members only."

Look around your meeting space, school, or other places in your community for anything that could be made more inclusive or accessible. Take pictures of all the barriers to accessibility and inclusion that you find. For example, look for posters with very small print, exits that have stairs but not ramps, and sidewalks without graded ramps for wheelchairs. Think about everything: barriers to communication, attitudes and rules, technology, and the physical environment.

Once you've finished exploring your space, share the photos you took and talk about what you think is the biggest barrier that you encountered. Brainstorm ways that you could make this space more accessible, such as ramps, elevators, clear pathways, and wide aisles. Discuss ways your troop can make your meetings more accessible to new girls and inclusive of girls with different abilities.



## Choice 2: Play the “I Am” Circles Game

On a sheet of paper, draw a circle in the middle and write your name in it. Then draw more circles and connect them to your name circle with a line. In these other circles, add other characteristics or qualities that make up your identity. Use the categories listed at right and feel free to add your own.

When you’ve finished, share your circles with your Girl Scout sisters, a friend, or a family member. Some things you might share or think about are:

- What part of your identity do you think people first notice about you?
- What part of your identity are you most comfortable sharing with other people?
- What part of your identity are you least comfortable sharing with other people?
- What part of your identity are you most proud of?
- What part of your identity do you struggle with the most?
- What part of your identity is the most important to you?
- What part of your identity is least important to you?
- What part of other people’s identities do you notice first?
- Which of your identities would you like to learn more about?
- Which parts of your identity have the strongest effect on how you see yourself as a person?
- What part of your identity do you see having the most effect on your interactions with your friends? Family? Peers? Strangers?
- For what part of your identity do you feel you face oppression most often?
- For what part of your identity do you feel you receive privilege most often?

- **Favorite music genre**
- **Birth order (oldest, middle, youngest, etc.)**
- **Number of siblings**
- **Introverted/extroverted**
- **Groups you are a part of (band, math team, sports team, drama club, Girl Scouts)**
- **Race**
- **Ethnicity**
- **Socioeconomic status**
- **Gender**
- **Sexual orientation**
- **National origin**
- **First language**
- **Physical, emotional, developmental (dis)ability**
- **Age**
- **Religious or spiritual affiliation**

### Choice 3: Change your Perspective.

Write the following words on separate index cards. Keep the two sets of index cards separate.

#### Businesses (Group A):

pet-sitting company  
Girl Scouts  
dry cleaner  
bank  
car wash  
babysitting services

#### Target Audience (Group B):

new parents  
environmentalists  
soccer fans  
international exchange students  
girls in middle school  
music lovers

Create a poster ad for a business with a specific target group in mind. Pick one card from group A (business) and one from group B (target audience). Then design your poster based on what you selected.

Once you've finished, share your poster. What are the most important values for each group? What services does your business offer to meet their needs? How can you establish common ground with people who are different from you?



## STEP 3: Explore equity

### Choice 1: Let Them Eat Cake<sup>1</sup>

For this activity, you'll need a group of your Girl Scout sisters, friends, or classmates, and a cake, pie, or other treat. Imagine that the group of you represents all the people on the planet. Split into smaller groups to represent the population of each region of the world. You can use the chart below to help you split up.

For a group of 20 Girl Scouts, form a group of:	Representing the World Region:	Population mid-2018 (millions) <sup>1</sup>	% of Earth's Population	Percent Per Capita GNI (Gross National Income) in PPP (purchasing power parity) (aka percent of cake)
3	Africa	1284	17	3
1	North America	365	5	36
1	Latin America and the Caribbean	649	8	9
12	Asia	4536	59	8
2	Europe	746	10	22
1	Oceania	41	1	21

<sup>1</sup> Population Reference Bureau, <http://www.worldpopdata.org/table> (accessed May 7, 2019)

Once you have divided into smaller groups representing the world regions, then divide the cake to represent how resources are divided between regions (the percent per capita pie chart). Cut the cake into six unequal pieces and distribute the pieces to each region. Be sure to hold up each piece so that everyone can see how much each region will get.

