



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



WORLD THINKING DAY 2024

OUR WORLD, OUR THRIVING FUTURE



Introduction

Welcome to the 2024 World Thinking Day activity pack:
Our World, Our Thriving Future

What is World Thinking Day?

Every year on the 22nd of February, Girl Guides and Girl Scouts celebrate the Movement by connecting with each other and having fun together, learning about and taking action on the global issues that affect their local communities, and fundraising for the 8.8 million Girl Guides and Girl Scouts around the world.

The idea for World Thinking Day first came to life when Girl Guides and Girl Scouts met in the USA for the fourth WAGGGS World Conference. It has been a day of international friendship since 1926.

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

To learn more about the history of World Thinking Day [visit the WAGGGS website](#).

Follow WAGGGS on social media.



2024: Our World, Our Thriving Future

**2023: Our World,
Our Peaceful Future**
The environment and peace

**2022: Our World,
Our Equal Future**
The environment and gender equality



To learn more about the history of World Thinking Day

Our World, Our Thriving Future

Since 2022, World Thinking Day has embarked on an exciting learning journey to explore environmental issues through the lens of gender equality, peace, and poverty in the triennial theme 'Our World, Our Future.'

This environmental theme was born out of 2020 youth consultations for International Day of the Girl (IDG), where Girl Guides and Girl Scouts under 18 from 100 countries reported that the environment was their number one concern that they wanted to address. In the 2022 IDG consultation, girls continued to report a strong interest in the environment with 30% of respondents wanting to further explore the topic of climate change and nature.

This World Thinking Day we will celebrate the final part of our three-year journey for Girl Guides and Girl Scouts to become environmentally conscious leaders.

Together we can create a more prosperous future where all girls thrive in a world free of poverty.

For the 'Our World, Our Future' finale we will consider how we can work together to create a more prosperous future where all girls can thrive in an environmentally sustainable world free of poverty.

Over the last thirty years the world has made great progress towards eradicating poverty which is now within our reach. In 1990, 36% of the world's population lived in poverty, which is defined by the World Bank as people

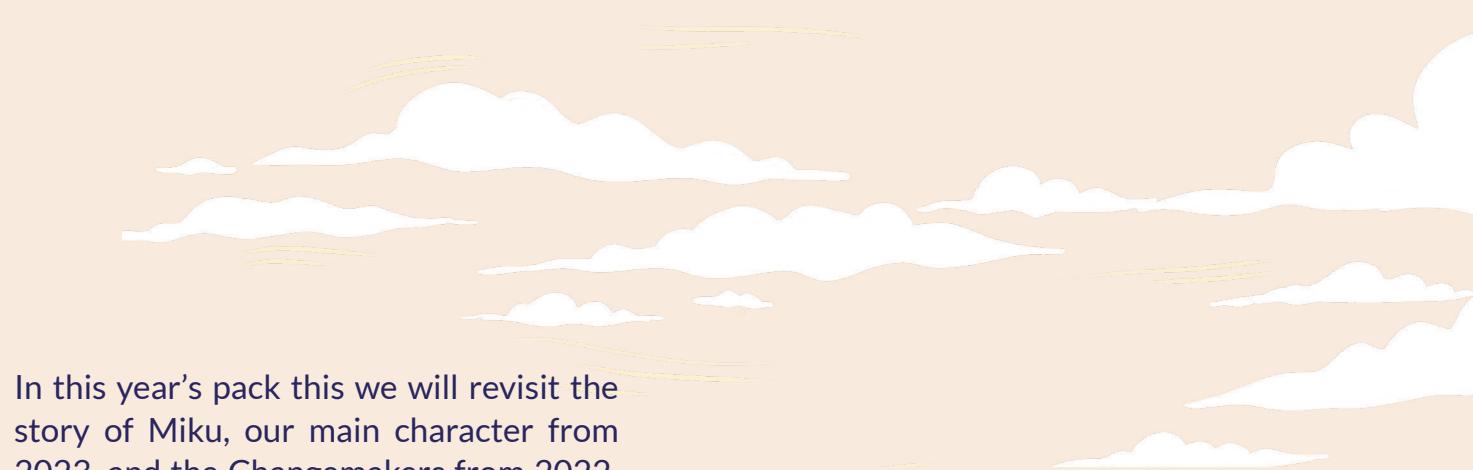
living on less than \$1.90 a day. Today, just 10% of people in the world live in poverty and with some hard work and hope we will achieve the global goal to eradicate all extreme poverty by the year 2030.

However, climate change threatens this global progress. If not addressed, it could push an additional 130 million people into poverty over the next ten years. Unfortunately it is those who contribute the least to climate change who stand to suffer the most, with extreme weather displacing many vulnerable populations living in the Global South.

Climate Justice activists like Vanessa Nakate from Uganda, argue that the African continent is on the front line of climate change but never on the front pages of newspapers, she advocates that "Climate change is more than statistics, it's more than data points. It's more than net-zero targets. It's about the people, it's about the people who are being impacted right now."

Climate justice involves taking action to combat the climate crisis through a holistic approach that recognises that not all people have contributed the same to this issue. As you continue to learn about climate change and take action to tackle the problems it has created, remember to use your worldly mindset and think about how these problems are affecting others around the world.





In this year's pack this we will revisit the story of Miku, our main character from 2023, and the Changemakers from 2022, who will guide us through several discussion, active, and arts-based activities which look at our impact on the environment and the resources that we use. In doing so we will further develop our environmental knowledge and skills and creatively imagine a more sustainable world.

The pack is divided into three sections.

PART ONE

Learn how environmental issues can be solved through new ideas and technology

PART TWO

Help prepare for the challenges and opportunities of the future by practising some environmental skills

PART THREE

Creatively explore how we can positively contribute to the natural world in our future lives

If this is your first activity pack in the "Our World, Our Future" series, you can find out more about the Changemakers, a group of inspiring women fighting climate change in the Our World, Our Equal Future pack, and read the story of Miku, a young girl who embarks on a quest to restore peace in nature in Our World, Our Peaceful Future.

You don't need to have completed previous packs to take part in this year's World Thinking Day, you will find all of the information you need in the following pages.



World Thinking Day Fund

Together we walked
168 million steps
and raised **£34,000**
for the World Thinking Day Fund!

From World Thinking Day until Earth Day, April 22, 2023, the Movement joined together for a global challenge. Over two months, Girl Guides and Girl Scouts worked together to see how many times as a Movement we could walk around the world. Each step we took together was a step towards protecting our planet and a peaceful future.

We followed Miku as she travelled around the world, unlocking different milestones along the way. You shared your stories as you walked with her to reach different Member Organisations and World Centres.

Whether you walked as an individual or with your unit or troop, the steps you took contributed to a group goal. Together over 570 individuals, troops, and units participated to take over 168 million steps. That's over 2.5 times around the world! Thank you so much for taking part and joining this global challenge.

Read the following entry from Miku's diary to find out how we did...

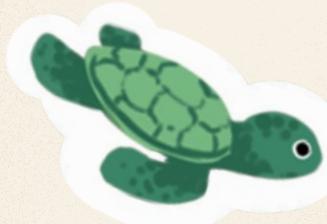


Dear Diary,

If there was a competition to be the best walkers in the world, the Girl Guides, Girl Scouts and I would be waving a trophy right now! (Or some smelly walking socks).

We started off at the World Bureau in London, strolling to the Svalbard in Norway before rushing through the snow to Our Chalet in Switzerland (hot chocolate for everyone!). The Chalet volunteers cheered us through Europe, then we arrived in the Arab Region and had a long rest watching the turtles in Ras el Jinz, Oman. Next stop was the Asia Pacific Region's World Centre – Sangam! After a swim in the pool we put on our rucksacks and headed for the Great Barrier Reef in Australia. Those Australian Guides were full of great ideas about environmental sustainability, I can't wait to try them out in my old forest! Then we headed for the Western Hemisphere Region and straight to Nuestra Cabaña in Mexico! After a quick rest and a trip to the butterflies we got back in our walking boots and wandered down to the Amazon Rainforest in Brazil. After trying to count all the creatures, we left the Western Hemisphere to see Africa Region's World Centre – Kusafiri. We timed it perfectly – it was hosted in Ghana and we got to visit Lake Volta, the world's third largest reservoir.

