



# Global Action Award

Activity Guide for  
Daisies, Brownies, and Juniors



## Global Action Award

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

The Girl Scout Global Action award calls for girls to address the global goals by discovering, connecting, and taking action in their communities and the world. In 2022, the award focuses on SDG 3: Health and Well-Being and SDG 11: Sustainable Cities and Communities.

## Learning About the Global Goals

If the global goals are new to you, start by teaming up with an adult to go online and learn about the SDGs at [www.globalgoals.org](http://www.globalgoals.org).<sup>1</sup> You can also read a short booklet about the goals called *The World We Want: Guide to the Goals for Children and Young People*, available for free at World’s Largest Lesson.<sup>2</sup>

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

Note: Some of the targets that the United Nations created for the Sustainable Development Goals refer to sensitive issues. Volunteers should talk with parents and guardians, and obtain parental/caregiver permission before discussing this topic with girls. Choose the issues or targets that are appropriate for your group and context. Your council may have a “sensitive issues” form 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 relating to the Sustainable Development Goals that may be inconsistent with their family’s faith or beliefs.



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

<sup>1</sup> GSUSA acknowledges the Global Goals Campaign. For more, see <https://www.globalgoals.org/asset-licence> (accessed April 14, 2021)

<sup>2</sup> Arenas, Paola, and Dora Bardales, *The World We Want: A Guide to the Goals for Children and Young People*, August 2015, Global Movement for Children of Latin America and Caribbean – MMI-LAC, PDF.

## Earning Your Global Action Award

This year, the Global Action Award focuses on Goal 3: Health and Well-Being and Goal 11: Sustainable Cities and Communities. These two goals go hand in hand because a healthy, sustainable community supports everyone's health. Think about how, during the COVID-19 pandemic, each community created safety protocols aimed at the specific needs of their area.

Every Girl Scout must complete five steps to earn her Global Action award. The first, second, and fourth steps each have three activities to choose from. You only need to do one activity in each of those steps to earn the award, but don't let that stop you—you can do as many as you like!

### Steps:

1. Explore the Global Goals and Global Action award.
2. Explore good health and well-being issues.
3. Create a health and well-being challenge.
4. Explore sustainable cities and communities.
5. Create a sustainable cities and communities challenge.

When you've earned this award, you'll understand what good health, well-being, and sustainable community and cities mean, and you'll have created challenges for SDG 3: Health and Well-Being and SDG 11: Sustainable Cities and Communities.

## STEP 1: Explore the Global Goals and Global Action Award

### Choice 1. Make a Global Goals Bracelet

Take a look at the Global Goals Icon Grid included in this packet. These are some of the goals that the United Nations wants to make happen by 2030. Are there any goals that are particularly important to you?

In this activity, you will make a beaded bracelet to represent the 17 global goals. You will need different-colored beads and some yarn or stretch cord. Did you notice that each goal is a different color? Select colored beads that are the closest match to the colors for each goal. It's okay if it doesn't match perfectly. Then write the number on your bead to match its goal.

If you want to add an extra bead with your initials on it, do that. Or you can turn one bead into a globe.



Line up the beads in the order you want them to appear on your bracelet. Then string the beads together using the yarn or stretch cord. Tie the ends to secure your bracelet. Or, if you'd rather, make it into a necklace.

When you are done making your bracelet, you can share it with your Girl Scout friends or your family. Now that you know about the global goals, what will you tell someone who asks you about them?

For more fun, you can do swaps with each other or arrange an exchange with your Girl Scout sisters in another troop.

## Choice 2. Picture the Goals

In this activity, you'll learn more about the UN global goals.

Working in teams or individually, choose a goal that is important to you. Draw or cut out pictures that you think express the goal. When you are done, share your pictures with the rest of the group and see if the group can match it to the right goal. If you're meeting virtually, compare your findings with another girl who is working on the same goal. What does your picture say about the goal? How did the goal inspire your picture?

