



Activity Guide for Cadettes, Seniors, and Ambassadors

World Thinking Day— Cadettes, Seniors, Ambassadors

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 2022 World Thinking Day theme is **“Our World, Our Equal Future: The Environment and Gender Equality.”**

To earn your World Thinking Day award, you will explore how girls and women are disproportionately affected by climate change, and make the Girl Scout Tree Promise!

World Thinking Day Award Activities

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

1. Explore World Thinking Day.
2. Find out how girls and women are affected by climate change.
3. Explore climate change issues and solutions for girls and women.
4. Investigate why trees need protection.
5. Commit to a better future with the Girl Scout Tree Promise.

The first four steps have choices that will help you explore climate change and the connection between climate change and trees. In step five, you'll join our mission to protect the planet from the effects of climate change by making the Girl Scout Tree Promise.

Note: Some of the topics refer to sensitive issues. Volunteers should talk with parents and guardians, and obtain parental/caregiver permission before discussing these topics with girls. Choose the issues or targets that are appropriate for your group and context. Your council may have a “sensitive issues” form that you can use. Please consult with your council before discussing content of a sensitive or controversial nature to ensure that appropriate training, planning, and permission is established.

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

Let's get started!



STEP 1: Explore World Thinking Day

Choice 1: Get inspired by WAGGGS Advocacy Champions.

As part of the Girl Guide and Girl Scout Global sisterhood, you have 10 million sisters in over 150 different countries. Included in this group is a network of Advocacy Champions, young women who are set to change the world.

In 2021, the World Association of Girl Guides and Girl Scouts (WAGGGS) chose Advocacy Champions for their commitment to gender equality and their abilities to lead. These 15 women joined other WAGGGS delegates at the 65th United Nations Commission on the Status of Women.

In this activity you'll analyze and get inspired by the work of these young women. Explore the [Advocacy Champions](#), and either in a group with your Girl Scout troop or on your own, choose five girls whose projects and work you will break down with the headings "The Issue" and "Her Solution." If you have time and computer access, you can dig deeper into the stories of these young women. You might find a news article or some other information about their efforts to gain even more insight into their work. Write down your answers.

Share your findings with your troop and discuss these questions:

- ▶ What story stood out to you the most and why?
- ▶ What other information, if any, did you find out about these advocates online?
- ▶ Did you notice anything these advocates have in common?
- ▶ What do you think makes them stand out as champions?

Choice 2: Share the World Thinking Day story and theme.

First, look at the **World Thinking Day Story in Three Parts** handout. Read the script with some of your Girl Scout friends and come up with an idea about how you'll share this story with a group. It can be a group at school, friends and family, or a group of younger girls.

Then, come up with part four of the story, where you share this year's theme of climate action and equality. You might want to create a skit, video, or booklet about the story. If so, use this activity time to do so.

Work on how you'd present the story, and make a plan for when and where to do it.



Discuss these questions:

- ▶ What was it like to work together to find ways to tell the story? How did you decide what you were going to do?
- ▶ Do you feel you worked well as a team? What would you have done differently?
- ▶ Why is it important for others to know about World Thinking Day and the 2022 theme?
- ▶ How did you include the 2022 theme in part four of your presentation?
- ▶ Who do you plan to share this story with? What results do you hope to get?

Choice 3: Play the “Listen to Girls” game.

Article 12 of the United Nations Convention on the Rights of the Child says that every child has the right to express their views, feelings, and wishes in all matters affecting them, and to have their views considered and taken seriously.

Why do you think it's important to listen to girls? To become confident citizens, leaders, advocates, and decision-makers, girls need to grow up knowing that their views matter. As Girl Scouts, we have a unique opportunity to create spaces where their opinions and experiences are valued and heard, and to engage in initiatives to amplify their voices.

For this activity, you'll play the [WAGGGS “Listen to Girls” game](#). This Listen to Girls game shares a collection of what other girls around the world are saying about what they need. Find out what these girls are saying, and then reflect and discuss it as a group.

One Girl Scout will start by picking a topic on the color wheel, then reading a card that corresponds to the color of that topic. It's okay if you're unsure of a meaning. This is a space for everyone to learn from each other. The cards are a starting point to facilitate a discussion. Discuss each topic for a maximum 5 minutes, and then move on to the next.

Discuss these questions:

- ▶ Was there anything that surprised you about what other girls around the world feel, say, and need?
- ▶ What resonated with you the most?
- ▶ How did hearing other girls' views help you feel united with them (or not)?



STEP 2: Find Out How Girls and Women Are Affected by Climate Change

Choice 1: Explore the Paris Climate Agreement.

You might have heard about the Paris Agreement, but do you know what it is? Under the United Nations Framework Convention on Climate Change, the leaders of countries from around the world gathered in Paris in 2015 to create and sign a pact to address the negative effects of climate change. Its goal is to reduce emissions in all countries to limit the global temperature increase this century to a maximum of 2 degrees Celsius.

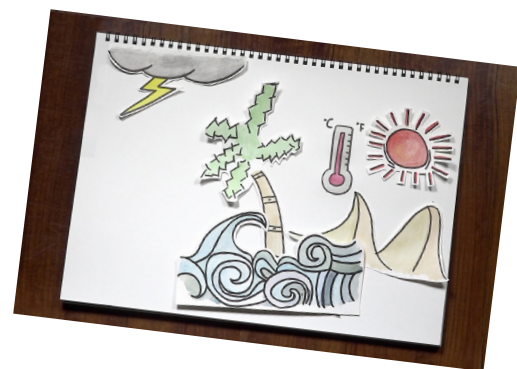
All the countries made a vow to reduce emissions and strengthen those cuts over time. The agreement also asks richer countries to help poorer countries, which is essential because the richer countries are most responsible for carbon emissions, yet underdeveloped countries will suffer the most from their consequences.