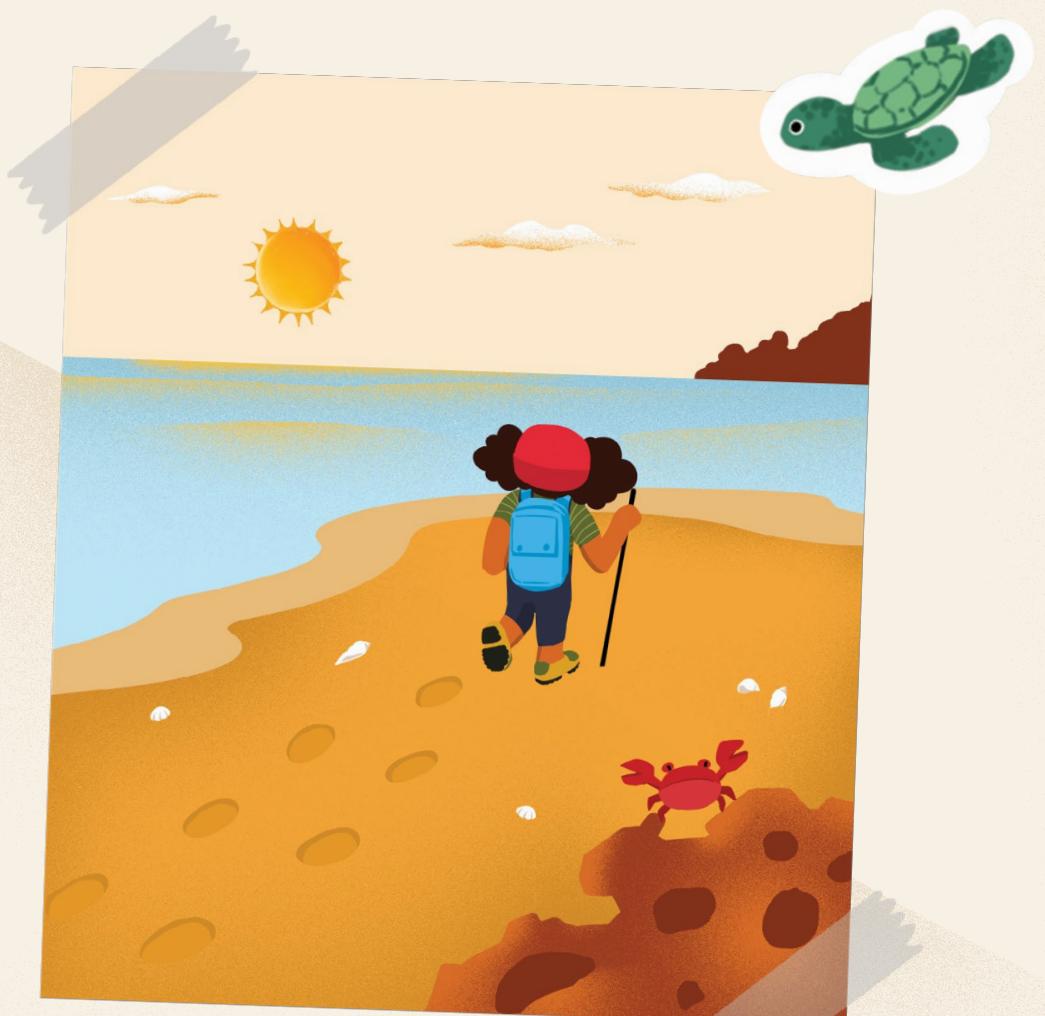
It was nearly time to finish our trip around the world, so after leaving Kusafiri we headed to Benin and the Pendjari National Park to learn more about conservation. Do you remember climbing the Atlas Mountains when we got to Tunisia? It felt like we could see the whole world! Then we finished back at the final World Centre: Pax Lodge in the UK!



Let's rest our legs while I work out all the amazing numbers from our trip:

- We saw 11 countries and learned about the environment from all the Girl Guides and Girl Scouts living there
- There were 6 Member Organisations walking with us around the world
- We stayed at 5 World Centres where the rooms were full of Girl Guides and Girl Scouts from around the world sharing their own adventures
- 66 countries took part in the Walk the World challenge in all five WAGGGS regions!

Throughout the journey I got to meet the Changemakers from World Thinking Day 2022 activity pack- as we go through this year's pack, each activity will check in with one or two Changemakers and their amazing work!







This global challenge was about connecting internationally to reach a common goal. We aimed to walk the world and raise vital funds for girls and young women of the Movement by donating to the World Thinking Day Fund.

If you participated in the challenge or encouraged your friends and family to support you, you helped us to reach our global target! With your kind donations, together we raised over £34,000. A huge thank you to YOU! Your generous support through donations, and commitment to the challenge was incredible.

The World Thinking Day Fund supports many areas of WAGGGS work and provides different international opportunities and experiences for Girl Guides and Girl Scouts globally. From funding young women to take part in leadership training like the Juliette Low and Helen Storrow Seminars, to providing funded volunteer placements at our five World Centres. You can give more young women opportunities like these by donating to the [2024 World Thinking Day Fund](#).

This global challenge was an exciting moment to connect the Movement digitally through an activity in the real world. World Thinking Day is all about global connection and friendship – a global challenge is the ideal way to work together and celebrate this. We want to run more global challenges for future World Thinking Days and would love to hear your thoughts.

Help us shape future global challenges

We would love to hear your ideas for a global challenge! Fill in this short form and help create more international moments for the Movement - [share your ideas here](#).

This year's funding



You can donate to the fund after completing the activity pack, as you have done in previous years: Access the online donation form [here](#), or use the form at the back of this pack to donate! World Thinking Day unites us all and supports the global Movement of Girl Guiding and Girl Scouting!

Sending your donations

Now that you've collected the funds, what's next?

You have two options to send your donations to WAGGGS:

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

Send it directly to WAGGGS: By Cheque, 2 Credit Card, or Bank Transfer you can also fundraise and donate [Online](#)



Or for USA donors, donate to the World Foundation for Girl Guides and Girl Scouts Inc.



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

How to use this pack?

Get ready

- ✓ Be sure to use the Girl Guide and Girl Scout non-formal educational method to create an experience that is relevant, exciting, accessible, and learner-led! You can read all about our method in [Prepared to Learn, Prepared to Lead](#).
- ✓ As a group, decide which activity to complete in each section.
- ✓ Encourage and support group members to take the lead in planning and facilitating activities where appropriate.
- ✓ Consider working in small groups for some activities or how the whole group can work on the same activity together.
- ✓ Plan time during and at the end of the activities for discussion and reflection.
- ✓ Be sure to consider ways to adapt the activities to accommodate the interests and learning needs of all group members.

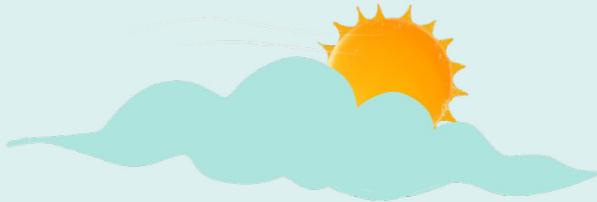
Brave Space

WAGGGS defines a 'brave space' as a safe and supportive environment in which everyone feels confident to step out of their comfort zones and challenge themselves to learn and grow. It is:

- ✓ **Safe:** everyone is valued, respected and free from violence, discrimination, and harm.
- ✓ **Inclusive:** everyone is able to meaningfully participate and feels an equal part of the space.
- ✓ **Empowering:** everyone has the confidence to be themselves.

Facilitating a Brave Space

- ✓ As World Thinking Day is a day of international friendship, consider how we can promote the value of friendship, respect, and openness for everyone, so we all feel safe to participate in the activities. Agree on a set of guidelines and how we will all keep to these.
- ✓ Be aware of what is happening in your community and the world that may be impacting your group members.
- ✓ Be mindful of your facilitation approach to make sure all voices have space to be heard.



Steps to Earn the Badge

We've reached the final of our three-year "Our World Our Future" journey for World Thinking Day.

In this year's pack, you will hear from Miku about her adventures from last year and what she learnt along the way. Remember the Changemakers from the 2022 World Thinking Day Activity Pack). As Miku travelled around the world, she met with some of them who will help guide us through our activities this year.



CONGRATULATIONS!

You have earned your World Thinking Day badge. Order your World Thinking Day badge now from the [WAGGGS shop](#).



For sections one and two, you will choose between discussion-based or active activities, before completing the arts and crafts final activity where we'll all explore how we can positively contribute to a sustainable world and create a thriving future for all!

To earn this year's badge you will need to:

- ✓ Follow the steps above to create a brave space where everyone is valued and able to fully participate.
- ✓ Read Miku's diary entries and complete one activity from part one and part two.
- ✓ Take part in the final activity and share your artwork and stories with WAGGGS using the hashtag #WTD2024#OURTHRIVINGFUTURE.

Join the World Thinking Day 2025+ Writing Team!

Get ready

Every year World Thinking Day is curated and developed by a dedicated team of editorial volunteers who work together to create the ideas, activities and final production of World Thinking Day.

We are now seeking expressions of interest to join our team of writers for 2025 which will mark the launch of an exciting new theme in the lead-up to the WAGGGS centenary in 2028 where we will focus on international friendship and the celebration of our Movement over the last hundred years.

