



**Sustainable
habits 7x7**

Grade 3

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**



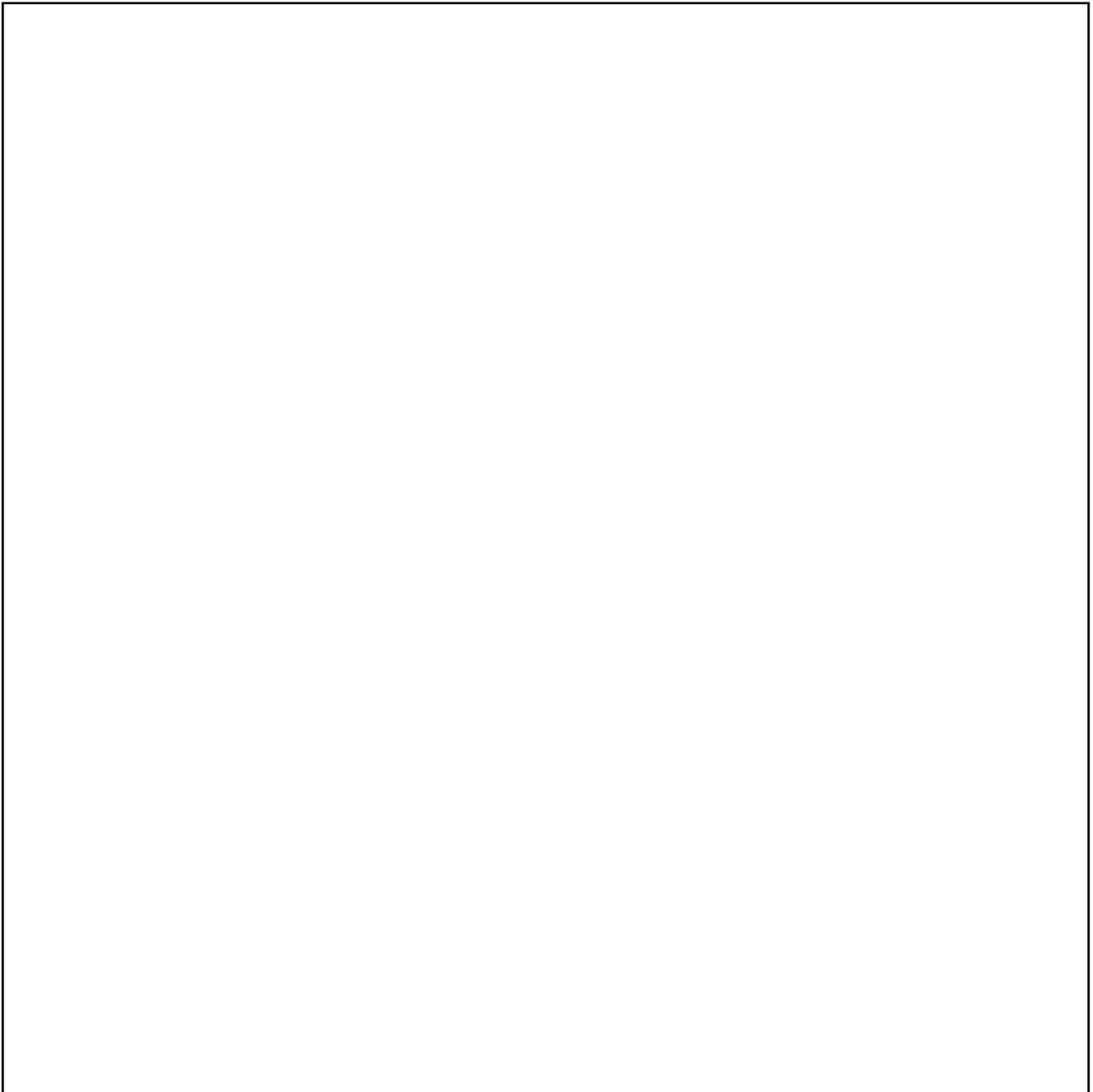
***I TAUGHT MY FRIEND
ORIGAMI!***

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.

Take turns with your friends to read story books aloud to other children.

Teach your grandparent how to use a computer, tablet, or smartphone.

**I volunteer to
save water**

A young girl with curly hair is brushing her teeth in a bathroom. She is wearing a pink shirt and a watch. In the background, another person is visible, and a sink with a faucet is in the foreground. The scene is brightly lit, suggesting a sunny day.

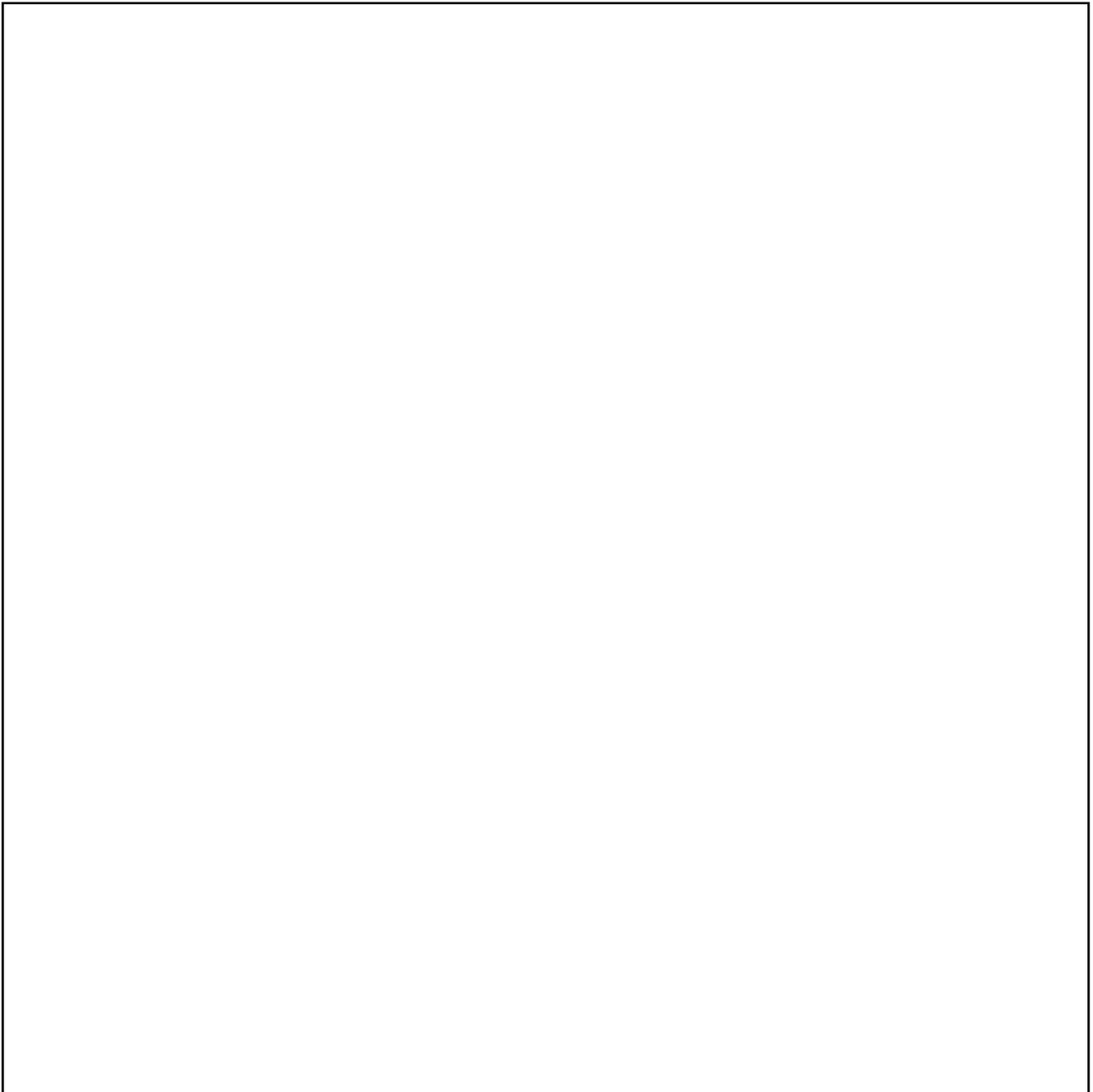
***I WILL KEEP THE TAP
CLOSED WHEN I BRUSH
MY TEETH***

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.

Keep track of the time each family member spends in the shower for a week. Then agree with them to reduce time spent in the shower.

When cleaning out fish tanks, use the old nutrient-rich water to water the plants and garden.