For more fun, create a group global goals collage with your images. You can take a picture of it that your troop leader can post it on social media or share with the rest of your troop.

## Choice 3. 2030 Vision

What do you hope the world will look like in 2030? Is there a specific wish you have? For example, to end sickness and poverty? For the air to be cleaner? For everyone to be treated equally and fairly? Whatever it is, it's your vision!

First, cut out the Global Goals Glasses from the handout in this packet. Write your wishes on the glasses. Or, if you are using plastic sunglasses instead, paint all over them, including the lenses! If you're meeting virtually, decorate and share your glasses from home.

Wear your glasses with your Girl Scout friends or family. Then say, "My vision for the year 2030 is \_\_\_\_\_." Fill in the blank with whatever your vision is! It's okay if you have more than one. How do you think you can help make your vision happen?



## STEP 2: Explore Good Health and Well-Being Issues

### Choice 1. Spot Health and Well-Being

This year, one of the goals the Global Action award is focused on is Goal 3: Health and Well-Being. SDG 3 was created to help people live healthy lives. This goal is to help people have good-quality health care, clean water, nutritious food, and a clean environment so they stay healthy. What do you think is good health? Why is good health important?

Look at the images from “[A Healthy Start](#),”<sup>3</sup> included at the end of this packet. What do you notice about these pictures? Do these children look happy or sad? How do you think they are feeling? Would you want to feel this way?

What does it mean to be healthy? According to “A Healthy Start,” “health is the good condition of the body and mind without disease or sickness.” Work with your Girl Scout friends or individually to mark images that show healthy and unhealthy behaviors. You can use a sticky note to mark whether the kids in the images feel good or bad.

Talk with your Girl Scout friends or family about why you marked the children in the images as feeling good or bad. Some things to discuss:

- ▶ Compare what you found with the definition of “health.” How did the images you found relate to this definition?
- ▶ Did you learn things you didn’t already know about healthy behavior? If so, what?
- ▶ The COVID-19 pandemic affected our whole world. What did you learn about healthy habits during that time? Have you kept your healthy habits since then?



<sup>3</sup> “A Healthy Start,” Global Goals for a Sustainable Future, [http://cdn.worldslargestlesson.globalgoals.org/2016/06/20-A-Healthy-Start\\_HR-.pdf](http://cdn.worldslargestlesson.globalgoals.org/2016/06/20-A-Healthy-Start_HR-.pdf).

<sup>4</sup> “A Healthy Start,” page 3.

## Choice 2. Post Healthy Behavior

In this activity, you will explore what being healthy means to you. Draw an outline of a body on a large piece of paper.

Imagine this body is you. Make a plan for all the ways you will stay healthy. Write each way on its own sticky note and place each note near the part of your body where it makes the most sense.

As you do this activity, think about these questions: Can you stay healthy by...

- ▶ ...staying active?
- ▶ ...exercising?
- ▶ ...getting fresh air?
- ▶ ...brushing your teeth regularly?
- ▶ ...eating healthy foods?
- ▶ ...getting enough sleep?
- ▶ ...taking good care of your body?