Within your groups, decide how you will divide up the piece of cake you receive. Will you try to divide it into smaller pieces? Will one or two people eat it all?

What will each region do about their situation? Will you borrow cake from another region to return later? Will you migrate or invade another region for their cake? Will you share cake with a region that has less than you?

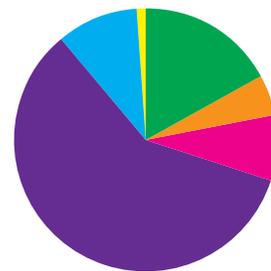
<sup>1</sup> This activity is an adaptation of "Let them Eat Cake" in *Engaging Students Through Global Studies: Activity-Based Lessons and Action Projects* (developed by Facing the Future: People and the Planet, 2006), 200-201, and is intended to be used for nonprofit educational purposes.

The unequal distribution of cake is an example of “Structural Scarcity” which means there is enough of the resource (cake) to go around, but it is not distributed fairly.

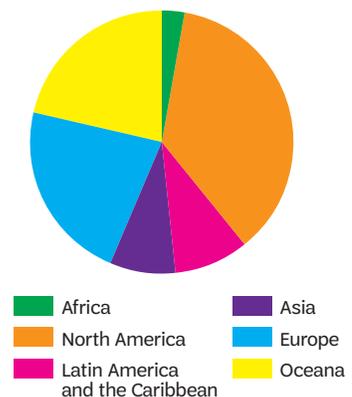
Finish deciding how you will divide the cake as a group. Then as you enjoy your dessert, discuss the following questions:

- *How did it feel when you saw how much the other groups got? How did you plan to divide the cake in your group? Did you do anything to get more cake or give cake away?*
- *How does this activity relate to the real world?*
- *How would this have been different if you were really hungry and hadn't eaten much or anything for a couple of days?*
- *What are some real examples of people trying to “get more cake”?*
- *Did the groups that had more cake do anything to deserve more cake? Is that the same or different in the real world?*
- *What can we do to make resource distribution around the world more equitable? (Examples might include reducing and reusing resources, buying energy efficient and sustainable products, redistributing resources through donation, charity, or nonprofit organizations, and talking about the issue with friends and family.)*
- *How could a comfortable and fulfilling lifestyle be provided for all the world's people? Is this possible? What are some of the potential consequences of continued and increasing inequity between individuals and nations?*
- *What are some of the ethical, social, and security implications of inequity? Can you think of any examples?*
- *What are some of the differences between emergency solutions and structural solutions? (For example, addressing a short-term need versus a long-term problem, such as food aid versus job creation.)*

**Percentage of Earth's Population**



**Percent Gross National Income Per Capita**



## Choice 2: Shop in the Global Marketplace<sup>2</sup>

In this activity, explore how resources are distributed and used by different people in the global marketplace. In the global marketplace, you can buy resources that humans need to live, as well as some nonessential items.

Partner or group up with a few other Girl Scouts to form a family. Then draw one card with your marketplace dollars. This is the amount of money your family will have to spend on your needs and luxuries. Don't peek at the cards before you choose and don't show your card to any other families until the end.