The Paris Agreement also acknowledges that climate action must be gender responsive, promote human rights, and empower women and girls.

Watch the [Gender Responsive Climate Finance](#) video.¹ Then, discuss these questions:

- ▶ Why do women and girls face the highest risks and greatest burdens with climate change?
- ▶ What would you do to get this message out? What would your message be?
- ▶ Why do you think it's a priority for gender issues to be part of the climate change discussion?
- ▶ If you were going to request a dedicated agenda for issues of gender and climate change and more text about this issue in the Paris Agreement, how would you do it? What would you ask for?

If you were to explain what the Paris Agreement is to someone, what would you tell them?



¹ Credit: Heinrich-Böll-Stiftung, Washington, DC, <https://us.boell.org/en/homepage>

Choice 2: Investigate how women and girls are impacted by U.S. weather disasters.

In recent years, our natural disasters have become much more dangerous because of climate change. Just think about the wildfires, hurricanes, flooding, and heat waves that have affected people and wildlife all over the world.

Of those affected people, 80 percent of those who were displaced (forced to leave their homes) were women and girls. During natural disasters, women and girls are most likely to be negatively impacted or even killed.

This is true even in the United States, where we've had our share of natural disasters. Since 1980, the U.S. has had 291 weather and climate disasters that resulted in damages and costs exceeding \$1.9 trillion. The U.S. experienced 22 weather disaster events in 2020—a new record.

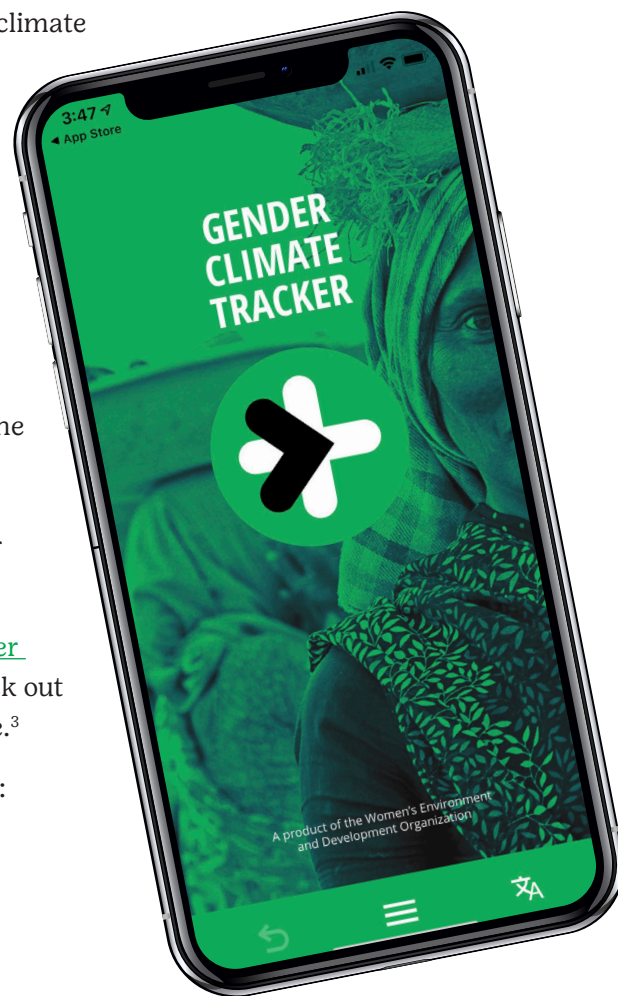
What has been the cost to women and girls? In this activity, you'll break into groups with your Girl Scout troop to investigate.

With your group, choose a disaster to explore, and get stats about the welfare of women and children both then and now. Draw a timeline, tracing the status of women from the date of the disaster through today. Check out the websites for the National Centers for Environmental Information or FEMA. Use keywords in your search—the name of the disaster and the words “gender statistics” or “impact on women and girls.”

Women's Environment & Development Organization has a [gender climate tracker app](#)² that may also be helpful. And you can check out [Gender, Equity, and the Environment](#) on the Sierra Club website.³

Share your findings with the group and discuss these questions:

- ▶ What did you find that surprised you?
- ▶ Did any “take action” projects come to mind while you were researching?
- ▶ How do you think women and girls could be or should be better protected from weather disasters?
- ▶ How do you think the ways women in the U.S. are affected by climate change disaster compares with the ways women around the world are affected?



² Credit: wedo.org

³ Credit: SierraClub.org

Choice 3: Talk to a climate change expert.

You've learned through some activities that women are more likely than men to be impacted by climate change. What are some of the ways? Women are more likely to be displaced, suffer pollution-related health problems, lose income, experience violence, deal with increased workloads, and bear the burden of collecting water and finding fuel.

For this activity, you'll talk to an expert about some things that are happening and some possible solutions. If you're unable to speak to someone personally, you can also print out interviews from the [United Nations Women website](#).⁴ Scroll down to "Voices for change" to view the interviews.

Think about writing down questions for an informal interview. When it comes to solutions, you can ask the expert what kinds of technology, policies, and advocacy might help. Where does the expert see the biggest chance for improvement in the next 10 years?