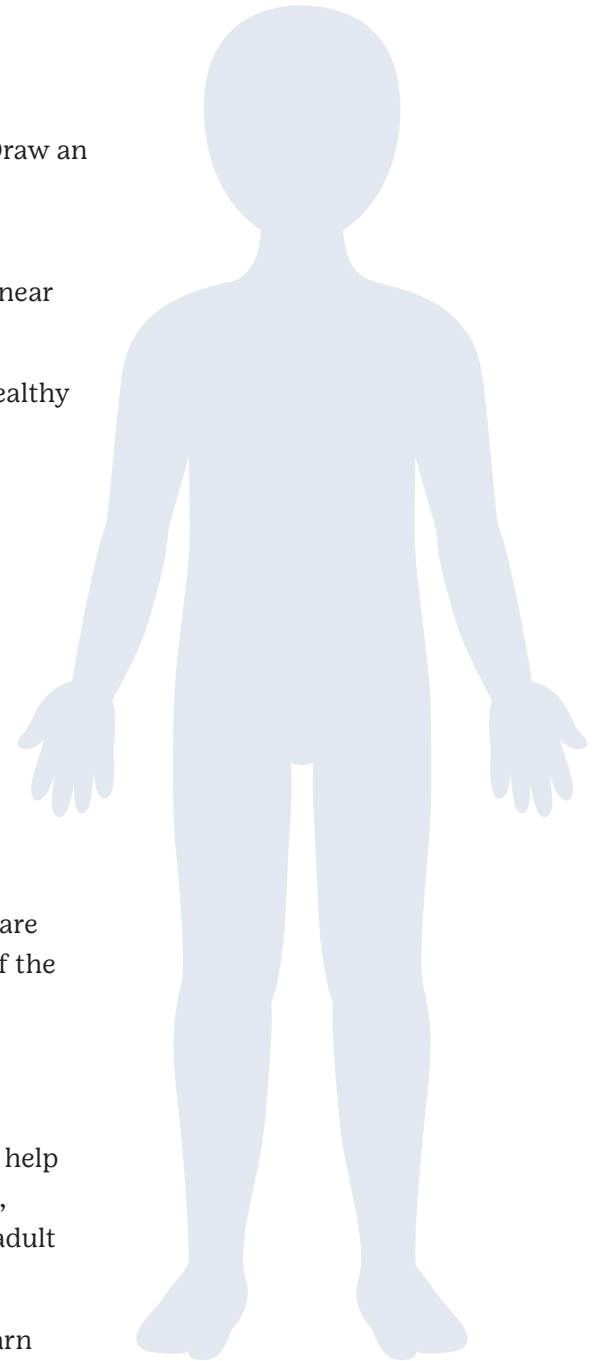
Share your health plan with your Girl Scout friends or family. Compare your plan to the definition of health: “health is the good condition of the body and mind without disease or sickness.”

## Choice 3. Make a Tippy-Tap Hand Washer

For this activity, you will need your troop leader or another adult to help you. You will also need a 2-liter plastic soda bottle with a screw cap, plastic hollow tube or reusable straw, pen, and rope or string. Your adult helper will need a nail or short piece of strong metal wire.

The COVID-19 pandemic affected our whole world. What did you learn about healthy habits during that time? Did you learn how to wash your hands correctly and to do it often? Hand washing is important to help prevent the spread of diseases, but in many countries, people don't have access to running faucets or plumbing. So engineers came up with a solution. They invented a simple device called a tippy tap, where people can wash their hands without a faucet or plumbing.

This guide from UNICEF, “[Make Your Own Tippy Tap](https://www.unicef.org/southafrica/media/3386/file/ZAF-ECD-parents-R1-tippy-tap.pdf),” can help you. Your adult helper should first make the hole in the bottle for you. For the next part, you can work with friends or individually, with supervision from your adult helper. Insert the plastic tube or straw into the hole. Make sure the tube is secure and water won't seep out from the sides of the hole. Cut



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<sup>5</sup> Make Your Own Tippy Tap, UNICEF South Africa, Department of Social Development, Department of Education, May 2020, <https://www.unicef.org/southafrica/media/3386/file/ZAF-ECD-parents-R1-tippy-tap.pdf>.

a 3- to 4-foot piece of rope. Tie one end of the rope around the neck of the bottle. Be sure to do this below the area where the cap screws on.

Fill the bottle with water. Make sure you tilt it so that the water doesn't pour out of the tube. Put the cap back on. When the cap is closed tightly, no water will flow from the tube. When you slightly loosen the bottle cap, the water will start to flow. Play around with this a bit to see how many times you have to turn the cap for the water to flow. Remember the cap does not have to be turned completely off the bottle.

If you have soap, put the rope through the hold and tie a big knot at the bottom so it doesn't pull through. Tie the soap on a rope near your water bottle.

Hang your tippy tap someplace indoors where you can test it, or outside on a tree.

