



**Sustainable
habits 7x7**

Grade 2

Sustainable habits 7x7

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How to be a great explorer

Sustainable habits are things we do every day to take care of people and our planet earth.

In this book, you will see many pictures of sustainable habits.

If you also develop these sustainable habits then you will be helping people and the earth!

See the pictures and answer the questions of the pictures you like.

- Think of an activity similar to the picture that you can do again and again for a very long time!

**I volunteer to
teach others**

A young boy and girl are lying under a white blanket, reading a book together. The boy is on the left, wearing a grey shirt, and the girl is on the right, wearing a red and white striped shirt. They are both smiling and looking at the book. The scene is dimly lit, with a warm glow from the book's pages.

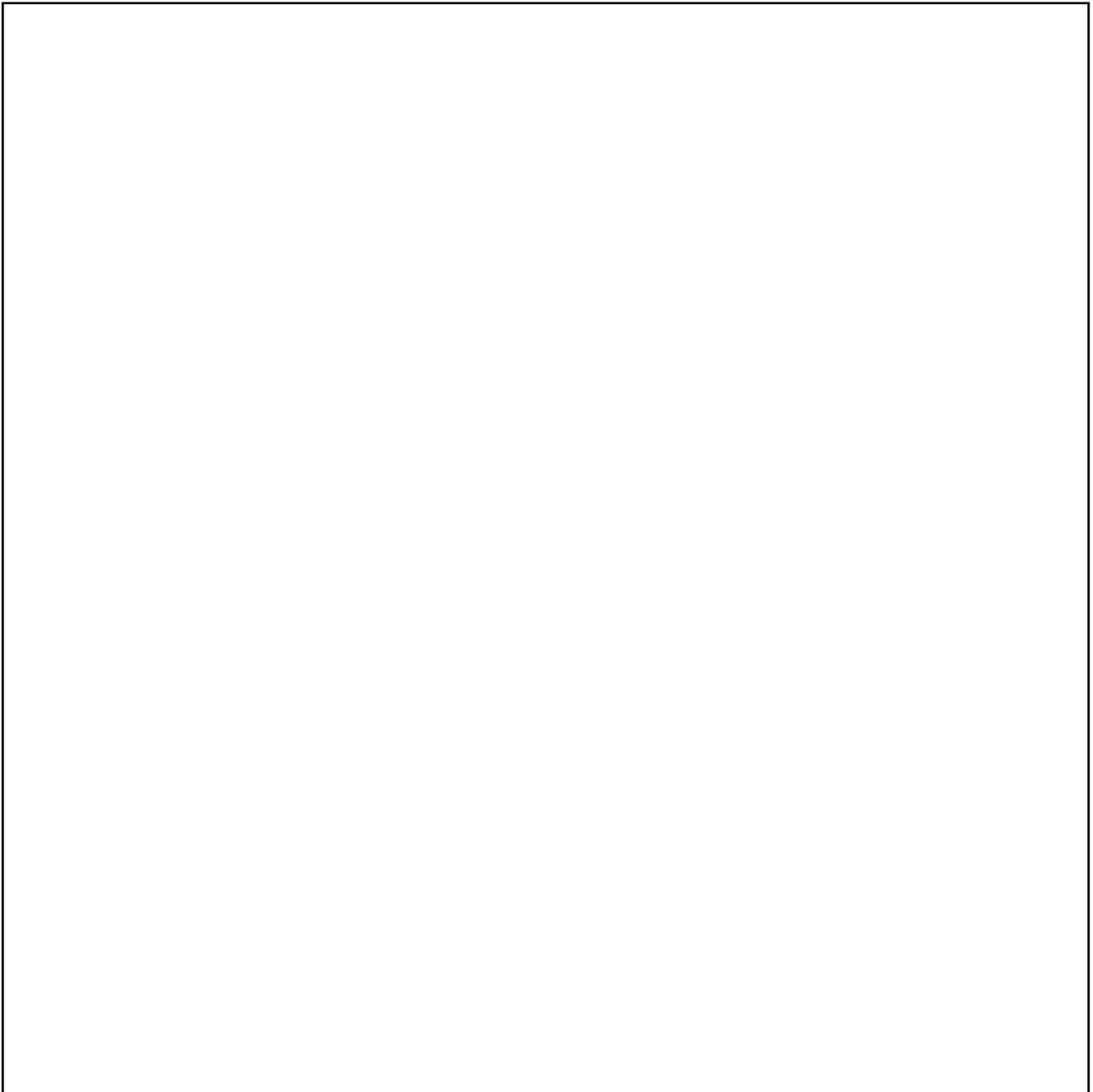
***I WILL READ A STORY
TO MY BROTHER***

I VOLUNTEER TO TEACH OTHERS

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to teach others?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on teaching others?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to teach others!

Below are some sample activities that you could do.

Teach your sibling or younger friends how to skip with a skipping rope.

Teach your friend how to measure height or length using a ruler.

**I volunteer to
save water**

A young boy with short brown hair, wearing a light blue shirt, is smiling broadly and holding two glasses of water. The background is a warm, indoor setting with a man in a white shirt blurred in the background. The lighting is soft and golden, suggesting a window or doorway on the right.

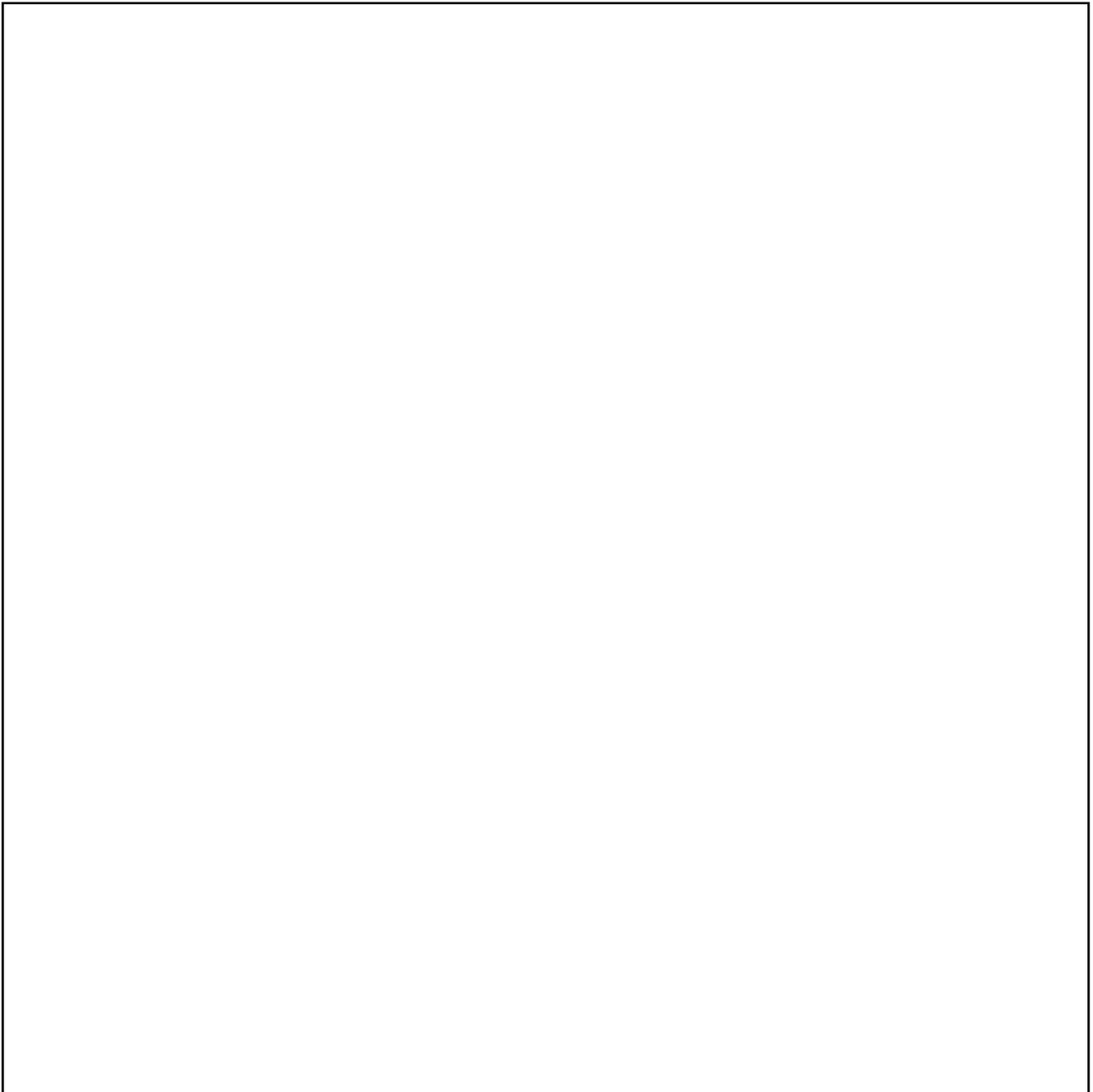
***I WILL OFFER WATER
TO PEOPLE WHO ARE
THIRSTY.***

I VOLUNTEER TO SAVE WATER

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to save water?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to save water!

Below are some sample activities that you could do.

Help your parents load the washing machine and tell them to run it only when it is full.

Water plants only when necessary to avoid overwatering and under-watering.

**I volunteer to use
clean energy**

A young girl with curly hair is smiling and holding the string of a colorful kite. The kite is flying in the sky, and the background is a bright sunset. In the distance, the silhouette of another person is visible, also holding a kite string. The overall scene is warm and joyful.

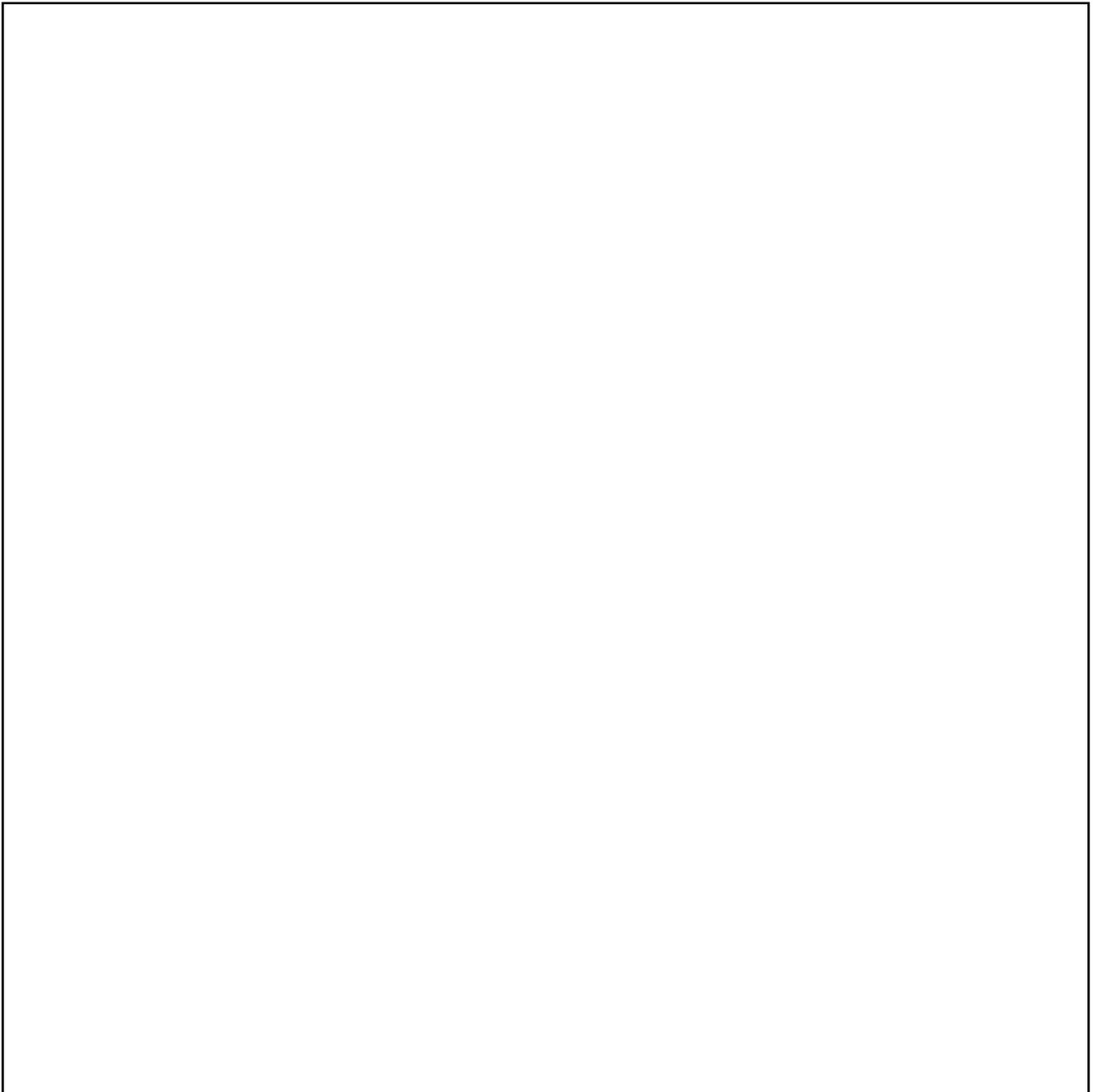
***I WILL PLAY WITH TOYS
THAT DO NOT NEED
BATTERIES***

I VOLUNTEER TO USE CLEAN ENERGY

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to use clean energy?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on using clean energy?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to use clean energy!

Below are some sample activities that you could do.

Run outdoors with a balloon when it is windy and feel the wind against your balloon.

Go with an adult to a recycling centre to see how waste is recycled.

**I volunteer to
remove CO₂
from air**



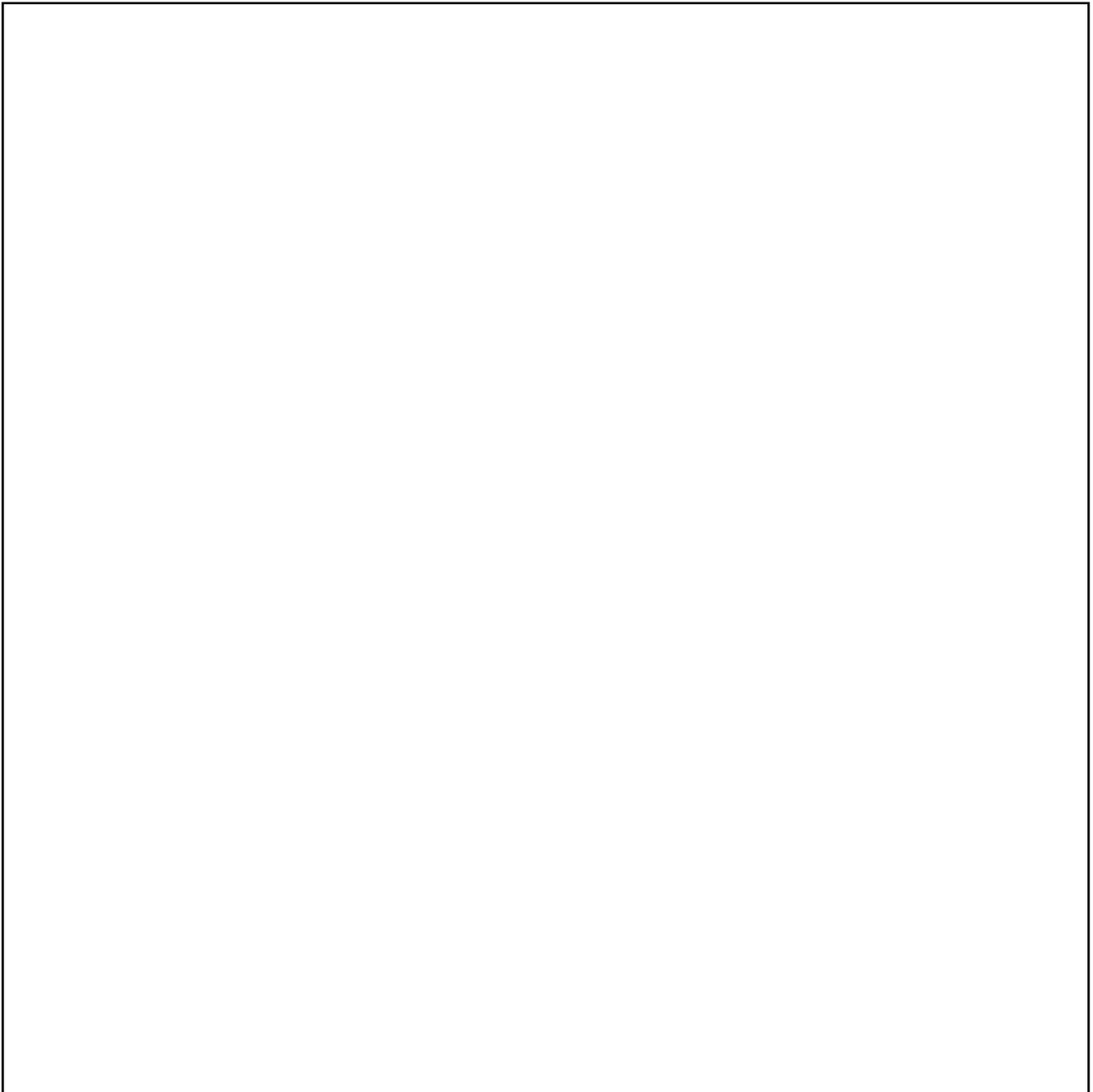
***WE GET ENERGY FROM
THE WIND***

I VOLUNTEER TO REMOVE CO2 FROM AIR

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to remove CO₂ from air?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to remove CO₂ from air!

Below are some sample activities that you could do.

Help plant trees and flowers that absorb CO₂ at a local park or community centre.

Collect old notebooks from previous classes and reuse the unused sheets.

**I volunteer to
manage waste**



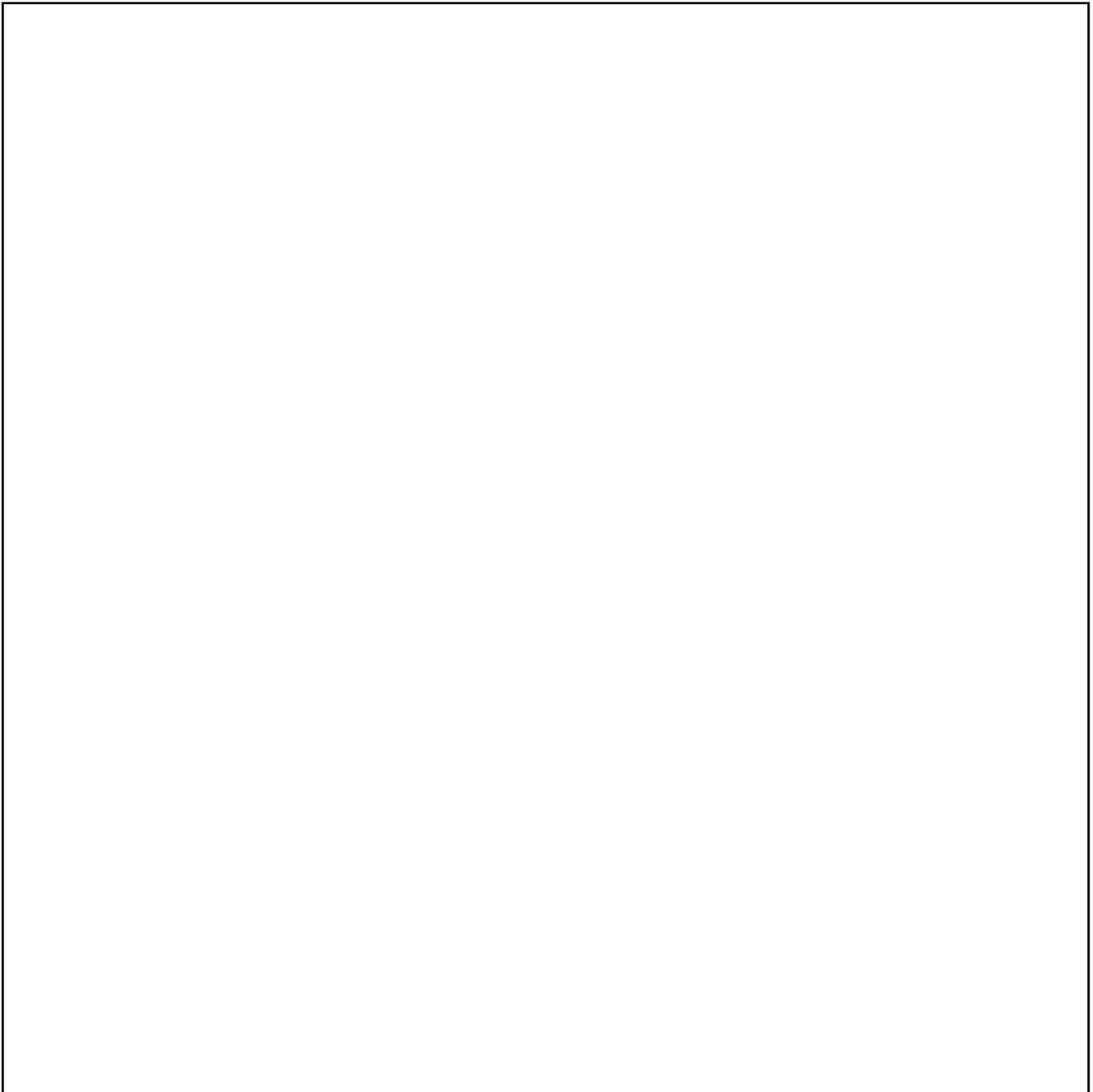
***I WILL KEEP MY
SURROUNDINGS CLEAN***

I VOLUNTEER TO MANAGE WASTE

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to manage waste?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on managing waste?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to manage waste!

Below are some sample activities that you could do.

With the guidance from a grown-up, join a recycling team, ensuring everyone disposes of paper, plastic, and other recyclables correctly.

Participate in a community “trash clean-up day” and help clean up the neighbourhood.

**I volunteer to
grow food**

A photograph of a man and a young boy smiling at each other. The man, on the right, has a beard and is wearing a light-colored shirt with a white apron. The boy, on the left, is wearing a light blue t-shirt. They are both holding a woven basket filled with several round, golden-brown loaves of bread. The background is a bright, slightly blurred outdoor setting, possibly a market or a farm. The lighting is warm and natural, suggesting late afternoon or early morning.

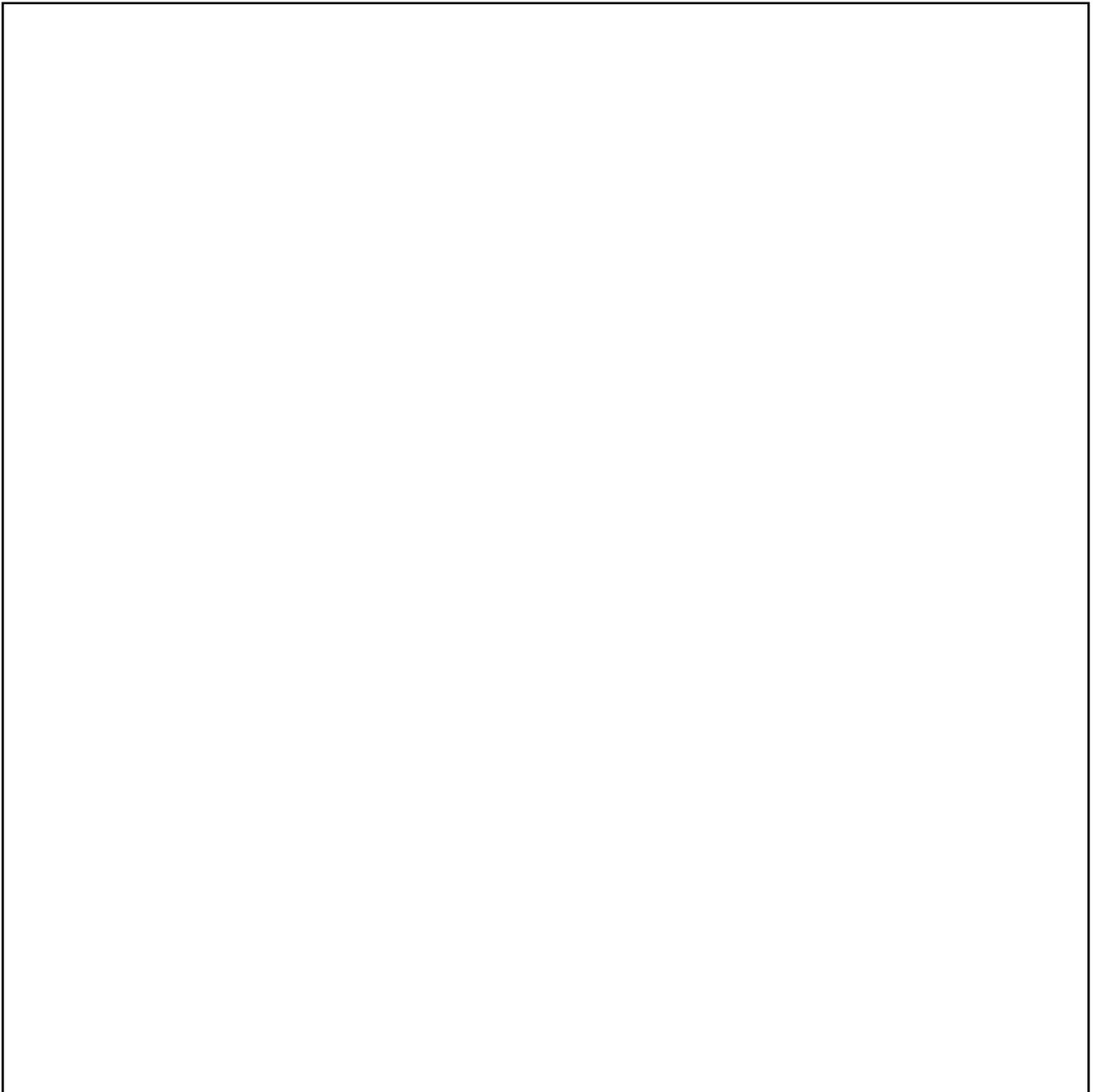
***NOT EVERYONE GETS 3
MEALS A DAY***

I VOLUNTEER TO GROW FOOD

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to grow food?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on growing food?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to grow food!

Below are some sample activities that you could do.

Explain the benefits of eating green vegetables to your friends.

Learn about food wastage and tell your family and friends about it. Remember to eat all the food served on your plate!