STEP 3: Explore Climate Change Issues and Solutions for Girls and Women

Choice 1: Come up with a social media campaign to support climate change and gender equity.

First, watch the [Women and Climate Change video](#).⁵

You may already be familiar with some of the statistics: 80% of people displaced by climate change are women. Women and children are more likely to die prematurely from indoor air pollution, especially smoke from cooking fuels. More than 70% of deaths in the 2004 Indian Ocean tsunami were women. In 2005, Hurricane Katrina impacted more women than men. It's clear that the burden of climate change is not equal—climate change is not gender neutral.

Social media is one of the most powerful ways to increase and to help promote justice. Think of some social media campaigns you've been moved by—can you share anything? For example, what do you recall from the campaigns for breast cancer, Black Lives Matter, the #MeToo movement, and the ALS bucket challenge? Some messages are simple statements or have symbols with recognizable colors or graphics.

⁴ Credit: UN Women lac.unwomen.org

⁵ Credit: Natural Resources Defense Council, nrdc.org

Work alone or team up to design a social media campaign around the statement “Climate change is not gender neutral.”

Share your message with your troop and discuss these questions:

- ▶ How did you represent the issue?
- ▶ Did you come up with a sustainable way to continue your campaign—for example, a way to keep the story going?
- ▶ What is actionable about your campaign? Can you imagine events or other ways to harness support for your cause?
- ▶ In what way, if any, does your message show your personal caring and involvement?
- ▶ How would you share and promote your message on social media?
- ▶ What hashtags did you use?

If you decide to share on social media, be sure to talk with your parents or caregivers first and get their permission. Review the [Girl Scout internet safety pledge](#) for more information! Be sure to tag Girl Scouts USA and your local council, and use the hashtags #WorldThinkingDay and #ClimateChangeIsNotGenderNeutral.

Go Further: If you want to do more on social media, check out the new Digital Leadership badges!

Choice 2: Create a policy statement about climate change and education.

In this activity, you’ll make a policy statement and find a community, local, or state representative to share it with. A policy statement is a document that outlines your objective and strategies for implementing a change.

For this policy statement, you’ll work with other members of your Girl Scout troop to come up with a policy statement about education on climate change, particularly for girls and women.

A persuasive policy brief is a great marketing tool to target a particular audience for your message. In this case, you might want to target local educational leaders, your community leaders, state representative, or anyone else who would be a decision-maker for your cause. At first you can work on your statements solo or with another girl, and then come together as a group to brainstorm a joint statement.



First, check out the [Yale Climate Opinion Map](#).⁶ Take a look at how Americans' climate change beliefs, risk perceptions, and policy support vary at the state, congressional, metro, and county levels.

Look at figures 2 and 4, which show the percentage of men and women saying global warming is happening and what causes it. Women are more likely than men to say that global warming will harm them personally. But surprisingly, fewer women than men say that scientists are convinced that global warming is happening.

This same study found that there is a gender gap in knowledge about climate change. The study says that closing gender gaps in knowledge and understanding of the problem is key, and that climate education and outreach efforts are one way to engage and empower girls and women in climate issues.

Educating girls and women raises their awareness of climate change, which allows them to become better environmental champions. Use this data to help support your policy statement.

Use the **Policy Statement Tip Sheet** at the end of this packet.

As you are working on your statement, think about these questions:

- Why do you think there's a gender gap in climate education?
- How do you think a policy statement might motivate change?

Go Further: If you want to do more on policy and advocacy, check out the Journeys: It's Your World—Change It! Your Voice, Your World: The Power of Advocacy, and/or It's Your Planet—Love It! Justice.

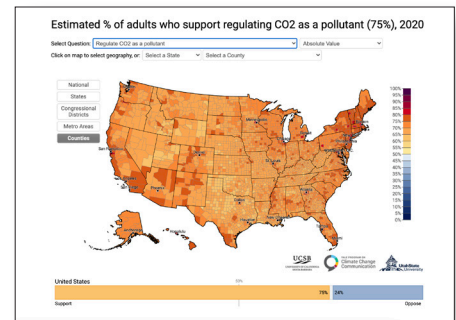
Choice 3: Write a letter to Congress.

In this activity, you'll write to Congress and ask for gender-based climate change legislation and programs. If you're meeting virtually, form groups in separate chat rooms to work on your letters!

First, check out the [Climate Change & Women fact sheet](#) from Oxfam America.⁷ According to this fact sheet, one way to help make a difference with climate change and inequality is by writing to your representative in Congress.

For this activity, you'll break into two groups to write two separate letters. The guidelines appear below, but be sure to use your own words in your letters. Add any statistics or information you think will help drive your request.

Group 1: Ask Congress to provide financial and technical assistance to help vulnerable communities. U.S. climate legislation must help poor people here



6 Credit: Yale Program on Climate Change Communication, climatecommunication.yale.edu

7 Credit: Oxfam America, oxfamamerica.org

and in developing countries adapt to climate change and build up their resilience. Programs established by legislation should respond to the different impacts climate change has on men and women.

Group 2: Ask Congress to support legislative language that empowers women to make decisions about national climate change plans. U.S. climate legislation must stipulate that women are at the heart of the planning and implementation of adaptation projects so that their roles and resources are taken into account.

Once you've written your letters or emails, find the contact information for your congressional representatives online and discuss these questions:

- ▶ Will you email or send your letter to your congressional representative?
- ▶ Sometimes calling your representative directly is the most impactful way to get your voice heard. If you were to write a script for your phone call, what would you want to say?
- ▶ If you were going to enlist people to do a postcard writing campaign targeted at your representative, what would you have them say?