With your Girl Scout friends or family, talk about these questions:

- ▶ What was the hardest part about making this?
- ▶ How did it help to work as a team to put this together?
- ▶ Why do you think it's important to find ways to access water for handwashing?
- ▶ Can you think of other uses for tippy taps?



### STEP 3: Create a Health and Well-Being Challenge

#### Create a Healthy Living Pledge and Poster for Your Family

To have an impact on healthy living, everyone needs to act! One way you can influence others is to show them what you are doing, and challenge them to do the same.

In this activity, you will create a personal pledge for how you can live healthy, and then you will share it with your family to encourage them to live healthy, too.

What have you been doing this year to stay healthy? What are some important things you learned during the COVID-19 pandemic about how viruses can spread and what it takes to stay healthy? Come up with three things you will do to stay healthy. This will be your personal pledge. Then take your pledge and create a poster about it.

Share your poster with your family. What will you tell your family about your pledge and poster? How will you encourage them to live healthier lives and help you live one, too? Where can you hang your poster to remind yourself about your healthy living pledge?

## STEP 4: Explore Sustainable Cities and Communities

### Choice 1. Create a Quiet, Peaceful Space

In this activity, you'll build a quiet, peaceful space with your Girl Scout friends or on your own. First describe what "peace" or "peaceful" mean to you. "Peaceful" can mean "quiet and calm," or "no war or fighting." How about "safe"? "Safe" can mean "not in danger" or "free from harm or damage."

You'll want to make your space long-lasting and sustainable. What does "sustainable" mean to you? "Sustainable" means that your space can last a long time—maybe forever. Like a circle, it goes around and is reused. And it belongs to everyone.

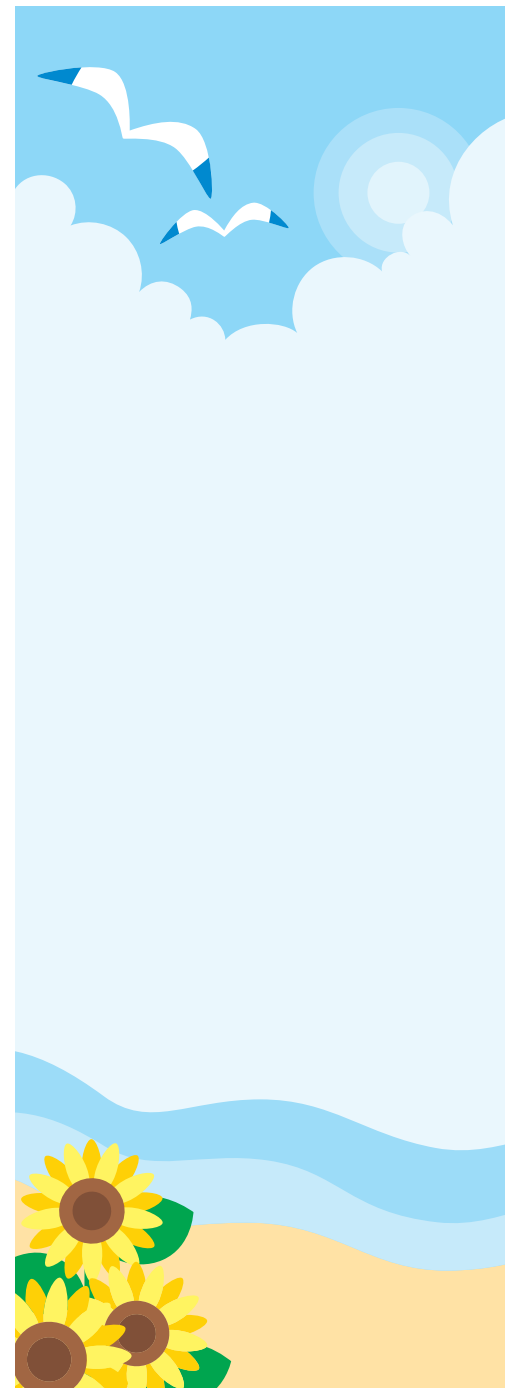
First, draw what your peaceful space looks like. Then create a model of it using cardboard, chairs, blocks, and other materials you might find. When you have finished drawing and creating your peaceful space, share it with your Girl Scout friends. If you're meeting virtually, share the space you created at home.