**I volunteer to use
clean energy**



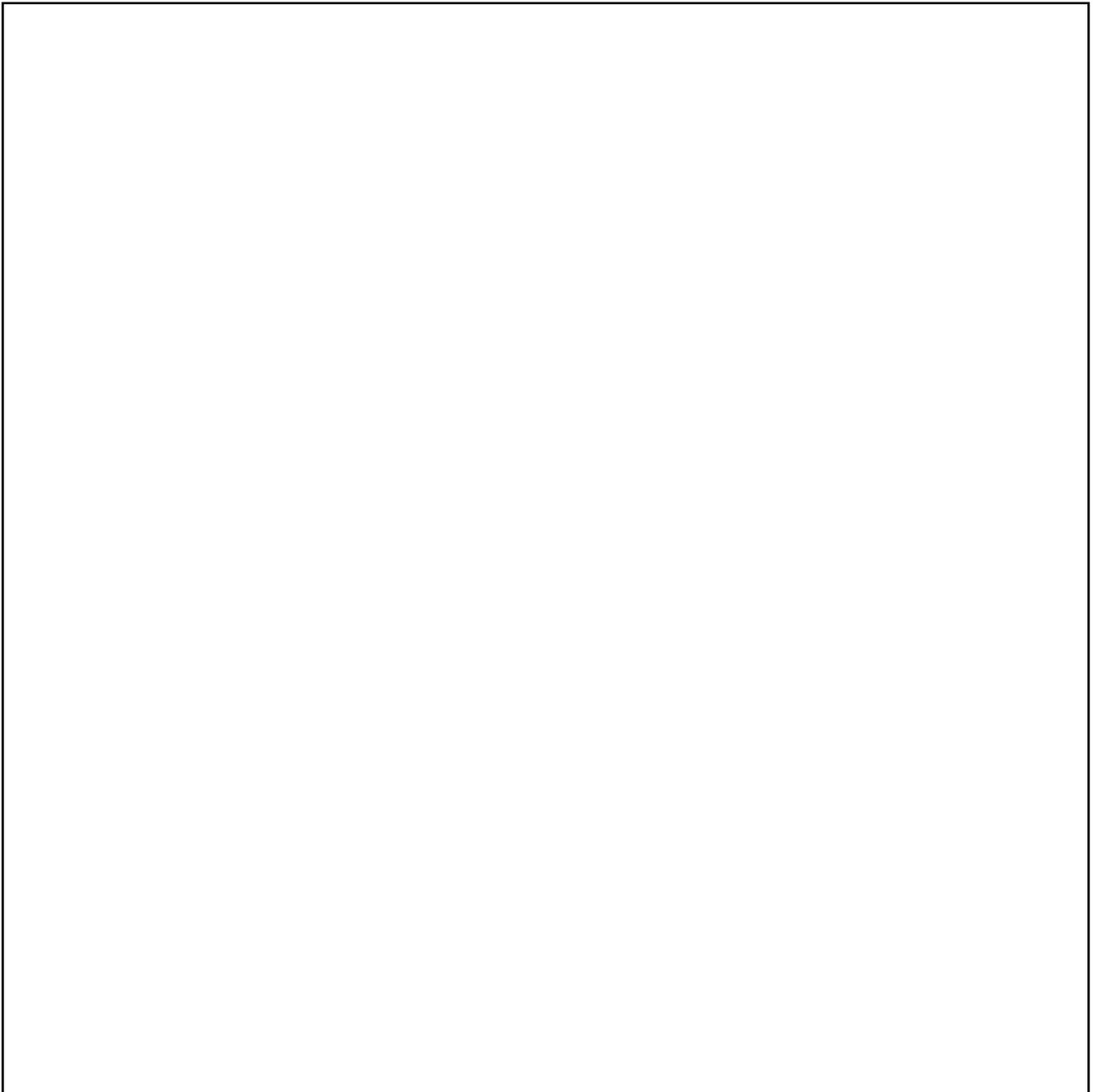
*I WILL USE THE SUN'S
ENERGY TO KEEP MY
FOOD WARM*

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.

Learn what clean energy means, and then tell your friends.

Explain to your friends, classmates, or siblings about any 3 sources of clean energy and how they help the planet.

**I volunteer to
remove CO₂
from air**



*I WILL ASK MY
FAMILY MEMBERS
TO NOT CUT PLANTS
UNNECESSARILY*

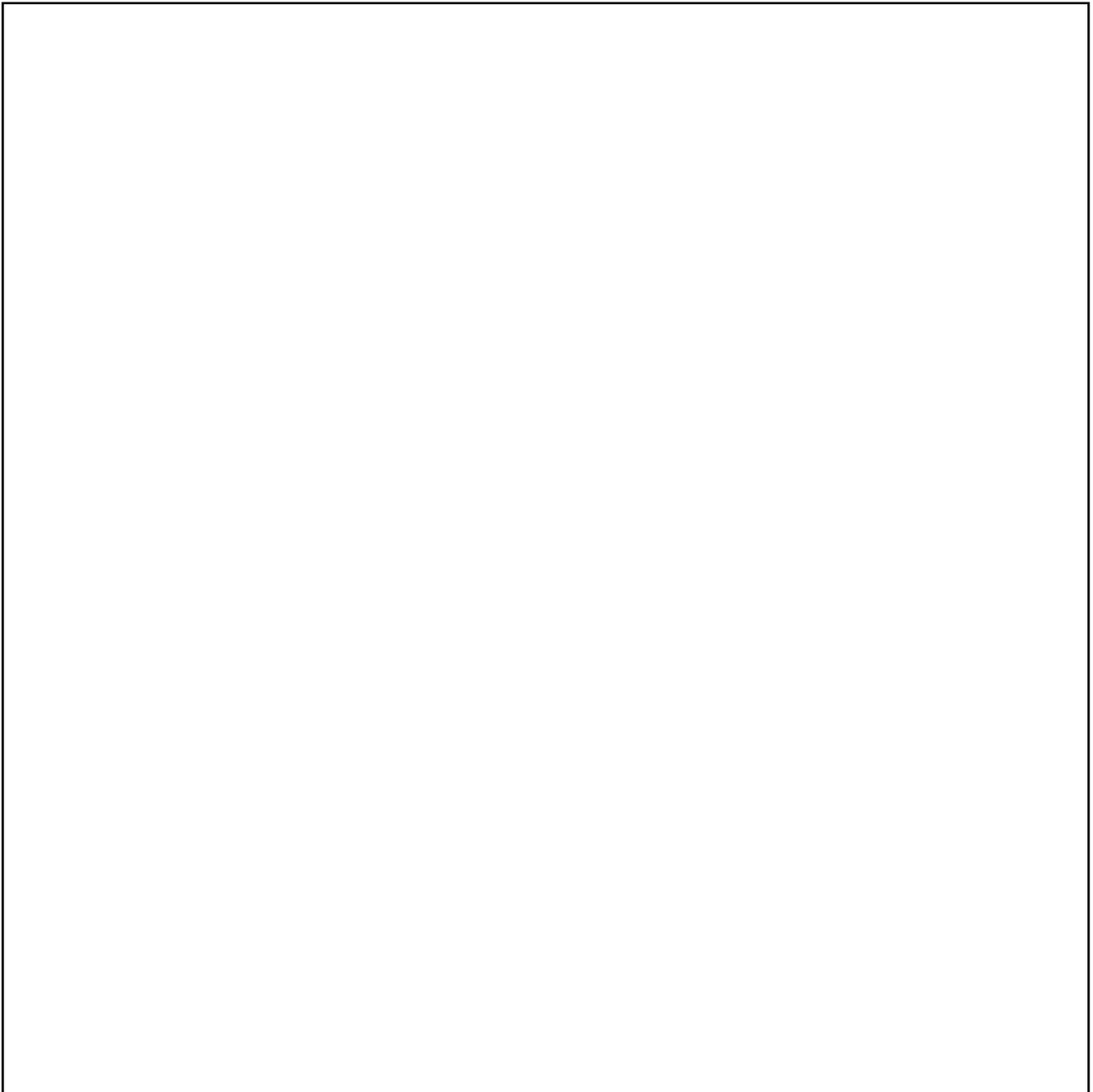
I VOLUNTEER TO REMOVE CO2 FROM AIR

Let it
grow
wild

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.

For 1 week, try to avoid any activity that produces CO₂ (other than breathing of course!) Tell others about what you are attempting!

With the help of a parent, organise a neighbourhood clean-up day where your friends help pick up litter in a park or along a local riverbank. Make sure that everyone wears gloves!