**I volunteer to
protect biodiversity**



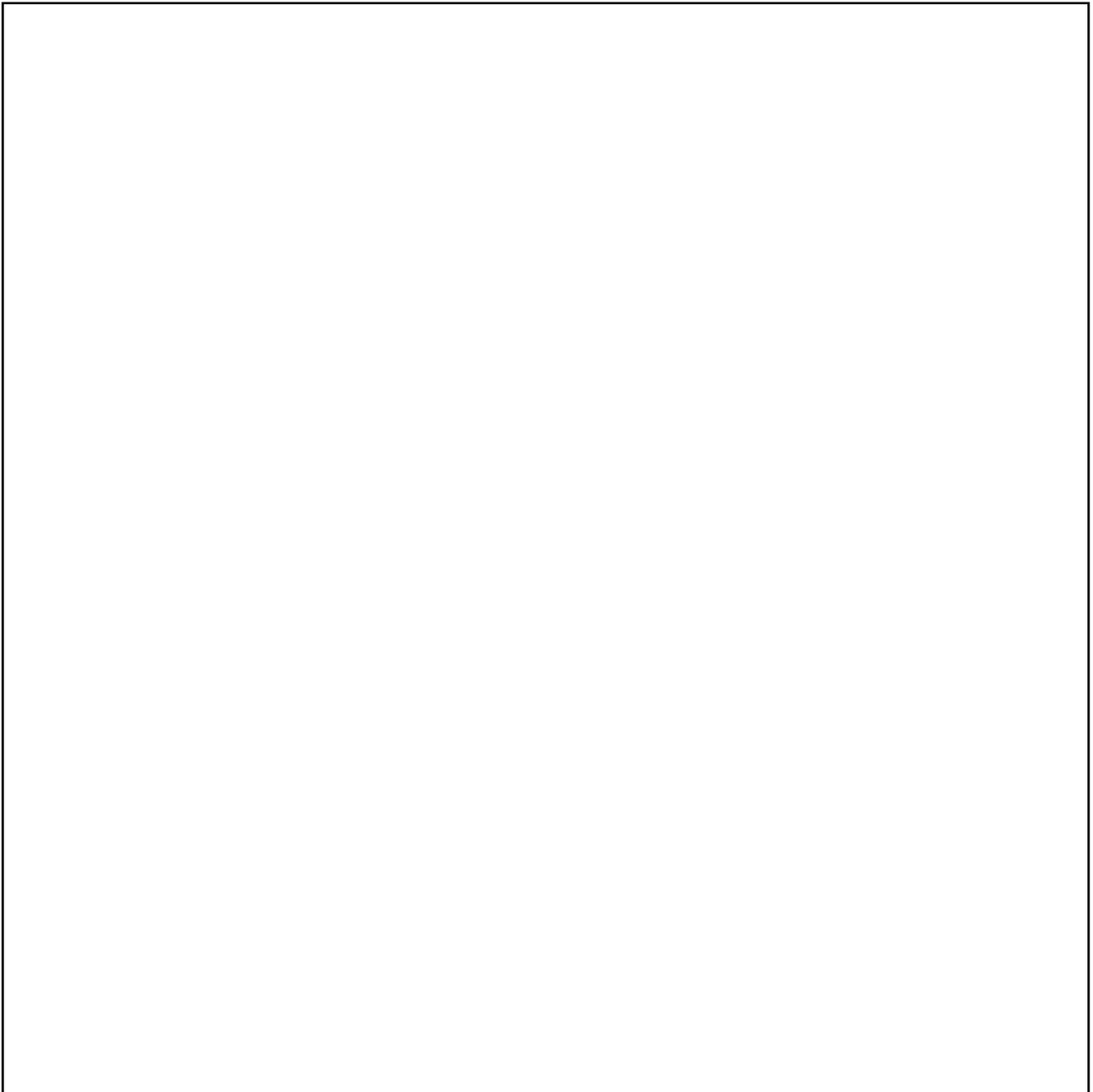
***I WILL FEED THE
STRAYS NEAR MY
HOME***

***I VOLUNTEER TO PROTECT
BIODIVERSITY***

Activity checklist

Does the image on the previous page remind you of ways you can volunteer to protect biodiversity?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
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the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on protecting biodiversity?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on volunteering to protect biodiversity!

Below are some sample activities that you could do.

Help your parent or gardener by participating in planting activities.

Learn the names of the plants that grow in your neighbourhood.

**I will move to
teach others**



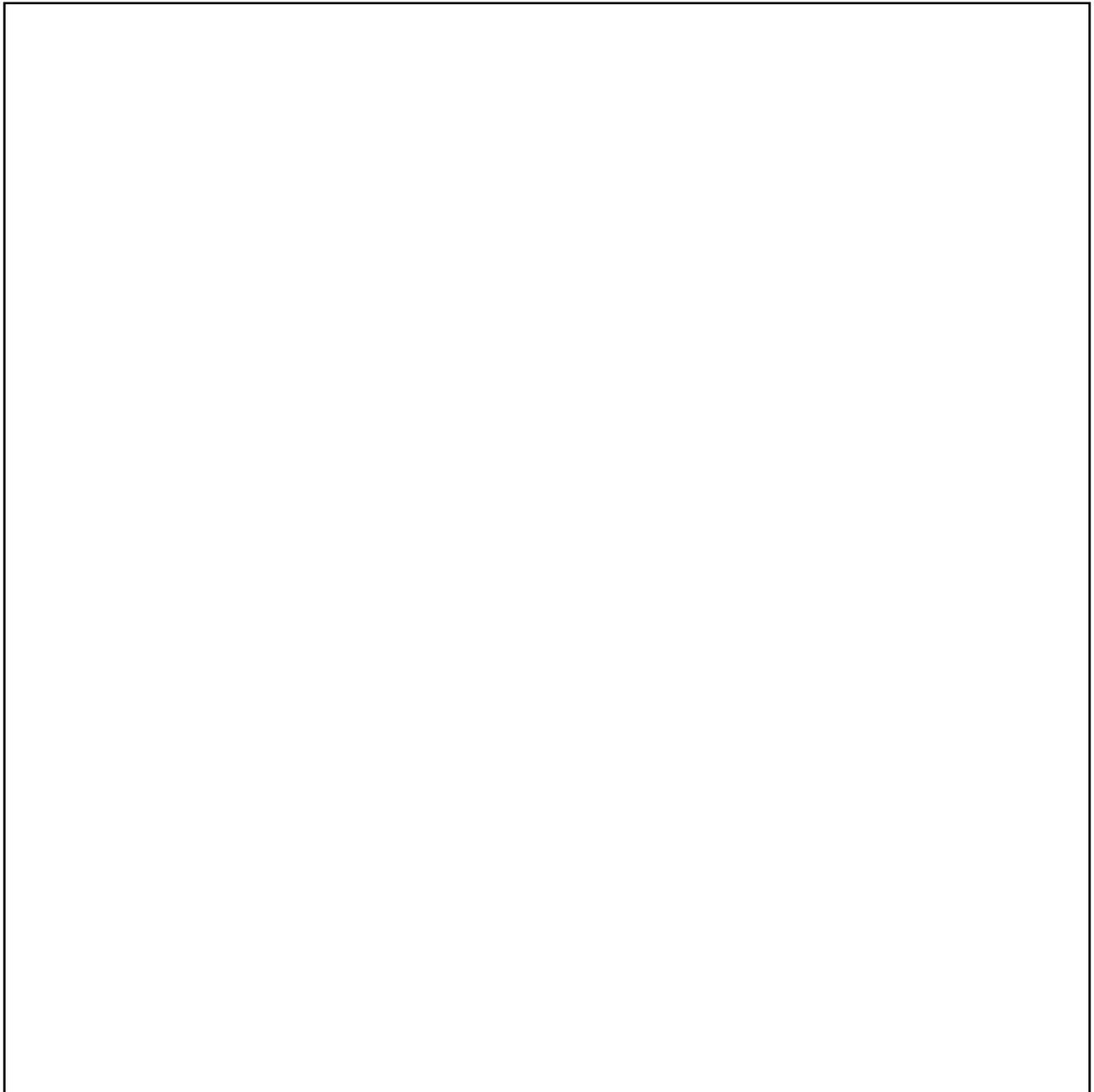
*I TAUGHT MY SISTER
HOW TO DO A PUSH-UP!*

I WILL MOVE TO TEACH OTHERS

Activity checklist

Does the image on the previous page remind you of ways you can move to teach others?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on teaching others?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to teach others!

Below are some sample activities that you could do.

Exercise with your friends in a park early morning, and share with them the benefits of working out in fresh air.

Teach your favourite outdoor sport to your friends.

**I will move to
save water**



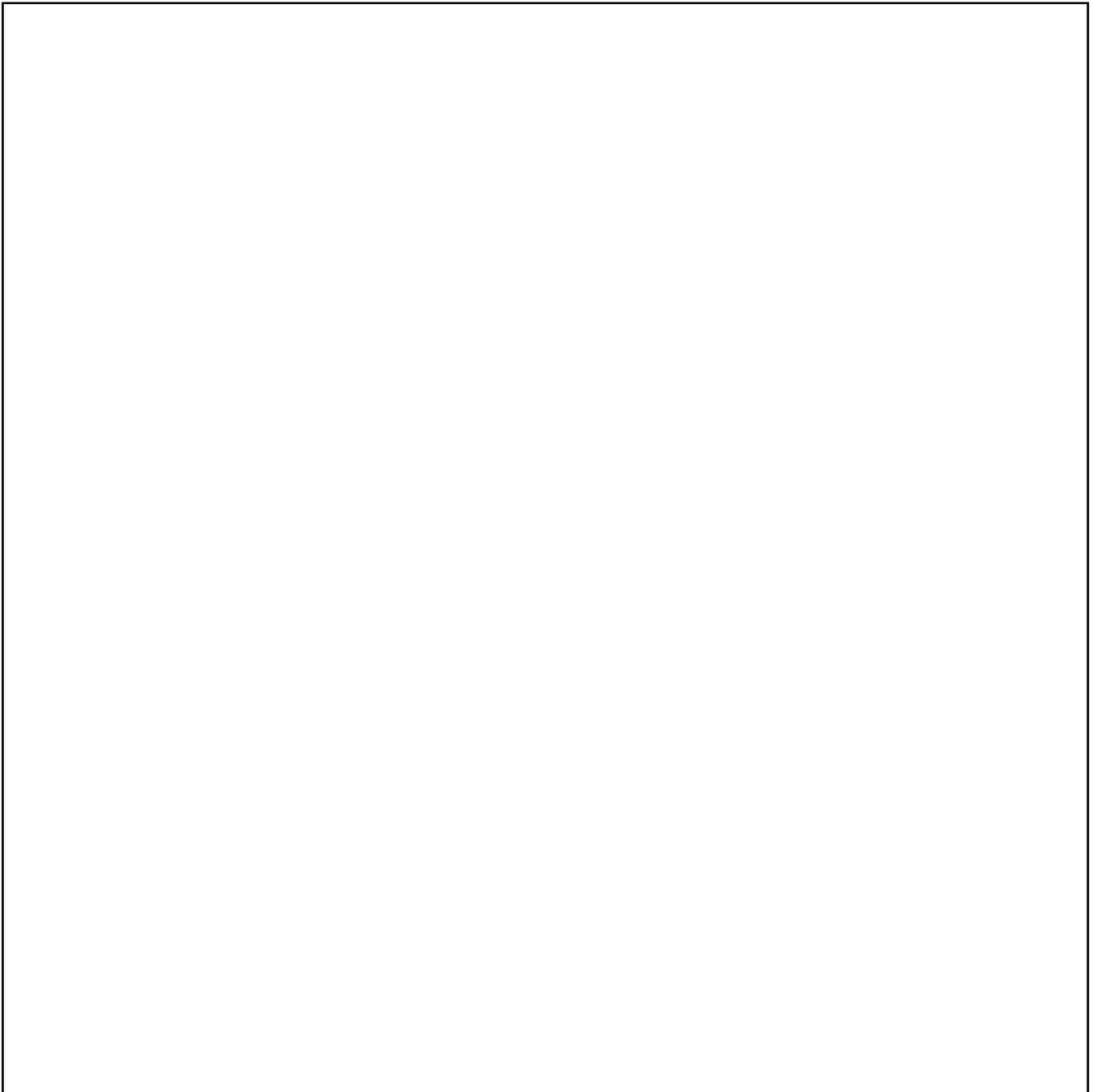
*EVERY DROP OF
WATER IS PRECIOUS*

I WILL MOVE TO SAVE WATER

Activity checklist

Does the image on the previous page remind you of ways you can move to save water?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
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If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to save water!

Below are some sample activities that you could do.

Help your parent sweep driveways and steps, instead of hosing them with water.

Ask your teacher about planting flowers during seasons when water requirements are low. Help your parent plant accordingly.

**I will move to
use clean energy**



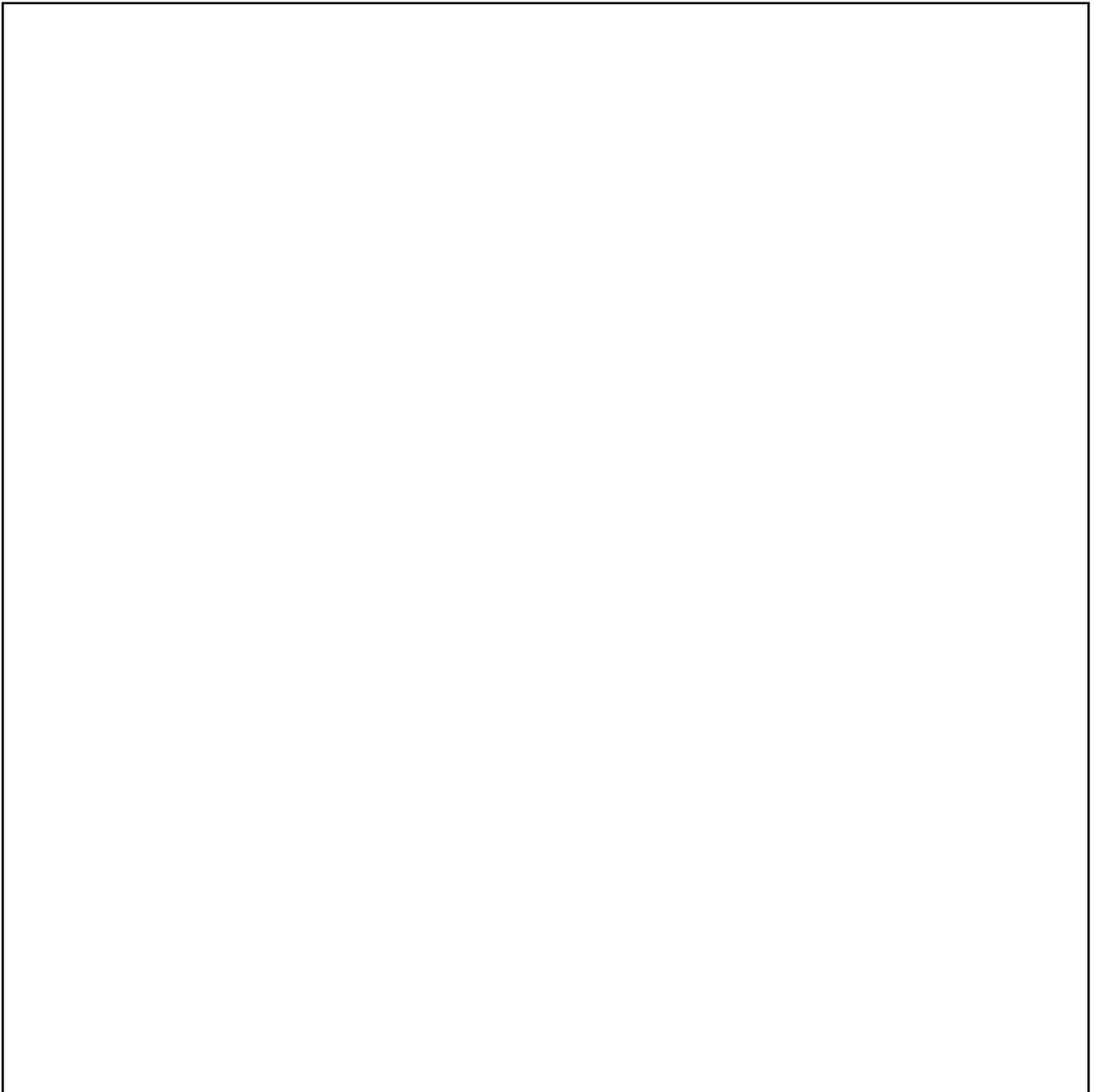
**MY FAMILY USES THE
SUN TO COOK**

I WILL MOVE TO USE CLEAN ENERGY

Activity checklist

Does the image on the previous page remind you of ways you can move to use clean energy?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on using clean energy?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to use clean energy!

Below are some sample activities that you could do.

Practice dance routines that make you sweat!

Explore the playground to find basic shapes in nature. How many shapes can you find?

**I will move to
remove CO₂
from air**

A young girl with long brown hair, wearing a white lace-trimmed top, is smiling and holding a large, clear plastic bottle filled with a yellow liquid. The bottle has a black tube inserted into the top. She is standing outdoors in front of a light-colored house with a small window and a door. A large tree with green leaves is in the background, and some green plants are in the foreground. The scene is brightly lit, suggesting a sunny day.

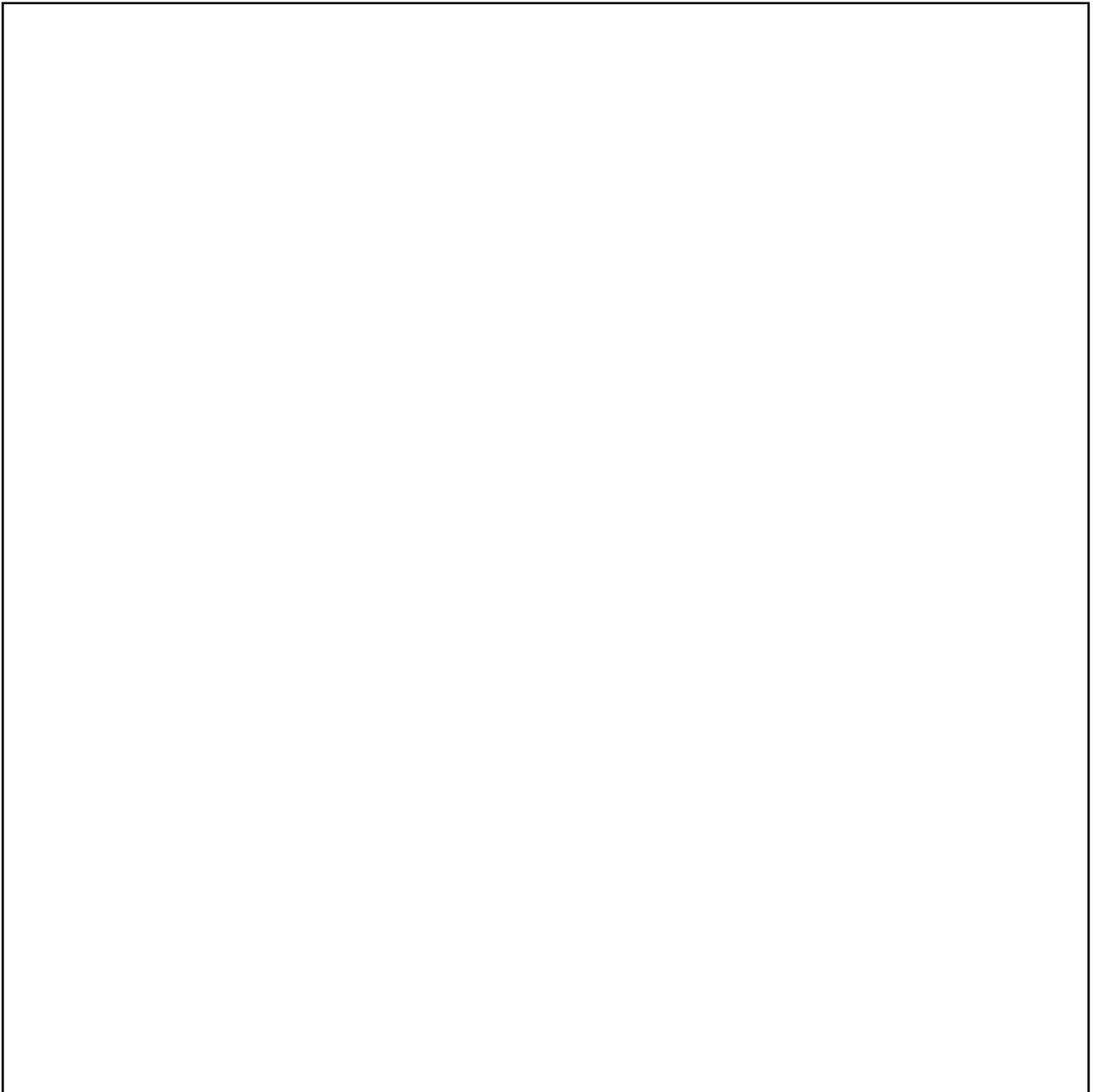
*I WILL USE THE
WATER FROM WASHING
VEGETABLES TO WATER
THE PLANTS AROUND
MY HOUSE*

I WILL MOVE TO REMOVE CO₂ FROM AIR

Activity checklist

Does the image on the previous page remind you of ways you can can move to remove CO₂ from air?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to remove CO₂ from air!

Below are some sample activities that you could do.

Help your parent look after the kitchen garden.

With permission, sow a seed in the nearby park and see the plant grow.

**I will move to
manage waste**



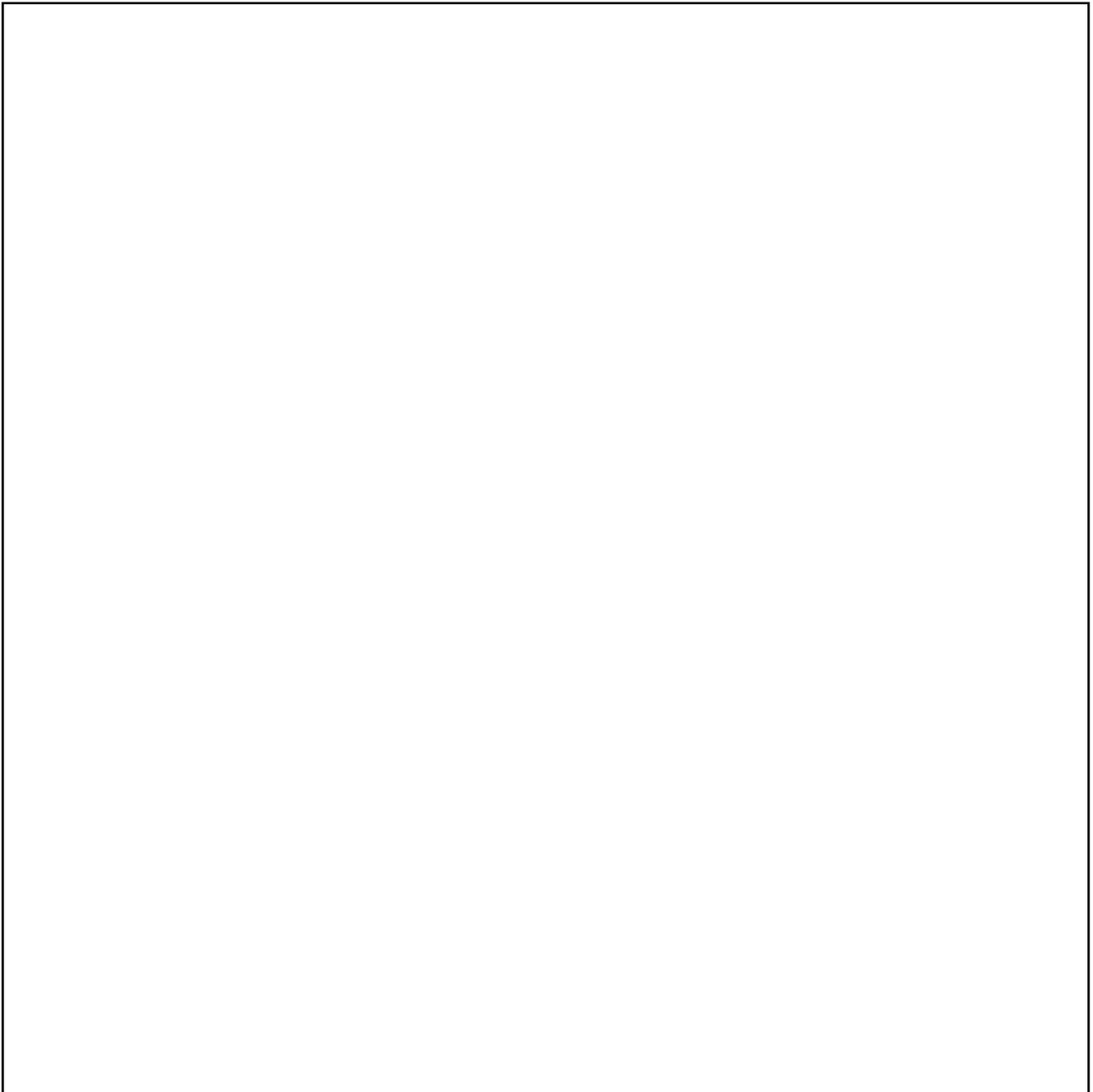
***NO KID DESERVES TO
WORK IN LANDFILL***

I WILL MOVE TO MANAGE WASTE

Activity checklist

Does the image on the previous page remind you of ways you can move to manage waste?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on managing waste?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to manage waste!

Below are some sample activities that you could do.

Organise a recycling relay race in your neighbourhood with the help of a grown-up where you collect recyclables and sort them into the correct bins.

Go on a nature trail with your family and make note of the waste that you see.

**I will move to
grow food**



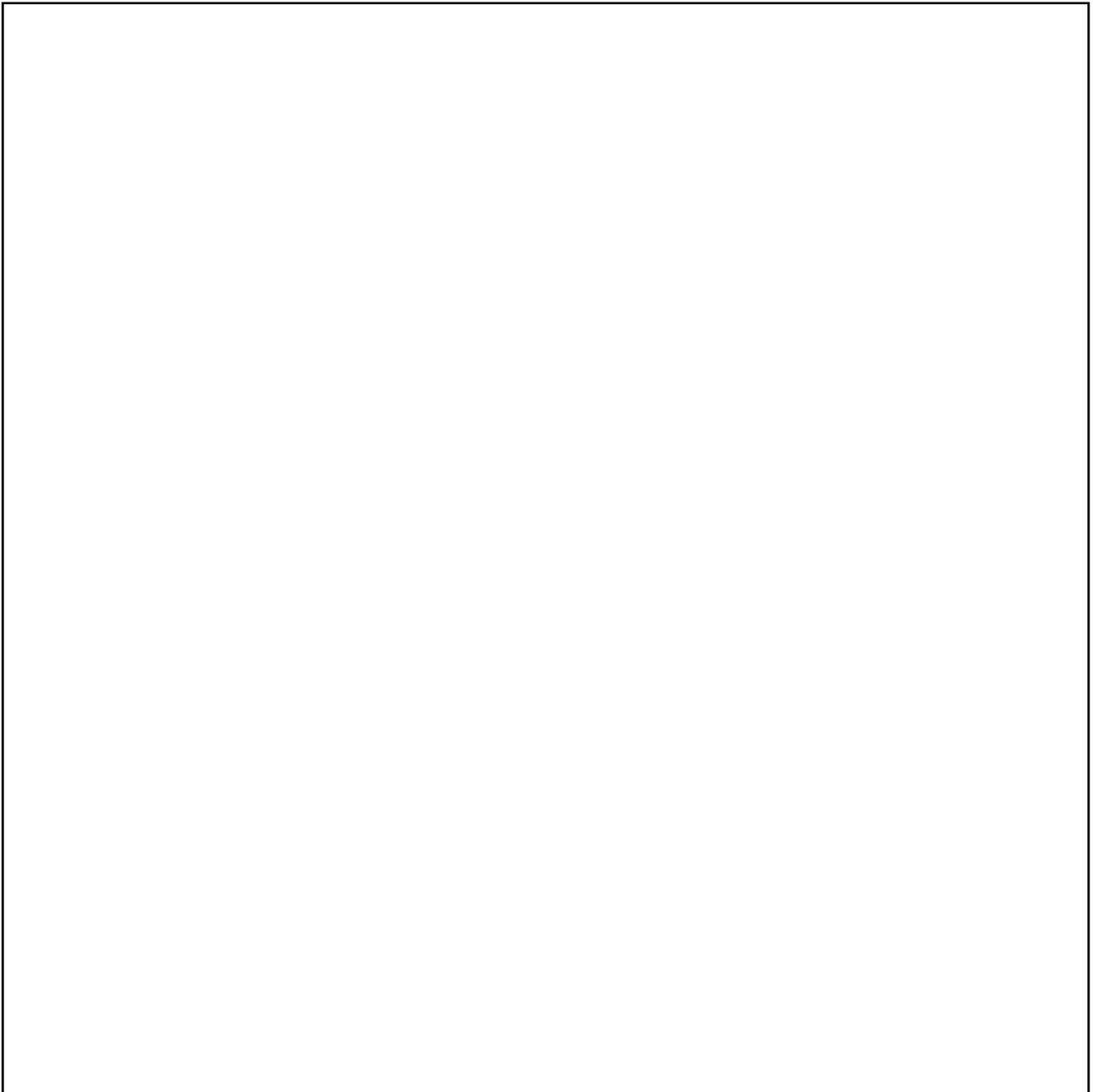
***I LOVE WATERING MY
OWN PLANT!***

I WILL MOVE TO GROW FOOD

Activity checklist

Does the image on the previous page remind you of ways you can move to grow food?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on growing food?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to grow food!