With your Girl Scout friends or family, talk about these questions:

- ▶ What do you think a peaceful space should look, sound, and feel like?
- ▶ What did you do to make yours that way?
- ▶ What did you do about noise pollution in your peaceful space?
- ▶ What makes your space safe?
- ▶ Who do you think will use your peaceful space?

### Choice 2. Design a Map of Peaceful Areas in Your Community

Have you ever seen or followed a map? Like a trail map or a map of your town or city? Maybe you and your friends have drawn a treasure map. What did it look like? How did you follow it? In this activity, you're going to create a map of peaceful places in your community.





Think about peaceful areas in your community. They might include the library, the zoo, a park, an open area with grass, a quiet courtyard, a garden, a fountain, a museum, a hiking trail, or someplace else you like to chill out. Try to think of at least three different places.

Start by drawing a map of your community. You can do this with paper and markers, or by using an online mapping tool. Then mark the quiet and peaceful areas on your map. You can design a special map symbol for “peace and quiet” that you use for each spot.

With your Girl Scout friends or family, trade maps and talk about these questions:

- ▶ Was it hard or easy to think of peaceful places?
- ▶ Were you surprised by anything you discovered or came up with that you didn't think about before?
- ▶ Why do you think it's important for people to have peaceful places? How can they help people stay healthy?
- ▶ How can communities protect peaceful places?

### Choice 3. Make a Model of Your Community

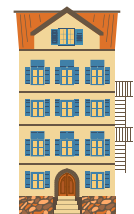
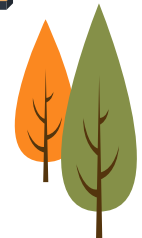
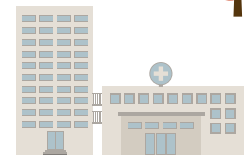
In this activity you will create a model of your community to have a better understanding of what home, safety, and peaceful living mean. You can do this as a group or individually. Before you begin, you may want to go on a walk around your community with an adult.

Many years ago, before people built houses or buildings in your community or city, what do you think it looked like? Maybe it had lots of trees and wildlife, fields of wildflowers and other plants, hills and valleys, and wide empty spaces or flat land.

People decided they wanted to live in your community, so they made a plan for how they wanted it to look. First, they had to think about where the streets and houses would go. Then they had to plan for other things, like parks, schools, banks, hospitals, restaurants, stores, and more.

Let's imagine you are the planners. Start by thinking of a particular area. It could be your neighborhood, or an area around your school, a park, or downtown. In your mind, create a picture of what's around you.

Make a plan of your community on a poster board, or use an online mapping tool. You don't have to do a large area; just keep it manageable, like the neighborhood we're in or the town center. Draw the borders of your area. Name the streets and buildings. Draw the roads that connect to different parts. Mark where your streets, buildings, and houses are. Draw



any other details you want, such as fences, bridges, traffic lights, and trees.

Then use your plans and materials like empty cardboard boxes and containers, construction paper, and clay to create a model of your community.

With your Girl Scout friends or family, talk about these questions:

- ▶ What was the hardest part about creating your community—the planning or building the model?
- ▶ If you worked with other girls, how did you work together as a group?
- ▶ Are people happy in your community? Why or why not?
- ▶ Is it safe? Do people have access to things they need, like a grocery store, gas station, or school?
- ▶ What would you do to make your community healthier and safer?
- ▶ How are you responsible for what happens to the land around you? Does this mean your neighborhood only?
- ▶ What do you mean when you say “my neighborhood”? Does it extend to the corner? Another street? Blocks away? Do you feel more responsible for taking care of your neighborhood than other neighborhoods?