**I volunteer to
manage waste**



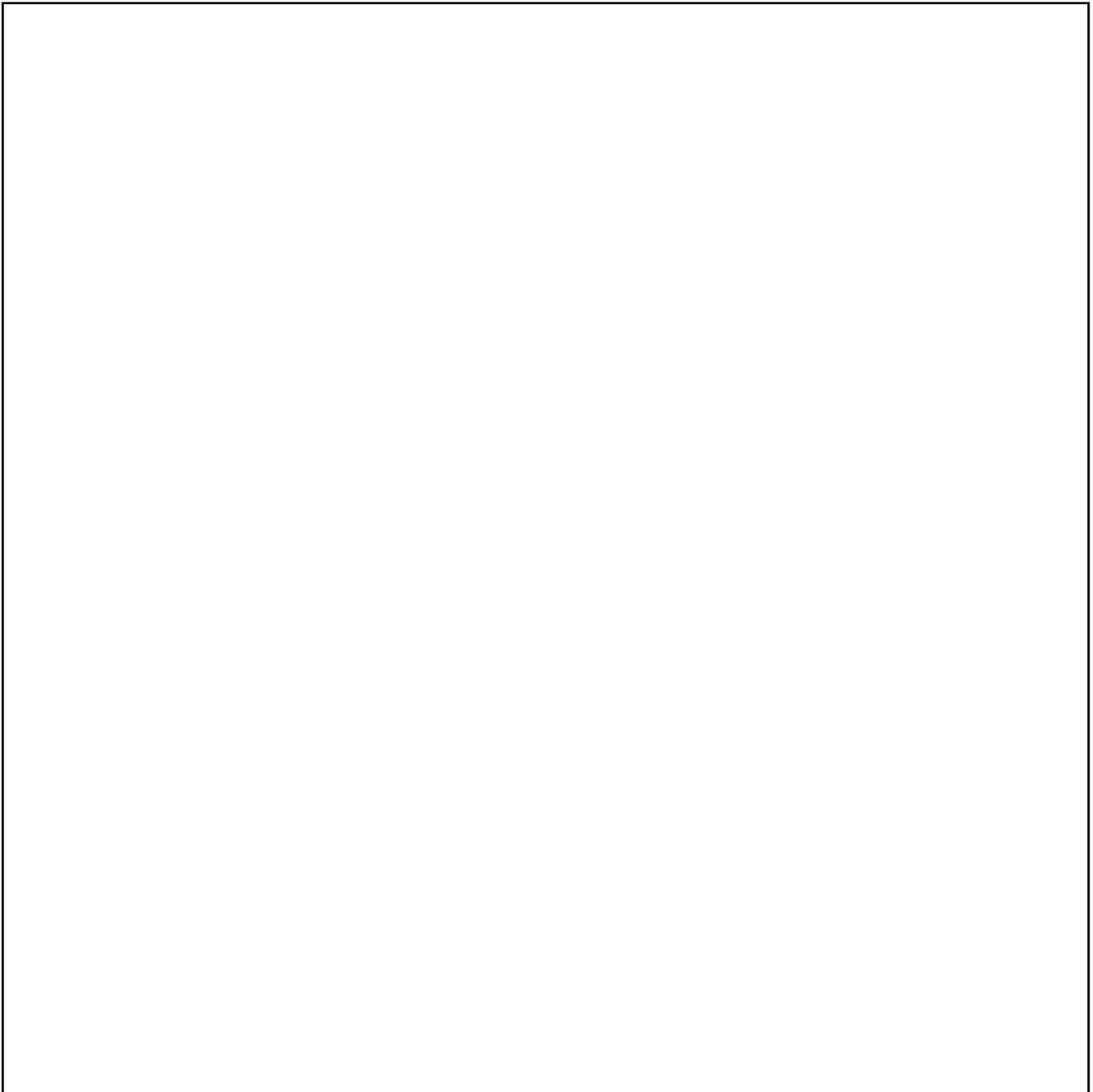
*I WILL CHECK THE BIN
IN WHICH I NEED TO
PUT MY WASTE IN*

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.

Join a group clean-up drive at the nearest beach.

Start a recycling initiative at home and encourage your family members to join in.

**I volunteer to
grow food**



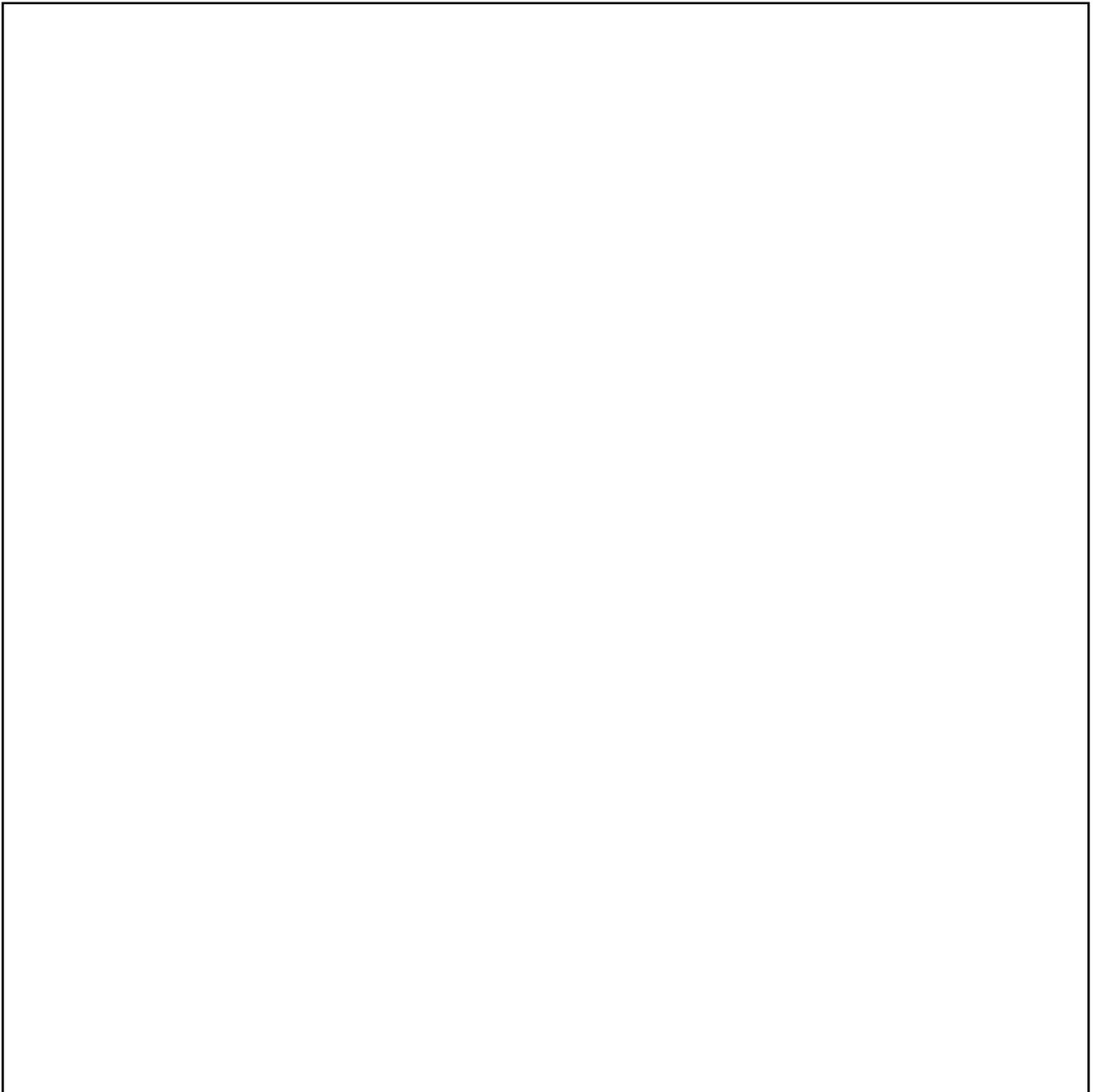
***I WILL LEARN MORE
ABOUT PLANTS SO
THAT I CAN TAKE CARE
OF THEM***

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.

Visit a local farm with your parents to see and learn what farmers do.

Assist in taking care of plants and trees in the neighbourhood by watering them when required, or collecting dried leaves.