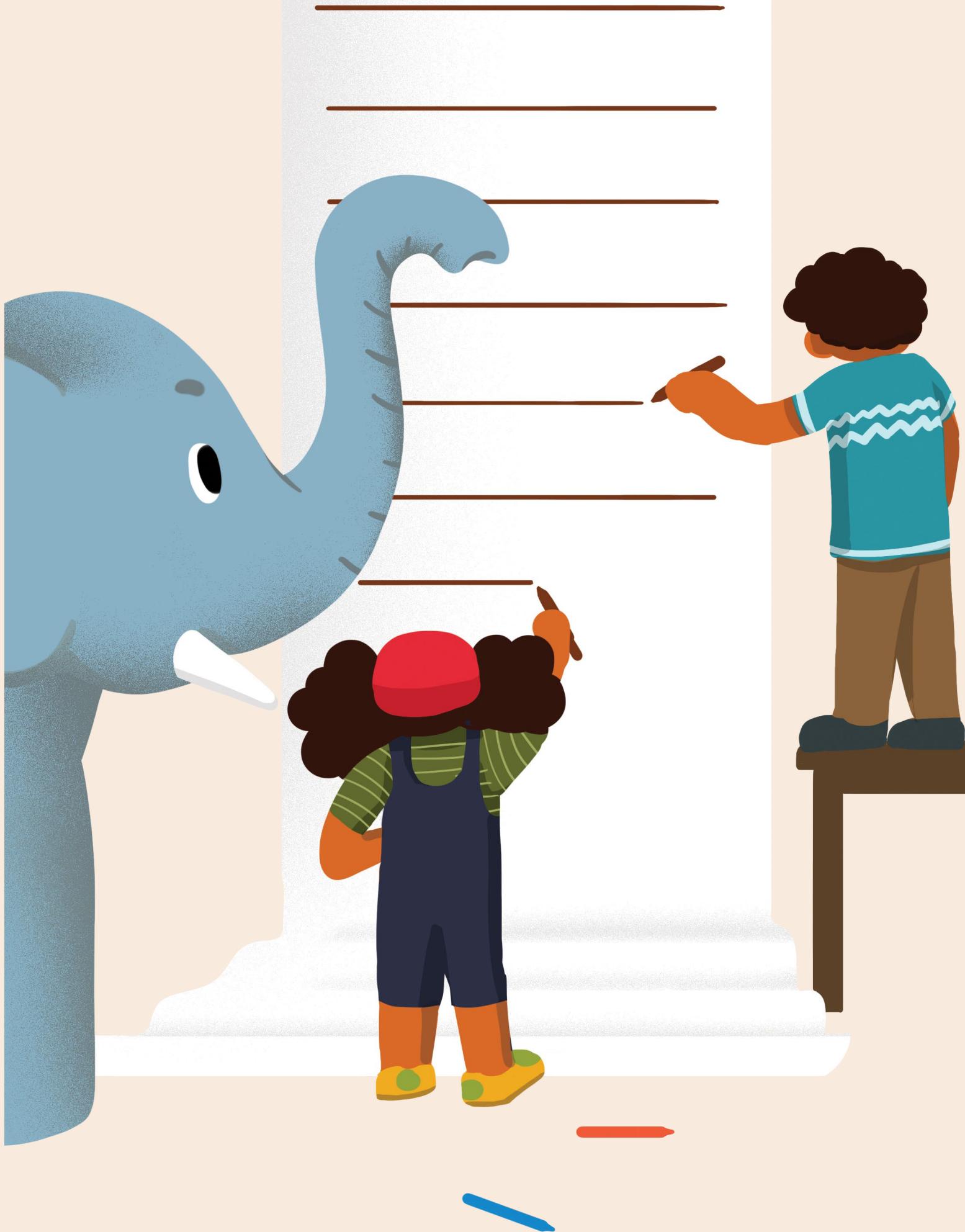
If you are passionate about non-formal education, are able to create quality learning activities for a global audience, or would like to develop your writing skills - this opportunity is for you!

We are looking for creative and enthusiastic volunteers who can work collaboratively in a global team and who can commit to either a one or two year period, with the majority of work taking place between January and July 2024 & January and July 2025.

Previous writing experience is desirable but not essential as training and support will be provided. However, all applicants will need to demonstrate an understanding of quality learning experiences in their application.

We are also looking for experienced volunteers who can play a more strategic role in the creation of the pack and the design of learning objectives and the symbolic framework.

To apply visit [Campfire](#).



Activity Guide

As Girl Guide and Girl Scout groups in different countries work in different age sections, we have given general guidance about recommended ages for each activity. All activities have been differentiated to suit all age groups.

PART 1: ENVIRONMENTAL KNOWLEDGE

In this first section we will learn how environmental issues can be solved through new ideas and technology.

Miku has travelled the world, and met lots of fascinating Girl Guides and Girl Scouts and interesting characters along the way, including some of the Changemakers from the 2022 World Thinking Day Activity Pack. Read about her travels and adventures (on page 19) before you begin completing this year's Activity pack.

Younger Years:

Harmful or Helpful? (Page 22)

Decide whether a set of statements are 'harmful or helpful' for our future planet and discuss your ideas for positive actions.

Race to Recycle (Page 30)

We don't want our future world to become a rubbish dump! How can we reuse, recycle, or compost items so we can save our resources? The fastest team to sort all of their items wins!

Middle / Older Years:

A Day in the Life (Page 24)

To protect our future planet we must reduce or switch to cleaner energy. After thinking about how to reduce energy in our day-to-day lives, play a short game to learn about some inspiring new environmental technology that Miku discovered on her travels.

Future Recycling (Page 32)

The more we can recycle, the less rubbish we will produce and the more resources we will save. Visit a new recycling plant and be challenged to a race to sort through the materials using new technologies! But which technology will help us win?

Please look at the activities in advance and consider what fits your group best. This pack can be completed in a 90-minute meeting, but some groups may be inspired to take the activities further and work on the pack over multiple meetings.

Time: 10 min

Discussion: Active

PART 2: ENVIRONMENTAL SKILLS

In part two we will help prepare for the challenges and opportunities of the future by developing some skills related to the environment. Either choose between a well-being activity to help manage any negative feelings associated with climate change and environmental issues. Or, in a world increasingly dependent on technology, practise some core Guiding and Scouting navigation or spatial awareness skills that may be needed in an emergency situation.

Discussion: Active

Younger Years:

Forest Guardian (Page 38)

Close your eyes and go on an imaginary journey into a forest where you'll learn the calming powers of nature.

All Ages:

Luna Leads the Way (Page 46)

Use your Girl Guiding and Girl Scouting skills to help Luna's class navigate their way back to safety.

Middle/ Older Years:

Mindful Toolbox (Page 42)

Develop some well-being strategies to stay calm and manage any negative thoughts linked to environmental issues or anxiety about the future.

Maggie's Keys (Page 48)

Practise your spatial awareness skills in a game of 'Maggie's Keys.'

FINAL ACTIVITY: OUR THRIVING FUTURE

Imagine a 'thriving future' and explore how we can positively contribute to the natural world in our lives.

All ages (Page 50)

Our Thriving Future

Equipped with some new environmental knowledge and skills about 'Our World Our Future', now is the chance to 'think big' and paint a picture of the world we want to build together as a Movement.

Together we will create a big beautiful mural to illustrate 'Our Thriving Future' and celebrate World Thinking Day 2024.

Display this in your meeting space and share your pictures with WAGGGS by emailing to WTD@waggs.org or asking your leader to share on social media using the hashtag #WTD2024 #OURTHRIVINGFUTURE.

ONLINE ACTIVITIES

If you plan to deliver World Thinking Day virtually, you will find an adapted version of this year's pack on Campfire. This will be available from December 2023 on Campfire. Click here to view!



World Thinking Day Story: Miku Meets the Change Makers

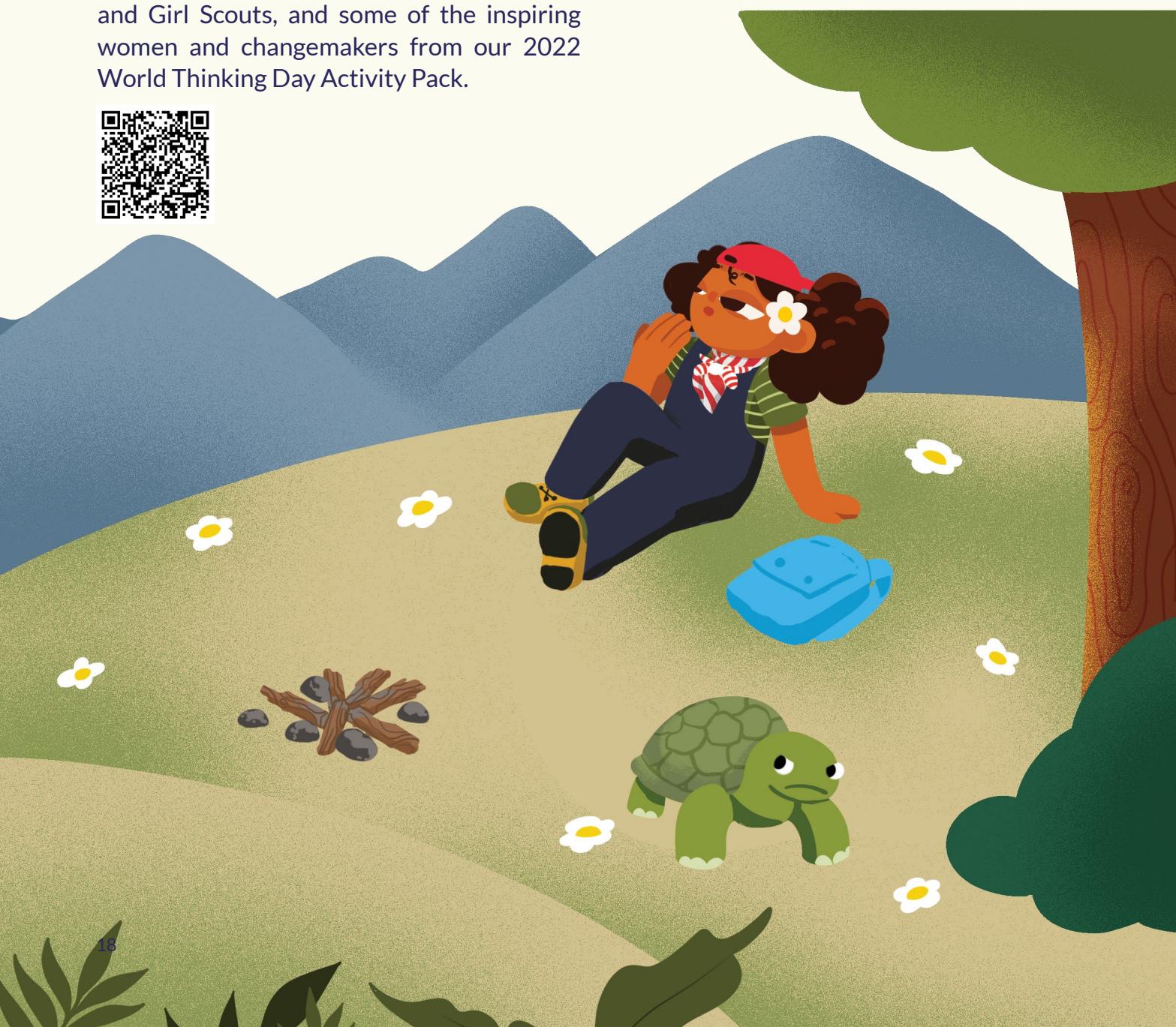


For last year's World Thinking Day (2023), we followed the story of Miku - a young girl who took nature for granted and disrupted the balance of her environment. After her successful quest to restore peace and harmony in the natural world, she decided to 'walk the world' and tell as many people as she could about what she'd learnt. Along the way, Miku met millions of fellow Girl Guides and Girl Scouts, and some of the inspiring women and changemakers from our 2022 World Thinking Day Activity Pack.