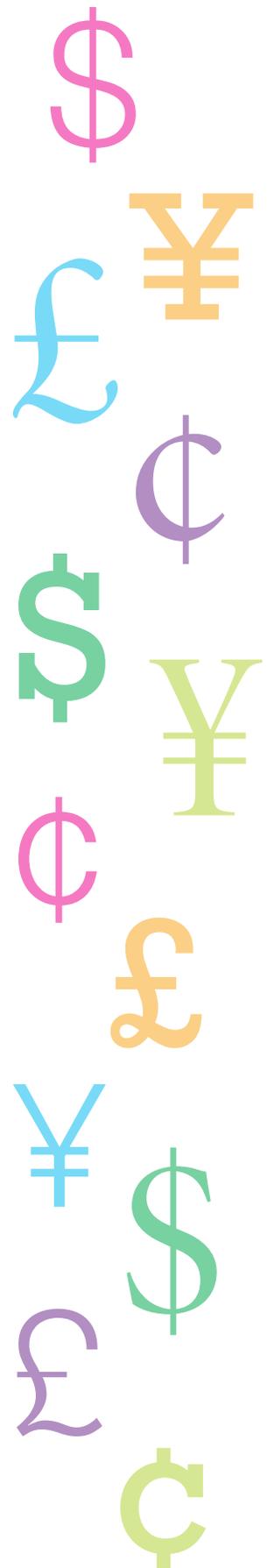
Once you have your money card, take a look at the Global Marketplace Page, which lists the items available to your family in the global marketplace. Decide as a team what you will purchase for your family, but you have to choose fast! You only have 5 minutes!

After your family has finished shopping, share and compare with other groups about what you chose to purchase and why. Some questions you might want to ask are:

- *How did it feel to have more or less money and options than other groups?*
- *How did it feel to see what you could and could not afford in the marketplace?*
- *How many of you could not afford education? What would your lives be like if you could not go to school?*
- *How would it feel to have to choose between food and health care?*
- *What is the effect on people when a small group consumes the majority of resources?*
- *How do poverty and wealth give people different options? Approximately 10% of the world's population lives on less than \$1.90 per day and half the world's population lives on \$5.50 per day<sup>3</sup>—how does this limit their choices?*
- *How is this activity like the real world? How is it different?*

<sup>2</sup> This activity is an adaptation of "Global Mall Items" and "Global Mall Dollars," in *Engaging Students Through Global Studies: Activity-Based Lessons and Action Projects* (developed by Facing the Future: People and the Planet, 2006), 196, 198, and is intended to be used for non-profit educational purposes.

<sup>3</sup> Francisco Ferreira, Dean Mitchell Jolliffe, and Espen Beer Prydz. "The International Poverty Line Has Just Been Raised to \$1.90 a Day, but Global Poverty Is Basically Unchanged. How Is That Even Possible? | Let's Talk Development." The World Bank. Accessed May 11, 2019. <https://blogs.worldbank.org/developmenttalk/international-poverty-line-has-just-been-raised-190-day-global-poverty-basically-unchanged-how-even>.



**GLOBAL MARKETPLACE DOLLARS**

**\$200**

Item

Cost

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**GLOBAL MARKETPLACE DOLLARS**