**I volunteer to
protect biodiversity**



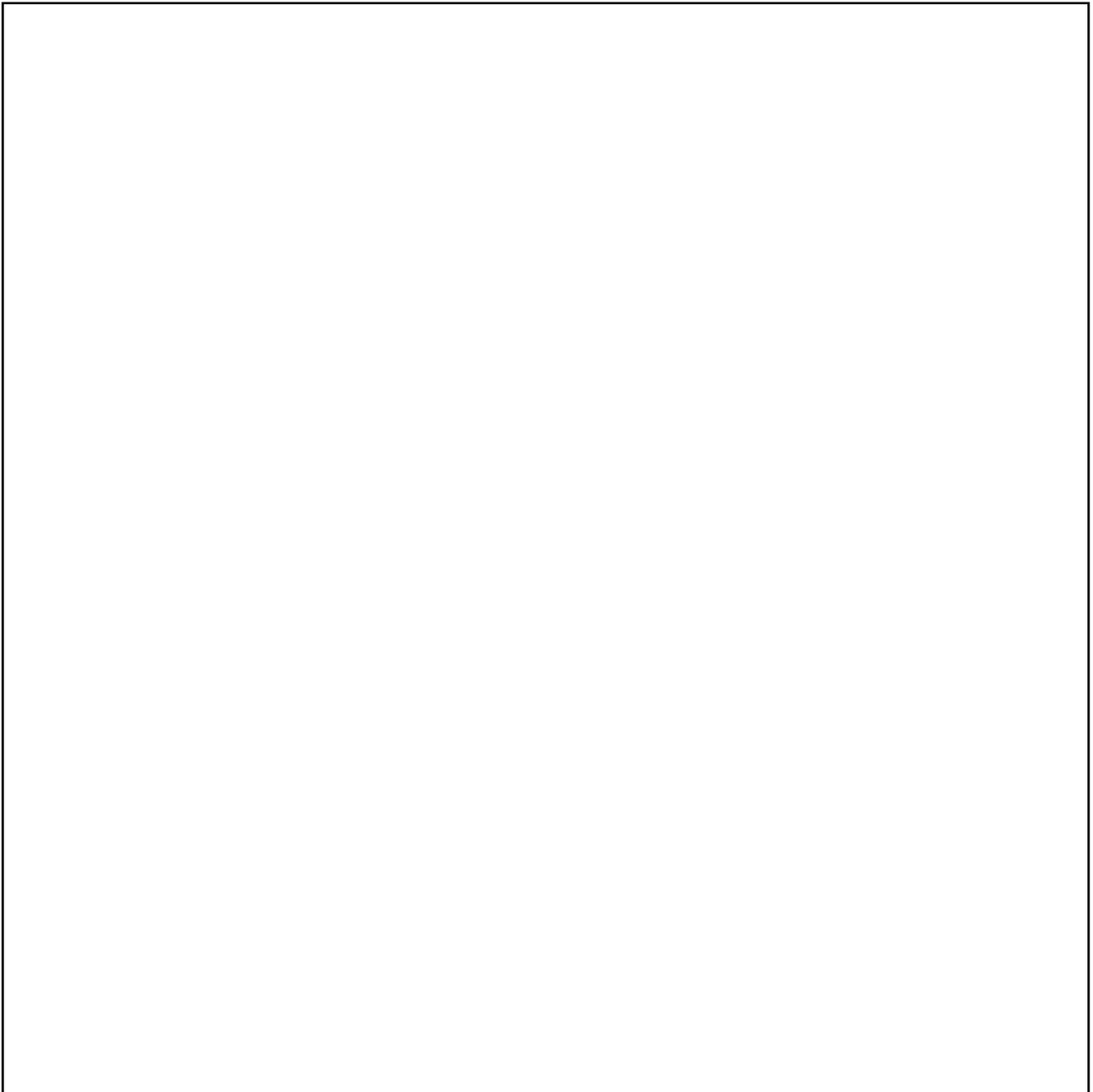
***I WILL LEARN ABOUT
NATIVE PLANTS***

***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
“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 volunteering to protect biodiversity!

Below are some sample activities that you could do.

Join a tree-planting drive with your family or friends.

Help tidy up your community library by organising books on shelves, and creating a special section for books related to biodiversity.

**I will move to
teach others**



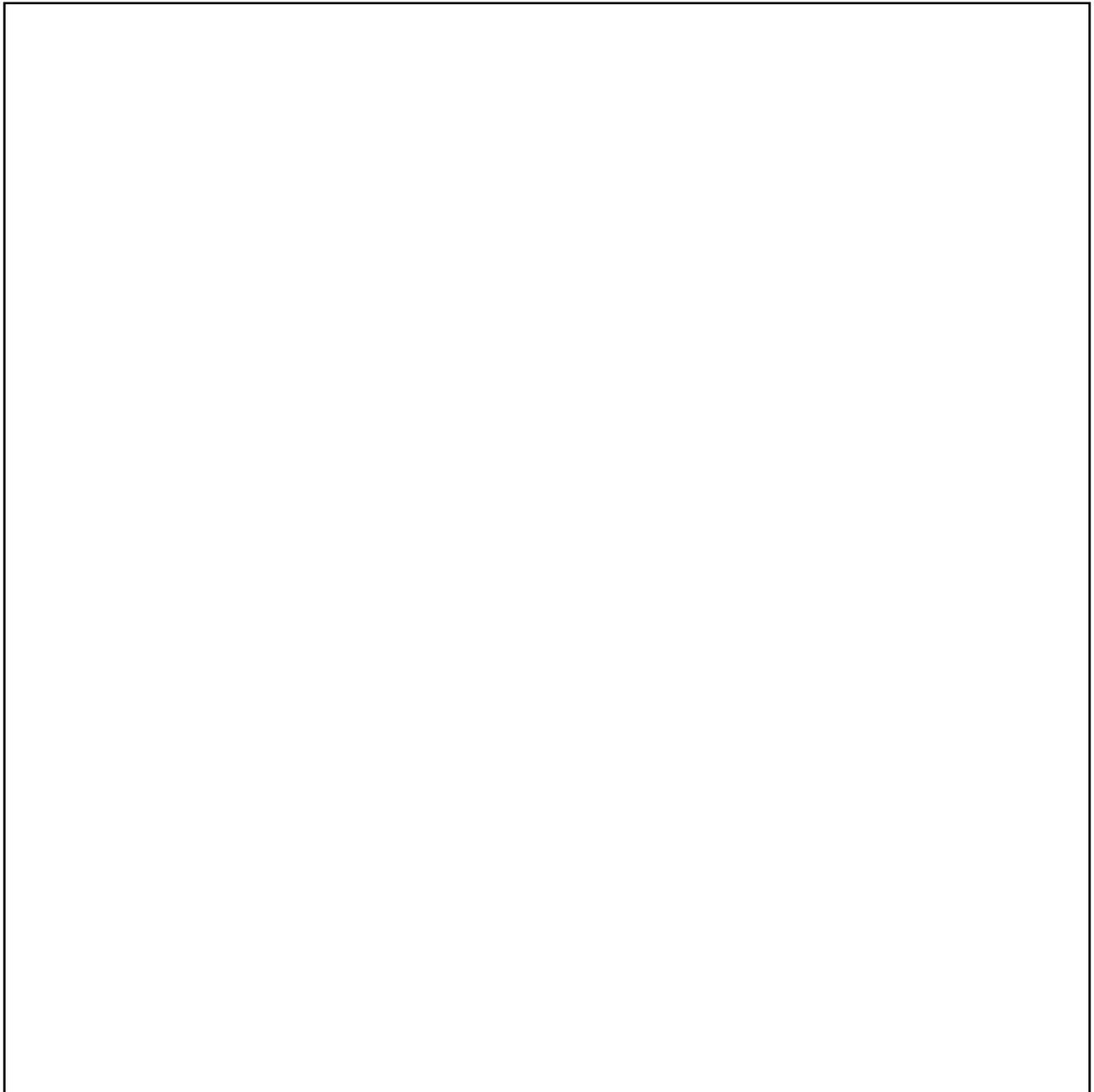
***I TAUGHT MY BROTHER
TO COLLECT SEA
SHELLS!***

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 down an activity.

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.

Go to the park with your friends, and play “I spy.” Teach each other new names of things, animals, and birds.

Teach your younger sibling or friends how to ride a bicycle.

**I will move to
save water**

A young girl with long, curly brown hair is smiling and holding a clear glass of water. She is wearing a white long-sleeved shirt under a light blue cardigan. The background is a softly lit indoor space with a window and some greenery.