Below are some sample activities that you could do.

Assist your parent or elder in distributing food packets to people in need.

Water the plants at your home when required.

**I will move to
protect biodiversity**

A young girl with curly brown hair is smiling and touching the trunk of a large tree. She is wearing a light blue shirt with ruffled sleeves. The background is a warm, golden light, suggesting a sunset or sunrise. The tree trunk is on the left side of the frame, and the girl is on the right side, looking towards the camera.

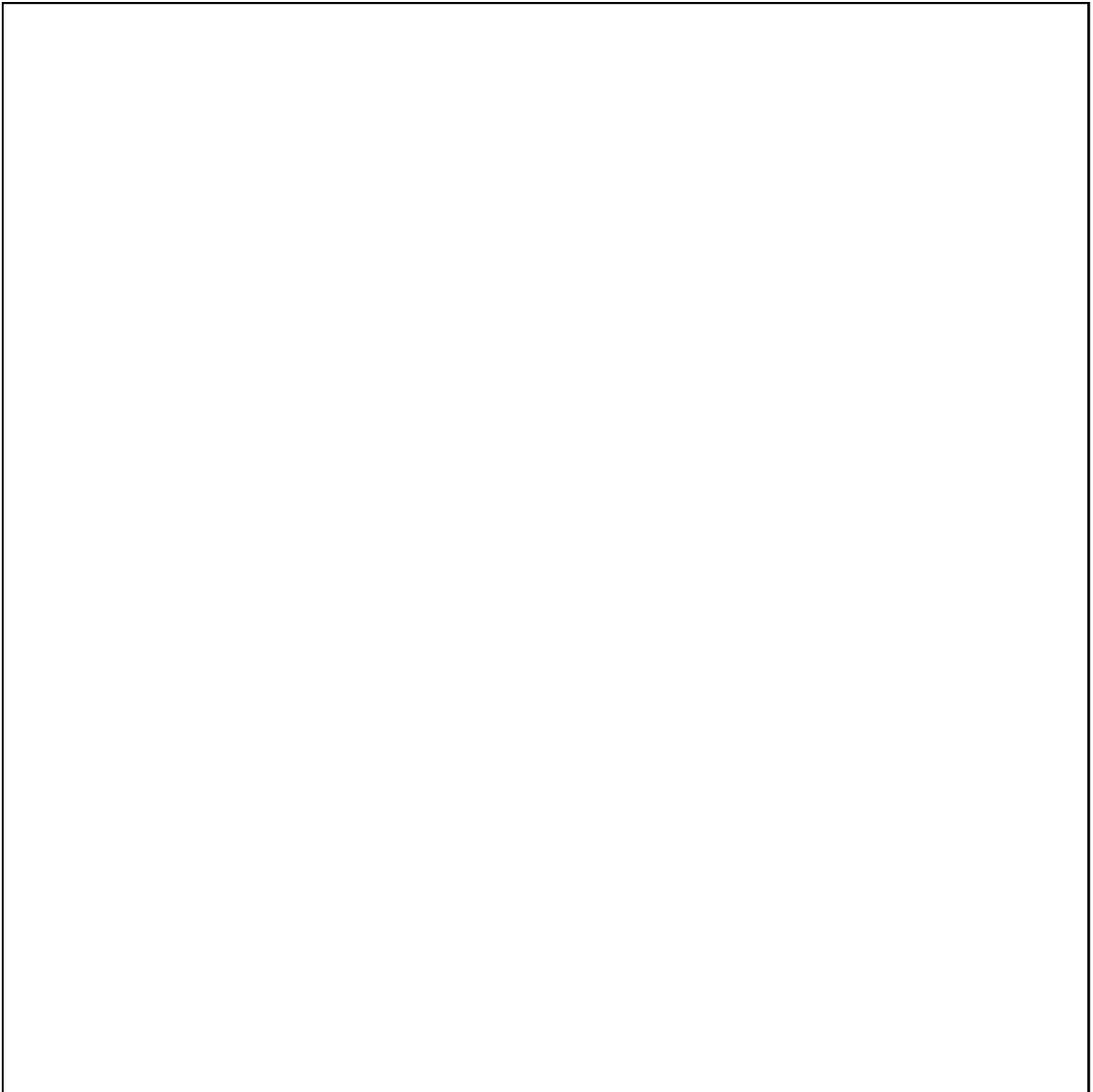
***I LOVE PLAYING NEAR
MY NEIGHBOURHOOD
TREE***

I WILL MOVE TO PROTECT BIODIVERSITY

Activity checklist

Does the image on the previous page remind you of ways you can move to protect biodiversity?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write down an activity related to biodiversity protection.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on protecting biodiversity?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on moving to protect biodiversity!

Below are some sample activities that you could do.

With the help of an adult, set up a shelter for stray animals in your neighbourhood.

Organise a game of tag with your friends, where you can only move like your favourite animal.

**I will go on an
expedition to
teach others**



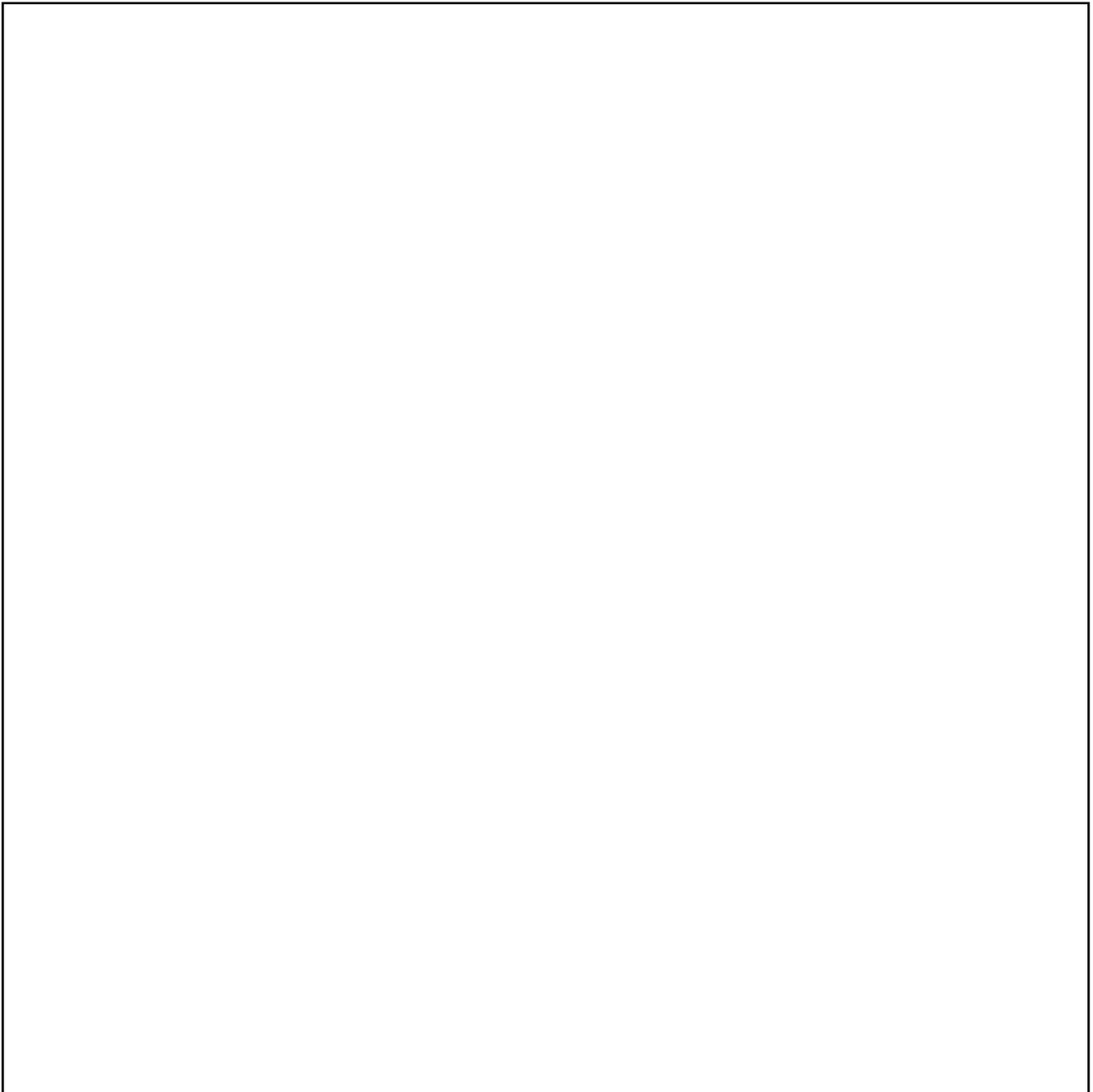
**MY FATHER SHOWED
ME THE DIFFERENT
STARS IN THE SKY**

**I WILL GO ON AN EXPEDITION TO
TEACH OTHERS**

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to teach others?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write their answer to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on teaching others?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to teach others!

Below are some sample activities that you could do.

Organise a picnic with your family, and ask them not to litter the area.

Go with your grandparents to a park, and tell them the names of the different flowers that you know. Learn the names of 2 new flowers from them.

**I will go on an
expedition to
save water**

A young child with dark hair, wearing a pink and white checkered shirt, is shown in profile, filling a clear plastic water bottle at a public tap. The child's hands are positioned to catch the water as it flows from the tap into the bottle. The background is a blurred outdoor setting with other taps and a bright, warm light source, possibly the sun, creating a soft glow. The overall scene conveys a message of water conservation and resourcefulness.

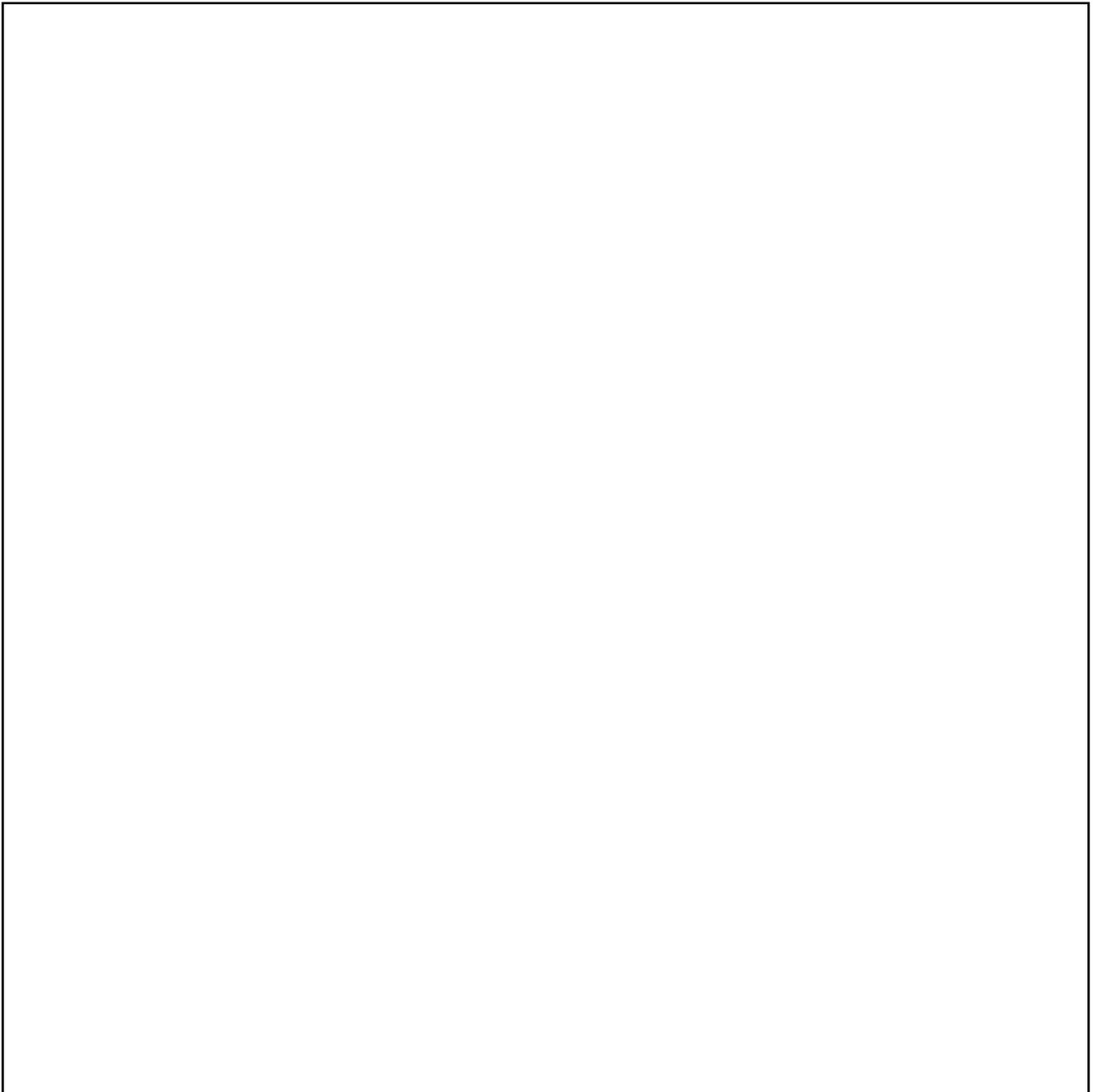
***I WILL REFILL AND
REUSE***

**I WILL GO ON AN EXPEDITION TO SAVE
WATER**

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to save water?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to save water!

Below are some sample activities that you could do.

With your parent, check the positioning of the sprinkler system regularly, so that only your lawn is watered and not the house, sidewalk or street.

Carry your own water bottle to the playground and refill it when empty. Share your water with your friends!

**I will go on an
expedition to use
clean energy**

A woman wearing a brown hijab and a white and blue dress is sitting on the ground, reading a blue book. A young girl with dark hair, wearing a white top, is sitting next to her, looking at the book. They are positioned under the shade of a large tree on the left. The background is a bright, sunlit outdoor area with green foliage and a body of water, creating a warm and peaceful atmosphere.

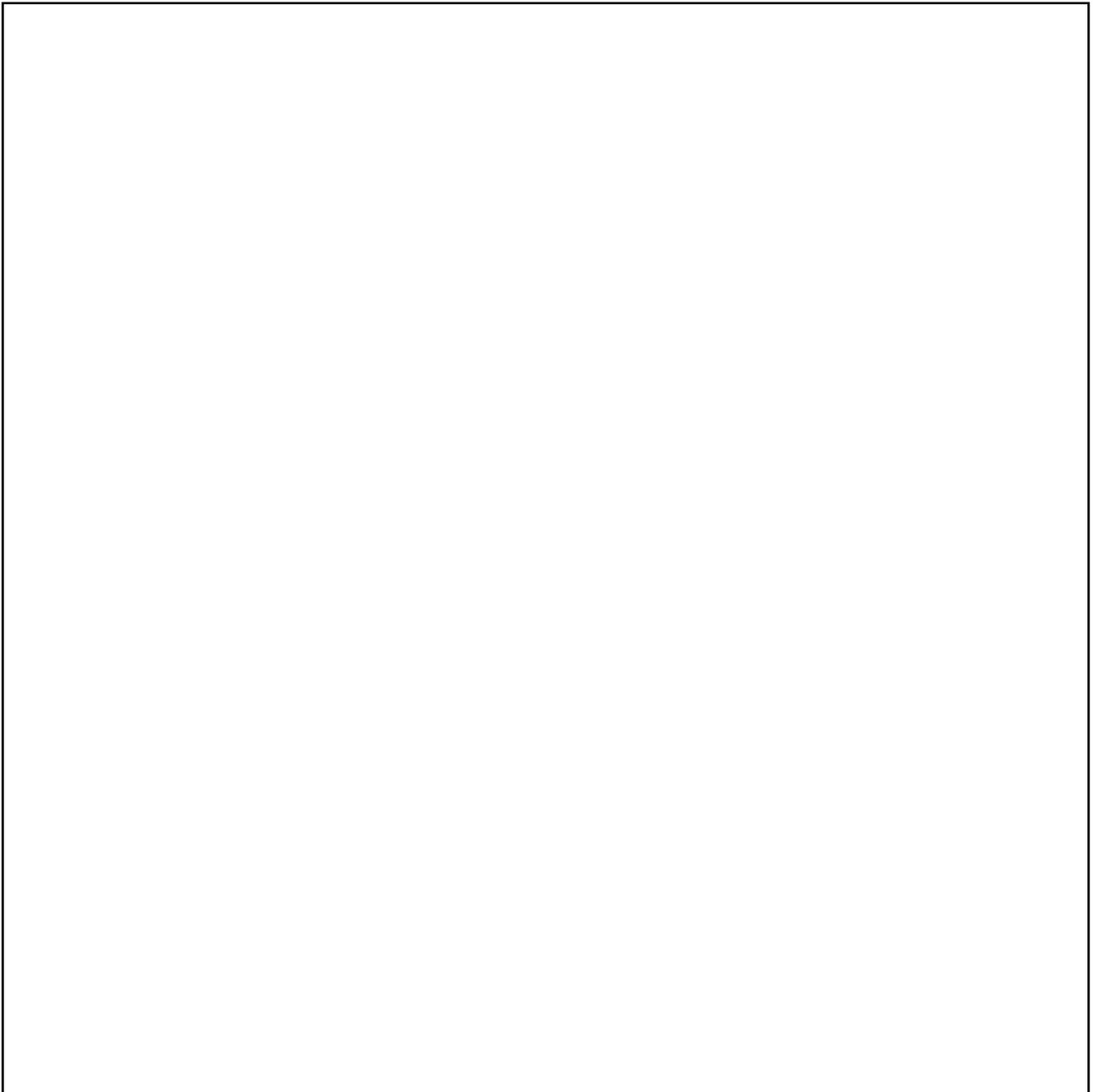
***I WILL USE THE SHADE
OF A TREE INSTEAD OF
AN AIR CONDITIONER***

***I WILL GO ON AN EXPEDITION TO
USE CLEAN ENERGY***

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to use clean energy?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on using clean energy?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to use clean energy !

Below are some sample activities that you could do.

Switch off lights and fans when not required.
Open windows instead and get some fresh air!

Explore a park and discuss the importance of green spaces with your parents.

**I will go on an
expedition to remove
CO₂ from air**

A young child with curly brown hair and blue eyes is smiling and looking upwards. The child is wearing a white t-shirt and a grey backpack. They are standing on a train platform, with a train blurred in the background. The scene is brightly lit, suggesting a sunny day.

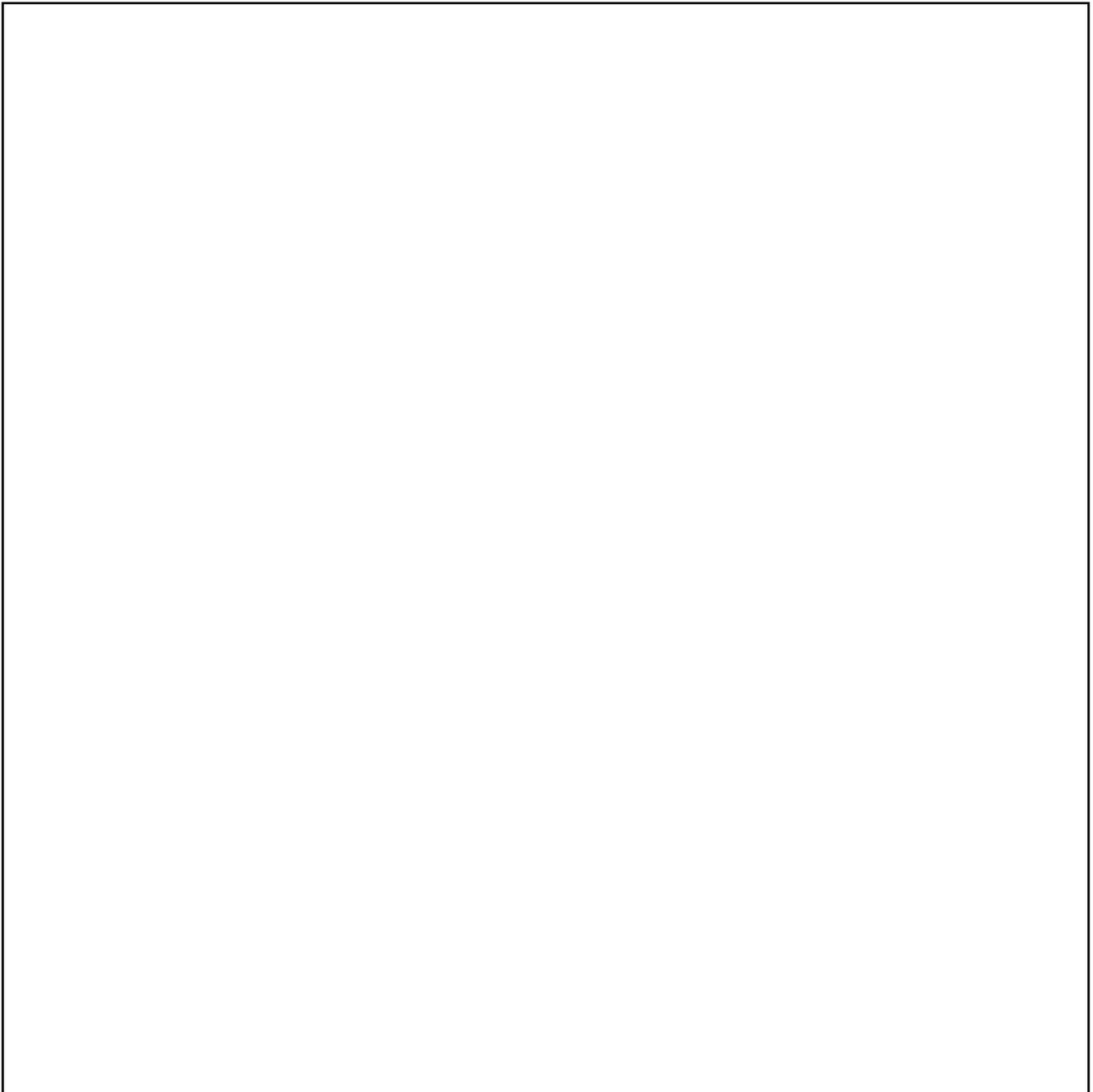
*MY FAMILY SAYS
"TRAINS OVER CARS!"*

I WILL GO ON AN EXPEDITION TO
REMOVE CO₂ FROM AIR

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to remove CO₂ from air?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to remove CO₂ from air!

Below are some sample activities that you could do.

Go to a plant nursery and ask your parent the names of plants that help keep the air inside your home clean.

Visit your neighbour's home and see what plants they have that are also present in your house.

**I will go on an
expedition to
manage waste**

A photograph of two young girls on a beach at sunset. They are both wearing light blue aprons over their clothes and are holding large white plastic bags, suggesting they are participating in a beach cleanup. The girl in the foreground is smiling and looking towards the camera, while the girl in the background is also smiling and looking slightly away. The background shows a sandy beach, the ocean, and a clear sky with a warm, golden light from the setting sun. A semi-transparent dark grey box is overlaid on the bottom left of the image, containing white text.

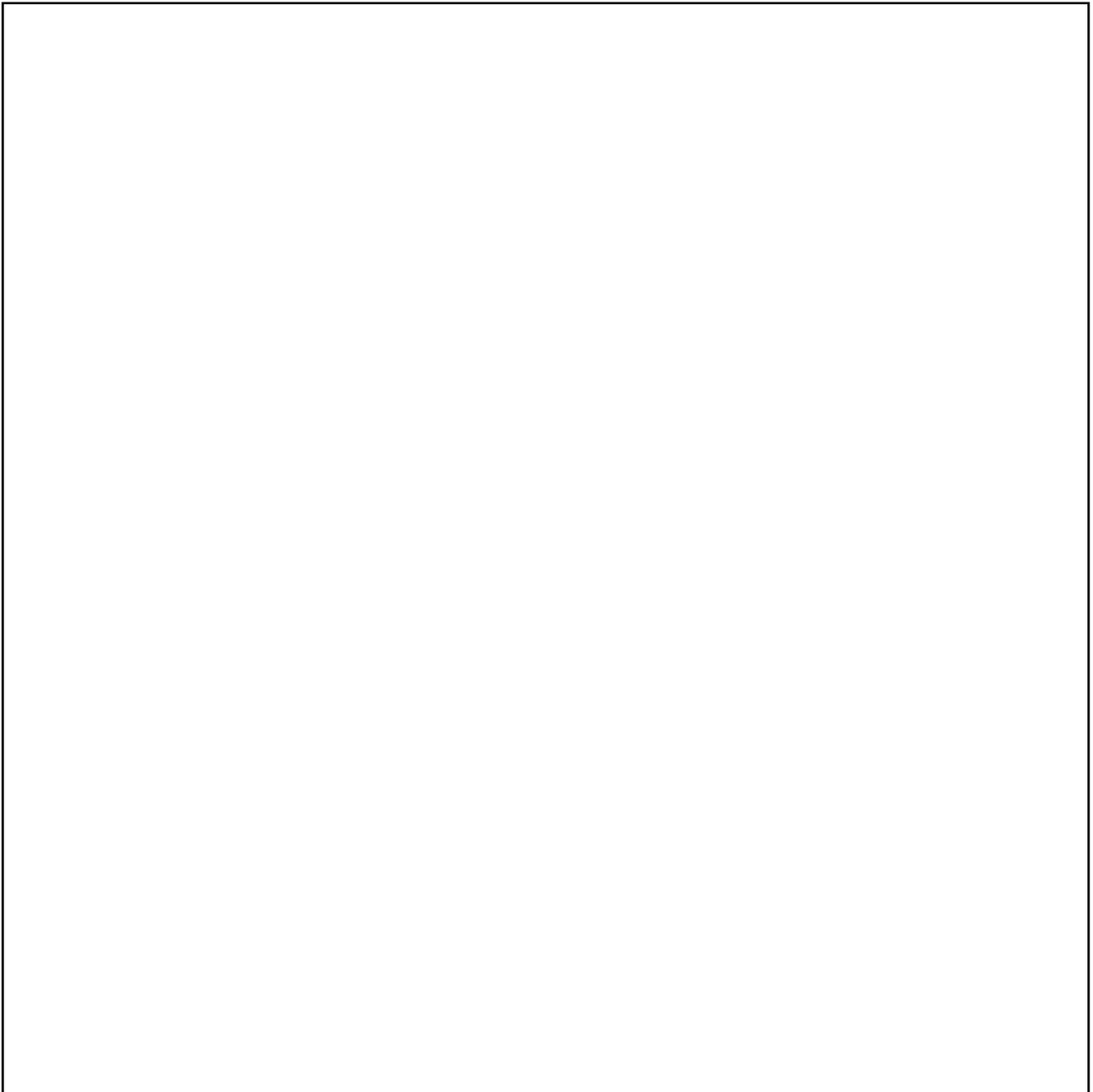
**BEACHES ARE FUN
WHEN THEY ARE CLEAN**

**I WILL GO ON AN EXPEDITION TO
MANAGE WASTE**

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to manage waste?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on managing waste?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to manage waste!