Lastly, practice what you would say in a phone call to your representative.

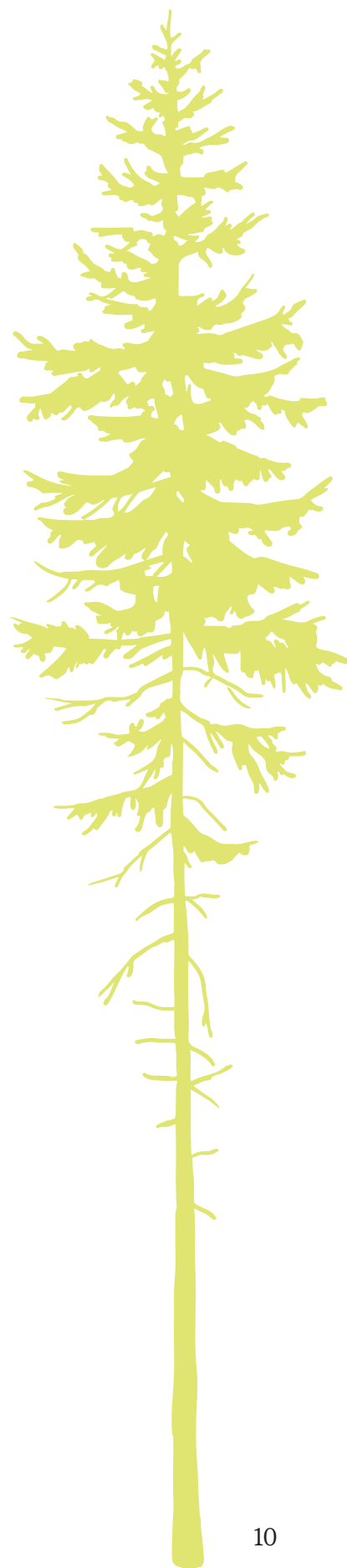
STEP 4: Investigate Why Trees Need Protection

Let's switch gears to look at how important trees are to climate change and equality. Did you know that trees are one of our most powerful tools to help fight climate change?

As Earth's temperature rises due to climate change, you've found out how our weather is becoming more extreme and unpredictable, causing big changes worldwide—polar ice caps melting, wildfires, hurricanes, droughts, and extreme heat and cold. A big reduction in carbon pollution will help prevent even worse climate change.

Planting trees is one way to reduce carbon pollution. We need to plant trees because all over the world, climate change is damaging the ability of forests to grow back on their own. Planting millions of new trees will not only help existing trees and forests; it will also clean the air and reduce greenhouse gases and pollution.

In cities, trees help cool communities and provide shade. They provide habitats for wildlife. When communities suffer from the lack of trees or their destruction, people suffer, too. And as you've discovered, women, people of color, people living in poverty, and marginalized groups, such as indigenous people, suffer the most.



Choice 1: Make a watershed model.

First, watch the [Tree Promise video](#). Then watch the [Taking Root video](#) about Wangari Maathai.⁸ Wangari Maathai is an activist who started the Green Belt Movement in Kenya, which led to the planting of 52 million trees throughout Africa. She was awarded the Nobel Peace Prize for her work.

Her Green Belt Movement uses a watershed-based approach to restore degraded watersheds of key water catchments to improve their functions as well as the livelihood of local communities.

Why are watersheds important? A watershed can be a very small area that drains into a local pond or stream. Think of the creek behind your house, or the watershed for the pond down the road—these drain into small bodies of water and cover small land areas.

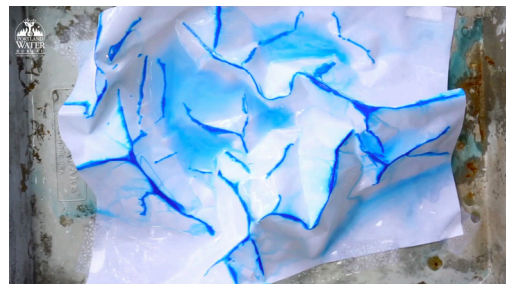
Watersheds are made up of a lot of vegetation—trees, grass, and shrubs. Trees protect the watershed by protecting the soil's surface from erosion. Trees also provide a canopy that keeps the water cool.

Despite their differences in sizes, all watersheds share the same goal—to transfer water over the Earth's surface.

In this activity, you'll build your own watershed to understand how it works. You'll need a large baking pan or paint tray, newspaper, masking tape, white plastic garbage bags (you can also use wax paper or a plastic grocery store bag), spray bottle or watering can, and blue food coloring. Before getting started, watch the [Watershed Model video](#) from the Portland Water Bureau to see how it is done.⁹

You can work in groups or individually to make your watershed model. Follow these directions:

1. Crumple newspapers into several small and larger “balls.” These balls will represent shapes for your peaks, ridges, and mountains.
2. Place the newspaper shapes in your pan. Use tape to hold them in place.
3. Drape the plastic garbage bag over the paper balls. The plastic cover is the Earth's surface, and the lumps are your mountains and hills.
4. Fill your watering can or spray bottle with water and blue food coloring.
5. Spray or pour over your model to see how the water behaves. Where does the water flow? Do you see low points filled with water that might represent lakes and rivers?