## STEP 5: Create a Sustainable Cities and Communities Challenge

### Find a Problem in Your Community and Create a “My Sustainable City” Challenge

To have sustainable cities, everyone needs to act! One way you can inspire others to act is to show them what you are doing and challenge them to do the same.

You can be responsible for improving your community or city. Start by thinking about the area where you live. Then think past that, to your whole neighborhood, then to your entire town or city.

Make a list of:

- ▶ Things you like about your community
- ▶ Some of the problems in your community
- ▶ What you would like to change in your community



Think about safety hazards in your community, from not enough traffic lights to broken sidewalks. Think about things like your water—is it clean? Are there places where plants and animals can live? Do you have enough recycling bins? What about noise pollution?

Once you've thought about a problem in your community, come up with ways to improve it. Think of a message you want to convey about the problem and your solution. Then draw a poster with your message to bring awareness to your community about the issue. If you want, you can make flyers to post at your community center with your message.

With your Girl Scout friends or family, talk about these questions:

- ▶ What will you tell your family about your message to improve your community?
- ▶ Is there someone in your family or friend group who can help get your message to a city planner in your community?
- ▶ What else can you do to get your message out? For example, you might put up flyers or a poster at your town hall. Or you can create a petition to have people sign and support your plan to improve your community. Then give your petition to a councilperson in charge of improvements.

You may decide to share with your friends, your school, or your larger community. If you decide to share on social media, be sure to talk with parents or guardians first, to get their permission. Review the [Girl Scout internet safety pledge](https://www.girlscouts.org/en/help/help/internet-safety-pledge.html)<sup>6</sup> for more information!

When you are done with all five steps, make sure you celebrate! By earning your Global Action award, you've helped the world get one step closer toward achieving the global goals!



<sup>6</sup> <https://www.girlscouts.org/en/help/help/internet-safety-pledge.html>



# Glossary

**Access:** being able to have, use, look at, enter, or reach something; for example, a password can give you access to a website

**Aware:** knowing about something; for example, you're aware that single-use plastic water bottles are not good for the environment

**Community:** a group of people living together in an area, like a town, village or city

**Compromise:** an agreement you can make when two sides disagree

**Condition:** what your health is like; for example: your health is in good condition if you're not sick

**Corruption:** bad, dishonest, or illegal behavior

**Goal:** a result you want to see happen for change or to make a difference

**Habitat:** a place where plants and animals live naturally; for example, a panda's natural habitat is a bamboo forest

**Hazard:** danger or risk

**Hygiene:** keeping clean to stay healthy and prevent disease

**Injustice:** when something is not fair; for example: punishing innocent people is an injustice

**Model:** a small copy of something

**Pandemic:** outbreak of a disease that affects many people around the world

**Peaceful:** quiet and calm; without war or fighting

**Pollution:** anything that causes harm to the environment; for example: the smoke from the factory causes pollution

**Resource:** a source of help or support

**Safety:** being free from danger

**Sanitation:** keeping people healthy; for example, clean drinking water and removing trash are two forms of sanitation

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

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

**Well-being:** being healthy, happy, or comfortable



# Global Goals Icon Grid and One-Sentence Global Goal Descriptions



**Goal 1:** End poverty in all its forms everywhere.

**Goal 2:** End hunger and ensure everyone has access to healthy and nutritious food.

**Goal 3:** Ensure healthy lives and promote well-being for all at all ages.

**Goal 4:** Ensure inclusive and good education for all people.



**Goal 5:** Achieve gender equality and empower all women and girls.

**Goal 6:** Make sure everyone has access to safe and clean water.

**Goal 7:** Make sure everyone has access to safe and clean energy.



**Goal 8:** Promote inclusive and sustainable economic growth so that everyone is able to have decent work prospects.

**Goal 9:** Build resilient infrastructure and ensure these do not harm the environment or people, and help companies to design and create new technologies and innovations.