Below are some sample activities that you could do.

Visit a local landfill or waste disposal site with an adult to see first-hand where non-recyclable waste goes.

Explore your community garden to learn about composting, and help maintain the compost pile.

**I will go on an
expedition to
grow food**

A photograph of two young boys sitting at a table, smiling and looking at each other. They are holding small glass jars filled with seeds. In the foreground, there is a large tray filled with dark, round seeds. The background is softly blurred, showing what appears to be a palm tree or similar foliage. The lighting is warm and golden, suggesting an indoor setting with natural light.

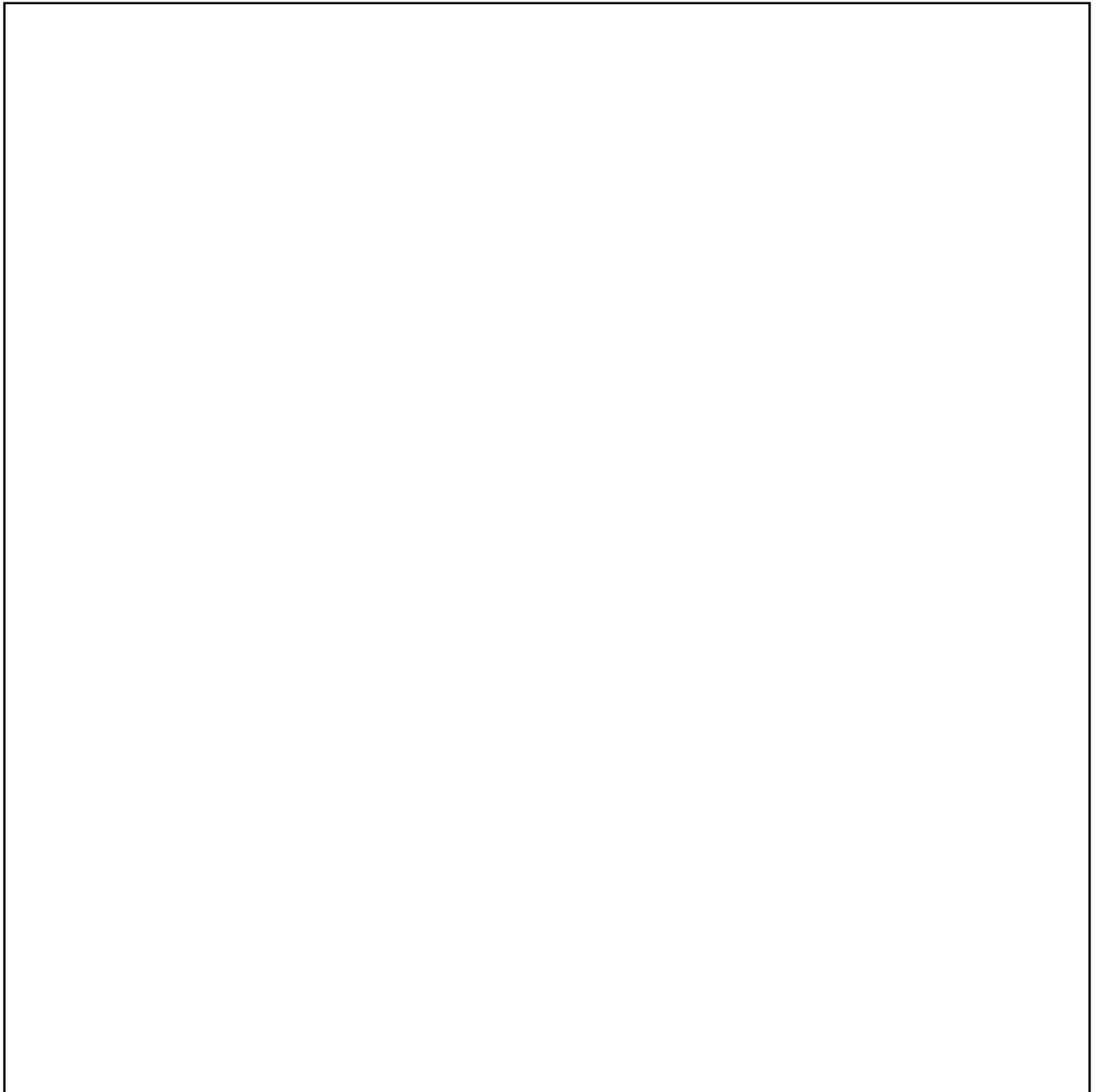
***WE SAVE SEEDS SO
THAT WE CAN PLANT
THEM AGAIN!***

**I WILL GO ON AN EXPEDITION TO
GROW FOOD**

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to grow food?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on growing food?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to grow food!

Below are some sample activities that you could do.

Write down the names of different trees and plant you see during your visit to a park or garden.

Visit your friend's or relative's house, and observe the different plant species they have in their garden. Ask them how they take care of their plants.

**I will go on an
expedition to
protect biodiversity**

A young girl with long, wavy brown hair is smiling warmly at the camera. She is wearing a light-colored, patterned top. To her left, the head of a camel is visible, looking towards the camera. The background is a bright, clear sky, suggesting a desert or outdoor setting. The overall mood is positive and happy.

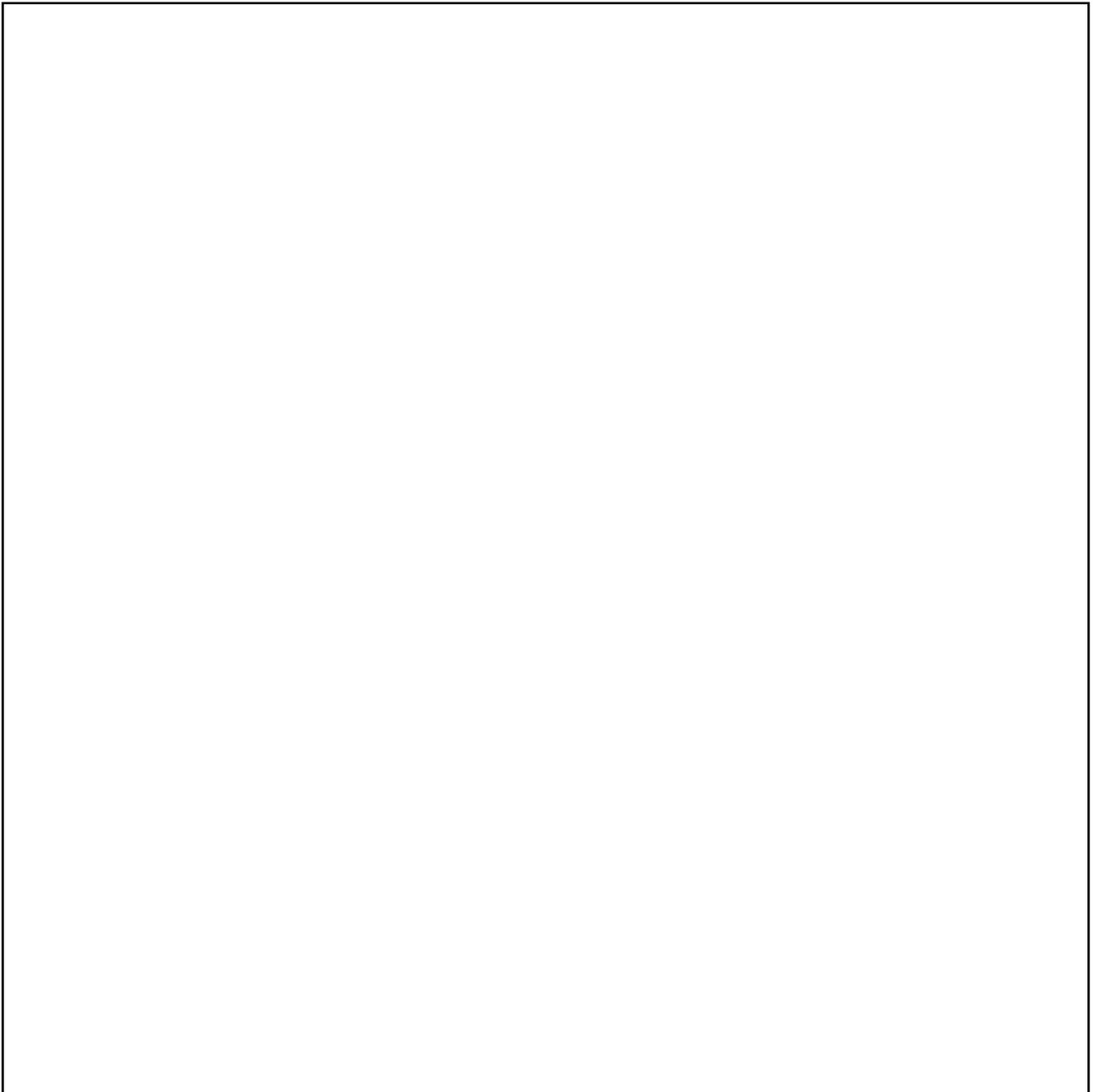
***ANIMALS ARE NOT
MEANT FOR RIDES!***

I WILL GO ON AN EXPEDITION TO
PROTECT BIODIVERSITY

Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to protect biodiversity?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on protecting biodiversity?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on an expedition to protect biodiversity

Below are some sample activities that you could do.

Go with your parent to a nature reserve to learn about local ecosystems and the creatures that inhabit them.

Visit a local park and count how many birds or insects you can name.

**I will team up
to teach others**



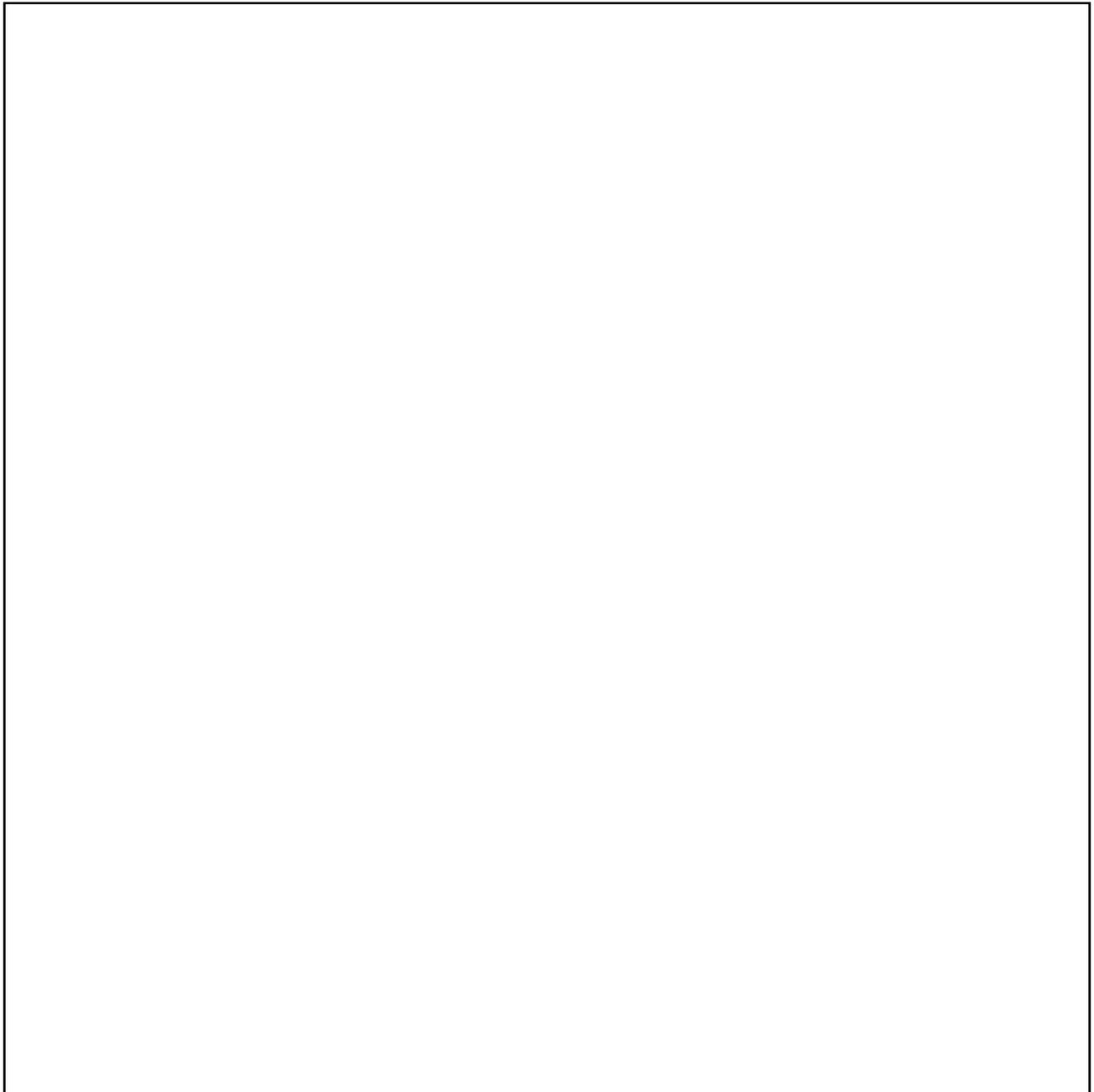
**MY BROTHER AND I
LOVE WRITING ON THE
SAND!**

I WILL TEAM UP TO TEACH OTHERS

Activity checklist

Does the image on the previous page remind you of ways you can team up to teach others?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on teaching others?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to teach others!

Below are some sample activities that you could do.

Sing songs with your friends in your community hall or neighbourhood to celebrate a special occasion.

Celebrate Earth Day with friends in your neighbourhood to raise awareness about the environment.

**I will team up
to save water**

A young boy with dark, curly hair and a girl with long, curly hair are shown from the chest up. They are both holding clear plastic water bottles with pink caps. The boy is on the left, looking slightly to the right. The girl is on the right, smiling and looking towards the boy. The background is a clear, bright blue sky. A semi-transparent dark blue box is overlaid on the bottom left of the image, containing white text.

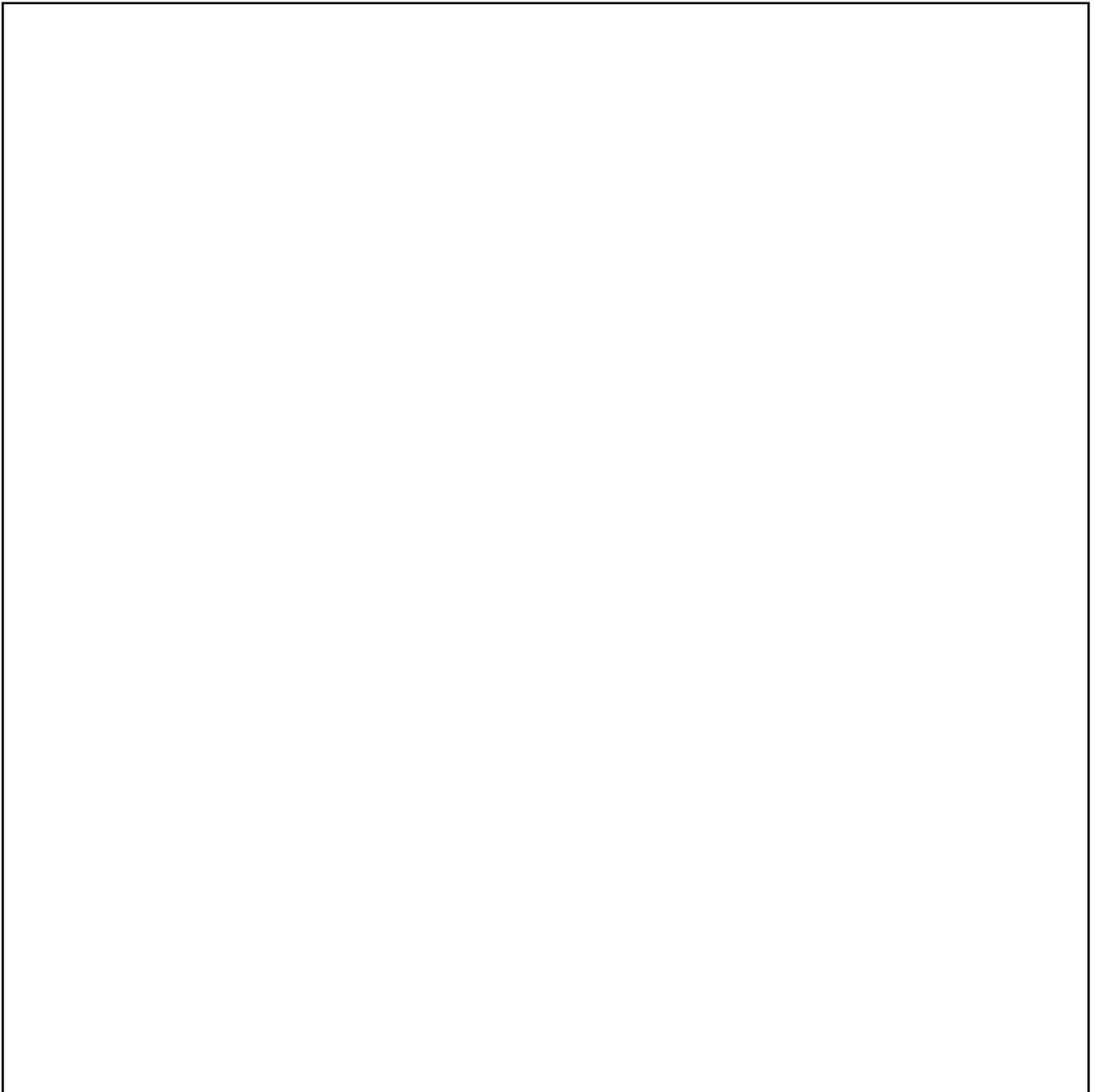
**WE WILL ALWAYS
CARRY THE WATER WE
NEED FROM HOME**

I WILL TEAM UP TO SAVE WATER

Activity checklist

Does the image on the previous page remind you of ways you can team up to save water?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to save water!

Below are some sample activities that you could do.

With the help of your parents, spread a layer of organic mulch around plants to help them retain moisture and save water.

Ask your parents about the water consumption at home and how much they pay for water. List 3 ways in which you can save water as a family.

**I will team up to
use clean energy**



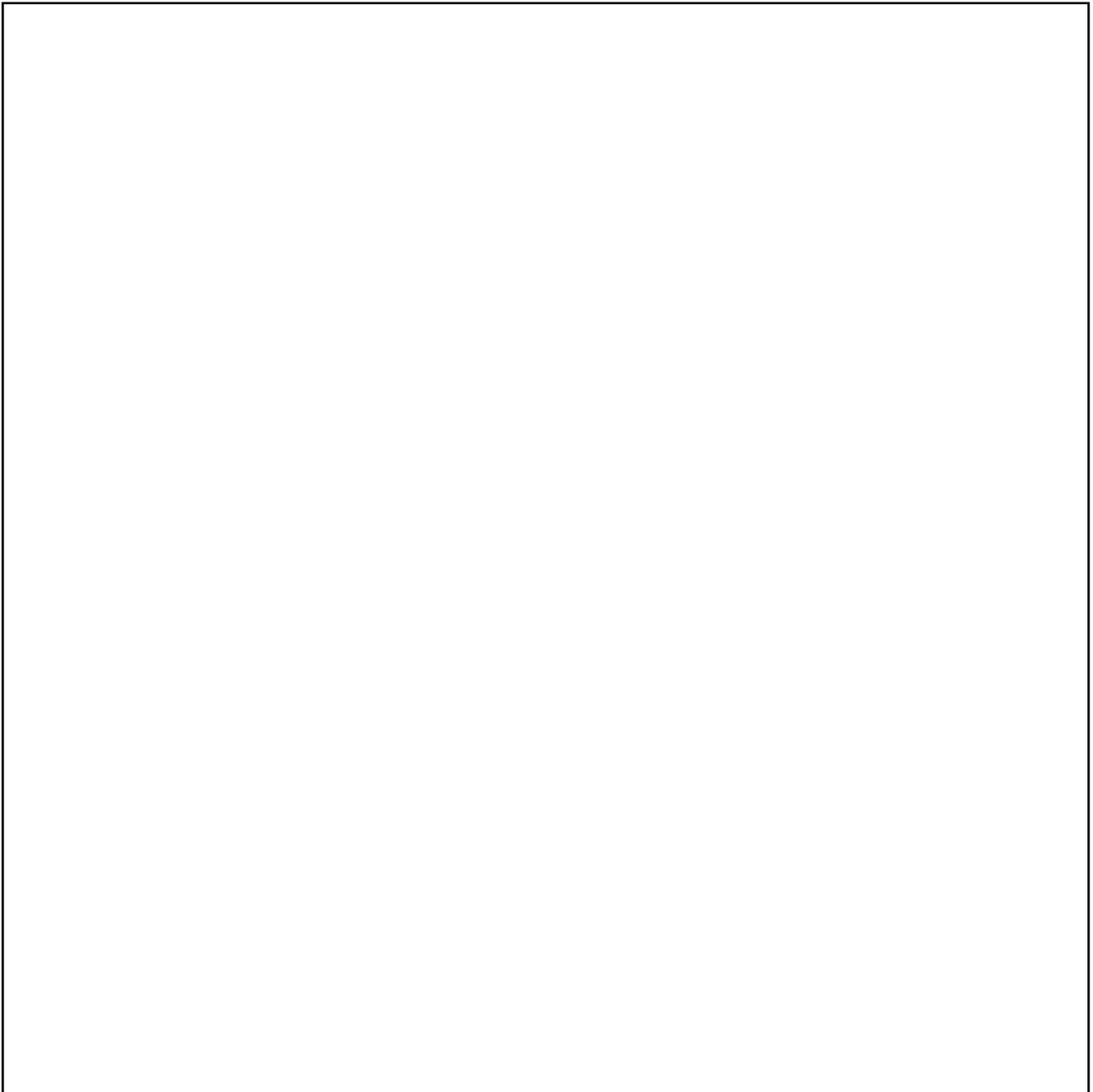
***WE RIDE BIKES
INSTEAD OF PLAYING
VIDEO GAMES!***

***I WILL TEAM UP TO
USE CLEAN ENERGY***

Activity checklist

Does the image on the previous page remind you of ways you can team up to use clean energy?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
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If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on using clean energy?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to use clean energy!

Below are some sample activities that you could do.

Play a game of charades with wind turbines, the sun's rays, and other energy sources as prompts. Challenge your friends to guess the name of the energy source.

Team up with your friends or siblings and use recyclable materials to label different plants in your garden.

**I will team up
to remove
CO₂ from air**



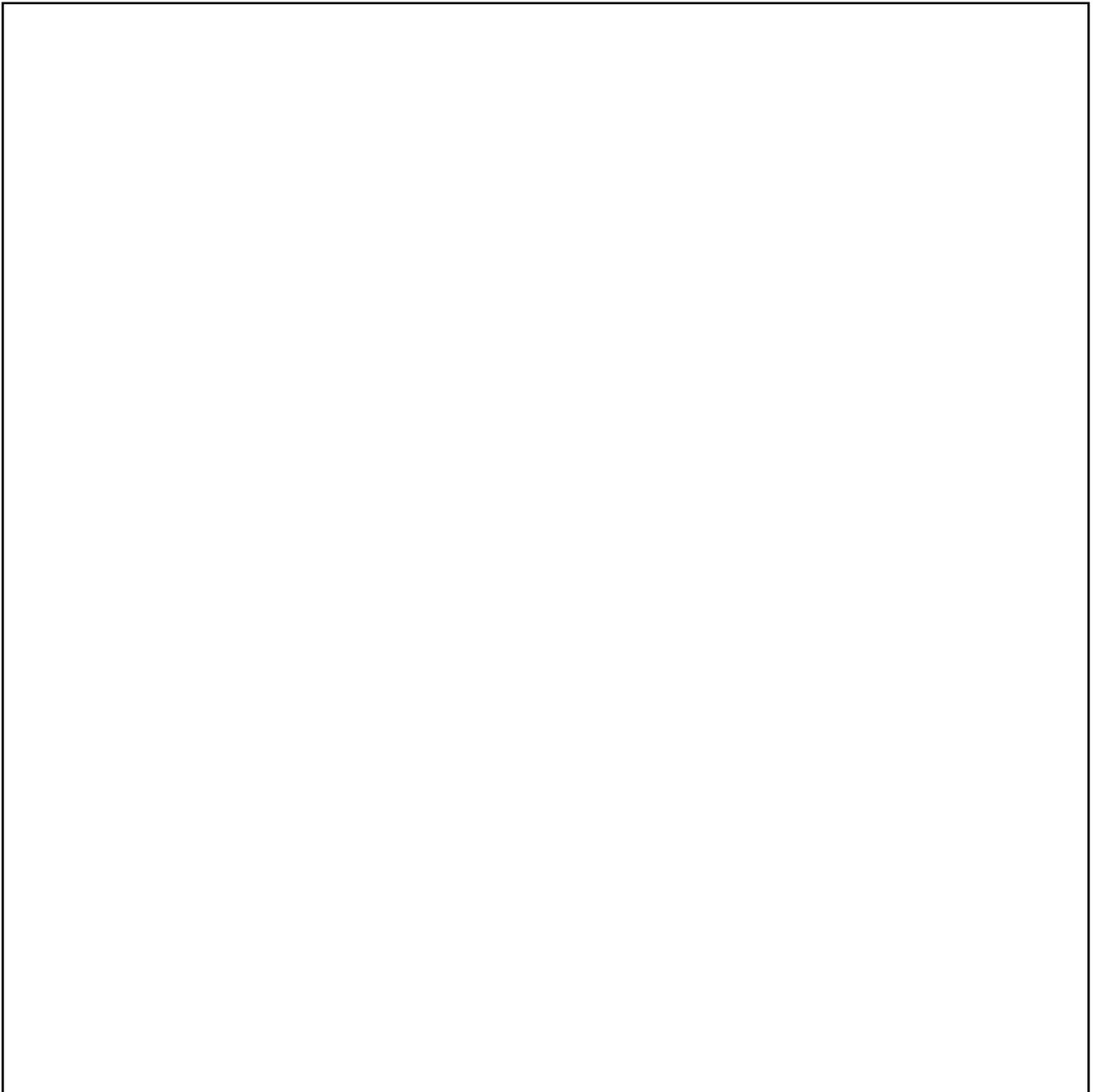
**MY MOTHER SHOWED
ME HOW A SEED
BECOMES A PLANT!**

**I WILL TEAM UP TO REMOVE CO₂
FROM AIR**

Activity checklist

Does the image on the previous page remind you of ways you can remove CO₂ from air?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to remove CO₂ from air!