⁸ Credit: New Day Films, newday.com

⁹ Portland Water Bureau, portlandoregon.gov

Then, discuss these questions:

- ▶ What was it like simulating a watershed?
- ▶ Trees and watersheds have a direct link. One can't survive without the other. In what ways are they important to each other?
- ▶ How does deforestation affect your life and the lives of others?
- ▶ What was Wangari's main goal, and why could you call her a hero?

Choice 2: Talk to a specialist about how to support trees in your community.

First, watch the [Tree Promise video](#).

Learn why trees are important to fighting climate change and equality. Speak with an arborist, state forester, or community tree coordinator about planting and caring for trees in your community. This meeting can take place virtually if you prefer!

In the introduction to step 4, you learned about how trees keep communities cool and provide shade. Neighborhoods with few trees create “heat islands.” Without trees to provide shade and cool air, the buildings, pavement, and machines in these neighborhoods hold and generate heat, creating pockets of excessive heat. The lack of trees also means more pollution and dirtier air. The increase in temperature and dirty air are dangerous to peoples’ health. Neighborhoods with fewer trees tend to be home to people of color or people with low incomes.

Trees help clean and cool the air, but they also help prevent or lessen natural disasters. When it rains, trees slow down the flow of water by absorbing it through their roots and holding soil in place. Rural areas that lack enough trees can experience serious flooding and landslides.

In this activity, you'll talk to an expert about tree growth in your community. You may be speaking to a forest ranger or someone who works at a tree nursery.

Write down questions to have ready for your guest. Some things you might ask about are:

- ▶ Over half the world's population lives in urban areas. What has this meant for tree growth in our community?
- ▶ Does our community have a climate action plan that includes forestry issues?
- ▶ Does our community consider how climate change has a greater impact on women? Is there a plan in place to help?



Choice 3: Create a social media message about women and girls and deforestation.

In this activity you'll find out why trees are important to climate change and equality and create a social media message about women and deforestation.

First, watch the [Tree Promise video](#).

In the introduction to this step, you learned about some reasons why trees need protection. When communities suffer from the lack of trees or their destruction, people suffer, too. Deforestation can have a more devastating effect on women than on men. In many tropical villages, women are responsible for collecting firewood and other resources from the forest. As the forest edge retreats farther from the village, women walk greater distances and spend more hours a day working.

Social media is one of the most powerful ways to bring awareness to this issue and to help promote climate action justice.

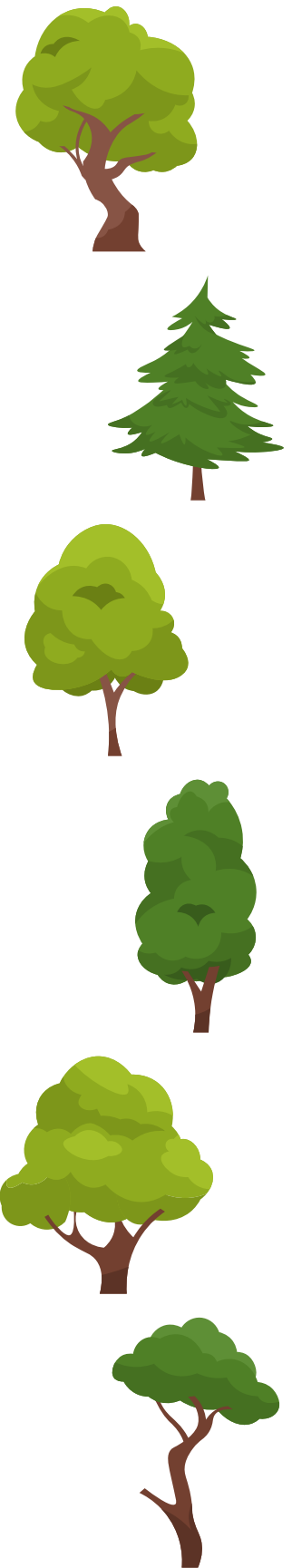
Think of the social media campaigns for breast cancer, Black Lives Matter, the #MeToo movement, and the ALS bucket challenge. Some messages are simple statements or have symbols with recognizable colors or graphics.

Watch the [“Why rural women are the heroes of our time” video](#). If you have time, watch the [“How regenerative agriculture curbs climate change” video](#) as well.¹⁰

Find a partner or team up with a group to put together a social media message about women and deforestation. As you create your message, check out [these charts](#), which show what forest loss looks like across the globe.¹¹

Share your message with your troop and discuss these questions:

- ▶ How did you represent the issue?
- ▶ Did you come up with a sustainable way to continue your campaign—for example, a way to keep the story going?
- ▶ What is actionable about your campaign? Can you imagine events or other ways to harness support for your cause?
- ▶ In what way, if any, does your message show your personal caring and involvement?
- ▶ How would you share and promote your message on social media?
- ▶ What is one solution for helping rural women who need to collect firewood for cooking?



¹⁰ Credit: Ecosia, [ecosia.org](#)

¹¹ Credit: World Economic Forum, [weforum.org](#)

If you decide to share on social media, be sure to talk with your parents or caregivers first and get their permission. Review the [Girl Scout internet safety pledge](#) for more information! Be sure to tag Girl Scouts USA and your local council, and use the hashtags #WorldThinkingDay and #ClimateChangeIsNotGenderNeutral.

Go Further: If you want to do more on social media, check out the new Digital Leadership badges!

STEP 5: Commit to a Better Future with the Girl Scout Tree Promise

In the last activity you found out about how important trees are to climate change. Girl Scouts is doing its part with the Girl Scout Tree Promise—a program to plant, protect, and honor 5 million trees by 2026. In this activity, you'll make the Girl Scout Tree Promise and commit to building a better future with trees.