**Goal 10:** Reduce inequality within and among countries.

**Goal 11:** Make cities and human settlements inclusive, safe, resilient, and sustainable.

**Goal 12:** Ensure sustainable consumption and help stop food waste.



**Goal 13:** Take urgent action to combat climate change and its impacts.

**Goal 14:** Conserve and protect the oceans and marine life.

**Goal 15:** Protect, restore, and promote nature and the animals that live in it.

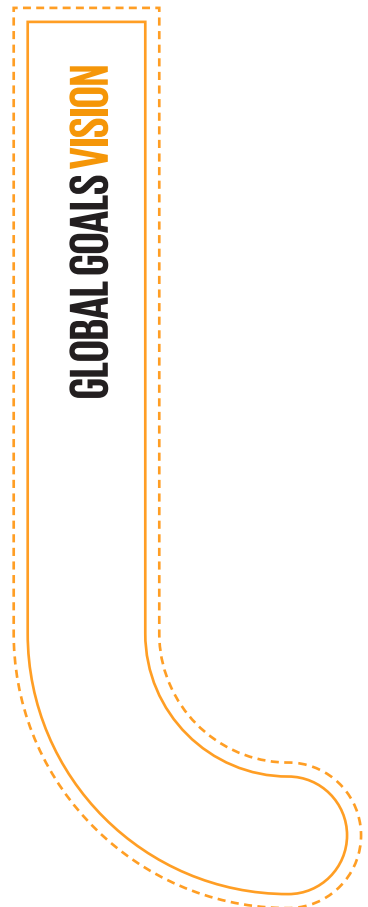
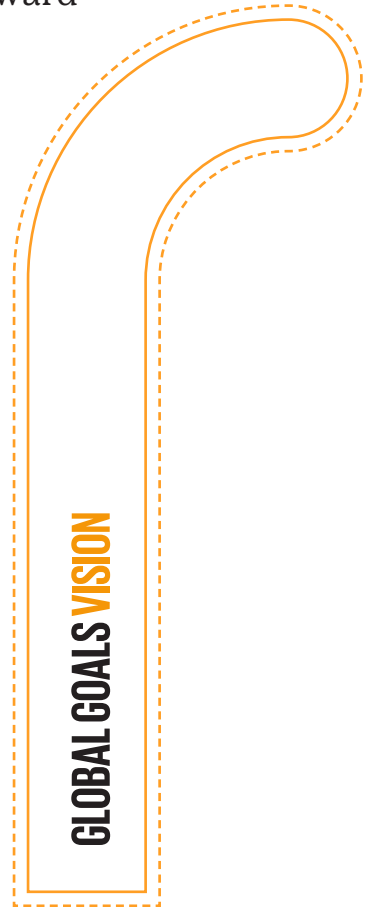


**Goal 16:** Promote peaceful and inclusive societies for sustainable development; provide access to justice for all; and build effective, accountable, and inclusive institutions at all levels.

**Goal 17:** Create new partnerships around the world for the SDGs.



# What do you see through your Global Goals Glasses?





# A Healthy Start

## A Healthy Start

Take a look at the pictures on the next few slides. What are some observations that you have? Are there any similarities or differences between the pictures?

### What do you notice about these pictures?



Do these children look happy or sad?



How do you think they are feeling?



Would you want to feel this way?



# A Healthy Start

## What do you notice about these pictures?



Do these children look happy or sad?



How do you think they are feeling?



Would you want to feel this way?

## What does it mean to be healthy?

There are lots of ways that we can keep our bodies healthy

- **Exercise:**

It is important that we stay active in order to keep healthy. Do something fun with your friends and laugh a little bit. There are plenty of ways we can exercise throughout the day such as playing at recess, running, or playing sports.



Can you think of any other ways to exercise?