As you work through this year's Activity Pack, Miku's diary entries will guide you through the activities and you'll hear more about her adventures and thoughts on how we can build a thriving future together.

Start by reading Miku's first entry on Page 19.



Dear Diary,

Good news- today I'm halfway through my walk around the world!
Bad news- I had a terrible night's sleep and my pillow went missing!

(It was my fault: I thought I'd found a nice rock to rest my head on, but it was actually a tortoise who walked away while I was sleeping.)

I'm trying to practise gratitude every morning so I don't cause any more wishing problems. Today I'm grateful for:

- The soft grass I'm sleeping on
- My belly full of campfire food
- And ... I'm so tired, it's hard to think of something else.

Some mornings it feels impossible: I've met people who've lost their homes, or fields too dry to grow food, or muddy paths that used to be rivers feeding the soil. There are so many places where people have destroyed the natural world and I feel angry and helpless. What can I do?

But then I see people planting trees and leaves bursting from the ground. I meet people determined to make the world better, and I realise the future is not fixed - someone with half a good idea might meet someone with the other half, and the world's better already!

Maybe that's the end of my list:

- I'm grateful for all the people trying to make the future bright - if they keep trying, so can I!

I'm going to finish this walk and keep looking for brilliant people to help with my climate worries and find new ways to help the world. Would you like to come with me?



PART 1: Environmental Knowledge

In this first section we will learn how environmental issues can be solved through everyday actions and new technology. We will consider positive global progress being made to save, recycle or reuse resources and reduce our impact on the environment for future generations.

You can choose between a more discussion-based activity...

Younger Years:
Harmful or Helpful? (Page 22)

Decide whether a set of statements are 'harmful or helpful' for our future planet and discuss your ideas for positive actions. Think of things that we have done or could do to look after and care for our environment.

Middle / Older Years:
A Day in the Life (Page 24)

After thinking about how to save resources or reduce energy in our day-to-day lives, play a short game to learn about some inspiring new environmental technology that Miku discovered on her travels. Which technology do you think will have the most positive impact on the environment?



Or, an active relay race...

Younger Years:
Race to Recycle (Page 30)

A race to decide which items can be reused or recycled. The fastest team to sort all of their waste items wins!

Middle / Older Years:
Future Recycling (Page 32)

In the 'Ceesay Recycling Plant,' teams race to recycle their plastic items using different sorts of technology.



Dear Diary,

Today was exhausting and brilliant – I met the amazing Changemakers Greta Thunberg and Hindou Oumarou, and we talked for hours about all sorts of new technology and ideas to look after the environment



I'm going to try and count all the things I'm grateful for, but the list is so long I might just fall asleep...



Harmful or Helpful?

**ACTIVITY TYPE:**

Discussion

OBJECTIVE:

In this activity, groups will decide whether a set of statements are 'harmful or helpful' for our future planet and discuss ideas for positive actions.

MATERIALS:

Harmful or Helpful Statements

Read the set of harmful or helpful statements and adapt them to suit your group's interests and knowledge

1 Begin by breaking the group into small teams and stand the teams side by side along a line ready to start.

2 For the first round, the leader reads out a different statement, at random, from the list to each group. Each group must then decide whether the statement is 'Helpful' or 'Harmful' for our future planet. If the action is helpful, then the team takes 2 steps forward together and shouts the word "Helpful." If it is bad for the planet they take a big step backwards together and shout the word "Harmful."

3 For this round, the groups have 15 seconds to think up a positive action that they have done or could do to look after the planet. The first group to think of a helpful idea raises their hand and shouts "Helpful" and then shares their positive action with the group and gets to step forward 2 steps. Everyone must agree that this action is helpful for the group to step forward.

4 Repeat steps 2 and 3 at least twice more, and for as many rounds you have time for. At the end of the game the group that had taken the most steps forward is the winner.

5 When the game is finished look at the actions that were considered harmful and discuss ways to change that behaviour or negative action.

HARMFUL

Leaving the water tap running

Throwing food away

Dropping litter on the street

Smoke coming out of a big factory chimney

Dirty water flowing into a river

Only using a plastic straw once

A traffic jam with one person in each car

Plastic floating in the ocean

Chopping trees down

Buying takeaway food in plastic containers

Only using things once and throwing them away

HELPFUL

Planting trees

Protecting animals

Reusing things instead of throwing them away

Picking up rubbish

Growing your own vegetables

Sharing car journeys

Reusing your water bottle

Riding your bike instead of travelling in a car

Not buying things in lots of plastic packaging

Building homes for animals

Growing flowers and water them

Planting trees in cities

Mending broken toys



A Day in the Life of


ACTIVITY TYPE:

Discussion

OBJECTIVE:

This activity is divided into two parts. First, we will think about how we can reduce our energy use in our day-to-day lives before we play a short game to learn about some inspiring new environmental technology that Miku discovered on her travels.

MATERIALS:

Environmental Technology Cards

Print off the Environmental Technology Cards (appendix 1), either enough to work individually or in small groups. If you do not have access to a printer, create your own hand-drawn versions.

- 1 Start by discussing the concept of Climate Change. Ask the group what they know about climate change, how it is caused and how it can be helped. Use the text below to explain climate change to the group.

What is Climate Change?

Climate change is caused by an increase in greenhouse gases which humans produce when we burn fuel to create energy. We use energy to heat or cool our homes and buildings, to travel in cars or buses and many more things.

What else do we need energy for?

Much of our energy is produced by burning fuels such as coal, oil, and gas, and these all emit greenhouse gases. Our world's atmosphere is like a greenhouse; the more gas we put into it, the warmer it becomes. Just like how a blanket keeps us warm, an increase in greenhouse gases, like carbon dioxide, acts like a blanket and makes the planet warmer. The warmer the world becomes the more the climate changes. This causes more extreme weather in many parts of the world which is making life for people living in poverty much harder.

All over the world, people are working together to reduce the amount of greenhouse gases in the environment by reducing energy use or switching to 'cleaner energy' powered by the sun or wind, instead of fuels which produce greenhouse gases. By doing this we will help protect our future planet and reduce the effects of climate change for future generations.

During Miku's travels, she learnt a lot about how different people live around the world and the impact that different lifestyles have on energy use and the environment.

When Miku stayed with her friend Aliya, she observed some small daily changes that Aliya's family could make to save resources and reduce their energy consumption.

- 2 Read the extract 'A Day in the Life of Aliya.' In small groups, ask everyone to listen and think about what Aliya and her family could do to reduce their energy use.


A Day in the Life of Aliya

Aliya's alarm wakes her up at 6:30 in the morning. First, she takes a 20-minute hot shower before her sister knocks on the bathroom door to do the same.

After getting dressed, she goes downstairs to eat breakfast with her family – eggs, yoghurt, and fruit. Yum!

It's almost time for school after breakfast. Aliya packs her school bag and her lunch and she almost forgot to brush her teeth. She is in a rush and leaves the water tap running while brushing her teeth, to make it easier and faster for her.

Aliya walks to her car with her brother and sister to go to school. She sees her neighbour next door get into her family's car to go to school as well and she sees her best friend, Nieve, across the street walking to her car as well. Miku yells "see you both at school" and hops in her parent's car, excited to see her friends.



A Day in the Life of



- 3** Before moving on, use the questions below to facilitate a short discussion on energy use.

What could Aliya and her family do to reduce their energy use and impact on the environment?

Tip - Aliya could reduce the time in the shower, turn the tap off when brushing her teeth, and share car journeys to school.

How do you think we could reduce our energy usage in our day-to-day lives?

How do you think your energy usage compares to people in other parts of the world?

Do you think it is fair that some people use more energy than others? Why or why not?

**4**

Miku looked back at her diary entries and remembered that she'd seen lots of inspiring new environmental technology to help reduce energy and make a positive difference to the planet. Play the game below to find out what these are!

INSTRUCTIONS

- Give everyone an 'environmental technology' card with keywords and countries. You can either work in groups or individually.
- Explain to the group that when they hear a keyword or country written on their card being read out they must cross it off.
- The winner is the first person to complete a line on their card in any direction.
- Subsequent winners complete two, three, and four lines until the card is complete!
- Play the game by reading out the environmental technology statements!

ENVIRONMENTAL TECHNOLOGY STATEMENTS

The keywords listed on the cards are underlined

In Iceland, carbon dioxide (a greenhouse gas) is being sucked out of the atmosphere using 'direct air capturing technology' and being stored underground.

Did you know that we need bees to grow our food but some bee populations are in decline because of climate change? In Japan, scientists are designing robotic bees which could be used to pollinate crops!

In Malaysia, Miku went shopping with Girl Guides and they were only given reusable bags, no plastic bags are allowed.