First, look at the **Our World, Our Equal Future and the Girl Scout Tree Promise** handout at the end of this packet.

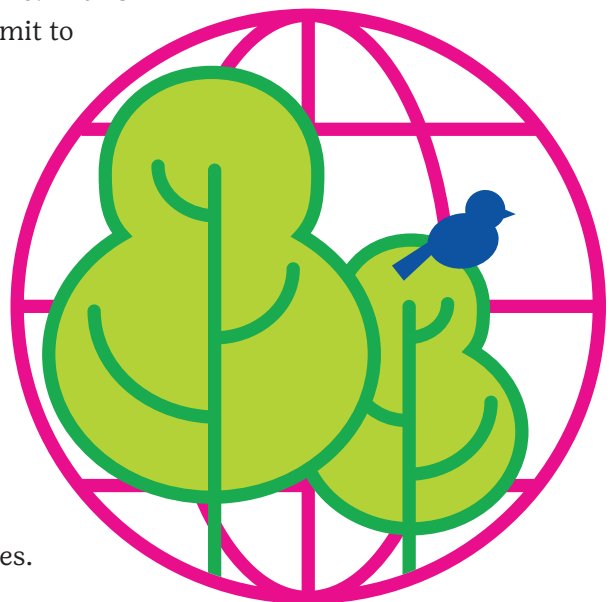
Then read the **Girl Scout Tree Promise** out loud with your Girl Scout troop and sign it.

Look at the illustration on top of **The Power of One Tree** handout. This handout shows all the ways trees are important to us.

There are many ways you can continue participating in the Girl Scout Tree Promise to plant, protect, or honor trees.

With your Girl Scout troop, decide as a group if you want to do more for trees.

When you are done with all five steps, make sure you celebrate! By earning your World Thinking Day Award, you've helped make the world a better place by learning about why climate change matters and taking the Girl Scout Tree Promise!





Glossary

Antarctica: Earth's southernmost continent and its coldest one.

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.

Carbon pollution: When we burn oil, gas, and coal, the carbon becomes carbon dioxide and goes into the air as smoke or pollution.

Climate: The average pattern of weather conditions over a long period. Climate is different from weather because weather changes daily.

Climate change: Climate change describes a change in the average conditions—such as temperature and rainfall—in a region over a long period.

Collage: Artwork made by gluing pieces of different materials to a flat surface.

Conserve: What we do to protect our natural resources, such as soil, water, or forests, from loss, pollution, or waste.

Deforestation: When trees are cut and not replanted, this destroys forests.

Drought: Continuous period of dry weather when an area gets little rain or no rain at all.

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

Gender equality: A belief that men and women should be treated equally.

Glacier: Huge, thick masses of ice that form when lots of snow falls in one location for many years. As new snow falls, the snow on the bottom gets packed down and becomes ice that forms a glacier.

Global warming: An increase in Earth's average temperature that causes ice to melt and sea levels to rise.

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

North Pole: The point farthest north on Earth. It's in the Arctic Ocean.

Pesticides: Chemicals used to kill unwanted insects or small animals. Many pesticides are poisonous, harming humans and destroying the environment.

Rural areas: Areas that are usually farms or the countryside where people might live in small villages. It's the opposite of urban, which are towns and cities with many people living close together.

Solar energy: Energy that is transformed from the sun's heat.

South Pole: on Antarctica, this is the southernmost point on the Earth's surface, directly opposite from the North Pole.

Tree rings: Rings on a tree stump that reveal how old the tree is and what the weather was like each year of the tree's life. One ring equals one year of tree growth.

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

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

Wildfires: A general term that includes forest fires, grassland fires, and brush fires. Wildfires can be started by humans or naturally, such as by a lightning spark.



World Thinking Day History in Three Parts

Part 1

A Special Day

In 1926, Girl Scouts and Girl Guides from around the world met in the United States for the 4th World Conference. At the meeting, they created a special day where Girl Scouts and Girl Guides think of each other and express their thanks for their sisters around the world. They called it Thinking Day. They chose February 22 because it was the birthday of both Lord Baden-Powell, the founder of the Boy Scouts, and his wife Olave Baden-Powell, who founded the Girl Guides.

Part 2

A Birthday Gift

In 1932, at the 7th World Conference in Bucze, Poland, a delegate from Belgium pointed out that since a birthday usually involves gifts, girls could show their appreciation on Thinking Day by offering gifts to support Girl Scouts and Girl Guides around the world. Olive Baden-Powell wrote a letter asking girls to “Send a penny with their thoughts” on Thinking Day.

Part 3

World Thinking Day

In 1999, at the 30th World Conference in Dublin, Ireland, they changed the name from Thinking Day to World Thinking Day. Over the years, World Thinking Day has become a way for girls to learn about issues that affect other girls and young women all over the world. Every year, World Thinking Day has a different theme that Girl Scouts and Girl Guides around the world can learn about and take action on. For 2022, the theme is “Our World, Our Equal Future: The environment and gender equality.” This means you’ll explore how climate change is harder for girls and women.