Below are some sample activities that you could do.

Ask your parent if your neighbourhood uses solar energy. Then discuss with your friends about clean energy sources like the sun and the wind.

Along with your friends, write a letter to your teachers about excessive heat and global warming.

**I will team up to
manage waste**

A young boy with dark hair and a wide smile is sitting at a table. He is wearing a blue and white striped long-sleeved shirt. He is holding a white cloth and appears to be cleaning the table. The background is a bright, slightly blurred indoor setting with a window.

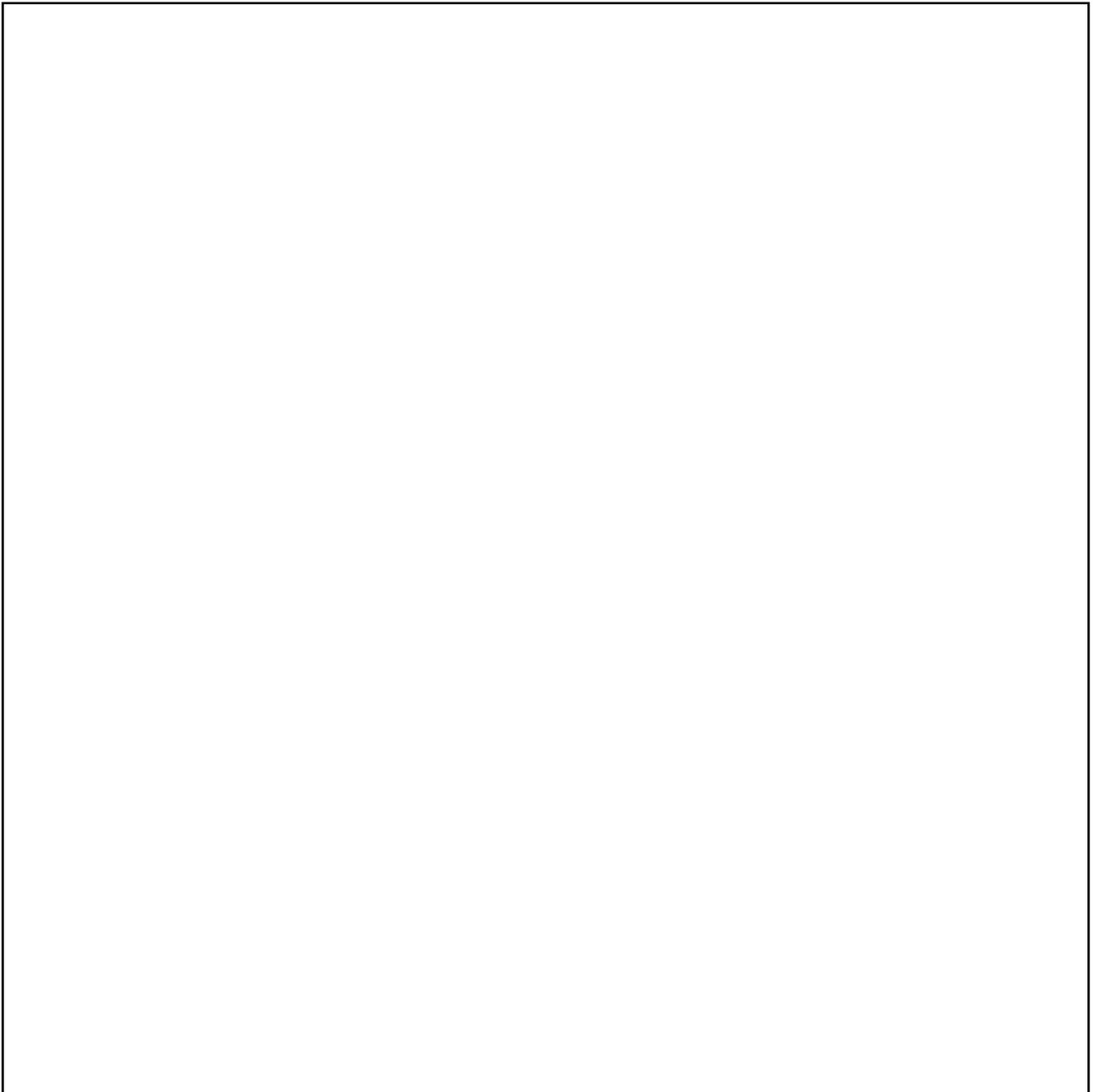
*I HELP CLEAN THE
TABLE AT HOME WITH A
USED CLOTH AFTER A
MEAL!*

I WILL TEAM UP TO MANAGE WASTE

Activity checklist

Does the image on the previous page remind you of ways you can team up to manage waste?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write their answer to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
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question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on managing waste?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to manage waste!

Below are some sample activities that you could do.

Team up with your friends and talk to your neighbours about keeping the area clean and litter-free.

Create a recycling station in your neighbourhood with your friends, complete with collecting, sorting and recycling the collected waste. Get help from an adult if required.

**I will team up
to grow food**



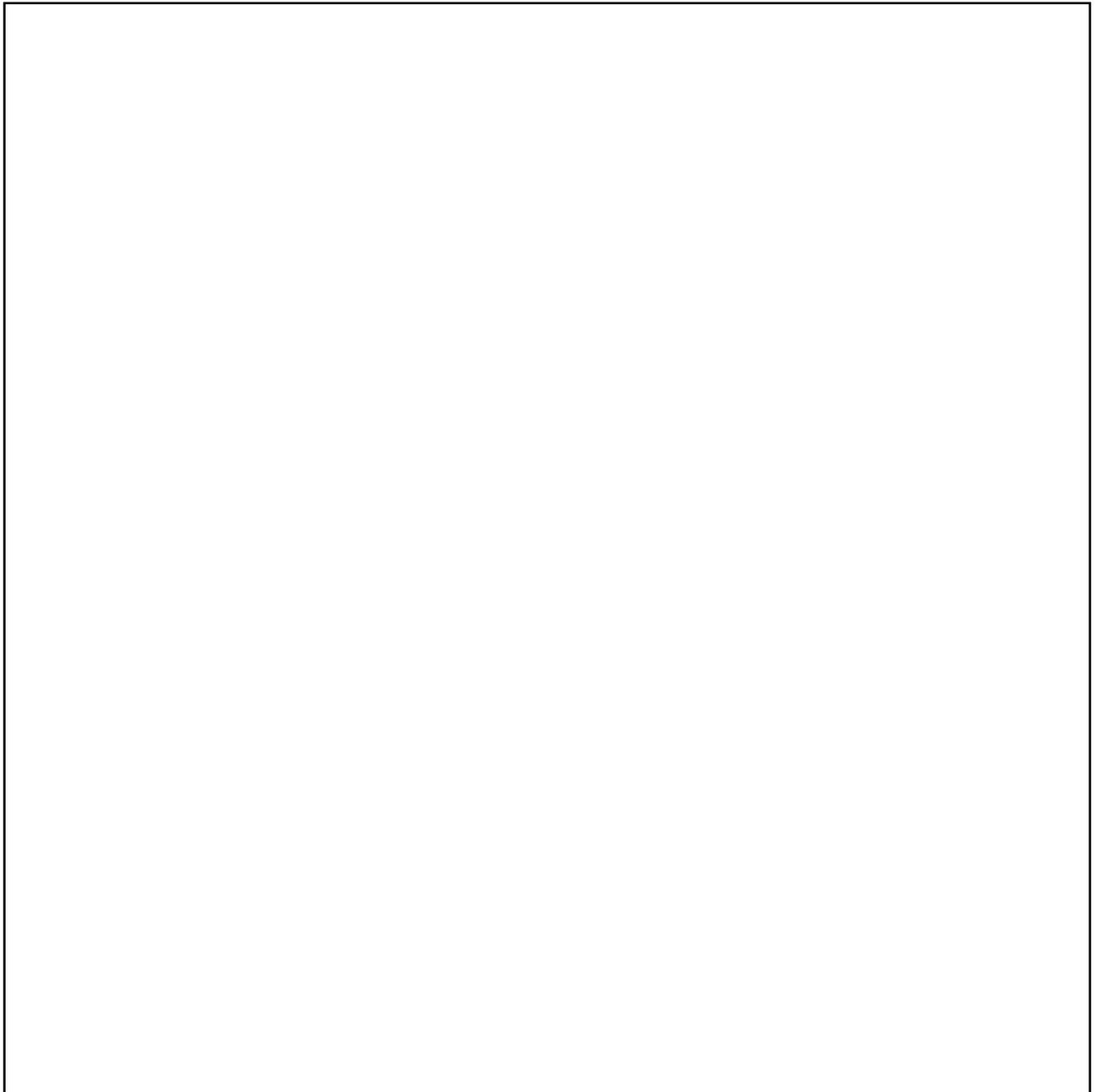
***OUR TOMATOES COME
FROM OUR BACKYARD!***

I WILL TEAM UP TO GROW FOOD

Activity checklist

Does the image on the previous page remind you of ways you can team up to grow food?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on growing food?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to grow food!

Below are some sample activities that you could do.

Learn from your parent how the different parts of the plant provide food. Is your favourite food part of the root, leaves, or fruit?

Help your parent grow herbs in your kitchen garden.

**I will team up to
protect biodiversity**



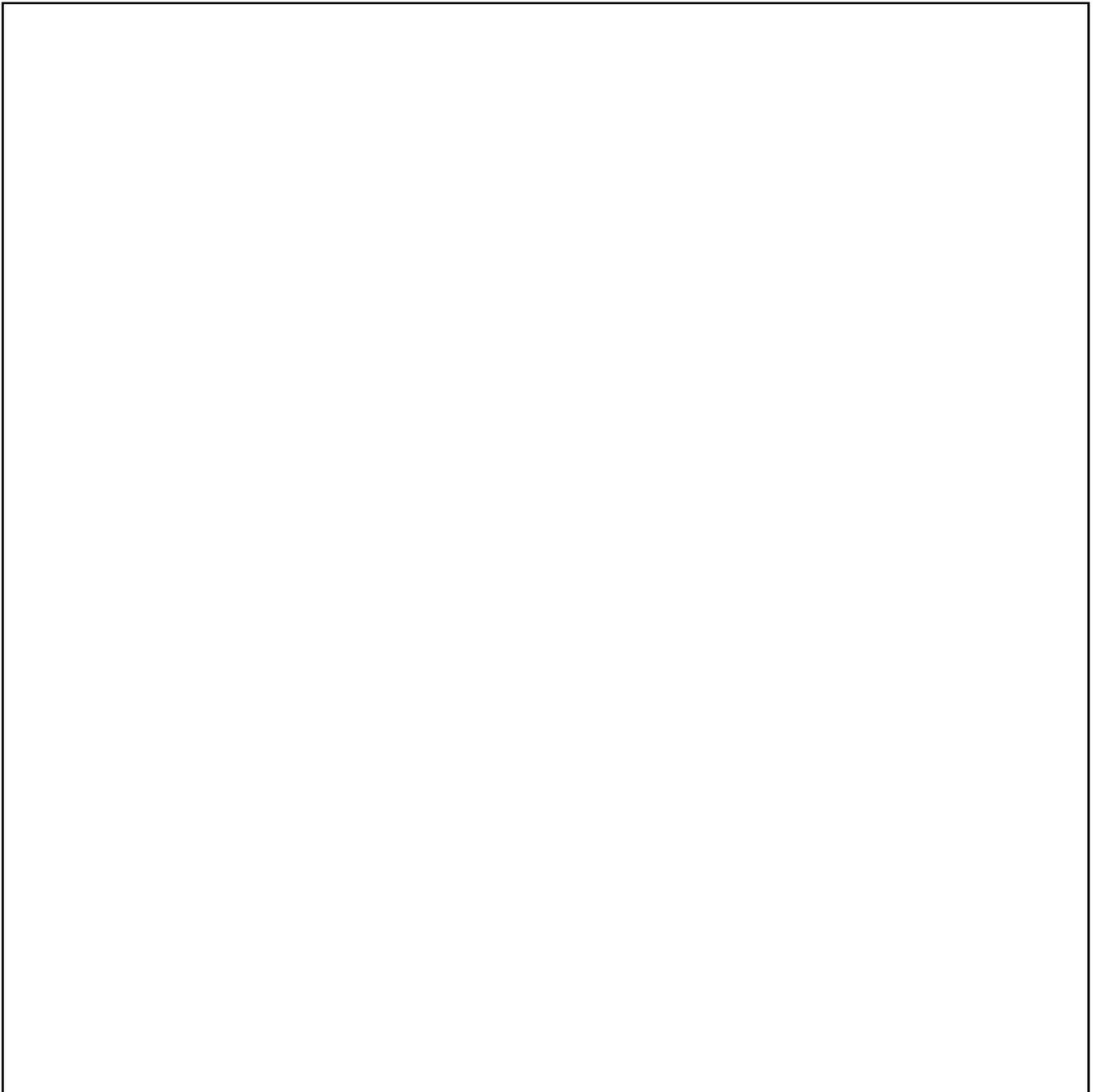
**MY FAMILY FEEDS THE
LITTLE BIRDS NEAR
OUR HOME**

**I WILL TEAM UP TO
PROTECT BIODIVERSITY**

Activity checklist

Does the image on the previous page remind you of ways you can team up to protect biodiversity?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write down an activity related to protecting biodiversity.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on protecting biodiversity?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on teaming up to protect biodiversity!

Below are some sample activities that you could do.

Among your friends, divide into groups and assign each group a different animal. Then ask each group to draw the assigned animal's habitat.

Collaborate with a classmate to create a poster about protecting wildlife.

**I will be entrepreneurial in
teaching others**



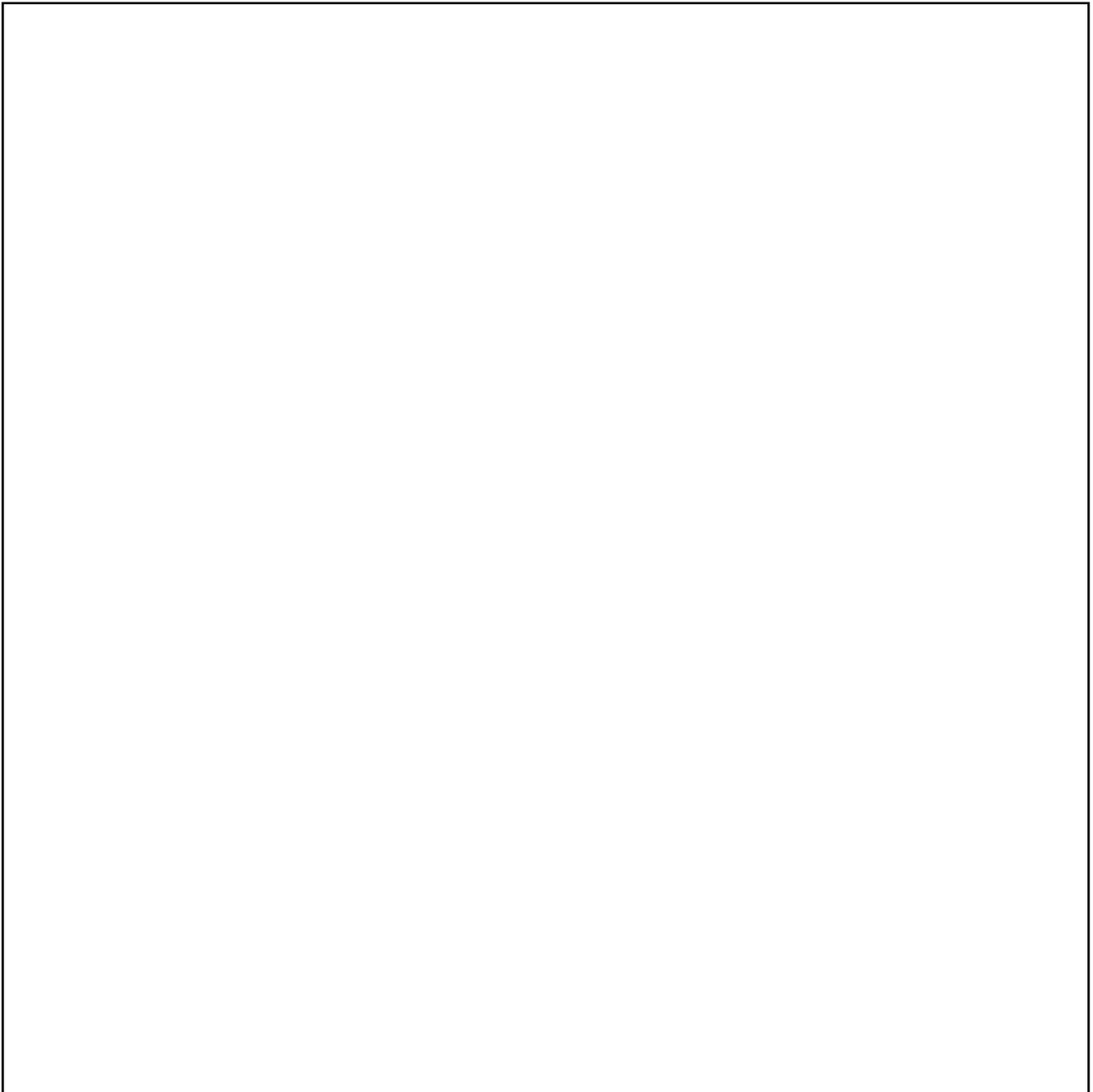
***I TAUGHT MY FRIEND
HOW TO COUNT MONEY!***

***I WILL BE ENTREPRENEURIAL IN
TEACHING OTHERS***

Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial in teaching others?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on teaching others?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on being entrepreneurial in teaching others!

Below are some sample activities that you could do.

Teach your younger sibling/friends to calculate the money required for small purchases.

Visit a florist with your parents, ask the shopkeeper from where they source their flowers, and how they keep them fresh.

**I will be entrepreneurial
towards saving water**

A young girl with long, wavy blonde hair is shown in profile, looking towards a water dispenser. She is wearing a light-colored, long-sleeved shirt. The dispenser is a wall-mounted unit with a blue interior. A clear plastic bottle of sparkling water is placed on the dispenser's tray. The bottle has a white label with the word 'Sustain' written vertically in a red, cursive font. The bottle is filled with a golden liquid and has several ice cubes floating inside. The background is a warm, golden-brown color with a blurred pattern, possibly a wall or a curtain. The overall lighting is soft and warm.

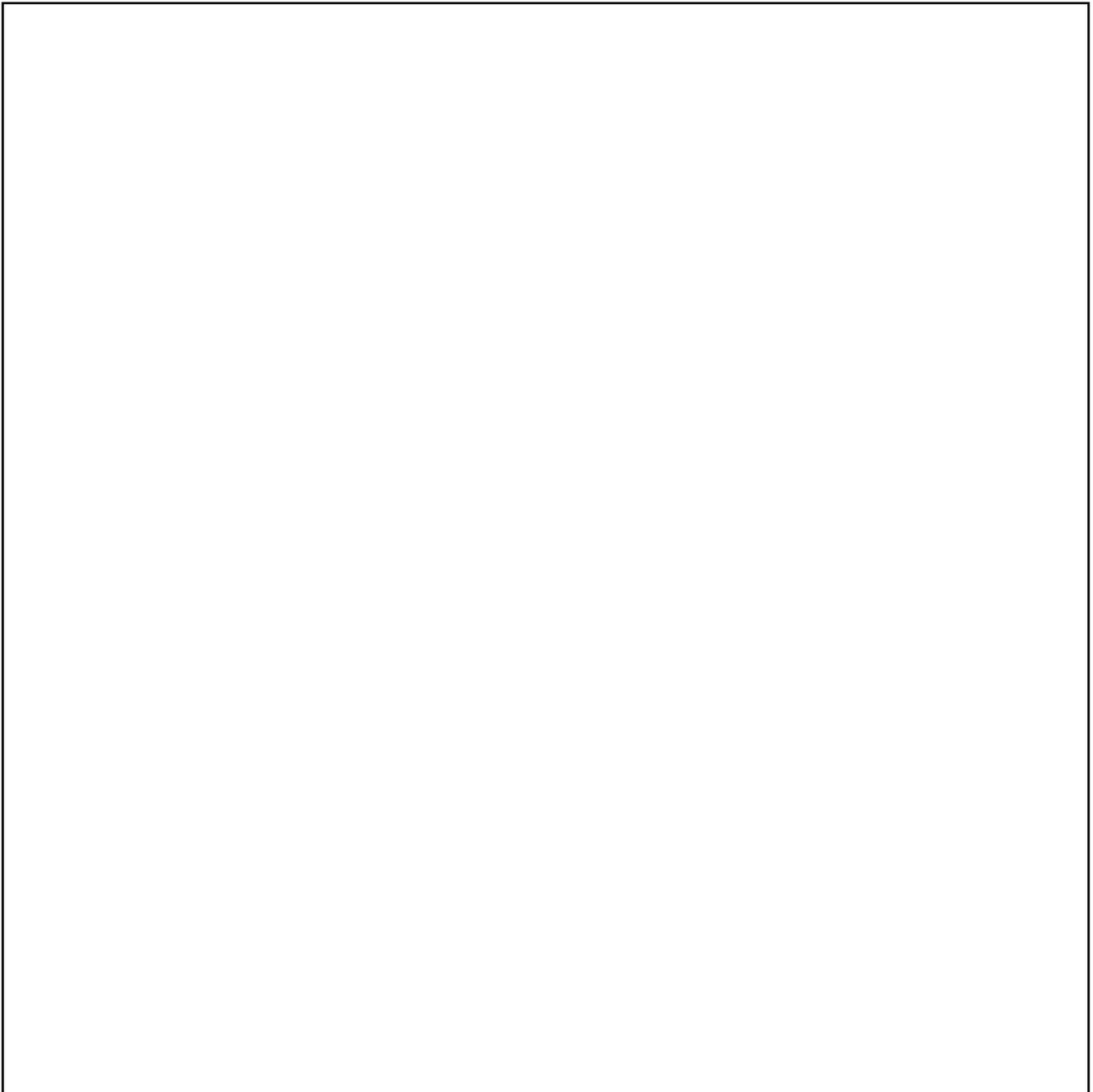
***I WILL USE THE WATER
DISPENSER INSTEAD
OF BUYING A NEW
BOTTLE OF WATER***

***I WILL BE ENTREPRENEURIAL
TOWARDS SAVING WATER***

Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial towards saving water?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

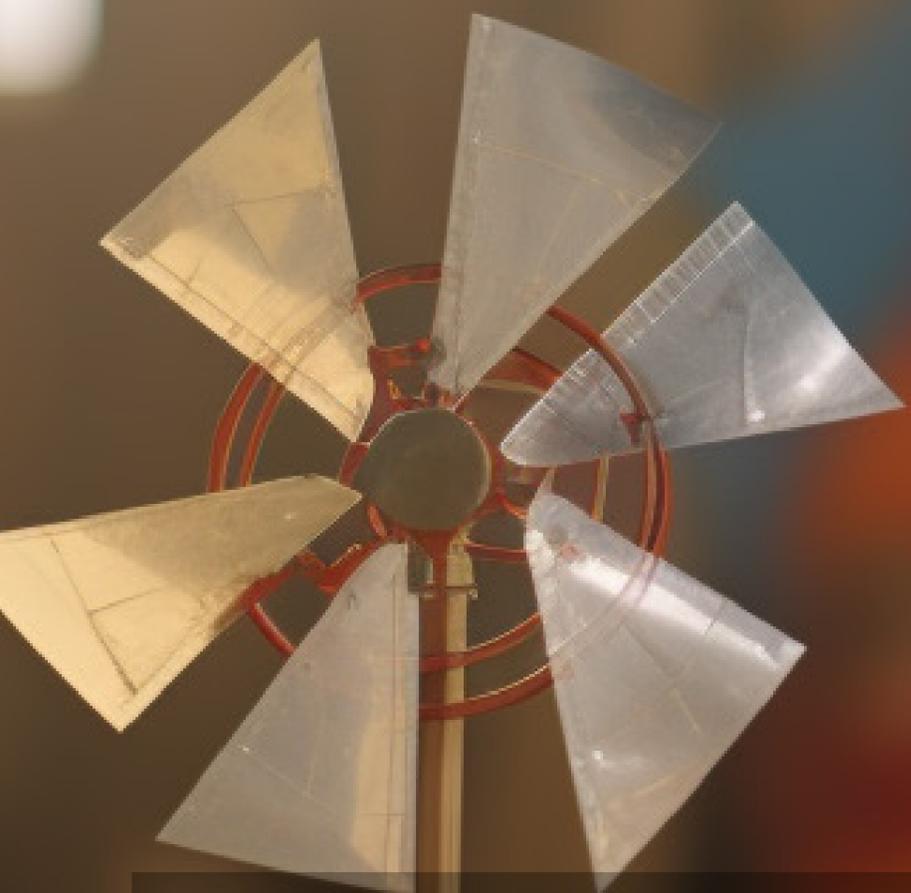
That's it! Get started on being entrepreneurial towards saving water!

Below are some sample activities that you could do.

Use a bucket and cloth to wipe your bicycle or car, instead of using running water from a hose.

Ask your parent how much water is used for washing your clothes and help reduce it by wearing clothes more than once.