In China, Miku met Xiaoyuana Ren, a female environmental activist who designed and implemented an app that tracks water quality in rural communities. Clean water is essential for hydration and sanitization. People using Xiaoyuana's app have been able to find clean water to use!

Miku also travelled to Mauritius where she had to drink everything with a reusable straw. What a good idea!

5

Finish the activity by discussing the following questions

- What technology do you find the most impressive and why?
- Where do you think that technology could make the biggest impact to help fight climate change?

In America, a company is also using 'direct air capturing' technology to transform carbon dioxide into diamonds. Yes, actual diamonds made from 100% atmospheric carbon! Miku was given an environmentally-friendly diamond necklace which reminds her of all the positive progress being made in the world.

Miku did a week of farming in Nigeria using a hydroponic system! This means she grew lettuce, tomatoes, and peas without any soil. Her vegetables are grown with their roots in mineral solutions and water instead. This way of farming prevents deforestation and conserves water. What a bonus!

When sailing over the Pacific Ocean, Miku passed a large rubbish dump floating in the water. Did you know that lots of rubbish dropped in the ocean ends up here? It is carried there and trapped by large currents! Miku saw 'Jenny' hard at work. 'Jenny' is a large floating machine that catches plastic. It took out 20,000 pounds of plastic from the Pacific Ocean and the plastic is being recycled instead!

- Do you know what measures your community is taking against climate change and to protect nature?
- Is technology always a good thing, what might be the disadvantages? Do you know examples (books, movies) where technology turned out badly?



Dear Diary,

I've never been so tired! Changing the world takes work, and it can be exhausting fighting for what you believe in - but as long as you're in a team, whether it's just a pair or all of WAGGGS, there's someone supporting you at every step.



Dear Diary,

Today I'm grateful for the comfy shoes I brought on my walk! I was so tired my legs felt like they were melting, but luckily my feet took me to a fantastic Changemaker- Isatou Ceesay! Her team showed me a new recycling plant and challenged me to a race to get our thoughts running- how could I say no?



Race to Recycle



ACTIVITY TYPE:

Active

OBJECTIVE:

We don't want our future world to become a rubbish dump! How can we reuse, recycle, or compost items so they don't get thrown away. The fastest team to sort all of their items wins! This activity is designed as a 'relay race' discovered on her travels.

1 Organise the group into small teams. Mark a start and a finish line and place a set of sorting buckets at the finish line for each team. Give each group their set of waste items (12).

2 Explain to the group that we are all robots and our job is to sort out the waste items into things that can be reused, recycled or made into compost, and some things might have to go to the rubbish dump.

But be careful, sometimes, robots are a bit rusty and need repairing. When the leader shouts 'repair' the robot in action must stop and wait for their fellow teammates to repair them before they can continue. This is done with a high-five.

MATERIALS:

Each group will need one set of 'Waste Items' (see below) and three sorting buckets.

Print, cut out, and mix up one set of items for each group. If you don't have a printer, write and cut out the items on 12 pieces of paper or card. Label each of the sorting buckets 'rubbish' 'recycle/ upcycle' and 'compost.' Familiarise yourself with the recycling, composting or waste facilities in your country before you start so you can explain which sorting buckets the items go in.

3 When the leader shouts 'go' the teams start their relay race. One person takes an item and races to the sorting buckets. When they arrive they must decide which bucket to place their item in.

- If it can be recycled or upcycled into something new it goes in the recycling
- If it is a natural product it can go into the compost bin to rot down into soil
- If it cannot be reused, recycled, or composted it must go in the rubbish

Then they must run back to their team and tag the next person to run and sort the item.

4 The first team to correctly sort all of their items and complete the race wins!

5

Finish the activity with a short discussion using the questions below.

- What items did we put in our rubbish bin? Is there a way these could be reused, recycled, or made into something else?

- How can we stop so much rubbish being dumped in our world?
- What other things do we reuse or recycle at home?
- What do you think causes the most rubbish at your home? What do you throw away the most?

WASTE ITEMS

 Used facemask 	Toy 	Apple core 
Broken mug 	Bottle 	Banana skin 
Paint tin 	Jumper 	Eggshells 
Old mobile phone 	Can 	Newspaper 

Future Recycling


ACTIVITY TYPE:

Active

OBJECTIVE:

In the first round, groups will sort their recycling without technology. In the second round, new technology and scenarios will be introduced to the game. Which team will be the fastest?

Mark a start and finish running distance and separate the group into small groups of 4. Place each group on the start line and give them their set of (30) pieces of 'plastic'. Place three containers per group on the finish line and label them the three different plastic types: PET, PP or PS.

MATERIALS:

- Either three sets of ten different materials which represent different kinds of plastic. For example, 10x pieces of cardboard, 10x pieces of paper, and 10x plastic cards. Or, three sets of clean recyclable plastic items. For example, 10 water bottles, 10 yoghurt pots and 10 pieces of packaging. If you have a small group you can reduce the number of materials you use. Always use used materials that can be reused or recycled afterwards!
- Three containers per group to collect the above items .

If you have chosen to use three different types of materials to represent the different kinds of plastic, agree which material is which plastic type (PET, PP or PS) before starting the game.

- Do you know what recycling is and how it is done? Can you recycle in your local area? If not, read the following:**

Recycling is a process that breaks down a material, so that it can be remade into something new. For example a plastic bottle is compressed and transported to a recycling plant. There, it is separated from the lid as they are different materials. The bottle is then broken down into small parts and molten. This molten plastic is cooled and made into small pieces which new bottles can be made from.

- Introduce and explain the different types of plastics using the introduction below.**

Welcome the group to the Ceesay Recycling Plant. This is the future of recycling! Here, we use different techniques to recycle different kinds of plastics. Did you know that not all the plastics we use are the same? There are several kinds depending on what it is used for and it contains different chemical compounds.

At this recycling plant, we specialise in

- PET** (polyethylene terephthalate) which is used to make bottles
- PP** (polypropylene) which is used to make yoghurt cups or straws; and,
- PS** (polystyrene) which is used to make take-away food, packaging, or toys.

To recycle these compounds, all the different plastics have to be separated and sorted correctly.

- Explain the rules of the game**

- The game will be played in two parts, the first part of the race will run without new technologies. In the second part of the race, new technologies will be introduced.
- The race starts with a signal from the leader.
- One person per group must choose a piece of plastic, race to the sorting buckets and place the item in the correct marked container (PET, PP, or PS), then run back to their team.
- Once they are back they must tag the next person to go and that person must do the same.
- The team that finishes first and has sorted all their items correctly wins.

- Play the first round of the game!**

Now you will play the second part of the game with the new technologies introduced. Explain to the group that this recycling plant uses new technologies to make recycling better and more efficient.

We use...

- Robots to sort items faster
- Artificial intelligence to recognise the plastics while they are transported and sort them earlier
- Chemicals to break down the plastics. This means they are not sorted but broken down into tiny parts, their molecules, and can then be made into new plastic items.
- Our recycling plant also needs a lot of power which we get through solar energy. But sometimes this is not enough to power everything and we have to go a bit slower.



6 Explain to the participants that you will play the game again, but this time using different technologies. Each technology has a rule which will change the game. Explain the rules for each technology using the table below.

Technology Type	Rules
1. Robots	Before you start running, sort all the materials
2. Artificial Intelligence	Take two materials to sort
3. Chemical Breakdown	No need to sort the materials at the end
4. Power Cut	Only every 2nd person can take a material

7 The leader calls out the different technology types and rules throughout the game. The first team to sort all their items wins.

8 After the race, complete the activity by choosing some of the questions below to discuss.

Middle Years:

- What do you know about recycling in your country, can you recycle different types of plastic?
- Should the world build more recycling plants or should we concentrate on reducing our use of plastic all together?
- How can you reuse plastic if you're not able to recycle them?
- Do you think that banning plastic is a good thing?

Older years:

- Is technology always a good thing and does it always make our lives better? What are the advantages and disadvantages of new technologies? Tip, think about the money and resources we need to create technology.
- What other technologies have you heard of that are making a positive difference in your country and the wider world?
- How can we balance technology and nature?
- How can we reduce the amount of plastic and packaging in the world?



Dear Diary,

It's tricky to run in walking shoes but I loved the race! We thought of all kinds of items you could make through recycled materials - what can you think of?

PART 2: Environmental Knowledge

This section is designed to help participants either practise the key skills needed to manage negative feelings associated with climate change or develop important navigation and spatial awareness skills needed in an emergency situation in the future.

Choose between a discussion based well-being activity...