**\$200**

Item

Cost

_____	_____
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**GLOBAL MARKETPLACE DOLLARS**

**\$200**

Item

Cost

_____	_____
_____	_____
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**GLOBAL MARKETPLACE DOLLARS**

**\$1,000**

Item

Cost

_____	_____
_____	_____
_____	_____
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**GLOBAL MARKETPLACE DOLLARS**

**\$1,000**

Item

Cost

_____	_____
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_____	_____

**GLOBAL MARKETPLACE DOLLARS**

**\$2,500**

Item

Cost

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# Global Marketplace

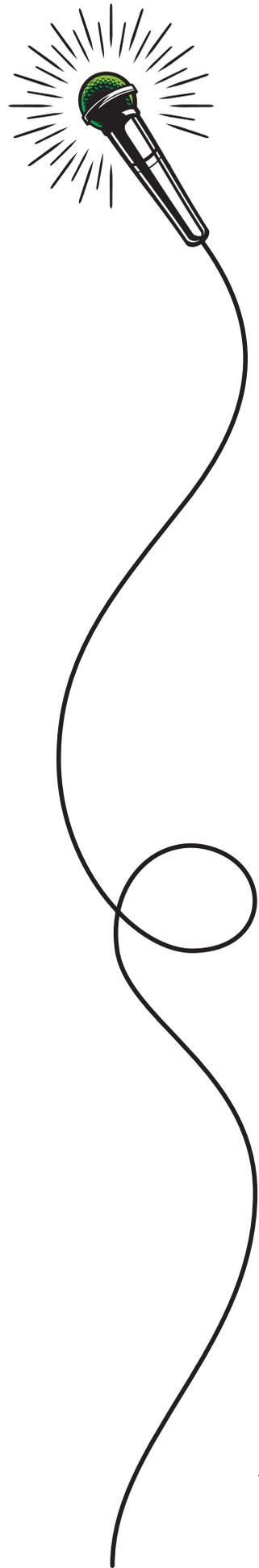
<b>Food</b>	Rice and beans once or twice a day <b>\$75</b>	Beans, vegetables, and rice daily, plus meat/dairy about once a month <b>\$150</b>	A variety of fast foods three times a day, such as hamburger, chicken sandwich, tacos, French fries, soda and ice cream <b>\$300</b>	Highest-quality food three times a day, including eggs, meat, fish, fresh vegetables, fresh imported fruit, bread, milk, imported cheese, chocolate and other desserts <b>\$500</b>
<b>Water</b>	Untreated water collected from a lake and carried two miles <b>\$0</b>	Untreated water collected from the village well nine months a year, and from a river the other three months <b>\$75</b>	Purified water brought by government trucks every week <b>\$200</b>	Indoor plumbing, with hot and cold running water, showers, and bathtubs <b>\$400</b>
<b>Heat/Fuel</b>	Firewood cut from local forest, sometimes hours away, mostly by children <b>\$0</b>	Coal purchased in the market and used for heating and cooking <b>\$125</b>	Oil used for fuel, cooking, and heating <b>\$300</b>	Solar panels using the sun's energy to heat home and water, natural gas for cooking <b>\$700</b>
<b>Education</b>	Crowded school one hour away through grade 5 <b>\$50</b>	Elementary, middle school, and high school located in the nearby town <b>\$125</b>	K-12 education with college an option for most people <b>\$400</b>	Graduate degree preparing people for professions such as doctor, lawyer, professor <b>\$900</b>
<b>Health Care</b>	Walk or be carried ten hours to the nearest village clinic where they have a dozen medicines <b>\$75</b>	Good medical care available in a city 1 hour away by bus <b>\$200</b>	High-quality health care and hospital anytime you are sick and for yearly checkups <b>\$500</b>	High-quality health care including elective surgery such as knee repair and cosmetic and laser eye surgery <b>\$700</b>
<b>Luxury Items</b>	Radio running on batteries <b>\$50</b>	Small color television in your house <b>\$150</b>	Refrigerator and air conditioning to cool your house <b>\$350</b>	Beach vacation, airline ticket, and hotel <b>\$700</b>

### Choice 3: Interview an Activist

Interview someone who works to promote diversity, equity, and/or inclusion in your community, and explore problems and solutions with them. Come up with a list of questions you'd like to ask the activist before you meet. You can invite them to come to your next troop meeting or interview them in person or over the phone. Be ready to share what you learned with your Girl Scout friends.

Some sample questions you may want to ask include:

- What do you see as the biggest obstacle to equity or inclusion in our community?
- What can girls do to support (group)?
- What does equity (or diversity or inclusion) mean to you?



## STEP 4:

# Prepare and plan a *Take Action* project

Now that you've explored diversity, equity, and inclusion, it's time to take what you've learned and *Take Action!* Using what you've learned in the previous steps, create a project that addresses diversity, equity, or inclusion.