**I will be entrepreneurial
towards using clean
energy**



***MY TOYS DO NOT NEED
ELECTRICITY!***

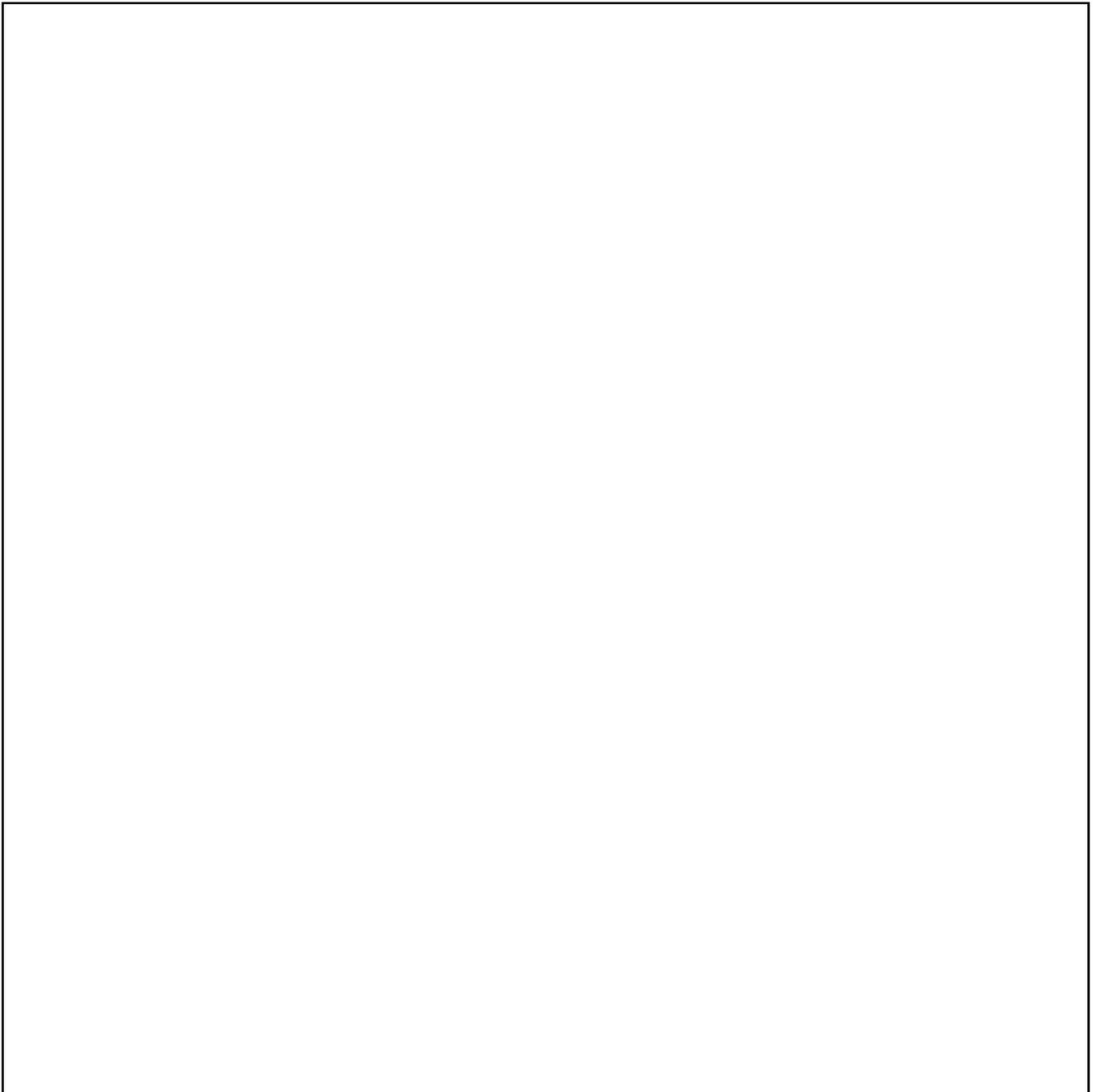
***I WILL BE ENTREPRENEURIAL
TOWARDS USING CLEAN ENERGY***



Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial towards using clean energy?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on using clean energy?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on being entrepreneurial towards using clean energy

Below are some sample activities that you could do.

Ask your parent or teacher about the ill-effects of conventional energy sources. Make a simple solar cooker with the help of your parent and bake your pizza in it!

With the help of parent or an elder, identify the devices that save energy or need less energy to run.

**I will be entrepreneurial
towards removing CO2
from air**



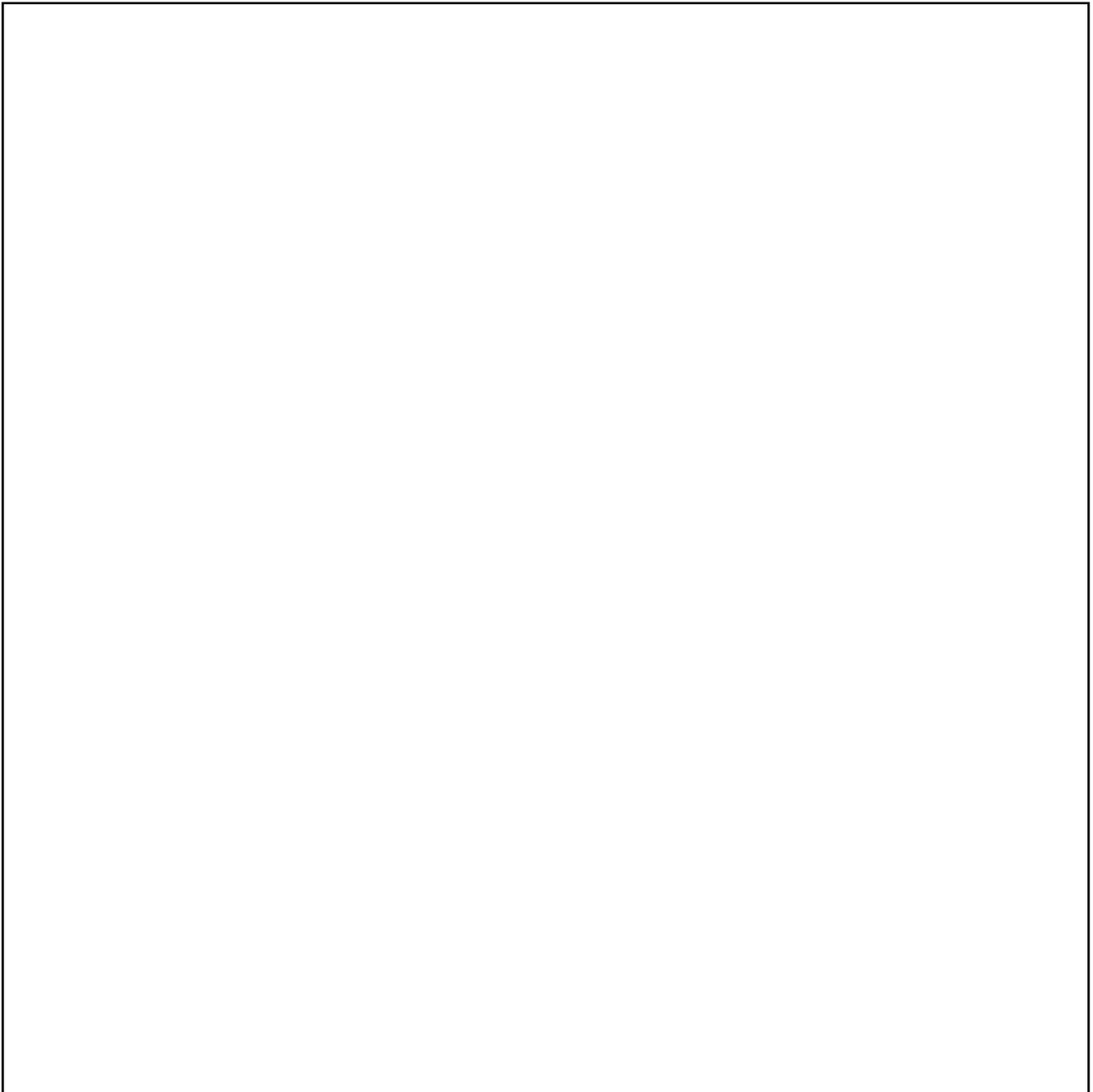
***NO SMOKE COMES
FROM OUR FAMILY
CAR!***

**I WILL BE ENTREPRENEURIAL TOWARDS
REMOVING CO₂ FROM AIR**

Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial towards removing CO₂ from air?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on being entrepreneurial towards removing CO2 from air!

Below are some sample activities that you could do.

Distribute seeds to your friends for sprouting and ask them to tell you how long it took the seeds to sprout!

Make crafts from old newspapers and share with your friends.

**I will be entrepreneurial
towards managing
waste**



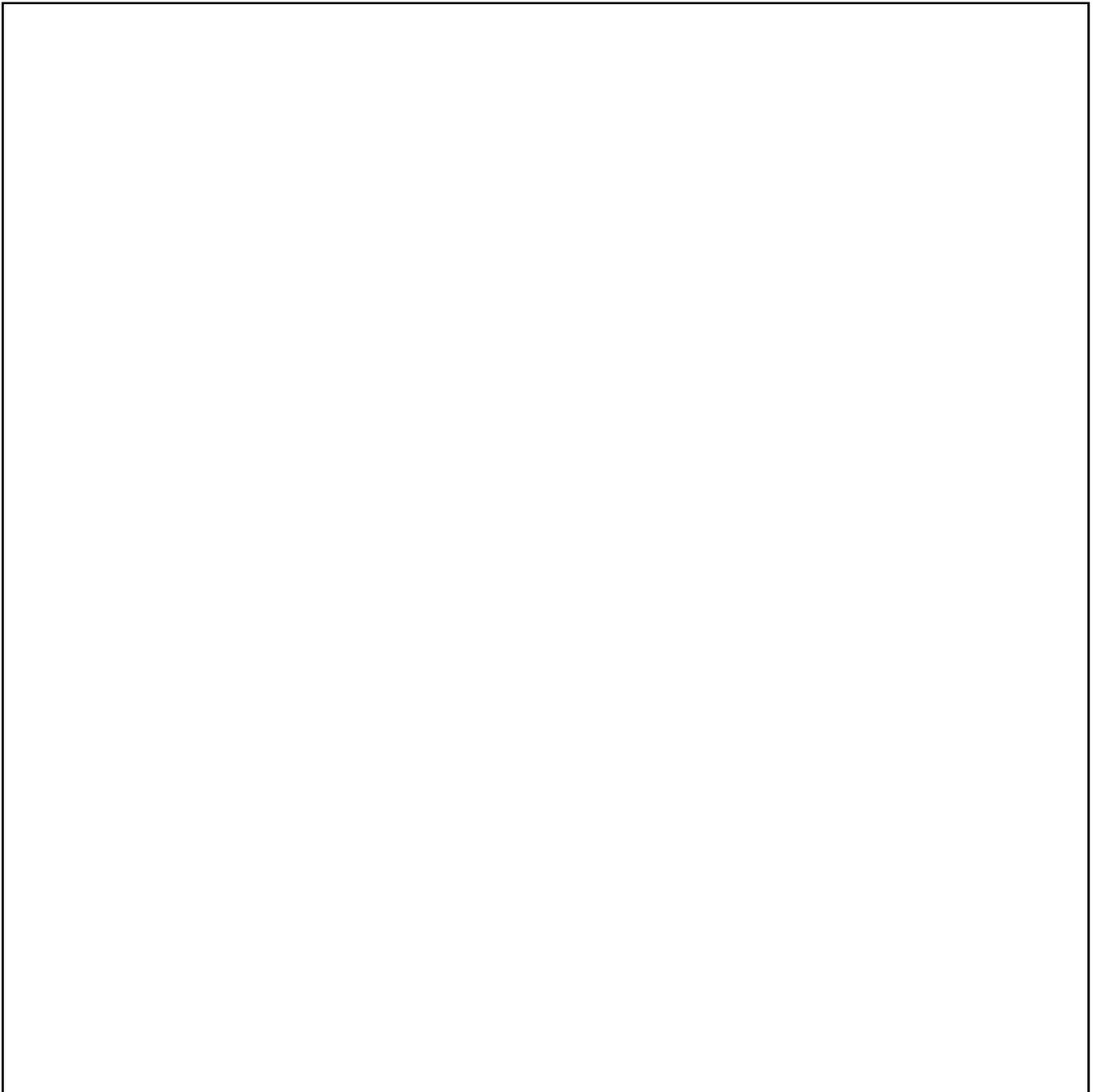
***I WILL DONATE MY
OLD TOYS INSTEAD OF
THROWING THEM AWAY***

**I WILL BE ENTREPRENEURIAL TOWARDS
MANAGING WASTE**

Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial towards managing waste?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on managing waste?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on being entrepreneurial towards managing waste!

Below are some sample activities that you could do.

Organise a “trash to treasure” craft fair where the children in the neighbourhood make art or crafts from recycled materials.

Start a community-wide recycling collection program with the help of an adult.

**I will be entrepreneurial
towards growing food**

A young boy and an older man are smiling at each other in a kitchen. The boy is on the left, looking towards the man on the right. The man has a beard and is wearing a grey polo shirt. They are both looking down at something on the counter, likely vegetables. The lighting is warm and soft, creating a cozy atmosphere. In the bottom left corner, there is a semi-transparent dark box containing white text.

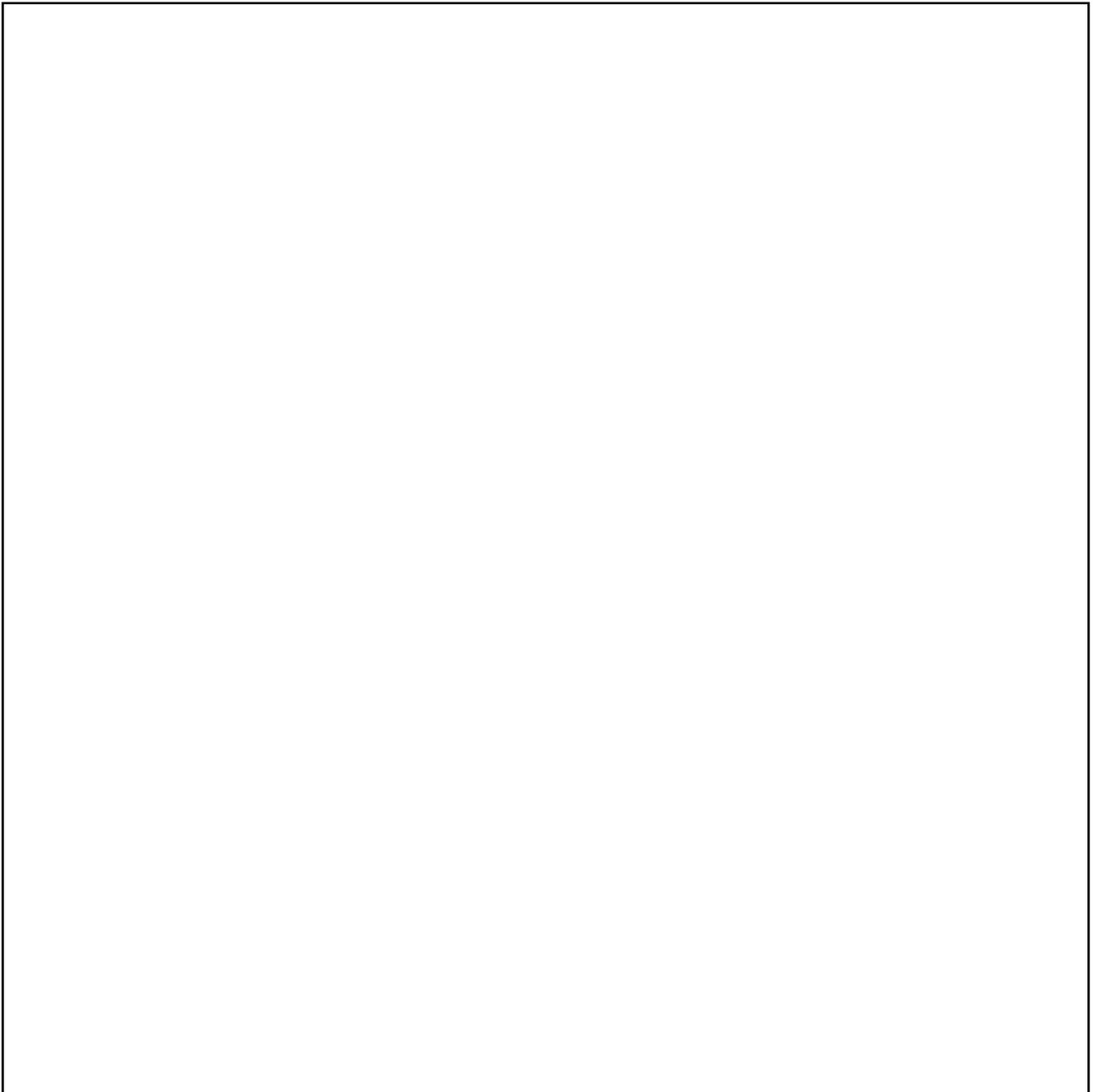
**MY VEGETABLES
COME FROM MY
NEIGHBOURHOOD**

**I WILL BE ENTREPRENEURIAL
TOWARDS GROWING FOOD**

Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial towards growing food?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
“Yes” then go to the question on
the next page.

If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on growing food?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on being entrepreneurial towards growing food!

Below are some sample activities that you could do.

Ask a grown-up the cost of different fruits and vegetables that come into your home.

Set up a lemonade stall with your friends near your home.

**I will be entrepreneurial
towards protecting
biodiversity**

A man with a beard and a young boy are working together in a field. The man is on the right, leaning over a plant, and the boy is on the left, looking at the plant. They are both focused on their task. The background is a soft, golden light from the setting sun, creating a warm and peaceful atmosphere. The plants are green and appear to be a type of grass or reed.

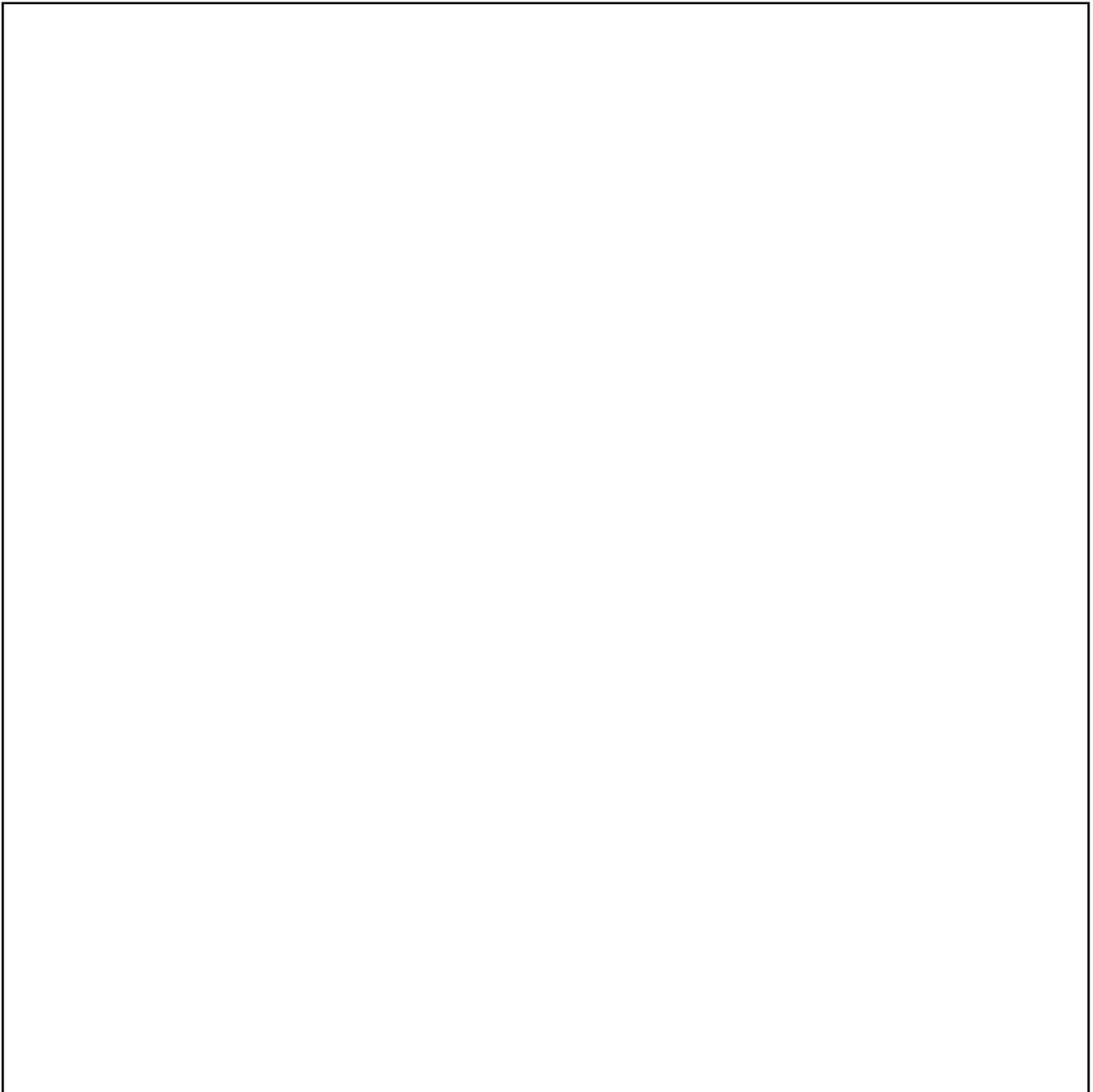
***I HELP MY UNCLE IN
REMOVING THE DRIED
LEAVES IN OUR PLANTS***

**I WILL BE ENTREPRENEURIAL TOWARDS
PROTECTING BIODIVERSITY**

Activity checklist

Does the image on the previous page remind you of ways you can be entrepreneurial towards protecting biodiversity?

What activity would that be?



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Day after day?

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If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on being entrepreneurial towards protecting biodiversity!

Below are some sample activities that you could do.

Grow and care for small plants, then gift them to your friends.

Organise a small recycling drive at home.

**I will use creative
arts to teach others**

A photograph of two children, a boy and a girl, sitting at a table and making paper boats. The boy is in the foreground, wearing a blue t-shirt, and is holding a white paper boat with a yellow base. The girl is in the background, wearing a light blue shirt, and is holding a white paper boat with a blue base. They are both looking down at their work. The background is a bright, out-of-focus outdoor setting with a body of water and buildings in the distance.

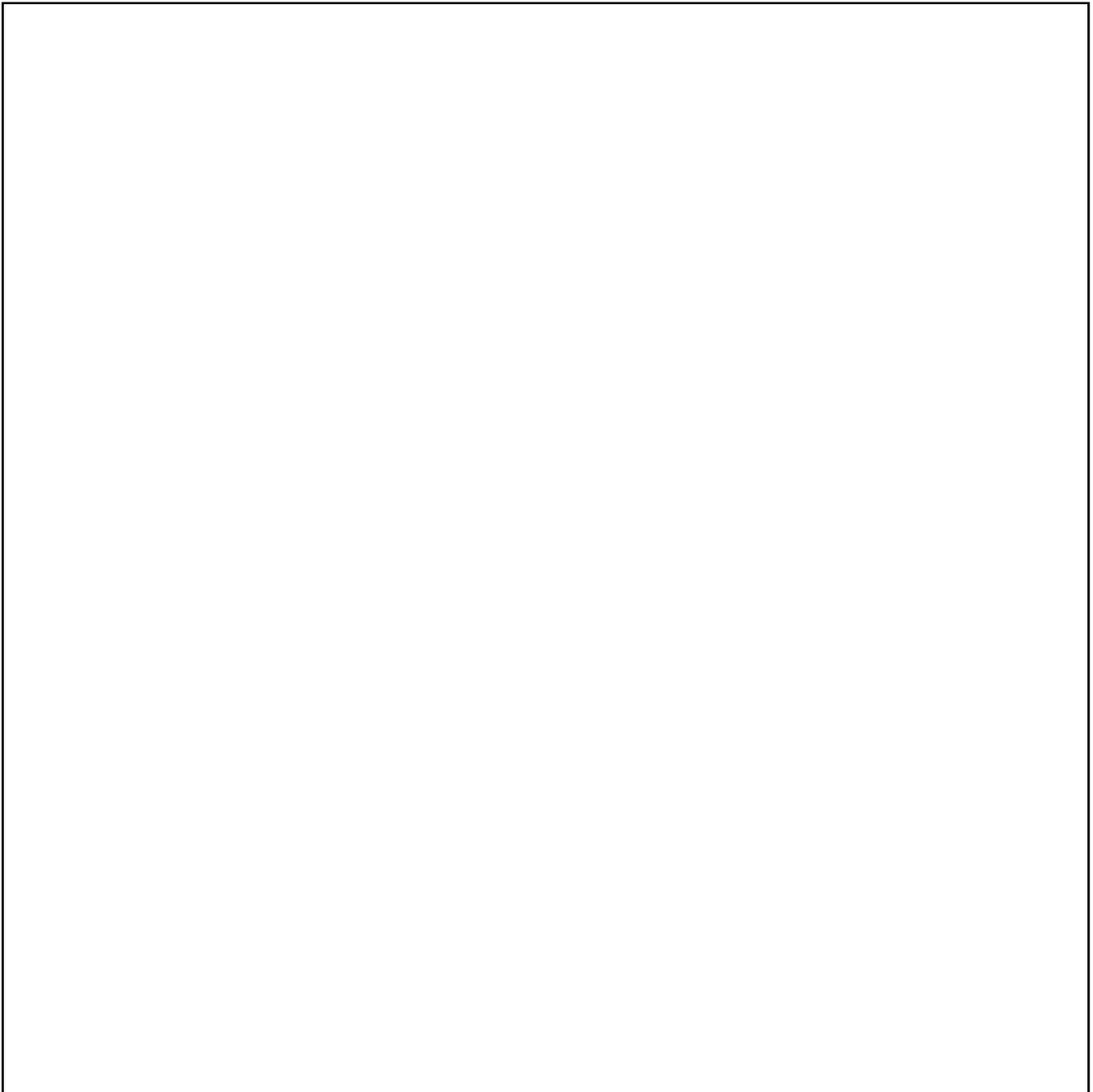
***I TAUGHT MY SISTER
HOW TO MAKE PAPER
BOATS***

***I WILL USE CREATIVE ARTS TO
TEACH OTHERS***

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to teach others?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

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If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on using creative arts to teach others!

Below are some sample activities that you could do.

Teach your younger siblings or friends how to colour.

Teach a grown-up how to make paper boats or planes with waste paper or newspapers and then display them at home.

**I will use creative
arts to save water**

A young girl with brown hair and a bright smile is holding a large white sign that says "SAVE WATER" in bold black letters. She is standing in a desert with sand dunes and a clear blue sky. In the background, a person is walking away. The overall scene is bright and sunny.

SAVE WATER

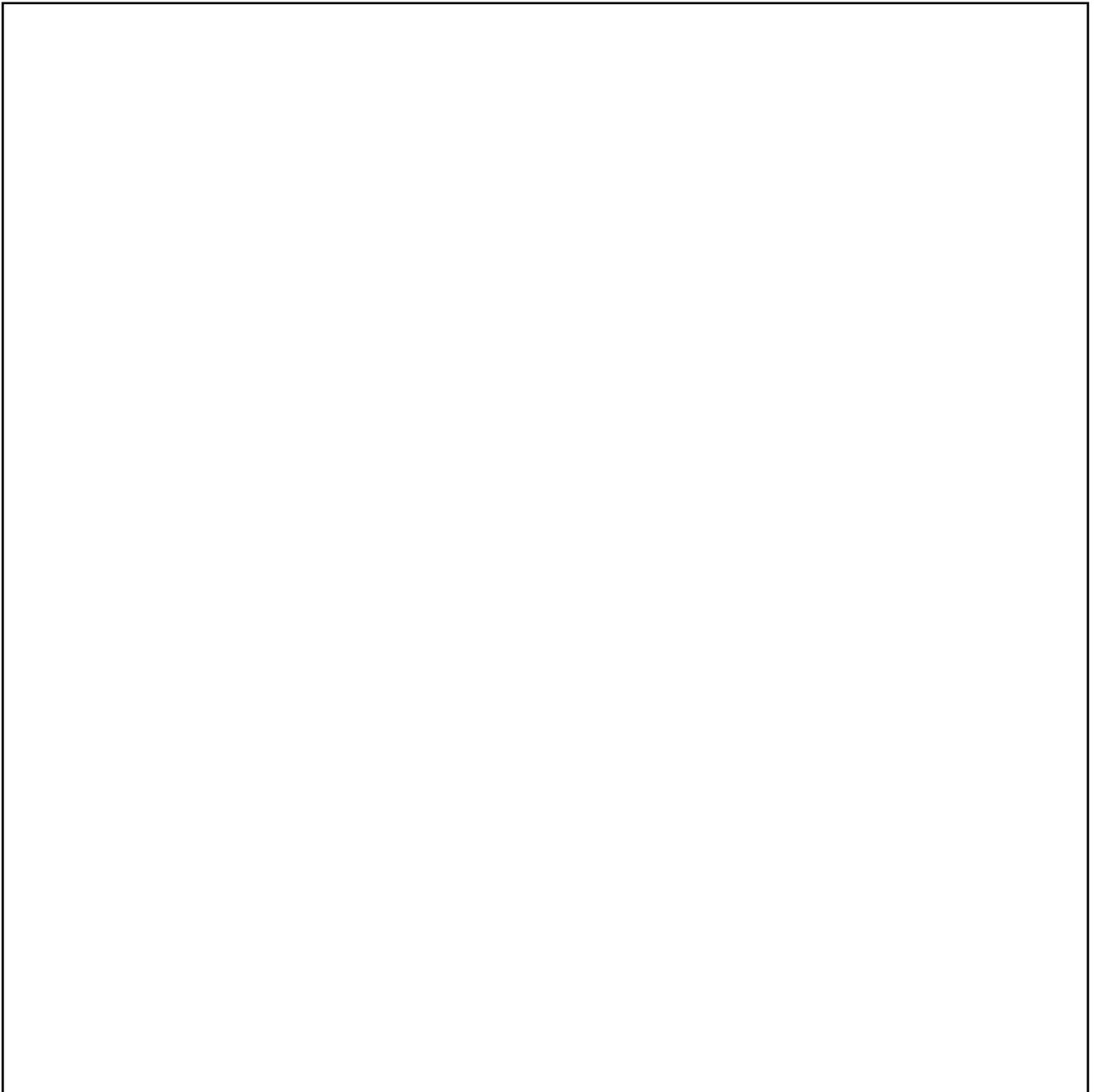
***DORA WANTS US TO
SAVE WATER!***

**I WILL USE CREATIVE ARTS TO
SAVE WATER**

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to save water?