# A Healthy Start

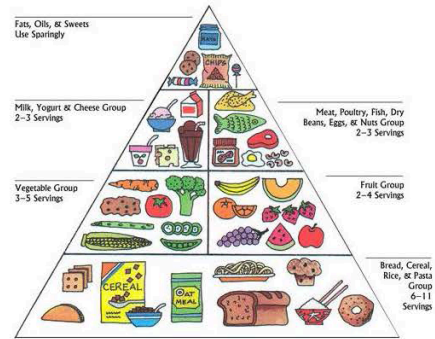
## What does it mean to be healthy?

There are lots of ways that we can keep our bodies healthy

- **Eat healthy foods**

It is important to keep a balanced diet and make sure you get enough vitamins and minerals. Drinking water is important as well to stay hydrated.

The food guide pyramid recommends 40 % Daily intake of bread, cereal, grain or pasta, 30% intake of fruit and vegetables, 20% intake of protein, and very small quantities of fats, oils and sugars.



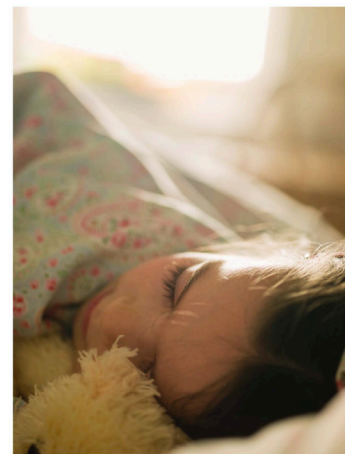
## What does it mean to be healthy?

There are lots of ways that we can keep our bodies healthy

- **Get plenty of rest**

Your body and brain need sleep to be able to function properly. Getting sleep helps you grow and keeps your immune system running properly so you don't get sick.

Without sleep, we wouldn't be able to get anything done during the day.





# A Healthy Start

## What does it mean to be healthy?

There are lots of ways that we can keep our bodies healthy

- **Take good care of your body**

Take a shower or bath regularly and brush your teeth every day.

Avoid putting toxic substances into your body such as alcohol, tobacco, or other drugs. These substances can be dangerous for children (and sometimes adults).



## What to do if you get sick?

- Eat well and get plenty of rest
- Visit the doctor
  - The doctor can give you medicine or other tips to help you get better
- If there is an emergency, call the emergency services
  - Do you know what number to call or how to get their help?

Check out this website for more information and tips about how to stay healthy:

[http://kidshealth.org/kid/stay\\_healthy/#cat118](http://kidshealth.org/kid/stay_healthy/#cat118)



# A Healthy Start

## Health problems around the world

- **Mental Health:**
  - Our mental health impacts the way we think and interact with others and enjoy life. Depression, substance abuse, and other mental health disorders affect both high- and low-income countries.
- **Cancer**
  - cancer kills more people in low- and middle-income countries than AIDS, malaria, and tuberculosis combined
  - There are many different types of cancer that can affect us, it is caused when cells change abnormally and rapidly divide and grow

## Health problems around the world

- **HIV/Aids:**
  - This disease lowers the body's immune system, which increases your chance of getting an infection. Many people who are living with HIV/ Aids today don't even know they're HIV positive so they aren't aware they can pass it on to others.
- **Maternal health**
  - A lot of women don't have access to the proper resources to safely have children. Because of this, many women can become ill or die during child birth, from easily preventable causes.



# A Healthy Start

## Health problems around the world

- **War and unrest:**
  - War and violence in certain countries can cause hospitals and other health care workers to become targets of violence
  - Living in a war zone can cause lasting psychological damage, such as post traumatic stress disorder
- **Ebola:**
  - In 2014, over 8,000 people died from ebola
  - Ebola is an infectious virus that is spread through contact of bodily fluids. If left untreated it can lead to severe dehydration and death
- **Malaria:**
  - Occurs in over 100 countries and causes an estimated 1 million deaths per year
  - It is spread when someone is bitten by a mosquito which is itself infected with malaria
  - Malaria risk can be reduced, for example through the use of medicines and mosquito nets
  - Malaria is treatable and can be cured

## What will you do?

- Write about what you will do to stay healthy.
- In your journal, write 2 – 3 sentences about your ideas to help improve the global health problems