To create your *Take Action* project plan, you'll want to answer the following questions:

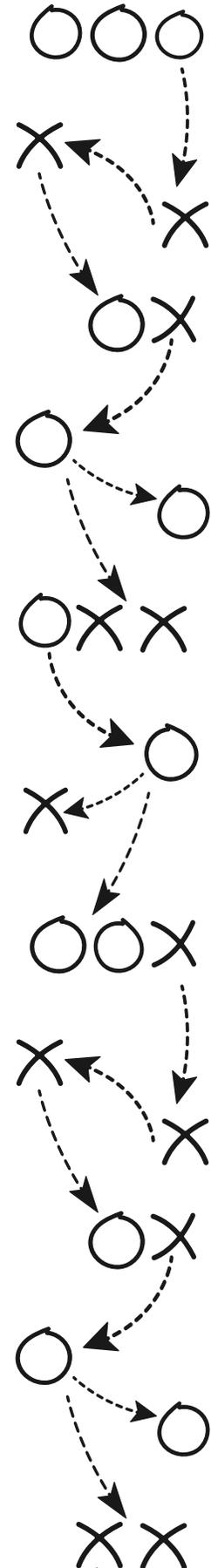
- **What** is the problem?
- **Why** did it happen?
- **Who** does it affect?
- **How** can you help? (List as many solutions as possible.)

Which solution do you think will help the most? Which one will you focus on?

How can you ensure that your solution is sustainable? Some ways to make sustainable changes are to make something permanent, educate and inspire others, or change a rule or law.

Once you've answered these questions, you're ready to start making your plan. Some more things to think about:

- **People:** Who can help with your project?
- **Supplies:** Will you need to create posters? Print handouts?
- **A space:** Will you need a place to carry out your project? For example, your school or community center? Do you need transportation to get somewhere?
- **Money:** Do you need to put together a budget? Will you use cookie earnings to support this project?
- **What else?**





# GLOSSARY

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**Assumption:** Something that is supposed or believed without questioning. For example, you made an assumption that your friend missed lunch today because she wasn't in school, but it turns out she was in a meeting with her counselor.

**Barrier:** Something that blocks or gets in the way of an action or progress.

**Birth order:** If you have siblings, it's where you fall in terms of when you born. Example: You might be the oldest, second-oldest, middle, youngest, etc.

**Civil rights era:** During the 1950s and 1960s, a national movement of protests and challenges capped a decades-long struggle for African Americans to have the same constitutional and legal rights that other Americans had. For example, they fought to abolish segregation so they would be allowed to attend the same schools as whites, so they could sit where they wanted on public transportation, and to end discriminatory voting practices against black Americans. The Civil War abolished slavery but didn't end discrimination.

**Collage:** Artwork made by gluing different pieces of material to a flat surface such as paper or poster board.

**Community:** Groups of people who may share certain characteristics. These include beliefs, needs, living or work environment, and identity. Various kinds of communities exist. As members of a community, people have both rights and responsibilities for how they treat each other.

**Disability:** A condition that makes a person unable to do something most people can do.

**Discrimination:** When you treat someone unfairly because of something about their identity, especially race, age, gender, sex, religion, etc.

**Diversity:** Having different types of people in a group, such as people of different races and cultures. Many schools in America are diverse and include students of different races and from different backgrounds and cultures. It's important to accept and respect people from different background in order to support diversity.

**Energy efficient:** Reducing the amount of energy it takes to run goods and services. For example when your refrigerator is energy efficient, it uses less energy to keep your food cold.

**Equality:** Being equal, fair, and the same for everyone. For example, equality is when everyone has the same right to go to school.

**Equity:** Fairness or justice in how people are treated. For example, providing disabled children accommodations at school so they can exercise their equal right to education.

**Ethnicity:** People who belong to different groups that share the same customs, religion, or national origin.

**Extroverted:** Outgoing person who is not shy.

**Gender:** Socially or culturally defined ideas about masculinity (male roles, attributes, and behaviors) and femininity (female roles, attributes, and behaviors). Gender is not the same as sex.

**Gender bias:** Undermining or denying equal rights based on gender. By denying women equal rights, we deny half the population a chance to live life at its fullest. Political, economic, and social equality for women will benefit all the world's citizens.