Younger Years:
Forest Guardian (Page 38)

Middle/ Older Years:
Mindful Toolbox (Page 42)

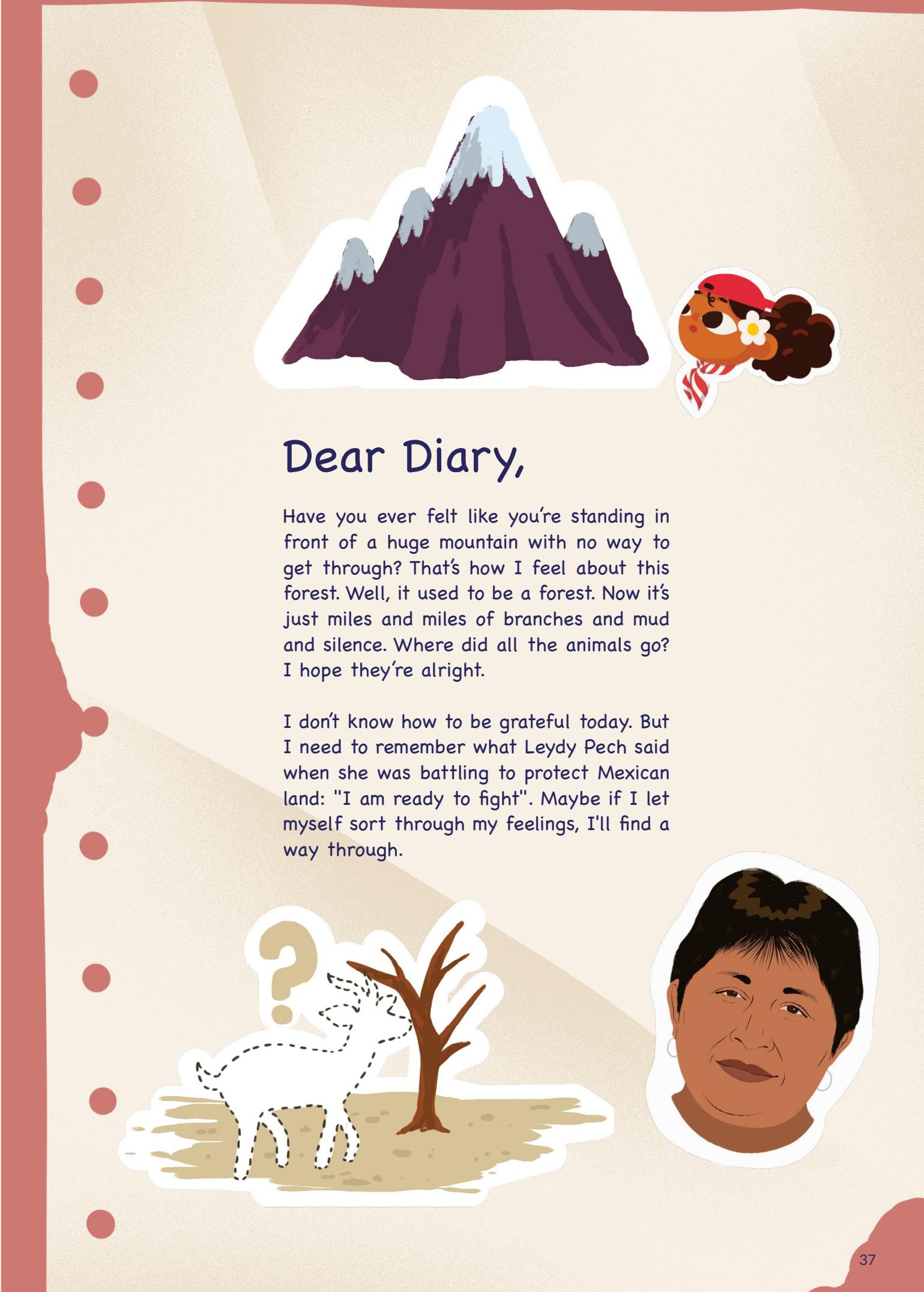
Sometimes, thinking about our future when we're surrounded by bad news or stories about the environment can be daunting and make us feel anxious. In these activities you'll learn how to stay calm and manage negative feelings associated with environmental issues.

Or play some active games...

All Ages:
Luna Leads the Way (Page 46)

All Ages:
Maggie's Keys (Page 48)

Being part of Girl Guiding and Girl Scouting creates unique opportunities to explore the world around us. As we become more dependent on technology some of our core navigation skills may be forgotten in the future. To win these games, you'll need a compass, **good hearing**, and your best Girl Guiding and Girl Scouting skills!



Dear Diary,

Have you ever felt like you're standing in front of a huge mountain with no way to get through? That's how I feel about this forest. Well, it used to be a forest. Now it's just miles and miles of branches and mud and silence. Where did all the animals go? I hope they're alright.

I don't know how to be grateful today. But I need to remember what Leydy Pech said when she was battling to protect Mexican land: "I am ready to fight". Maybe if I let myself sort through my feelings, I'll find a way through.

Forest Guardian


ACTIVITY TYPE:

Discussion

OBJECTIVE:

In this activity, the younger years will explore their emotions using a visualisation story. This is to allow them to identify emotions they might encounter, and how best to react to these emotions when they happen.

Create a calm and quiet environment to sit

The world around us is constantly changing and growing, sometimes too fast for us to understand what's going on. Many of the changes in our environment are caused by climate change. Sometimes we may feel daunted or anxious about the information we read or watch about climate change, but there are things we can do to maintain a positive mindset and help us feel better when faced with negative news or thoughts.

In this activity, participants will learn how to identify emotions that come with concerns for climate change and environmental issues and how to address negative feelings.

1 Gather the participants in a quiet and cosy area where they can sit comfortably.

2 Begin by telling a short story to spark everyone's imagination.

Prompt: "Imagine that we are going on a magical nature adventure! We are going to visit a beautiful forest, where the trees are tall, and the leaves are all shades of green. The sun is shining warmly, and there's a gentle breeze that makes you feel calm and happy. Are you ready for this exciting adventure?"



3 Ask the children to close their eyes and use their imaginations...

Prompt: "Now, with your eyes closed, picture your favourite place to go, maybe somewhere outdoors. What can you see? What can you hear? What can you feel? A breeze? Is the sun shining down on you? What can you smell?"

4 Guide the children into the magical forest in their minds. Describe the sights, sounds, and smells they might encounter—birds chirping, rustling leaves, and the earthy scent of the forest floor.

Prompt: "As we walk through the forest, let's listen to the sounds of nature around us. What do you hear? Can you hear the leaves rustling in the wind?"

5 Along the way, have the children imagine meeting a friendly Forest Guardian. This Guardian is there to help and protect them.

Prompt: "As we explore the forest, we come across a magical Forest Guardian! What do they look like? Are they big or small? Friendly and kind, the Guardian is here to be your friend."

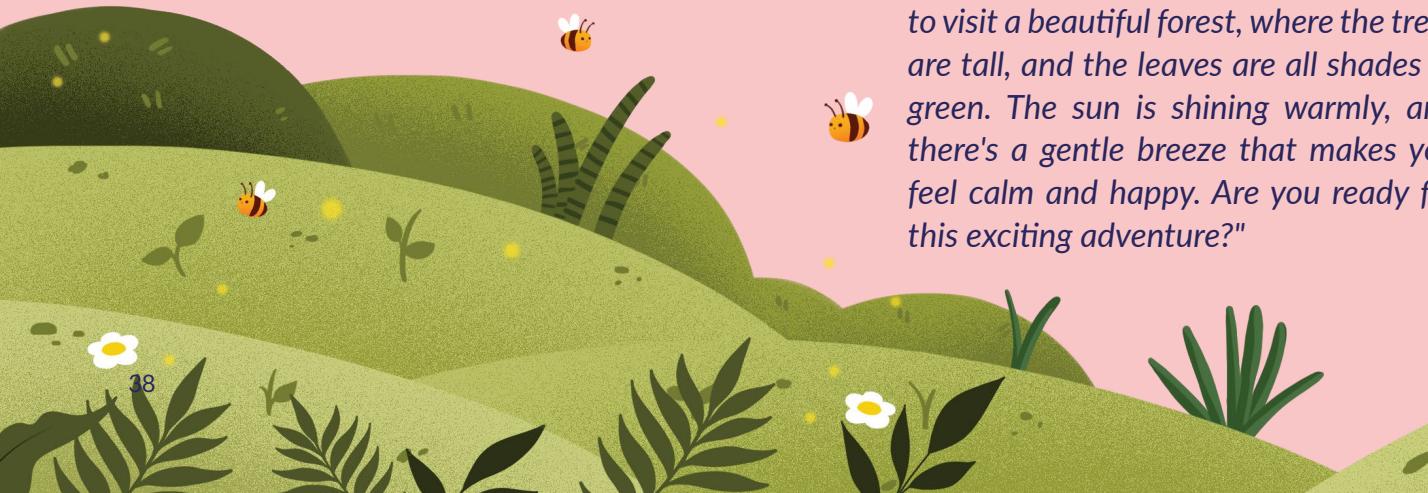


6 After introducing the Forest Guardian, get the participants to look around them and think about the things that might not be nice in their imaginary forest/place. Encourage the children to share any worries they might have about climate change with the Forest Guardian. Let them know it's okay to talk about their feelings.

Prompt: "The Forest Guardian cares about you and wants to listen. If you have any worries about the environment or climate change, you can share them with your new friend. They are here to help you feel better."

7 Talk about nature and its incredible superpowers to heal and protect the Earth. They play an important part, and can be like nature superheroes that help take care of our planet!

Prompt: "Did you know that nature has superpowers? Trees clean the air, and flowers make the world colourful. You can be a nature superhero too by doing small things to help our planet. What superhero powers can you have?"



8

Now gather the participants in a circle. Have them imagine they're holding a tiny seed in their hands, representing hope for a better and greener world. Ask them to think of one thing they can do to help nature, like recycling or saving energy.

Prompt: "Now, imagine a little seed of hope in your hands. This seed represents your love for nature and the hope you have for a better world. What small thing can you do to help the Earth? It can be as simple as turning off lights when you're not using them."

9

Now, tell the participants to use their hands to gently water the seed with their caring thoughts and intentions for the Earth.

Prompt: "Let's water this seed of hope with our love and care. Imagine your caring thoughts pouring down like rain, helping the seed grow strong."

10

Now, slowly get participants to open their eyes. Remind them that they can come back to this magical place/forest anytime they feel worried, and that nature is always there to comfort them.

Prompt: "Take a deep breath and slowly open your eyes. You can visit this magical forest in your mind whenever you want. And remember, nature is always here to make you feel calm and happy."

11

After completing the visualisation, give participants time to share their experiences if they feel comfortable doing so. You can also discuss the small actions they can take to protect the environment.