What activity would that be?



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can do repeatedly?
Day after day?

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Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on using creative arts to save water!

Below are some sample activities that you could do.

Make a poster about saving water and put it up in the community centre.

Make up a song about cleaning oceans and sing it with your friends.

**I will use creative arts
to use clean energy**



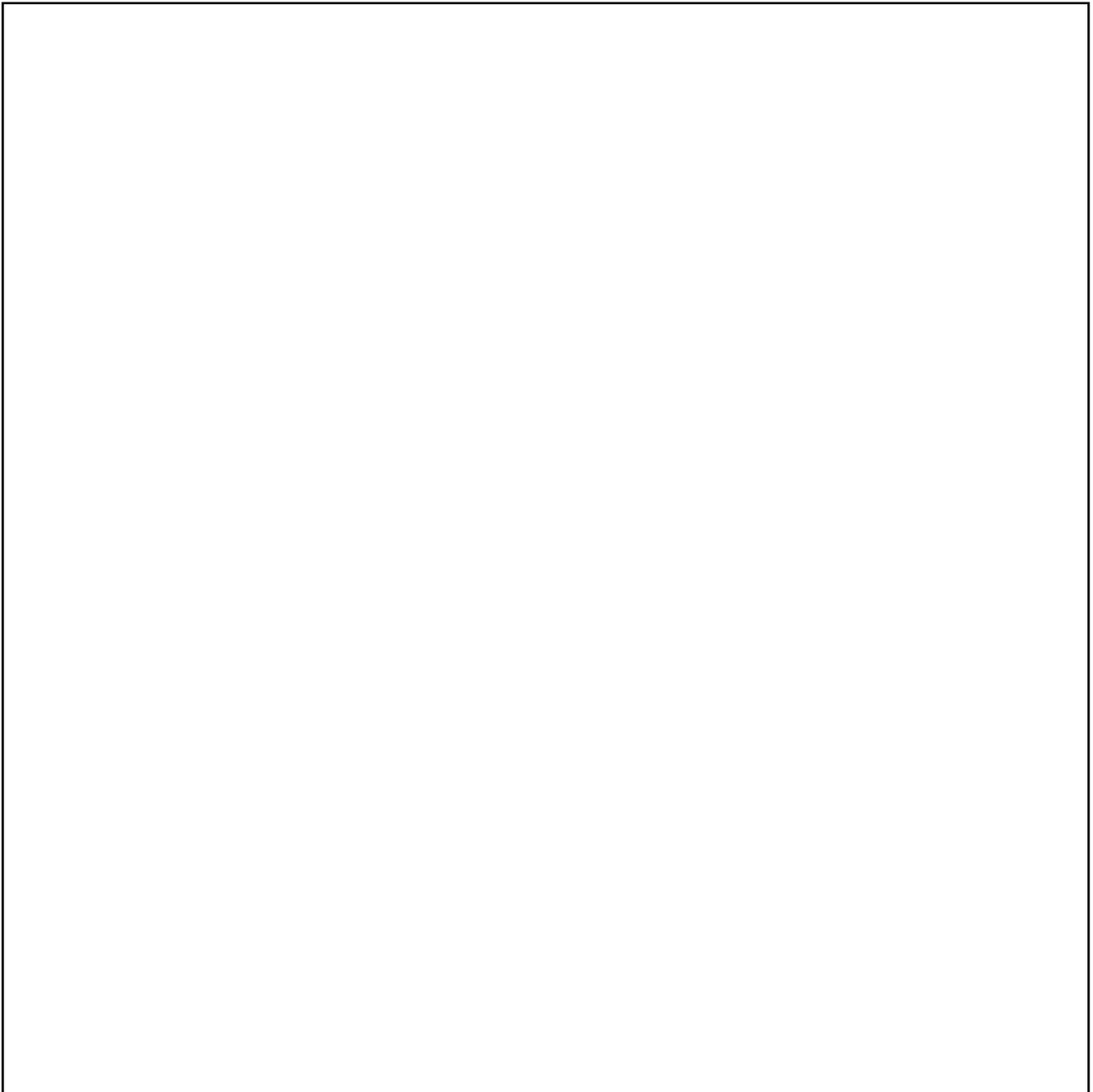
***I LOVE PLAYING UNDER
THE SOLAR LIGHTS
WITH MY FRIENDS***

***I WILL USE CREATIVE ARTS TO
USE CLEAN ENERGY***

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to use clean energy?

What activity would that be?



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can do repeatedly?
Day after day?

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If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on using creative arts to use clean energy!

Below are some sample activities that you could do.

Create a chart showing the different parts of the planet Earth.

Create a small nature scene puzzle and solve it with your friends.

**I will use creative
arts to remove
CO₂ from air**



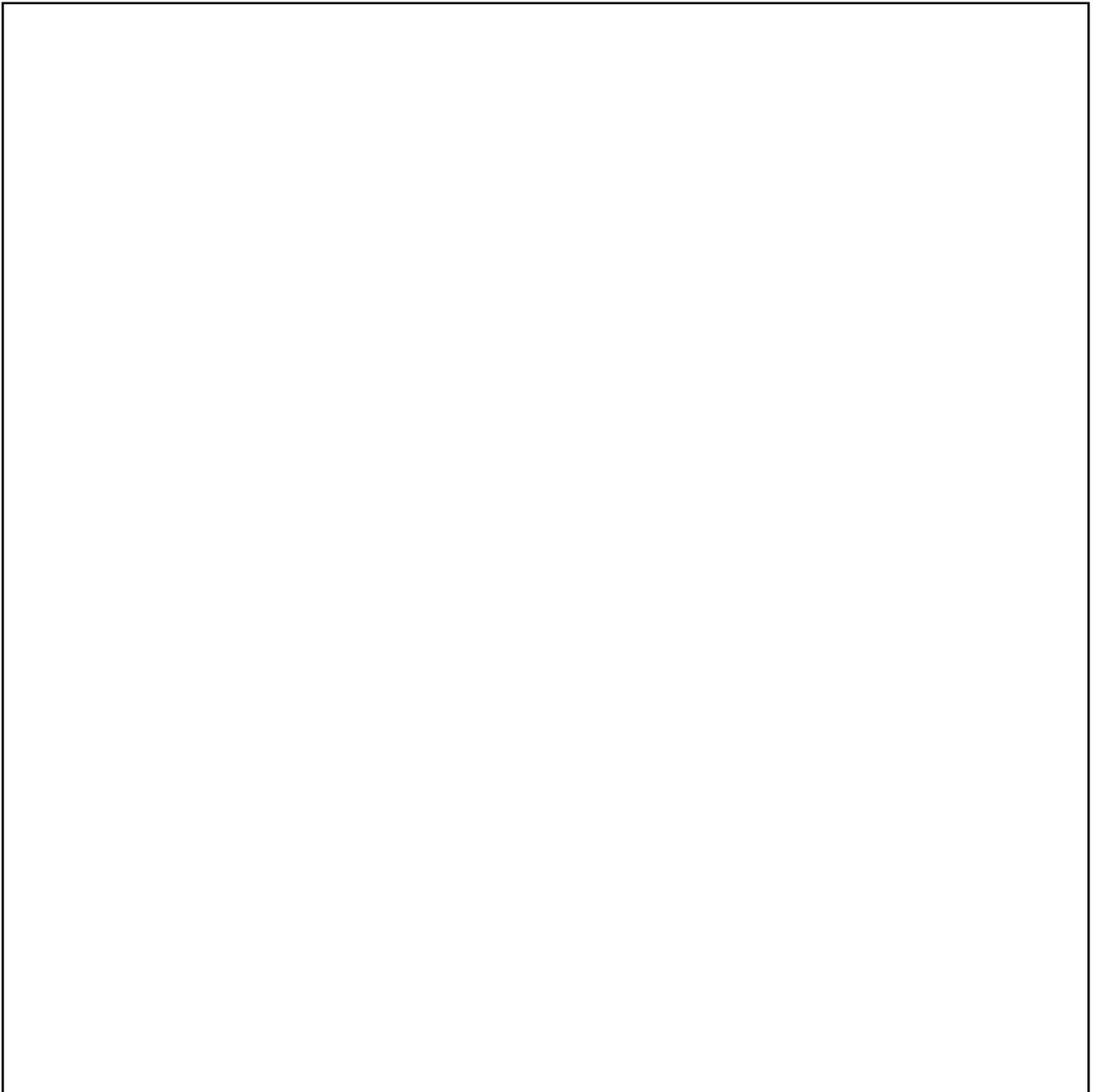
**MY FISH ARE MADE
FROM OLD BOTTLE
CAPS**

**I WILL USE CREATIVE ARTS TO REMOVE
CO₂ FROM AIR**

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to remove CO₂ from air?

What activity would that be?



Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
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If your answer to this question is
“No” then go back to the
question on the previous page.

Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on using creative arts to remove CO₂ from air!

Below are some sample activities that you could do.

Create a collage that represents the natural beauty of the world along with the effects of climate change.

Participate in a musical about the importance of reducing CO₂ and protecting the environment.

**I will use creative arts
to manage waste**



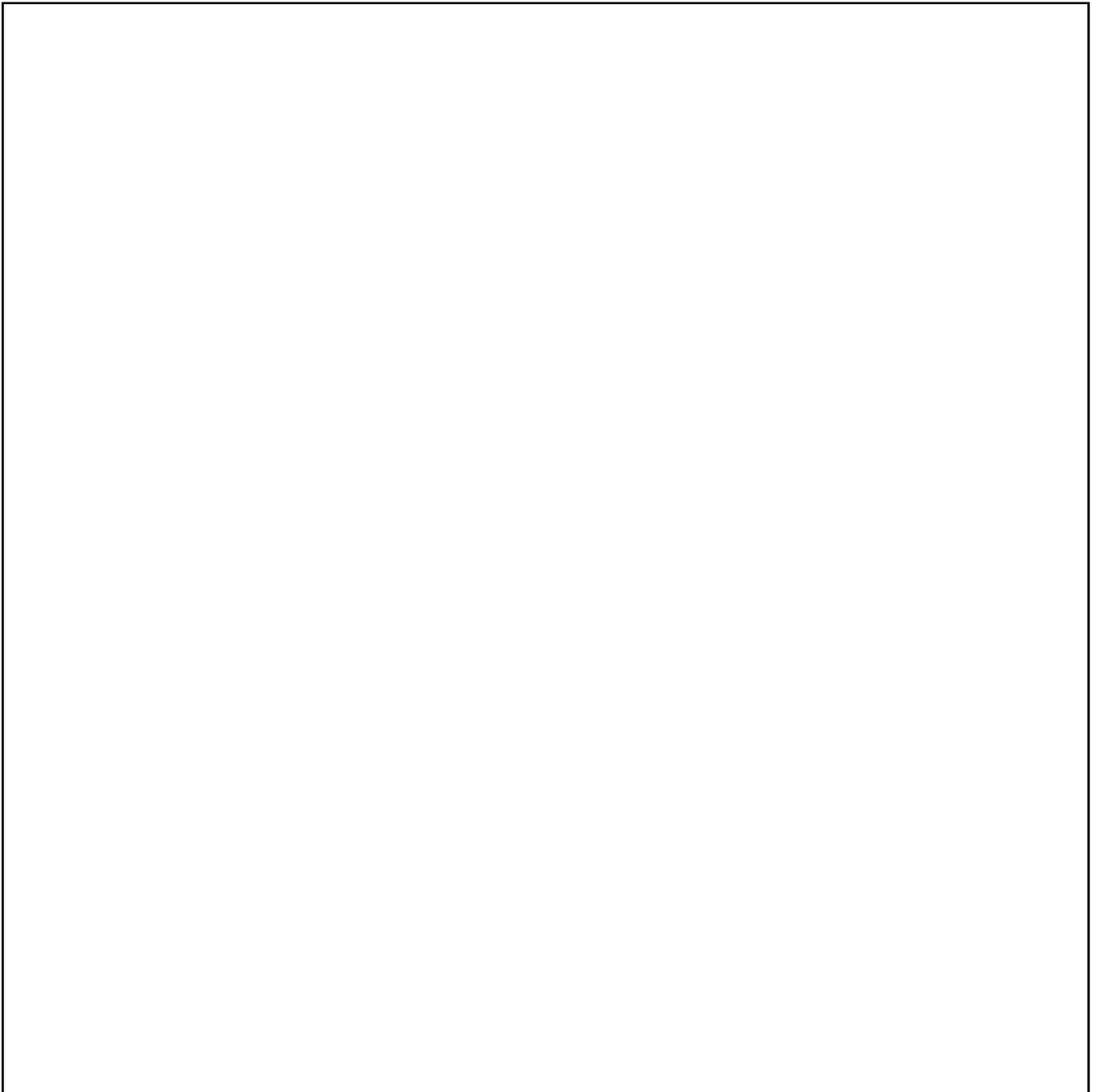
***OLD NEWSPAPERS
CAN BECOME LOVELY
BOUQUETS***

***I WILL USE CREATIVE ARTS TO
MANAGE WASTE***

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to manage waste?

What activity would that be?



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Day after day?

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If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on using creative arts to manage waste!

Below are some sample activities that you could do.

With the help of your parent, create art from repurposed materials and display it in your community centre.

With permission, design and paint a mural on one of your neighbourhood walls to highlight the importance of reducing waste.

**I will use creative
arts to grow food**



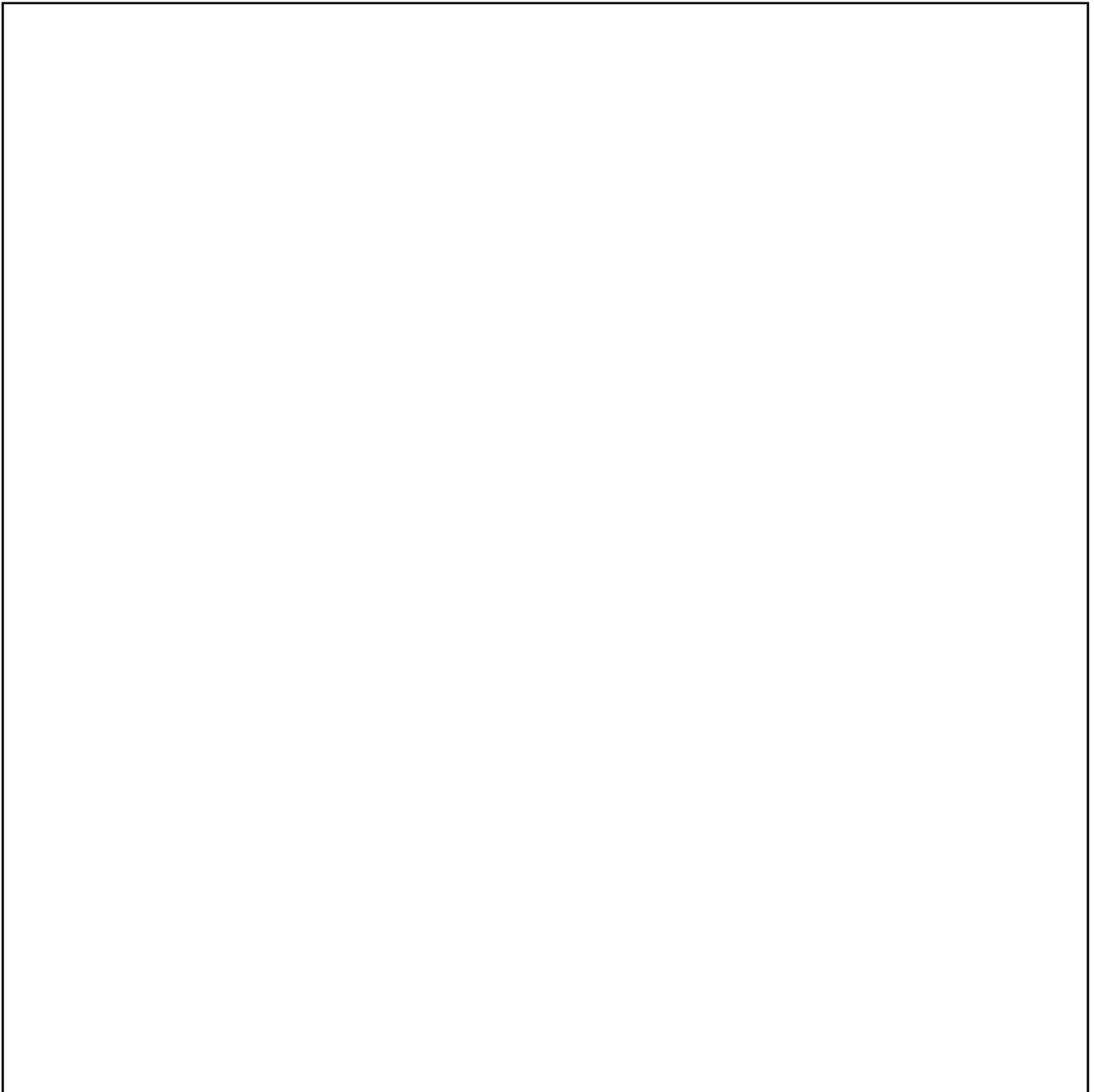
**MY OLD BOTTLES ARE
NOW PLANT POTS!**

I WILL USE CREATIVE ARTS TO
GROW FOOD

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to grow food?

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can do repeatedly?
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If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on using creative arts to grow food!

Below are some sample activities that you could do.

With the help of a grown-up, make a bird feeder using paper plates and place it in your garden. This will make your garden lively with the sound of birds.

Tag the name of the plants in your home or garden by writing it creatively on a small placard. Hang or place by the plants.

**I will use creative arts
to protect biodiversity**



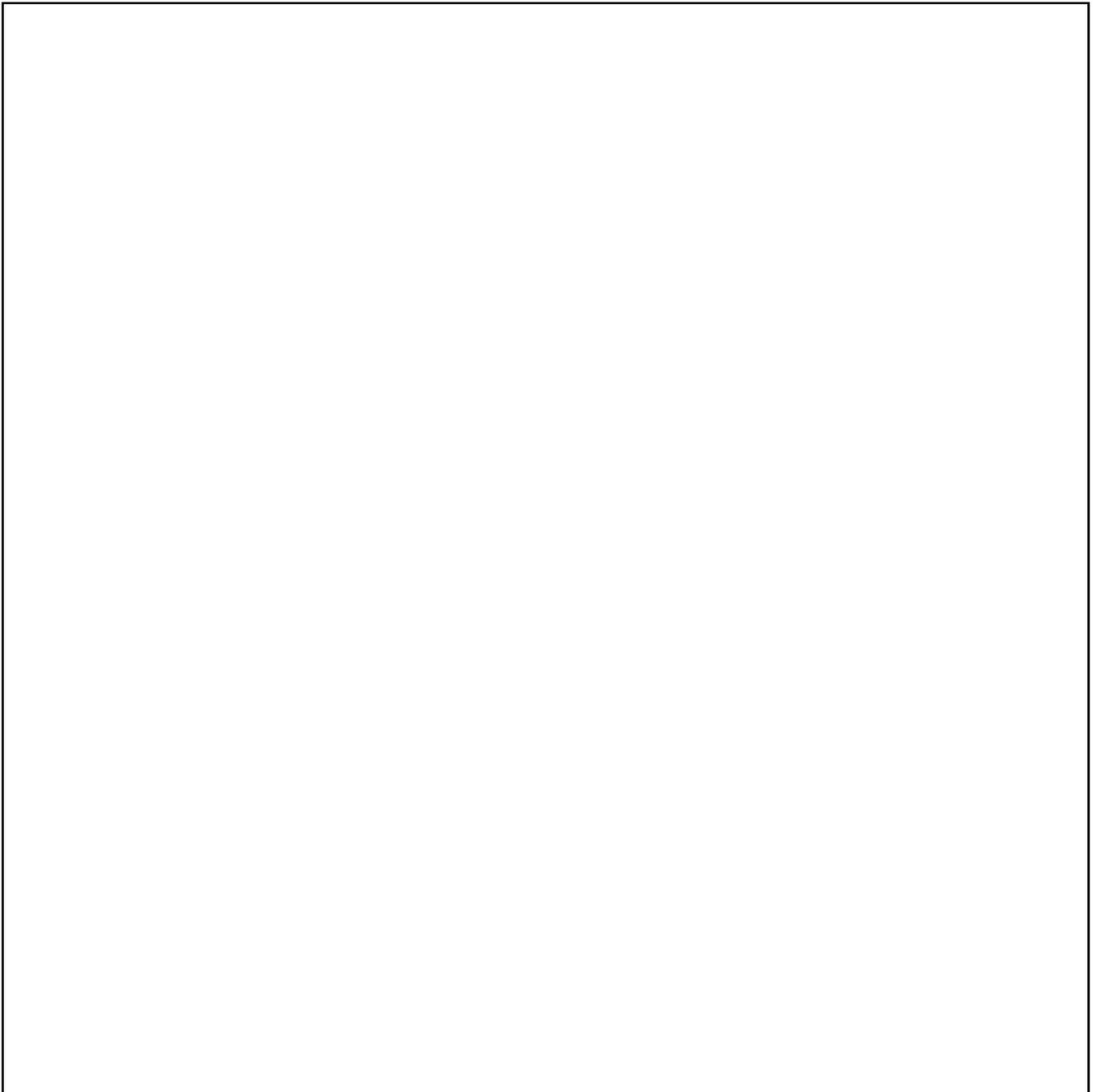
***I LOVE PAINTING MY
RECYCLED PLANT
POTS!***

***I WILL USE CREATIVE ARTS TO
PROTECT BIODIVERSITY***

Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to protect biodiversity?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
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That's it! Get started on using creative arts to protect biodiversity!

Below are some sample activities that you could do.

Collect natural materials like leaves, twigs, and pebbles to create collages that reflect different aspects of the environment.

Create signs from recycled material that can be used to signal leaks or water loss around the neighbourhood.

**I will experiment
to teach others**



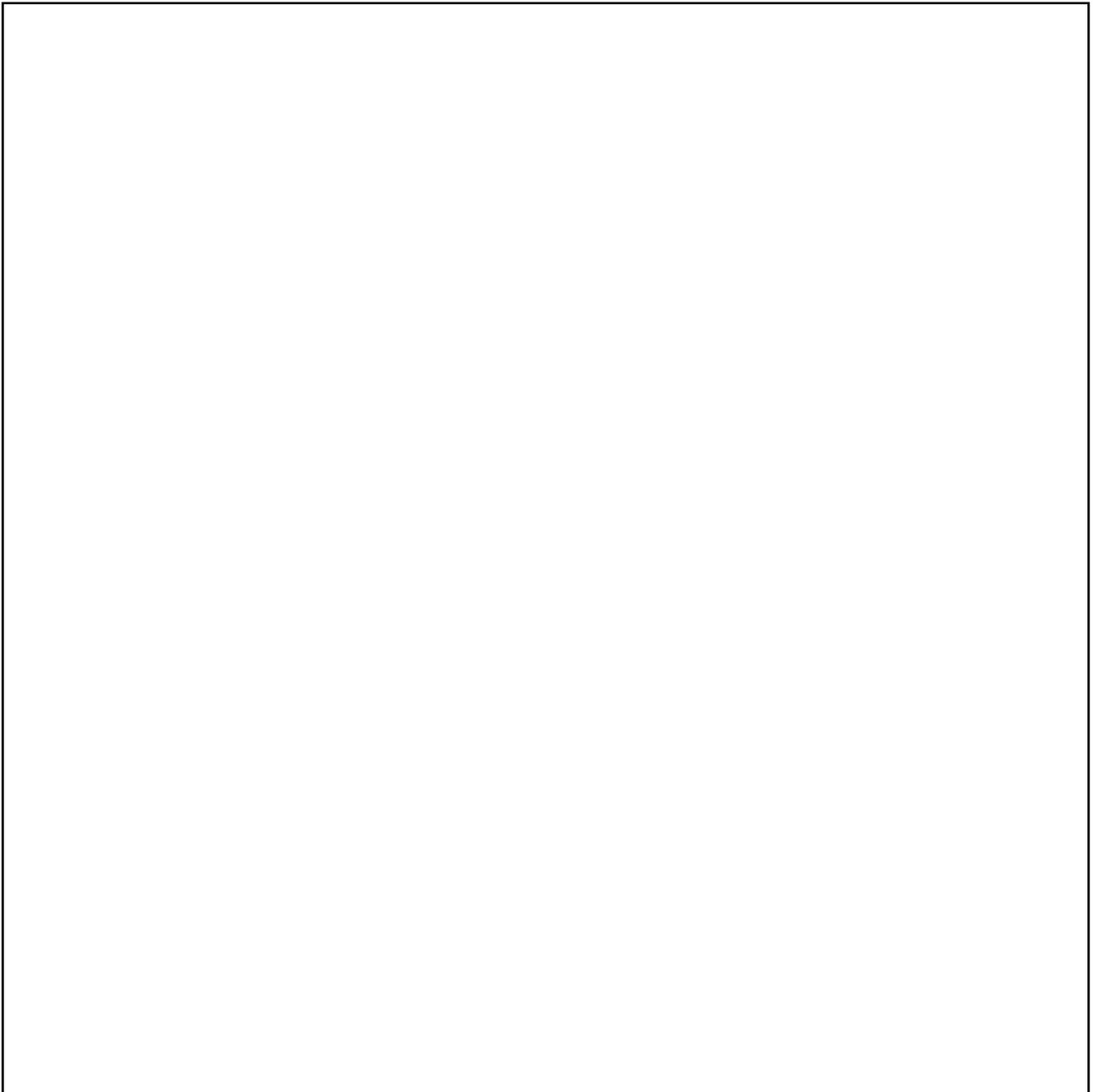
*I SHOWED MY FATHER
THE PLANETS I MADE*

I WILL EXPERIMENT TO TEACH OTHERS

Activity checklist

Does the image on the previous page remind you of ways you can experiment to teach others?