**Gender equality/inequality:** Equal (or unequal) opportunities; burdens; and social, political, and economic power of males and females.

**Gender norms:** The widely held expectations or beliefs within a community about how people should act or think as males or females. Gender norms also refer to views on how strictly or consistently people should comply with one gender role or another.

**Gender roles:** The social roles assigned to males or females by the society or family in which they live. Such roles include, for example, how they should behave or what jobs they should have.

**Genre:** A way to classify something. For example, music genres can be categorized as rap, classical, and rock.

**Global marketplace:** The exchange of goods and services all over the world.

**Gross national income:** The measurement of a country's income.

**Health care:** Medical care for people and communities.

**Heritage:** Something that comes from a person's family or ethnic background. For example, a person may be proud of her Latina heritage.

**Human rights:** Basic rights and protection for all humans. A partial list includes the rights to food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People's ability to fully exercise their human rights affects virtually every aspect of their lives.

**Identity:** The way people think of themselves or describe themselves to others. The way that others perceive someone's appearance or behavior does not necessarily match that person's own sense of his or her identity. People typically have more than one aspect to their identity. For example, a person can identify as a boy, a Hindu, and also as a student. Identity can come from belonging to a community. The way people identify themselves may change over time. ("Identity" may also refer to formal recognition of a person by the state, such as having a name, birth registration, and nationality.)

**Inclusion:** Accepting or taking in others. The opposite of this is exclusion, which is when you don't allow or take in others.

**Internment** (Japanese internment camps): To confine someone especially in a war. During World War II, after the Japanese bombed Pearl Harbor in Hawaii, Japanese Americans in the western part of the United States were forced to leave their homes and live in prison camps.

**Introverted:** Person who is shy and quiet.

**Oppression:** Treating or controlling others in a way that is unjust or takes away their freedom.

**Privilege:** A right or benefit given to a certain person, group, or class.

**Religious or spiritual affiliation:** When people identify themselves according to their religious or spiritual beliefs. For example, when you say "I am a Christian," that's your religious affiliation.

**Resources:** A country's wealth and way of producing wealth.

**Social norms:** Expectations for how people in a community should act or think. Growing up, people come to think of the prevailing norms as “natural” or “normal.” In fact, norms vary from place to place and over time. Prevailing norms often pressure people to meet social expectations. They influence people’s attitudes and behavior. People who act or think in ways that are different from the norm may be viewed as inferior rather than independent.

**Stereotypes:** Generalizations and assumptions about individuals and communities based on their identity or behavior. For example, the idea that girls are weak at math is a stereotype. Such generalizations are often highly inaccurate or may be completely invented. Stereotypes can lead to stigma, discrimination, and other harmful outcomes.

**Structural scarcity and solutions:** Structural scarcity is when there is enough of a resource to go around but it is not distributed fairly. Structural solutions are ways to prevent countries from suffering economic loss while contributing to the development of the nation.

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

**Sustainable products:** Products that use methods that don’t use or destroy our natural resources.

**Target audience:** When you aim your message to a specific group of people, they are your target audience. For example, you want to explain World Thinking Day to younger girls, so you set up a presentation at an elementary school.

**Values:** The set of beliefs that governs what people view as right and wrong. Values vary across individuals, families, and cultures. Some values, however, are accepted virtually universally as characteristic of ethical human behavior.

**Victorian era:** The period of Queen Victoria’s reign in Great Britain from June 20, 1837, to January 22, 1901. This was a period of peace and prosperity in Great Britain.

**WAGGGS:** World Association of Girl Guides and Girl Scouts.

**World Thinking Day:** On February 22 of every year, Girl Scouts and Girl Guides celebrate global sisterhood by giving back to the movement in honor of World Thinking Day. Each year is marked by a theme—in 2020, it’s Diversity, Equity, and Inclusion.