



Environmental Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Choose two different activities associated with the Environment and demonstrate that you have a clear understanding and appreciation of your chosen fields. At least one activity, skill or project must involve people your own age. The activity suggestions below may give you ideas or you may choose your own. You may choose to do the Trefoil 3 Advocacy, Outdoors (Conservation), or World Guiding (Global Environmentalist) for one or both of these areas.

Activity suggestions:

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| <input type="checkbox"/> WAGGGS environmental projects, initiatives and publications | <input type="checkbox"/> GGA or WAGGGS environmental policies |
| <input type="checkbox"/> WAGGGS environmental advocacy | <input type="checkbox"/> Environmental advocates National or global environmental/conservation campaign/NGO, ie Clean Up Australia, Australian Koala |
| <input type="checkbox"/> Environmental MDGs and Post 2015 strategy | <input type="checkbox"/> Social Environmental issues – ie population, food production, cash for containers, resource management, education |
| <input type="checkbox"/> United Nations – UNFCCC, UNEP, Rio Declaration, Article 6, Kyoto Protocol | <input type="checkbox"/> Current international, national or local environmental issues |
| <input type="checkbox"/> Foundation, 350.org, Landcare. Leave No Trace | |
| <input type="checkbox"/> GGA or WAGGGS environmental partnerships | |

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. The major project will involve an extended challenge that you choose.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Program Manager for her information.

Completed: _____