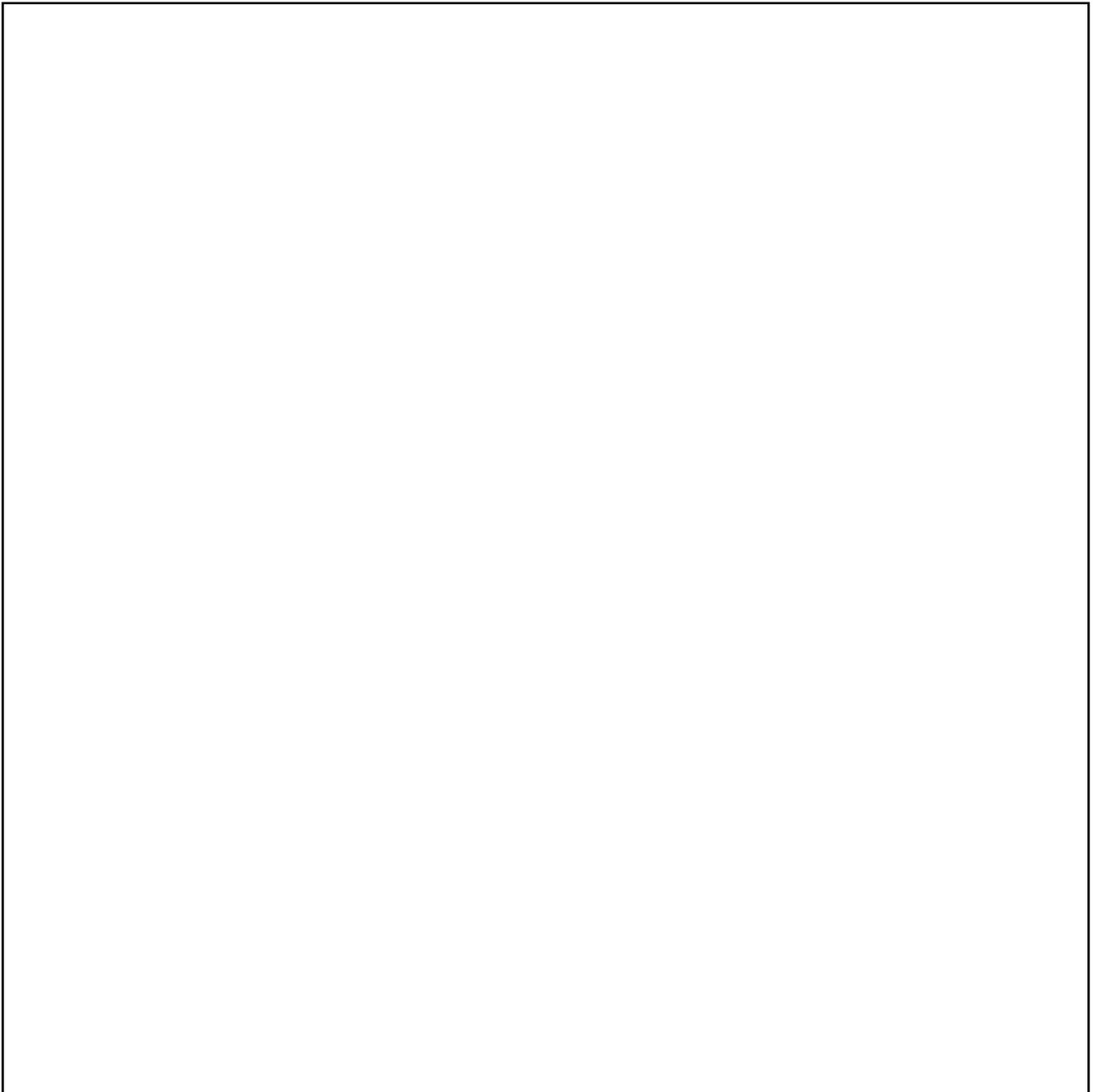
***I WILL ALWAYS FINISH
THE WATER IN MY
GLASS***

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?

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 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.

Track how much water you use daily over a period of time, and then try and reduce the amount.

Water your plants and lawn in the morning or evening, when the temperature is cooler in order to minimise evaporation.

**I will move to
use clean energy**

A photograph of three children playing soccer on a grassy field at sunset. The sun is low in the sky, creating a warm, golden glow. In the foreground, a boy in a white shirt and dark shorts is running towards the right, with a soccer ball near his feet. To his left, another boy in a dark long-sleeved shirt and shorts is running. In the background, a third child is visible, and there are some buildings and hills under the bright sky.

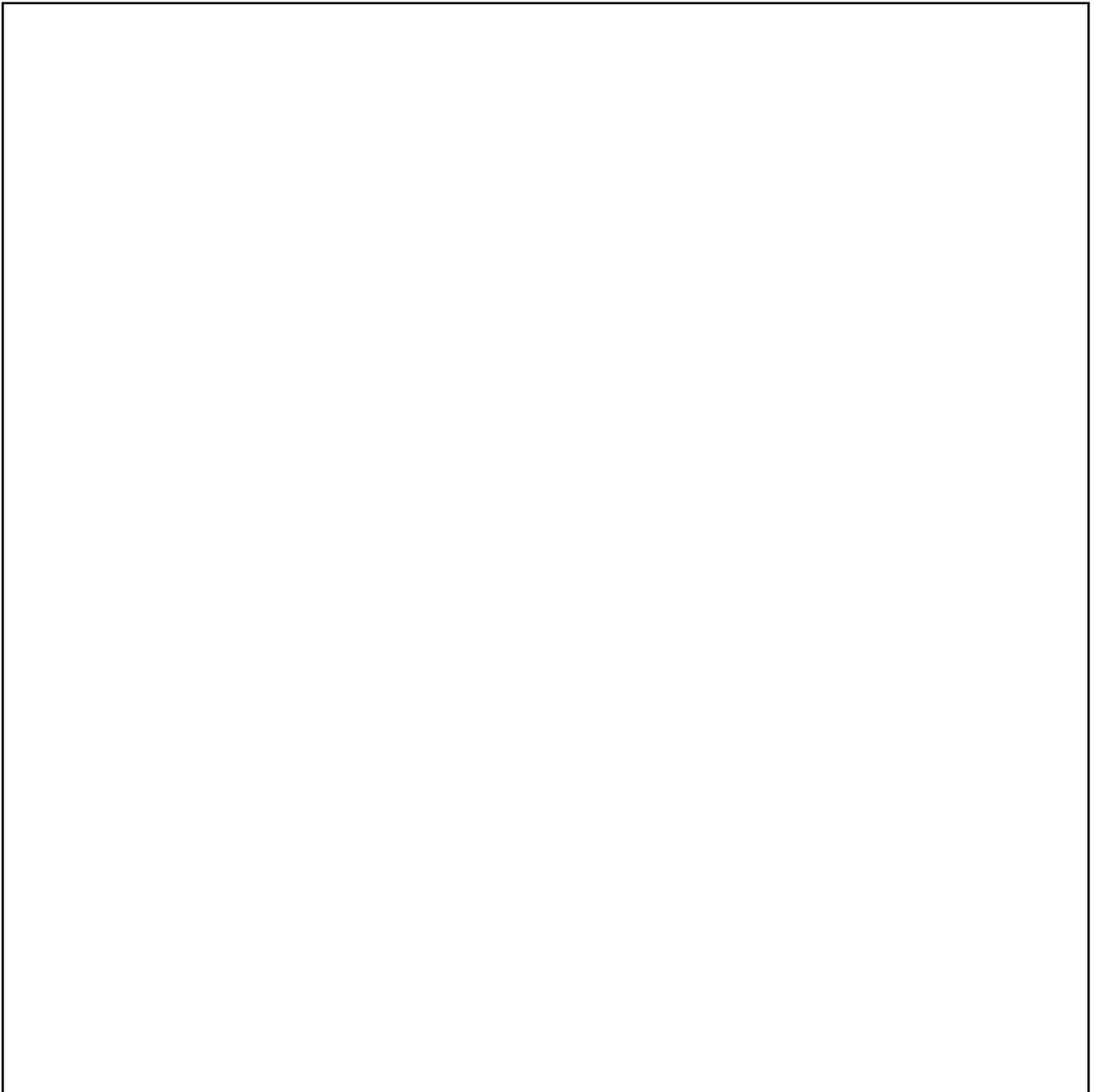
***I WILL PLAY SPORTS
THAT DO NOT NEED
ANY ELECTRICITY***

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?

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 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.

Go walking, running or cycling with your family or friends, instead of using the car.

Practice turning off faucets tightly to save water.

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

A young boy with dark hair, wearing a light blue t-shirt and grey shorts, is crouching in a garden. He is holding a small green sapling with both hands, preparing to plant it in a mound of dark soil. The background is a lush, out-of-focus garden with various plants and flowers. The lighting is warm, suggesting late afternoon or early morning. The text is overlaid on the bottom left of the image.