Lord Baden-Powell



Olave Baden-Powell



Policy Statement Tip Sheet

- ☐ Start with your **Title and Date:** For example: Policy Statement on Climate Change and Education
- ☐ Next, include your **Objective** and to whom the policy is directed. For example: To ensure that _____ [who will you deliver this to] understands and addresses the need for climate change education for girls and women on a local, regional and national level. That they are committed to adapting strategies to inform, educate and empower women and girls in climate change education.
- ☐ **Provide Background:** This is a short summary of the problem. You can use bullet points to support statistics and evidence.
- ☐ Finally, include **Strategies and Recommendations:** You can use bullet points here to show solutions and ideas to assist women and children in climate change education. This can include solutions like:
 - ▶ *Community service in climate change activities for girls in schools*
 - ▶ *Community media outreach to women about climate change*
- ☐ **Keep it focused** on your target audience. Know who your audience is, what they already know about the problems and use language that represents their ideas to help convince them.
- ☐ **Check your grammar.** Make sure to proofread and fix spelling and grammar issues.



Our World, Our Equal Future, and the Girl Scout Tree Promise

There is a climate crisis.

The past 10 years have been the warmest in centuries. Because of climate change, we have more natural disasters like wildfires, droughts, hurricanes and floods.



The climate crisis has a larger impact on girls and women.

In general, women spend more time acquiring food, fuel and water, or struggling to grow crops.

Trees are one solution to climate change.

Carbon dioxide is a greenhouse gas that traps heat in the atmosphere. Trees help stop climate change by removing carbon dioxide from the air and storing it in the trees and soil.



Girl Scouts are taking the lead in protecting our planet by taking the Tree Promise.

Our Goal? To plant 5 million trees in five years and to protect and honor new and existing trees. This will help reduce climate change and benefit our communities. Girl Scouts everywhere are being called to action to plant, protect, and honor trees in their backyards, camps, communities, and states—across the country and even across the world.



Make the Girl Scout Tree Promise

The Girl Scout Tree Promise

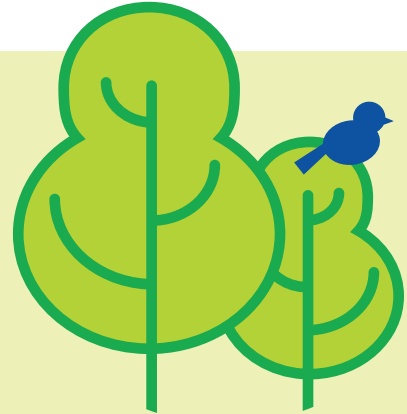
I promise to be a friend to every tree,
just like they're a friend to me .

I will plant and protect them through and through
with the help
of my loyal Girl Scout crew .

Besides being beautiful, there's more to see; or climate change, they hold a key.

They fill our lungs with cleaner air; it's our responsibility to care .

That's why I'll advocate for every tree .
Because I need them, and they need me!



(Girl Scout's Name)

(Date)

Did you know trees are Mother Nature's superheroes? Yep, think of trees as superheroes with powers unlike any other living thing on the planet!

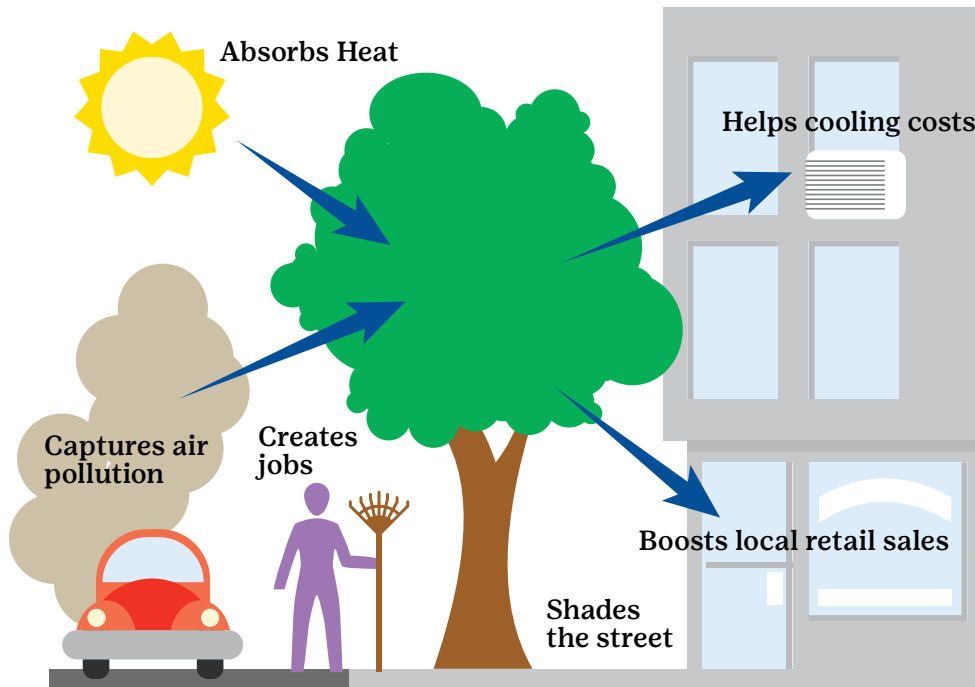
What type of superpowers are we talking about? Well, just to name a few, trees help to:

- ▶ Take out pollution from the air we breathe and fill our lungs with oxygen
- ▶ Remove carbon from the atmosphere, helping slow global warming and climate change
- ▶ Lower our stress, making us happier
- ▶ Act like a strainer, keeping our drinking water cleaner
- ▶ Relieve us from the heat with their shady canopies
- ▶ Protect our homes from the heat and cold, saving us energy
- ▶ Create space for wildlife to live, eat, and play
- ▶ Protect the soil from the effects of heavy rain, preventing erosion
- ▶ Give us jobs so we can provide for our families
- ▶ Provide fruit and nuts for us to eat and support threatened pollinators like bees and hummingbirds

So instead of wondering "Why trees?", we should be asking "Why not trees?!" The more we plant, the more superheroes our planet will have!