What activity would that be?



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If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

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That's it! Get started on experimenting to teach others!

Below are some sample activities that you could do.

Using a compass, teach your friend or sibling how to find directions.

Teach your friends or siblings about the 4 seasons, the Earth's orbit around the sun, and our solar system through a diagram.

**I will experiment
to save water**



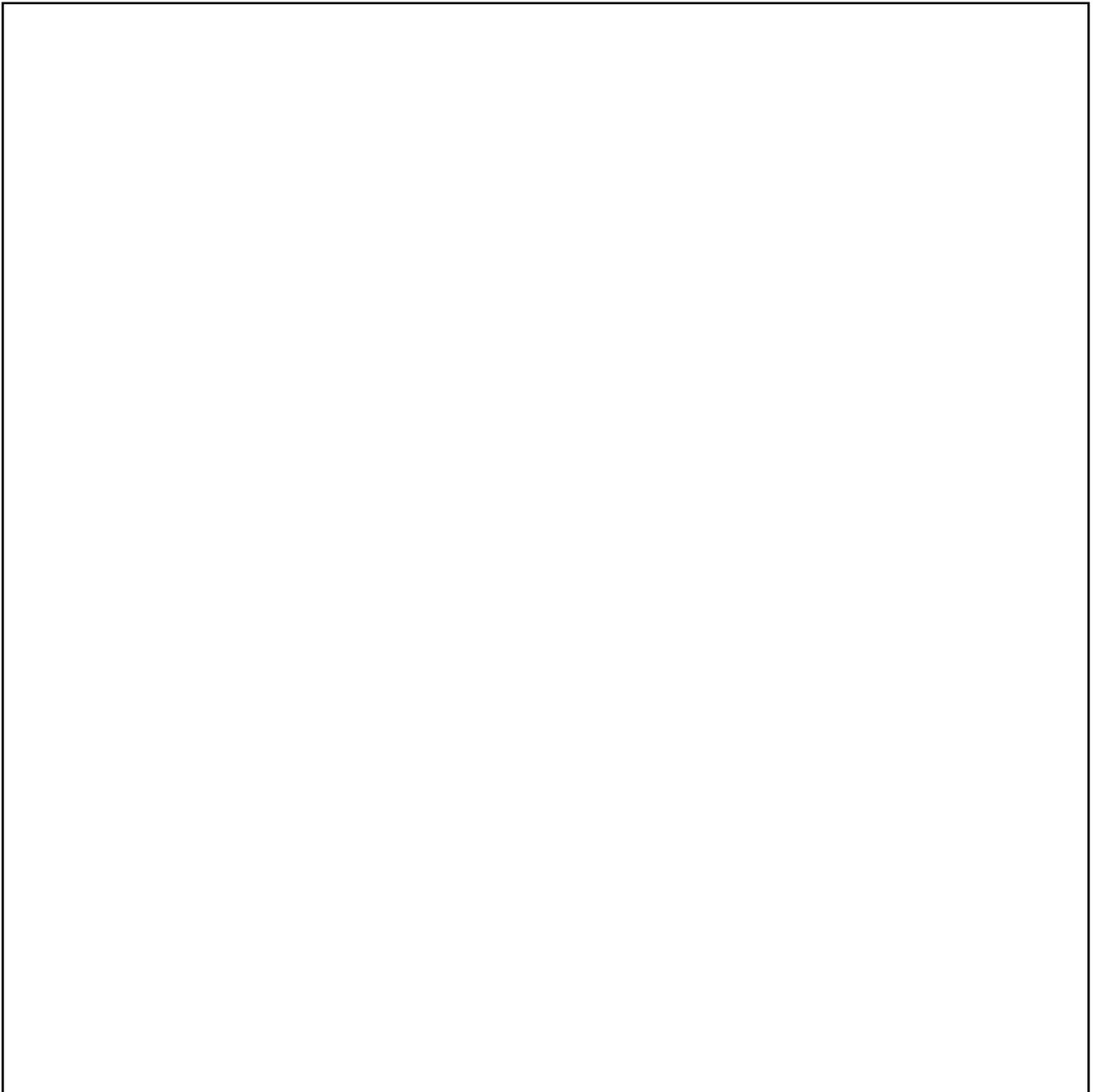
*I WILL SEE HOW THE
SUN HEATS UP MY
WATER*

I WILL EXPERIMENT TO SAVE WATER

Activity checklist

Does the image on the previous page remind you of ways you can experiment to save water?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the student to write down an activity related to saving water.

Is it an activity you
can do repeatedly?
Day after day?

If your answer to this question is
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Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on saving water?

If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

If your answer to this question is “No” then go back to the first question. You can also take inspiration from the activity examples on the next page.

That's it! Get started on experimenting to save water!

Below are some sample activities that you could do.

With the help of a grown-up check the soil for dryness. Water the lawn or garden accordingly.

Using a stopwatch, measure the time taken to water the lawn using a hose, and try to reduce the time.

**I will experiment to
use clean energy**



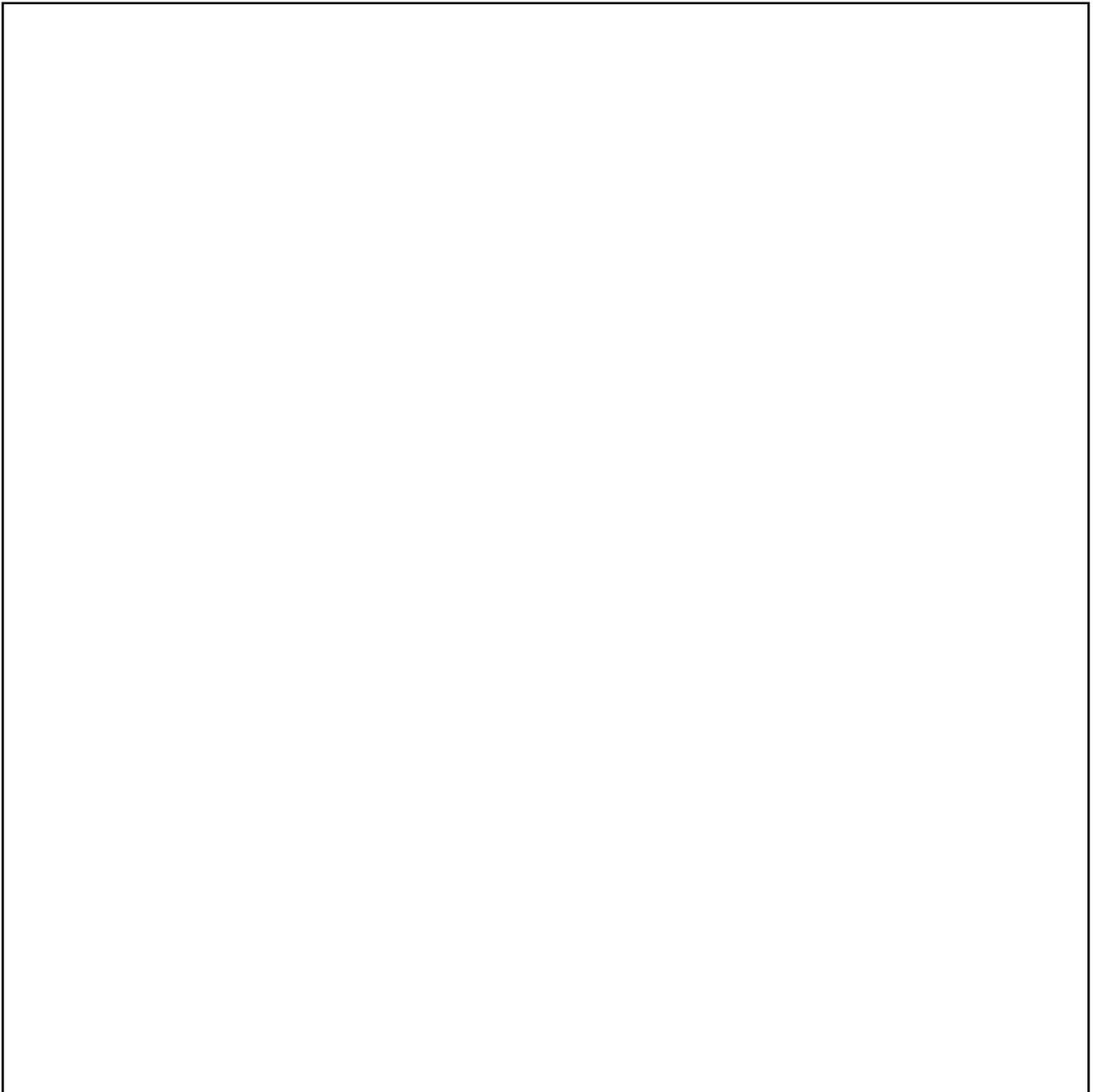
***I WILL SEE HOW THE
SUNLIGHT MOVES
THROUGH THE DAY!***

***I WILL EXPERIMENT TO USE CLEAN
ENERGY***

Activity checklist

Does the image on the previous page remind you of ways you can experiment to use clean energy?

What activity would that be?



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That's it! Get started on experimenting to use clean energy!

Below are some sample activities that you could do.

Tie paper strips from your window, and observe the direction and speed of the wind at different times of the day.

With your parent make a simple water wheel at home with ice cream sticks and cardboard, and watch the wheel spin with the force of the water!

**I will experiment
to remove CO₂
from air**



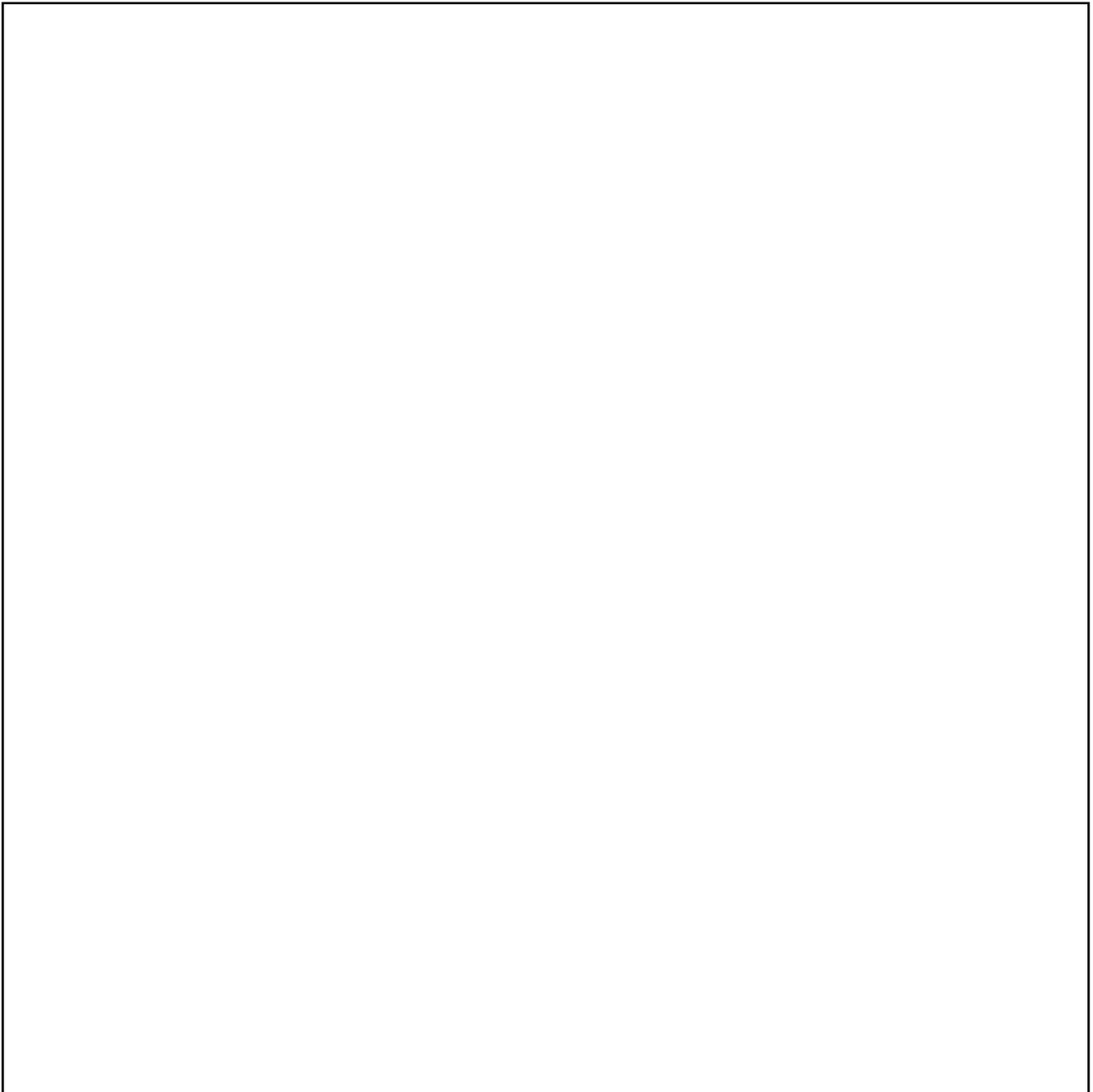
***I WILL USE
SEEDS FROM THE
VEGETABLES TO GROW
NEW PLANTS***

***I WILL EXPERIMENT TO REMOVE CO₂
FROM AIR***

Activity checklist

Does the image on the previous page remind you of ways you can experiment to remove CO₂ from air?

What activity would that be?



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can do repeatedly?
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Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on removing CO2 from air?

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That's it! Get started on experimenting to remove CO₂ from air!

Below are some sample activities that you could do.

Bring home a wilted or dry potted plant. Start watering it regularly and observe the changes in the health of the plant.

Take a deep breath and blow gently through a straw into a cup of water with soap. This produces bubbles, which represent CO₂. We exhale CO₂ when we breathe, but trees and plants help clean the air by absorbing CO₂ and producing oxygen.

**I will experiment
to manage waste**



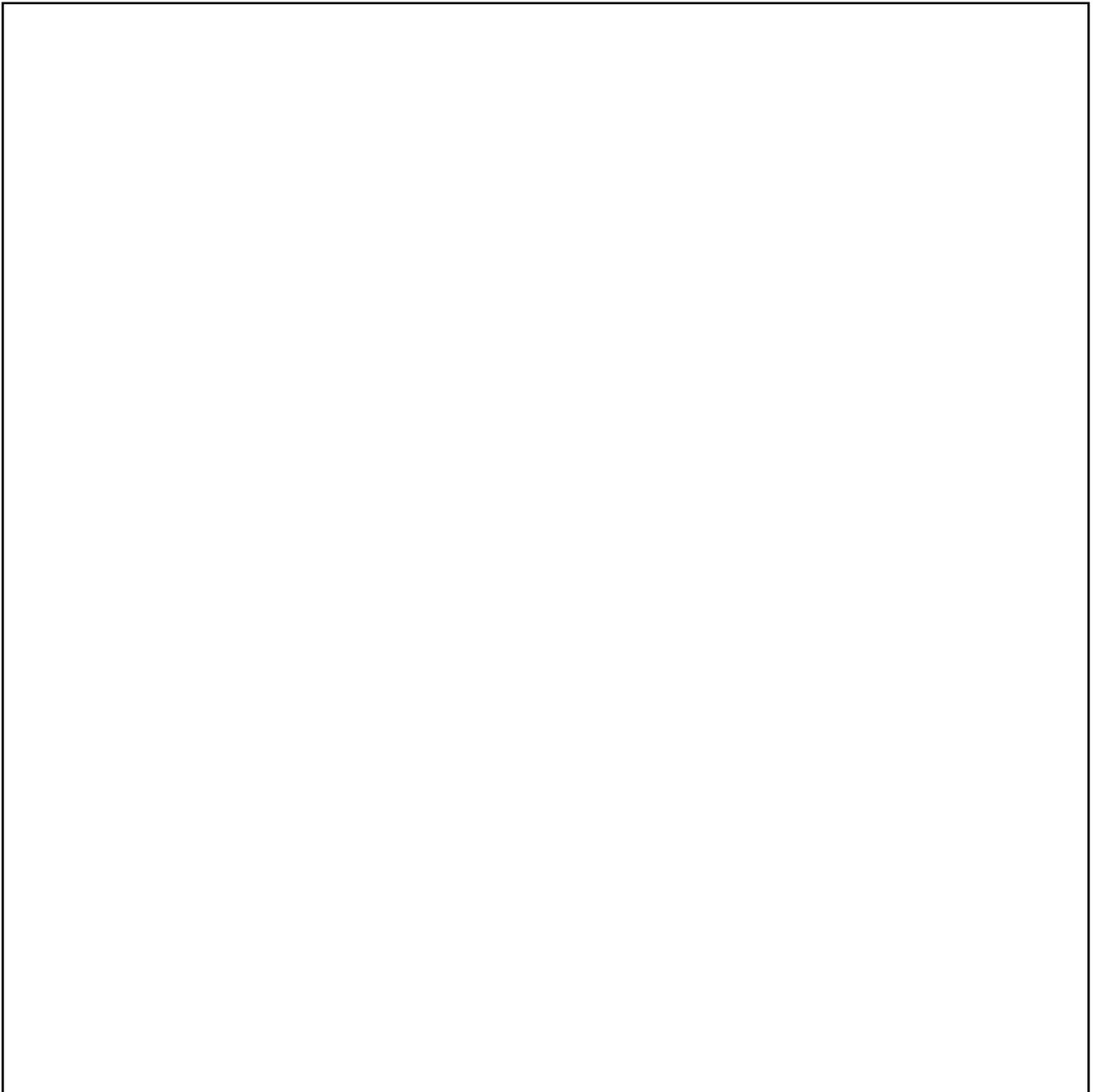
***I WILL LEARN ABOUT
SEPARATING WASTE***

I WILL EXPERIMENT TO MANAGE WASTE

Activity checklist

Does the image on the previous page remind you of ways you can experiment to manage waste?

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

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Day after day?

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If your answer to this question is “Yes” then hurrah! You are all set to start your activity.

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That's it! Get started on experimenting to manage waste!

Below are some sample activities that you could do.

Along with your parent, conduct a decomposition experiment with different types of waste materials such as banana peels or crushed eggshells to understand composting. Record your observations in your notebook.

Ask your parents to donate the clothes you have outgrown to a charity.

**I will experiment
to grow food**



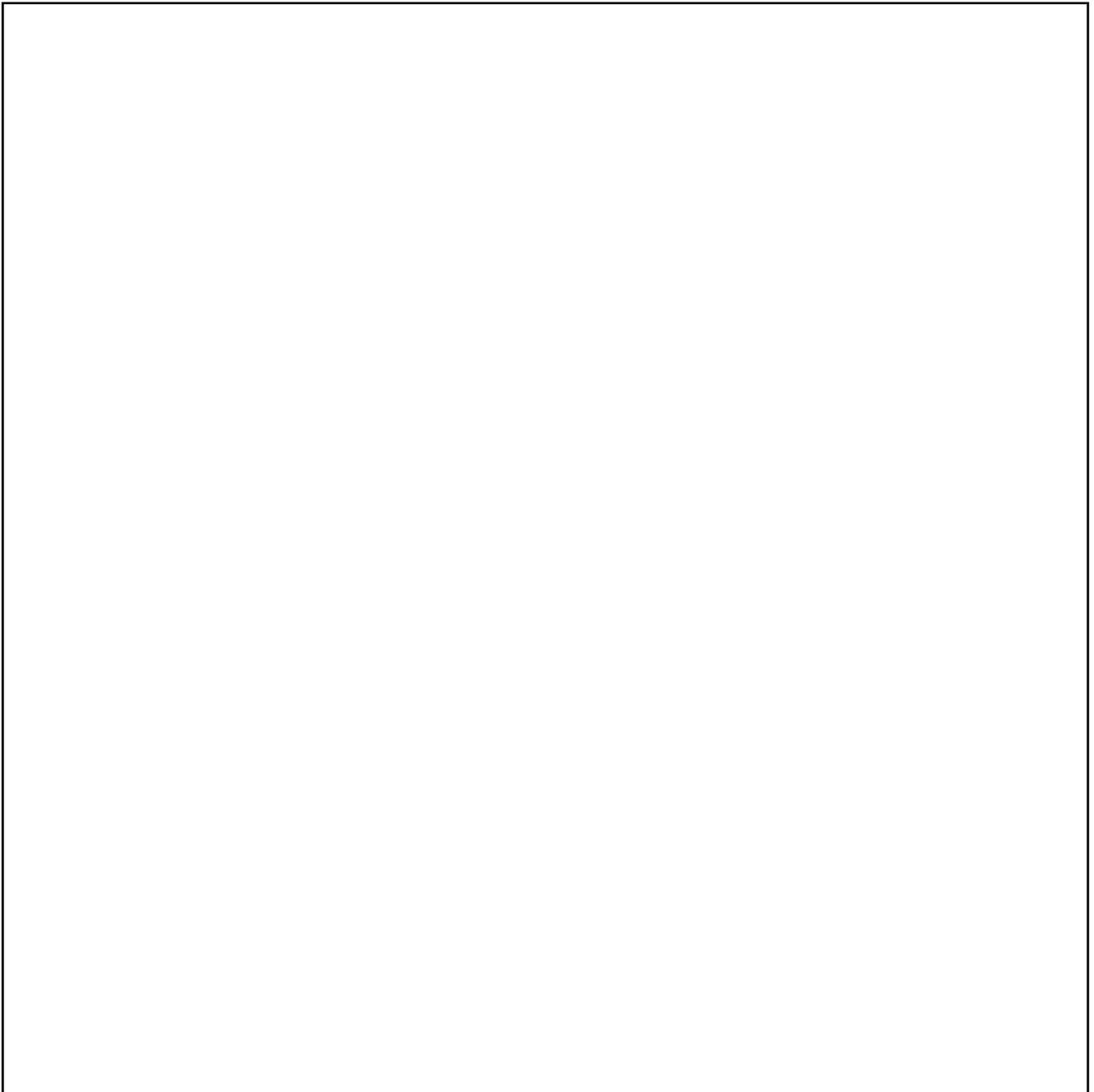
*I WILL FIND WAYS TO
KEEP MY FOOD FRESH*

I WILL EXPERIMENT TO GROW FOOD

Activity checklist

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What activity would that be?



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That's it! Get started on experimenting to grow food!

Below are some sample activities that you could do.

Place 3-5 clean date seeds in a damp paper towel, seal them in a plastic bag, and keep them in a warm spot to see how they sprout.

Plant two seeds separately: one in soil mixed with compost and the other in plain soil. Provide the same amount of water and sunlight, and observe which plant grows faster and looks healthier.

**I will experiment to
protect biodiversity**

A young child with dark hair, wearing a blue lab coat, is looking through a magnifying glass at a flower in a field. The child's face is in profile, and they are holding the magnifying glass with their right hand. The background is a field of yellow flowers and green foliage, slightly out of focus. The magnifying glass shows a close-up of a flower's center.

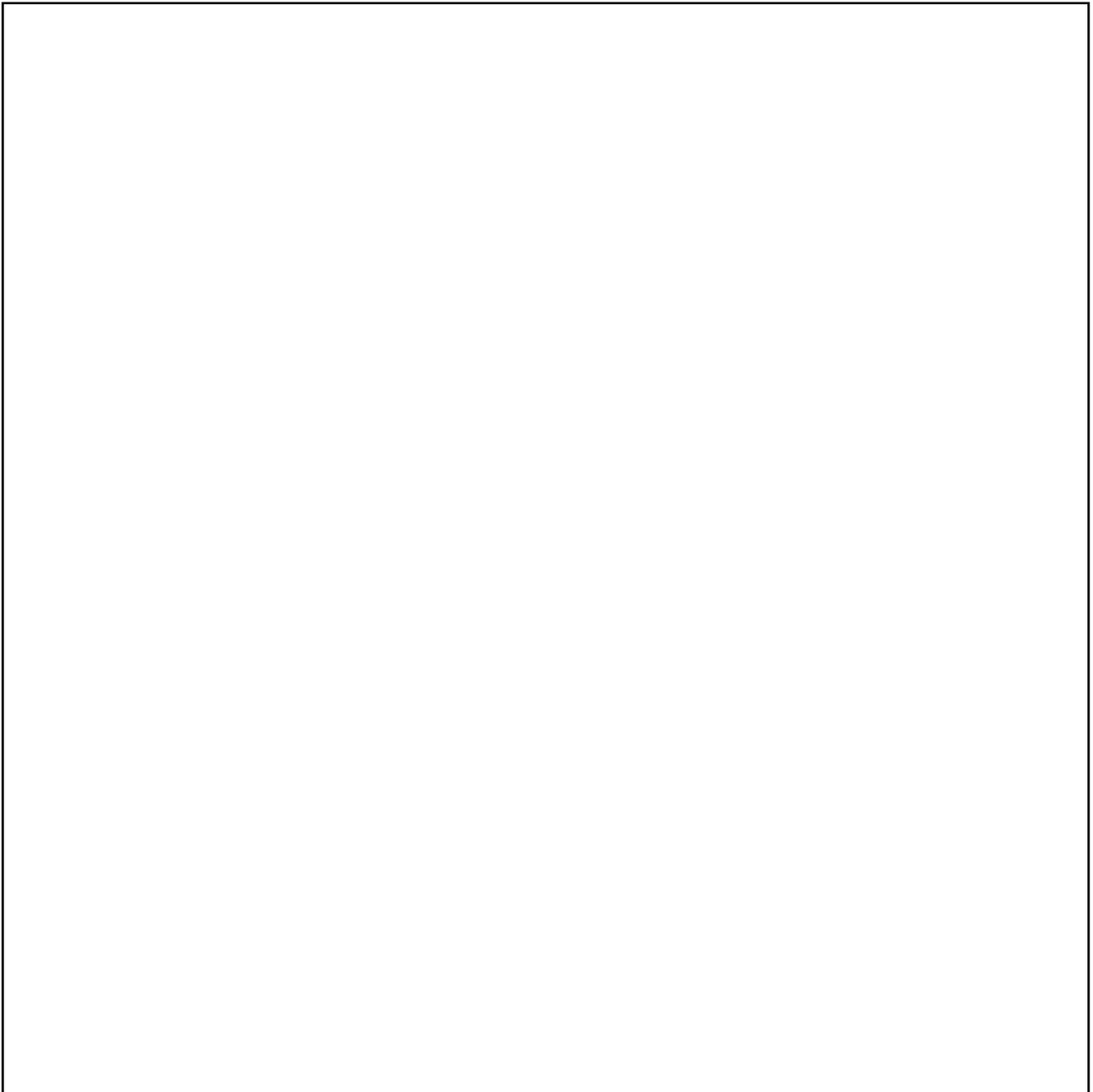
***I WILL STUDY FLOWERS
SO I CAN TAKE
BETTER CARE OF
THEM***

***I WILL EXPERIMENT TO PROTECT
BIODIVERSITY***

Activity checklist

Does the image on the previous page remind you of ways you can experiment to protect biodiversity?

What activity would that be?



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Day after day?

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That's it! Get started on experimenting to protect biodiversity!

Below are some sample activities that you could do.

With the help of a teacher, set up a classroom composting experiment to learn about recycling organic waste and enriching soil.

Conduct a simple science experiment using water and different objects like pebbles, cork and so on to see what floats.