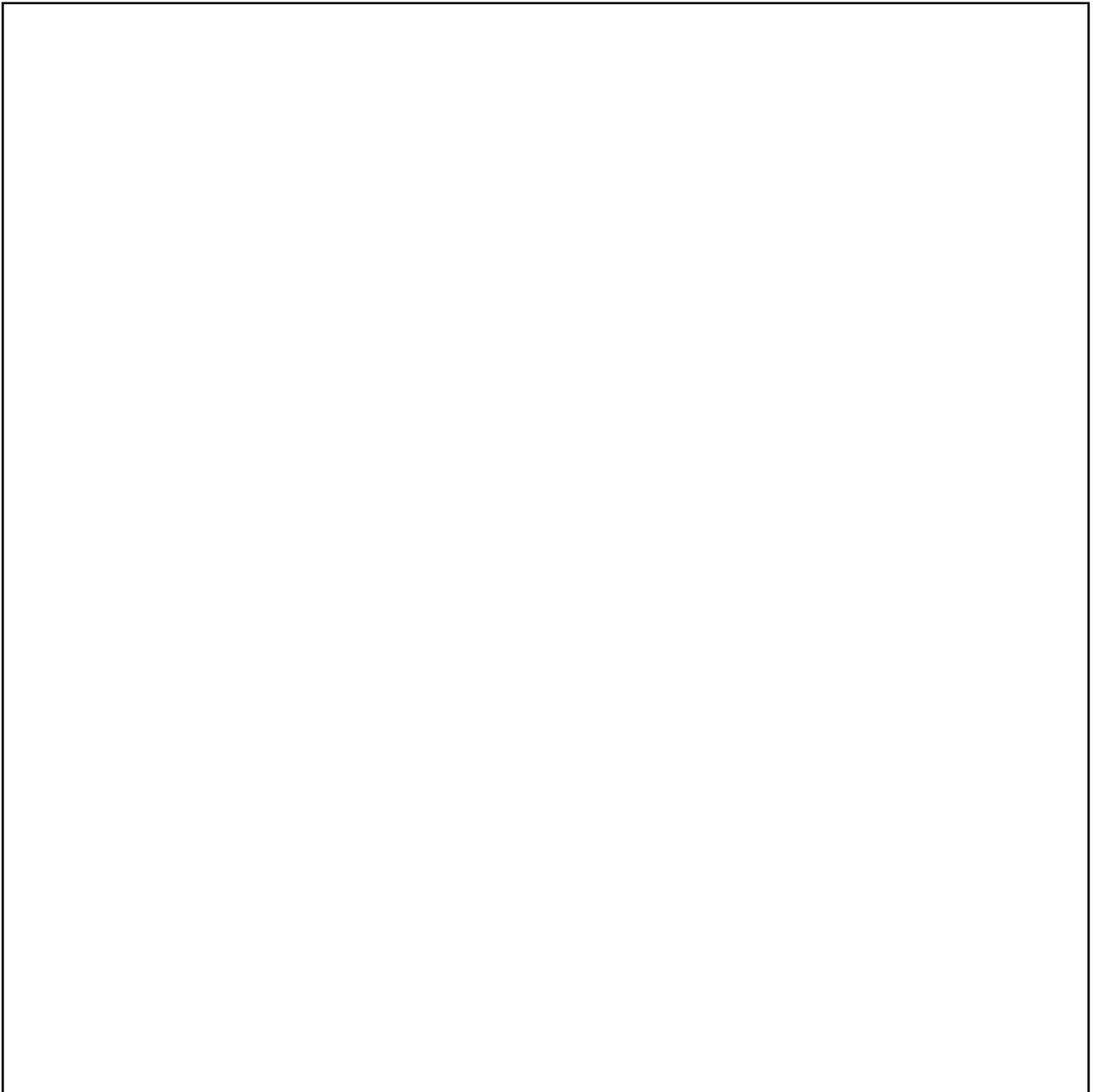
***I WILL USE MY
BACKYARD TO GROW
MY OWN ECOSYSTEM***

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.

Record how much time your family spends in a fuel-powered vehicle weekly. Then try to reduce it, by encouraging them to walk or take public transport.

Cycle or walk to the school once a week.

**I will move to
manage waste**



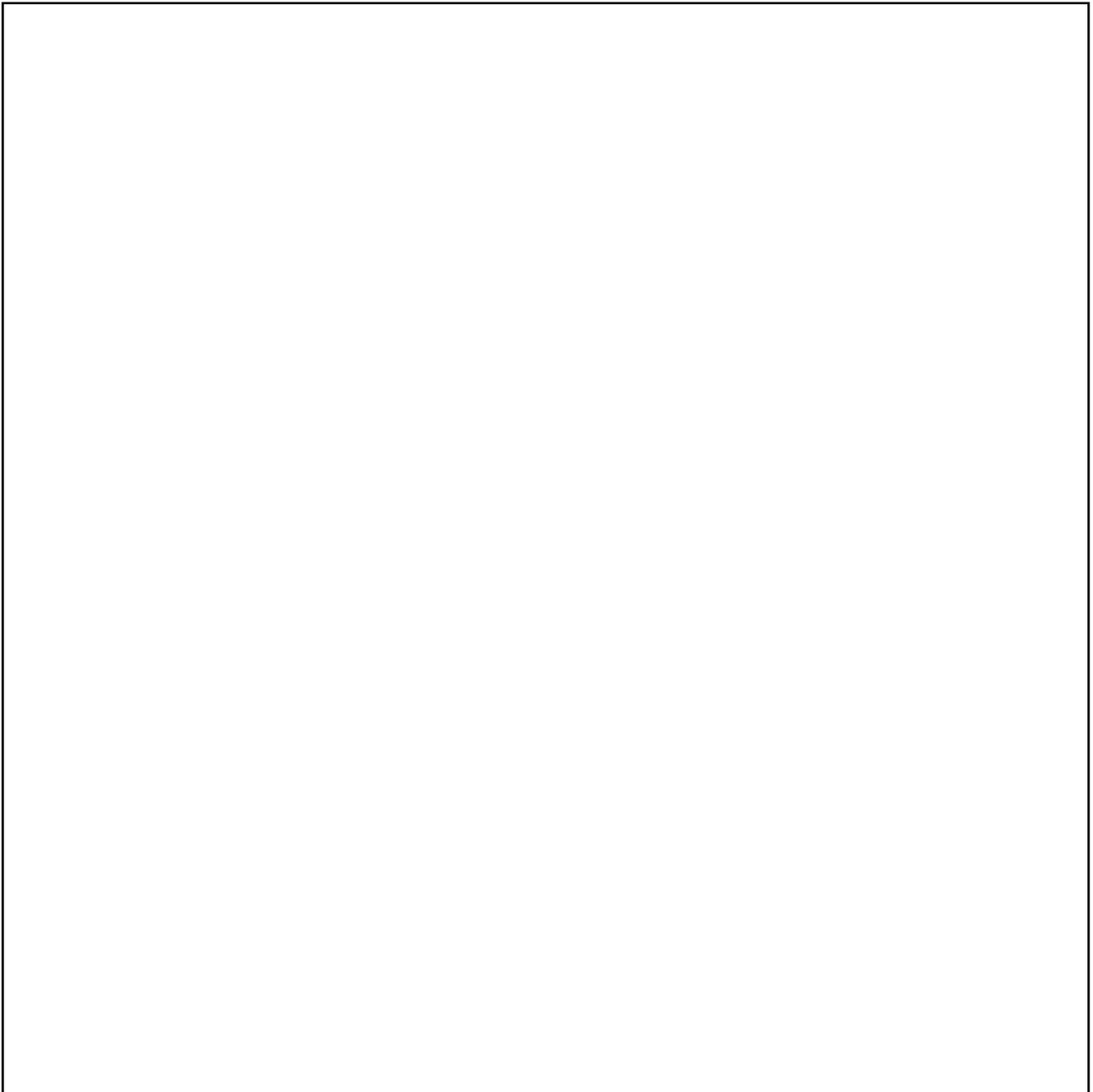
**OLD PLASTIC BOTTLES
ARE CANVASES FOR
MY ART**

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.

Help your family dispose of household waste daily.

Create a recycling themed exercise routine with jumping jacks and squats inspired by different recyclable items.