The Power of One Tree



Water

- ▶ A tree can capture 10–40% of the rainfall it comes into contact with, depending on species, time of year, and amount of rain that falls in the storm.¹
- ▶ Over the course of 20 years, a single red maple tree can intercept 27,000 gallons of rainwater, avoiding 4,800 gallons of runoff.²

Climate

- ▶ A large tree absorbs 40–50 pounds of carbon dioxide—a greenhouse gas that causes global warming—per year.³
- ▶ Over the course of its life, a single tree can capture and store one ton of carbon dioxide.⁴

Forest Products

- ▶ According to estimates calculated by the University of Maine, one tree can produce around 8,333 sheets of paper.⁵ The average office worker uses 10,000 sheets of copy paper each year.⁶
- ▶ “An apple tree can yield up to 15–20 bushels of fruit per year and can be planted on the tiniest urban lot.”⁷

People

- ▶ A single tree can capture 3.5 pounds of air pollutants—like ozone, dust and particulate matter— per year.⁸ Air pollutants like fine particulate matter are a major cause of asthma and other respiratory problems.
- ▶ A mature tree can reduce peak summer temperatures by 2°–9°F.⁹
- ▶ “The net cooling effect of a young, healthy tree is equivalent to 10 room-size air conditioners operating 20 hours per day.”¹⁰
- ▶ “Trees absorb and block noise and reduce glare. A well-placed tree can reduce noise by as much as 40 percent.”¹¹
- ▶ A single large tree can produce approximately 260 pounds of oxygen per year.¹²
- ▶ While lifespan varies by species and growing environment, trees generally live to be 50 to 300 years old.
- ▶ The tallest tree in the world is a Coast Redwood named Hyperion, growing in Northern California’s Redwood National Park. It’s 380 feet tall!¹³

More general facts/facts about more than one tree:

- ▶ In one year, an acre of forest can absorb up to twice the carbon dioxide produced by the average car’s annual mileage.¹⁴
- ▶ Trees properly placed around buildings can reduce air conditioning costs by 50%.¹⁵
- ▶ Trees increase property value of your home by 10–20% and attract new home buyers.¹⁶
- ▶ Trees can reduce crime and improve perceptions of business districts.¹⁷
- ▶ One study showed that hospital patients whose rooms had a view of trees recovered more quickly and were less depressed than those looking out at a brick wall.¹⁸
- ▶ Students with trees outside school windows have higher test scores and graduation rates after controlling for other factors. High school students with more natural features like trees outside classroom and cafeteria windows showed higher standardized test scores, graduation rates, and intention to attend college, after controlling for socioeconomic status and other factors.¹⁹
- ▶ After a walk in the park or playing in green spaces, children with ADD displayed fewer symptoms.²⁰

- Eight in ten species found on land—that’s over five million and counting—live in forests.²¹
- More than half of U.S. drinking water originates in forests. Over 180 million Americans in over 68,000 communities rely on forests to capture and filter their drinking water.²²

This content was provided by American Forests as a resource for the Girl Scout Tree Promise.

-
- 1 <https://extension.psu.edu/the-role-of-trees-and-forests-in-healthy-watersheds> 2<https://www.itreetools.org/>
 - 3 <https://www.itreetools.org/>
 - 4 <https://www.itreetools.org/>
 - 5 <http://conservatree.org/learn/EnviroIssues/TreeStats.shtml>
 - 6 <https://www.pca.state.mn.us/quick-links/office-paper>
 - 7 <https://www.treepeople.org/tree-benefits>
 - 8 <https://www.nrpa.org/globalassets/research/nowak-heisler-research-paper.pdf>
 - 9 <https://www.epa.gov/heat-islands/using-trees-and-vegetation-reduce-heat-islands>
 - 10 <https://www.fs.usda.gov/detail/r9/home/?cid=STELPRD3832558>
 - 11 https://www.taketwoenvironmental.com/how_trees_help_the_environment
 - 12 <https://www.thoughtco.com/how-much-oxygen-does-one-tree-produce-606785>
 - 13 <https://www.livescience.com/28729-tallest-tree-in-world.html>
 - 14 <https://www.itreetools.org/>
 - 15 <https://ww3.arb.ca.gov/cc/capandtrade/protocols/forest%20old/ctcc.pdf>
 - 16 <https://www.hgtv.com/design/real-estate/increase-your-homes-value-with-mature-trees>
 - 17 Wolf, Kathy. *Journal of Arboriculture* 29(3): May 2003 “Public Response to Urban Forest in Inner-City Business Districts”
 - 18 <https://www.theatlantic.com/health/archive/2013/03/how-nature-resets-our-minds-and-bodies/274455/>
 - 19 Matsuoka, R. (2008). High school landscapes and student performance. Doctoral dissertation, University of Michigan.
 - 20 Faber Taylor, A. & Kuo, F. (2009). “Children with attention deficits concentrate better after walk in the park”. *Journal of Attention Disorders* 12(4).
 - 21 <http://www.wri.org/blog/2015/05/forests-housing-rare-and-endangered-species-lost-12-million-hectares-trees-2001>
 - 22 <https://www.fs.fed.us/managing-land/national-forests-grasslands/water-facts>