Prompt: "Would anyone like to share their favourite part of the magical forest? Or maybe something you'd like to do to help the Earth? It's wonderful to hear what you think!"

12

At the end of the activity wrap the activity up by thanking the participants for going on this special adventure with you. Let them know that they have the power to make a positive difference and that their love for nature can help make the world a better place for everyone.



Mindful Toolbox


ACTIVITY TYPE:

Discussion

OBJECTIVE:

Reflect on how we feel about different environmental issues and create our own 'Mindful Toolbox' to turn negative emotions into positive ones.

- Find a comfortable place to sit together and start by discussing the earth around us. What do we notice is happening, encourage the group to think of good and bad examples and ask how this makes everyone feel.

Some prompts that could be used are:

- **What environmental issues do you see happening in the world or in your community?**
- **How does it make you feel when you hear about environmental issues in the news?**
- **What do you think we can do to help the environment?**

MATERIALS:

Environmental Statements, Paper, Pens,

Paper, enough one sheet per participants + five (5) extra sheets

- Ask participants to think of a mixture of positive emotions (eg: happy, excited, joyful) and negative emotions (eg. upset, angry, annoyed, frustrated). Think of at least 10 different emotions. Write these emotions on a piece of paper and stick these around the room.

- Explain that you will randomly read out a series of environmental statements and ask participants to stand near the emotion that most describes how they feel about the statement. Let participants know that there are no right or wrong answers and that it's okay to be at a different location from their friends.

- Read through each statement following the instructions above. When participants arrive at their chosen emotion, they must discuss with their group why the statement makes them feel that way.

- Once all statements have been read out, split participants into small groups.

6

In their groups participants must choose one positive and negative emotion. Participants should then discuss how they would move from their negative emotion to their positive emotion (eg: If you're feeling upset, what are ways you could make yourself calm). This discussion should take around 5 minutes.

Note: This discussion is an opportunity for participants to explore more about strategies, tips, and tricks they could use when feeling these negative emotions.

7

Once participants have completed their discussion, they will move on to creating their "Mindfulness Hand". To create their "Mindfulness Hand", participants will first be required to draw an outline of their hand on a piece of paper.

8

Once they have drawn around their hands participants must write down a tip or trick they could use when they feel negative emotions. Each finger of their hand drawn should contain a tip or trick. This activity would be a perfect opportunity for participants to reflect on the conversations they had earlier during the first part of the game.

For example:

- When I'm feeling sad I can try to go out and take a walk in nature.
- When I'm feeling anxious I can talk to a trusted adult or friend.
- Painting always helps me feel better when I am upset, angry, or annoyed.
- Go for a run.
- Listening to my favourite songs makes me happy.



ENVIRONMENTAL STATEMENTS

Your school launches a campaign to reduce waste and recycle more. This is to encourage students and staff to reduce waste, recycle, and compost.



It has been very hot where you have been staying. People aren't able to go out because of this and many people have been getting ill.



Your housing area starts a carpooling service for those who go to the same school. This is to reduce the amount of cars on the road and carbon emissions in the air.



You go to your local beach and find it scattered with rubbish. Kids are unable to play as they might have broken glass and other unsafe stuff around them.



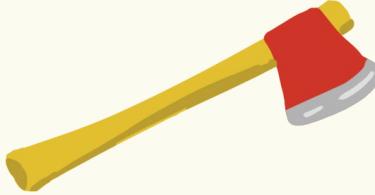
There is an increase in the sea level due to the melting of ice caps in Antarctica and Greenland.



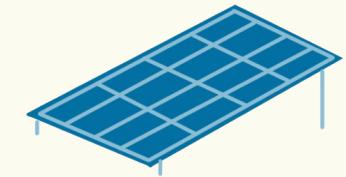
Your grocery stops providing single-use plastic bags to their customers.



All the trees in your neighbourhood are being cut down and no trees are being replanted.



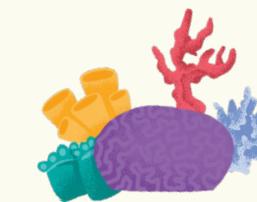
Houses and businesses where you live have installed solar panels to use more renewable and cleaner energy.



A nearby forest is protected from deforestation and logging, to make sure wildlife is being protected.



You hear news about the bleaching of coral reefs due to ocean warming, impacting marine biodiversity and tourism.



Luna Leads the Way



ACTIVITY TYPE:

Active

OBJECTIVE:

Use your Girl Guiding and Girl Scouting skills to help Luna's class navigate their way back to safety.

The year is 2124 and Miku's great-grand daughter, Luna, is on a school trip with her class. Luna's world has been plunged into darkness from a solar eclipse. This occurs when the Moon moves between the Sun and the Earth, blocking out the Sun's light. Luna's class has lost their teacher and her friends don't know how to find their way. Navigation is dependent on technology but as everything runs on solar power, they can't use it. Luckily, Luna is a member of her local Girl Guiding and Girl Scouting group and she has learnt lots of useful skills to share with you today!

Luna will need to know the compass points of north, south, east, and west to navigate. We are going to play a game to practise using these directions. Many people come up with an acronym to remember these directions. Can you create your own? What challenges would the class face when navigating the local area? Is it very hilly or easy to lose your way in the forest or bush?

MATERIALS

Paper, pens, compass (older years)

Put signs saying North, South, East, and West around your meeting space. Explain or remind the group of the concept of compass points before starting.

- 1 Participants must move around the room randomly.
- 2 The leader must read out the following statement and participants must follow the instructions to develop their directional skills and help Luna's friends.



YOUNGER YEARS

The leader must explain the compass points north, east, south, west and point them out in the space so everyone is clear where they are located.

Statements

- *There is a big wave coming from the east, run west to get to higher ground.*
- *There is a grizzly bear in the south, run east to escape it.*
- *There is clean water in the north, skip there to have a drink.*
- *The trees are fruiting in the south, go pick some for a yummy snack.*
- *There is a swarm of bees in the trees. Run east to escape them.*
- *You walk into some spiky plants. Hop west to avoid any more.*
- *Be creative and make up your own statements!*

MIDDLE YEARS

Check the participants understand the four compass points. Explain northeast, northwest, southeast and southwest. Add these signs around your meeting space and use them for the game.

Statements

- *There are dangerous animals coming, head northwest to get away.*
- *Your friends are waiting for you in the southeast. Wave to them.*
- *There's a party happening in the northeast. Dance your way over.*
- *There are fish in the southwestern lagoon, head that way to catch dinner.*
- *Be creative and make up your own statements!*

OLDER YEARS

If possible, have your participants use a compass to work out north, northeast, east and so on, then put the signs up before playing the game.

Did you know?

Stars are a great tool to find your way in the dark? You can create your own constellations by poking holes in a piece of card and holding it over a torch. Find out what stars can be seen from your country and how they can help people navigate.

Take it further: Play it as an elimination game so the last one there is out.



Maggie's keys



ACTIVITY TYPE:

Active

OBJECTIVE:

Practise your spatial awareness skills

MATERIALS

Chair, blindfold, a bunch of keys/objects that make a little noise when moved

Put one chair in the centre and everyone forms a circle around it. Put the keys (or similar items) underneath the chair.

1 Explain to the group that in the darkness of the solar eclipse, you need to be aware of what's happening around you.

2 One person will be chosen to sit on the chair with a blindfold over their eyes.

3 Another person from the circle will be chosen to pick up the keys from underneath the chair as quietly as they can and return to their space without being heard; this person is Maggie. Maggie is a Magpie who lives at Pax Lodge, the WAGGGS World Centre in London, UK. Magpies are black and white birds who, according to folk tales, like to steal shiny objects, such as keys.

4 The person sitting on the chair in the centre of the circle must try to catch Maggie.

5 When you have finished playing the game, ask the group to think why spatial awareness is a useful skill, how might it help with navigation or in an emergency environmental situation?