**I will move to
grow food**



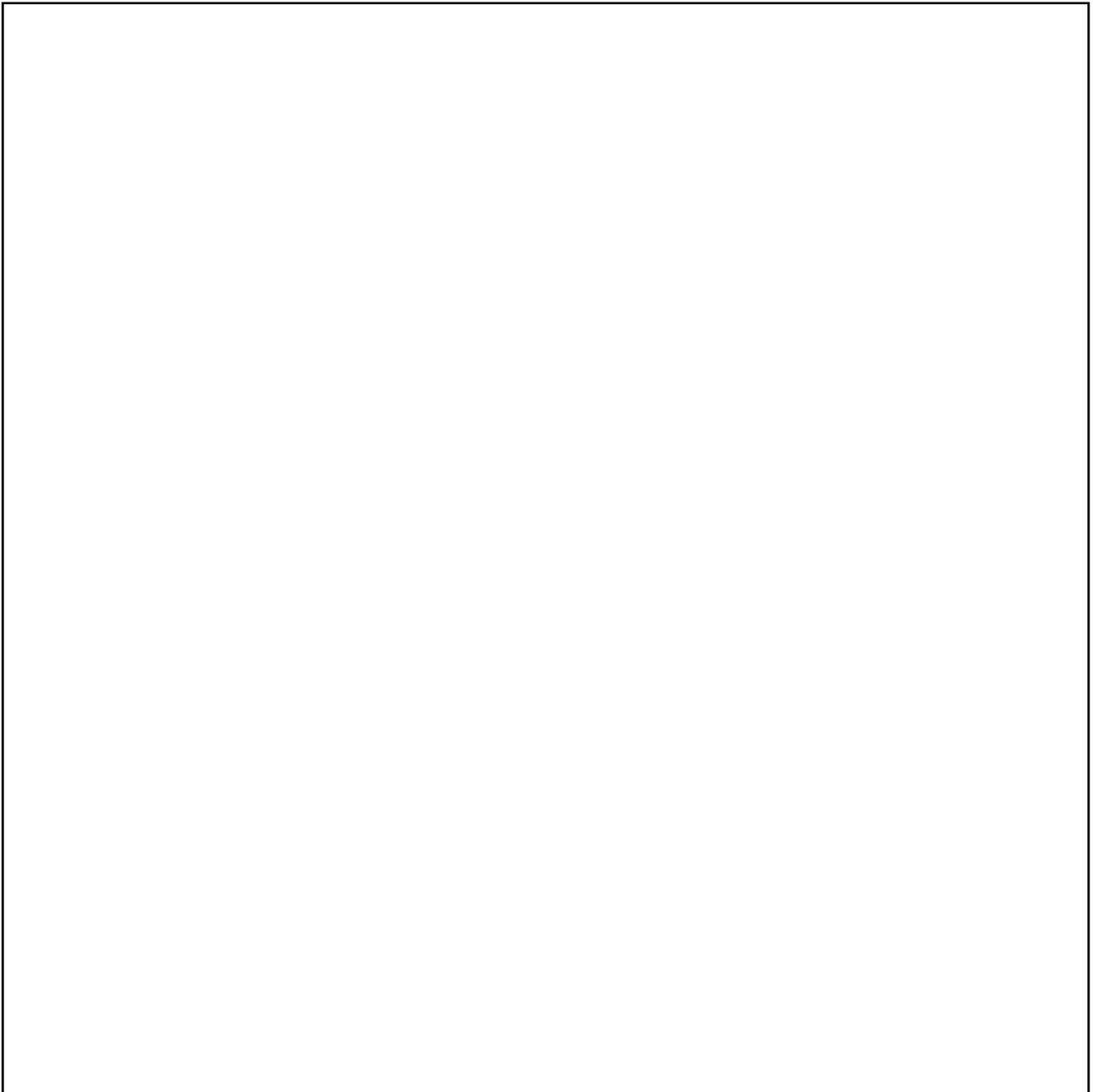
***THIS PLANT WILL GIVE ME
FRUITS WHEN I'M OLDER!***

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?



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.

Grow your own plant, and take care of it!

Go to a park or garden with an adult, and observe the different insects and bugs. Ask a grown-up about the role of pollinators.

**I will move to
protect biodiversity**



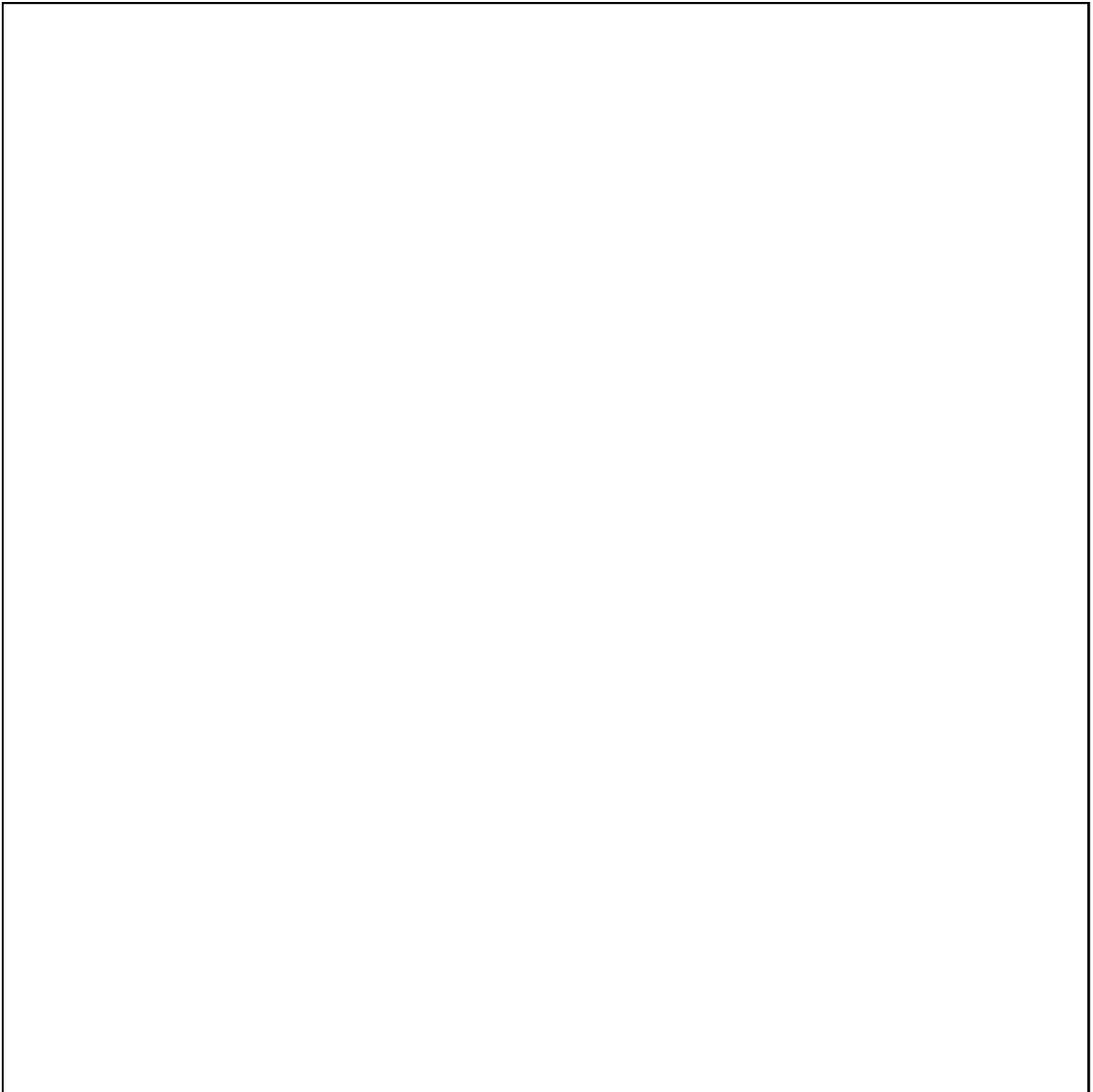
***I WILL NOT PLUCK
THE FLOWERS FROM
PLANTS***

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 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 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.

Go for regular walks or jogs in a scenic area.

Practice balancing on 1 foot and then the other (use the stork for inspiration!) Find out how many birds can balance on 1 leg.

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

A photograph of two young girls with long dark hair, one with straight hair and one with curly hair, both wearing white shirts. They are looking intently at a cactus in a terrarium. The cactus is green with many small, golden-brown spines. The scene is lit with warm, natural light, possibly from a window. The background is slightly blurred, showing a window frame and some greenery outside.