INSTRUCTIONS

YOUNGER YEARS

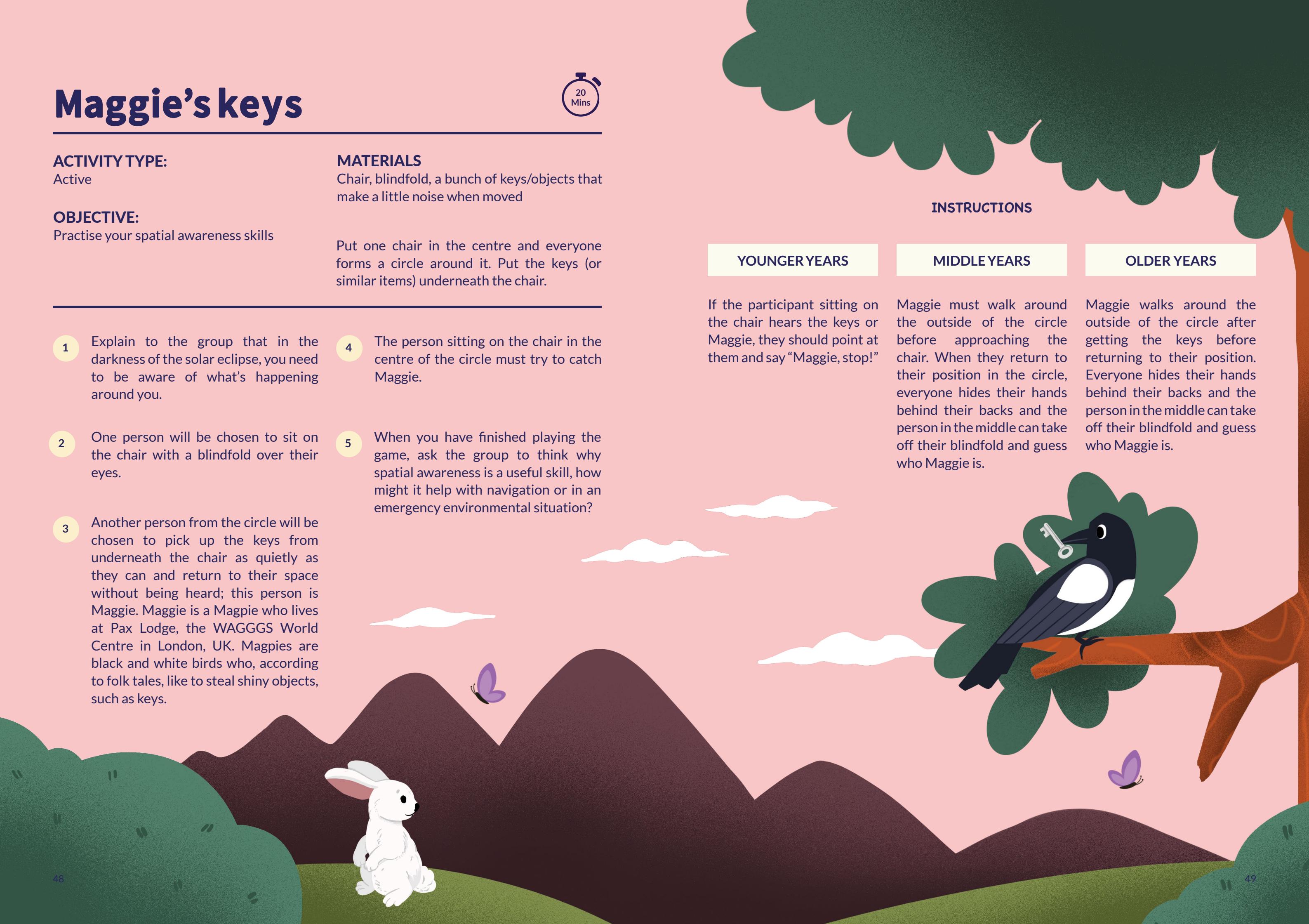
If the participant sitting on the chair hears the keys or Maggie, they should point at them and say "Maggie, stop!"

MIDDLE YEARS

Maggie must walk around the outside of the circle before approaching the chair. When they return to their position in the circle, everyone hides their hands behind their backs and the person in the middle can take off their blindfold and guess who Maggie is.

OLDER YEARS

Maggie walks around the outside of the circle after getting the keys before returning to their position. Everyone hides their hands behind their backs and the person in the middle can take off their blindfold and guess who Maggie is.



Our Thriving Future!

**ACTIVITY TYPE:**

Arts and Crafts

AGE GROUP:

All

So far we have explored the progress made to address climate change with the adaptation of new technology and practised some environmental life skills. In this final activity, we will use our imagination and creativity to imagine a thriving future for our world. Through collaborative drawing and reflection, we will explore how we can positively contribute to the natural world in our lives.

Do you all think it is possible for us to put all of our imagination into something visible and tangible, that we could take a look at it together, as a lens that we could share with the world, to inspire them into our dream and our sincere wish for our thriving future?

Let's put our imagination to the test by first checking if we are already equipped with the latest and relevant environmental knowledge and skills about "Our World, Our Future". If so, we are ready to "Think Big" and paint the picture of the world we want to build together as a Movement.

You have the freedom to do it in your own creative way, whether in a group, divided into smaller groups, or individually. It can also be done physically as well as virtually, as long as you can fulfil the objective of imagining a thriving future.

PREPARATION & MATERIALS

Sheets of paper to draw on, the larger the better. Sufficient creative materials (crayons, markers, coloured pencils, etc.)

Optional:

Digital drawing tools for virtual participation

1

5 minutes:

Explain that the purpose of this activity is to collectively imagine a thriving future for our planet. Emphasise the importance of looking after the environment and the role we can all play in shaping a more sustainable world.

2

Imagination Exercise

10 minutes:

Find a comfortable place to sit and talk about what we think a 'thriving future' means. Are you thinking about your home, neighbourhood, school, future workplace, etc.? What comes to mind when we say "thriving"? What is our definition of this word?

Let's think about various aspects such as nature, cities, communities, schools, and transportation.



3

Creative Drawing

25 minutes:

- Divide the participants into smaller groups or allow them to work individually, depending on the setting.
- Distribute large sheets of paper and creative materials to each person.
- Explain that we're all going to draw different parts of one giant picture, a landscape of a 'thriving future' that we all want to live in
- Be as colourful and imaginative as you can!

- Some groups should draw the foreground, with the places we live- our homes, schools and parks. Other groups should draw the mid-ground, with farms (food and energy) and transportation. And other groups should draw our future skies, with birds, mountains and weather systems.
- Be imaginative and use colours and illustrations to bring your vision to life.

TIP - If you are in smaller groups assign one group the foreground, one group the mid-ground and one group the sky.

Use the table below to assign each group a part of the picture to draw.

Our Sky and Horizon	Our Air & Tree Tops
Our Natural World	Our Deserts and Rainforests
Our Local Environment	Our Energy Supply
Our Immediate Environment	Our Homes
Our Weather	Our Birds and Mountains
Our Animals	Our Beaches and Oceans
Our Transport	Our Farms
Our Schools and Shops	Our Parks



Our Thriving Future!



4 Collaborative Creation

5 minutes

After completing their individual drawings, bring everyone together to combine their artwork into one big 'thriving future' landscape.

Allow participants to share their ideas, exchange drawings, and collaborate on a mural that represents their collective vision.

5 Debrief and Reflection

10 minutes

- Why do you think it is important to have a thriving future?
- How can you, as a responsible citizen, ensure that you help the world thrive?
- What challenges might you face, and how will you overcome them?

To complete this activity encourage participants to express their thoughts on the importance of a thriving future and their duties as responsible citizens. Address the challenges they may face and brainstorm strategies to overcome them, such as education, community involvement, and sustainable practices.

Conclusion

5 minutes:

- Summarise the main points discussed during the activity.
- Emphasise the power of imagination and collective action in creating a thriving future.
- Discuss additional ways to share their artwork and inspire others. You could suggest the following options:
- Display the artwork as a pledge wall in a visible area, promoting environmental awareness.
- Take a photo of the finished collaborative artwork and share the photo on social media using hashtags #WTD2024 #OURTHRIVINGFUTURE.
- Create a digital collage or animation to showcase their collaborative artwork.
- Organise an exhibition or presentation to showcase the drawings to a wider audience.
- Use the finished mural as a backdrop and create a performance to share your story with others.
- Thank everyone for their participation and encourage them to continue making positive contributions to the environment.

Adapt the activity as necessary to suit the age group and available resources.



Appendix

ENVIRONMENTAL TECHNOLOGY CARDS

CARD 1			
Direct air capturing technology	Robotic bees	Prevent deforestation	Malaysia
Nigeria	A floating machine that catches plastic	Positive progress	China
Iceland	An app that tracks water quality	Turn carbon dioxide into diamonds	Japan
Reusable straw	America	Jenny	Reusable bags



CARD 2			
Pacific Ocean	Find clean water	Positive progress	Prevent deforestation
Turn carbon dioxide into diamonds	Reusable bags	Direct air capturing technology	Track water quality
Iceland	Robotic bees	Conserve water	A floating machine that catches plastic
Jenny	Malaysia	Mauritius	Reusable straw



CARD 3			
Track water quality	China	Pacific ocean	A floating machine that catches plastic
Reusable bags	Mauritius	Reusable straw	Prevent deforestation
Direct air capturing technology	Find clean water	Iceland	Turn carbon dioxide into diamonds
Jenny	Nigeria	America	Malaysia

CARD 4			
Direct air capturing technology	Reusable straw	Positive progress	Track water quality
Jenny	Mauritius	Iceland	A floating machine that catches plastic
Robotic bees	Malaysia	Conserves water	Turn carbon dioxide into diamond
Nigeria	Find clean water	China	Japan



CARD 5			
Pacific ocean	Find clean water	America	Iceland
Jenny	Direct air capturing technology	Reusable straw	Turn carbon dioxide into diamonds
China	Nigeria	Mauritius	A floating machine that catches plastic
Conserves water	Malaysia	Prevent deforestation	An app that tracks water quality



CARD 6			
Pacific Ocean	China	Track water quality	Conserve water
Floating machine that catches plastic	Iceland	Reusable straw	Direct air capturing technology
Positive progress	Prevent deforestation	America	Nigeria
Reusable bags	Robotic bees	Jenny	Malaysia

Acknowledgments

CARD 7			
Conserve water	Reusable bags	Direct air capturing technology	Reusable straw
Japan	Nigeria	Floating machine that catches plastic	Robotic bees
Prevent deforestation	Mauritius	Turn carbon dioxide into diamonds	Iceland
Pacific Ocean	Malaysia	Positive progress	America



CARD 8			
Track water quality	Mauritius	Jenny	America
Conserve water	Turn carbon dioxide into diamonds	Pacific Ocean	Find clean water
Robotic bees	Direct air capturing technology	Prevent deforestation	A floating machine that catches plastic
Iceland	China	Nigeria	Reusable bags



CARD 9			
Jenny	Positive progress	Malaysia	Turn carbon dioxide into diamonds
Pacific Ocean	Find clean water	Floating machine that catches plastic	Nigeria
Track water quality	Prevent deforestation	Robotic bees	Iceland
Reusable straw	Japan	Conserves water	Reusable bags

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