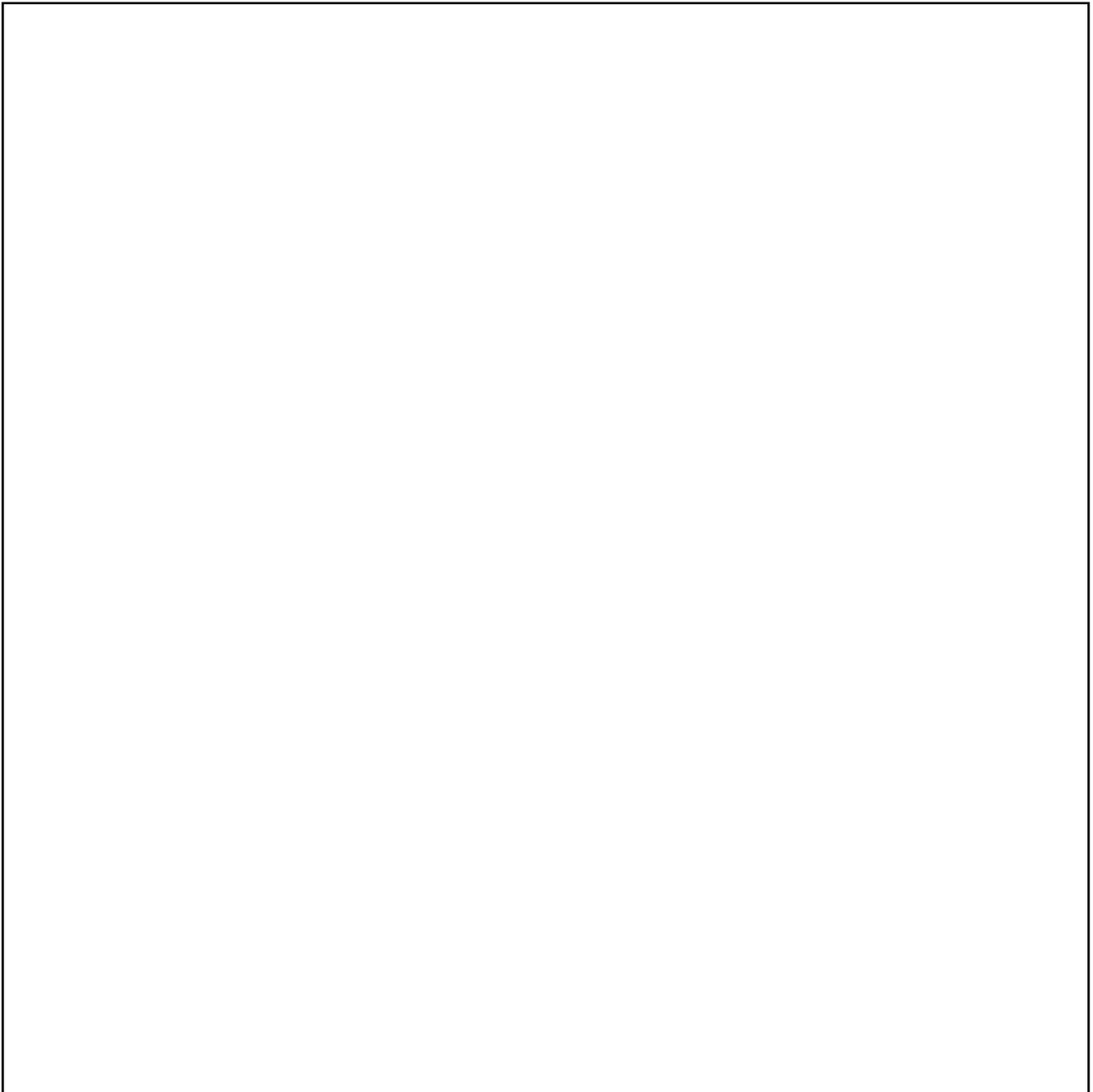
***I TAUGHT MY SISTER
ABOUT THE NATIVE
PLANTS OF OUR
REGION***

***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.

With your friends or your family, go to a museum, and make note of anything interesting you see there.

With the help of a map, show your grandparents or elders the different landmarks for tourists in the Middle East, and the story behind each one.

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

A young boy with dark hair and a bright smile is the central focus. He is wearing a light-colored, long-sleeved shirt with a buttoned placket and a small pocket. He is holding a thick, grey, braided garden hose that is coiled in front of him. The background is a warm, golden-hour scene of a rural village with white buildings and arched doorways, and palm trees are visible in the distance. The lighting is soft and directional, coming from the side, creating a gentle glow on the boy's face and the scene.

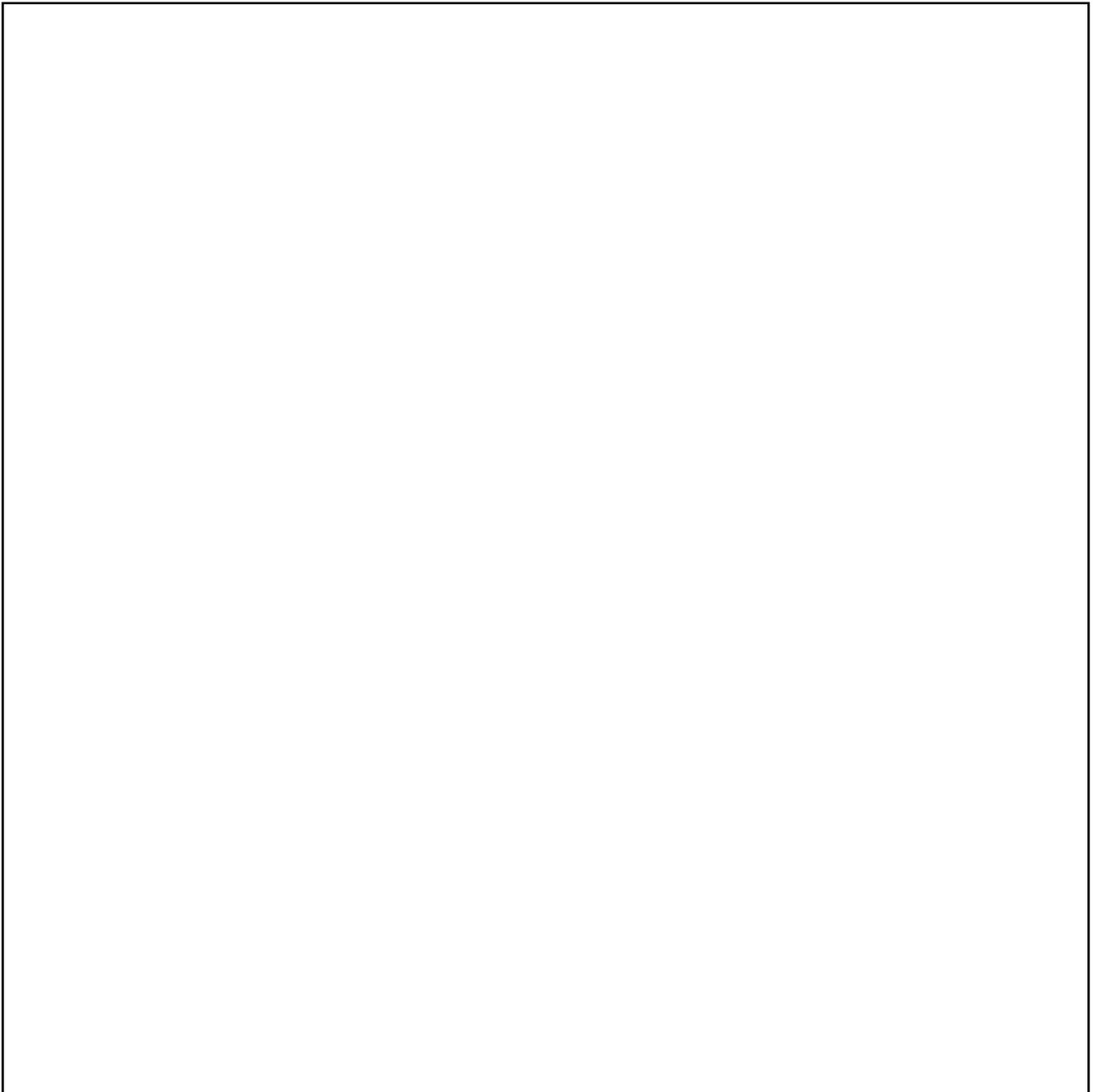
***I WILL USE NARROWER
PIPES TO WATER THE
PLANTS SO THAT IT
USES LESS WATER***

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.

Ask your parents to take you to a store that sells water filters, and then ask the salesperson about the features of the different available water filters.

Check for signs of over watering in your garden, such as leaves turning a lighter shade of green or yellow, young shoots wilting, and the growth of algae or fungi.

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

A young boy with dark hair, wearing a light-colored shirt, is sitting on a swing set. He is looking directly at the camera with a neutral expression. The background shows a simple building with a thatched roof and a tree, suggesting a rural or village setting. The lighting is warm and golden, indicating it might be late afternoon or early morning. The swing set is made of thick ropes and a wooden seat.

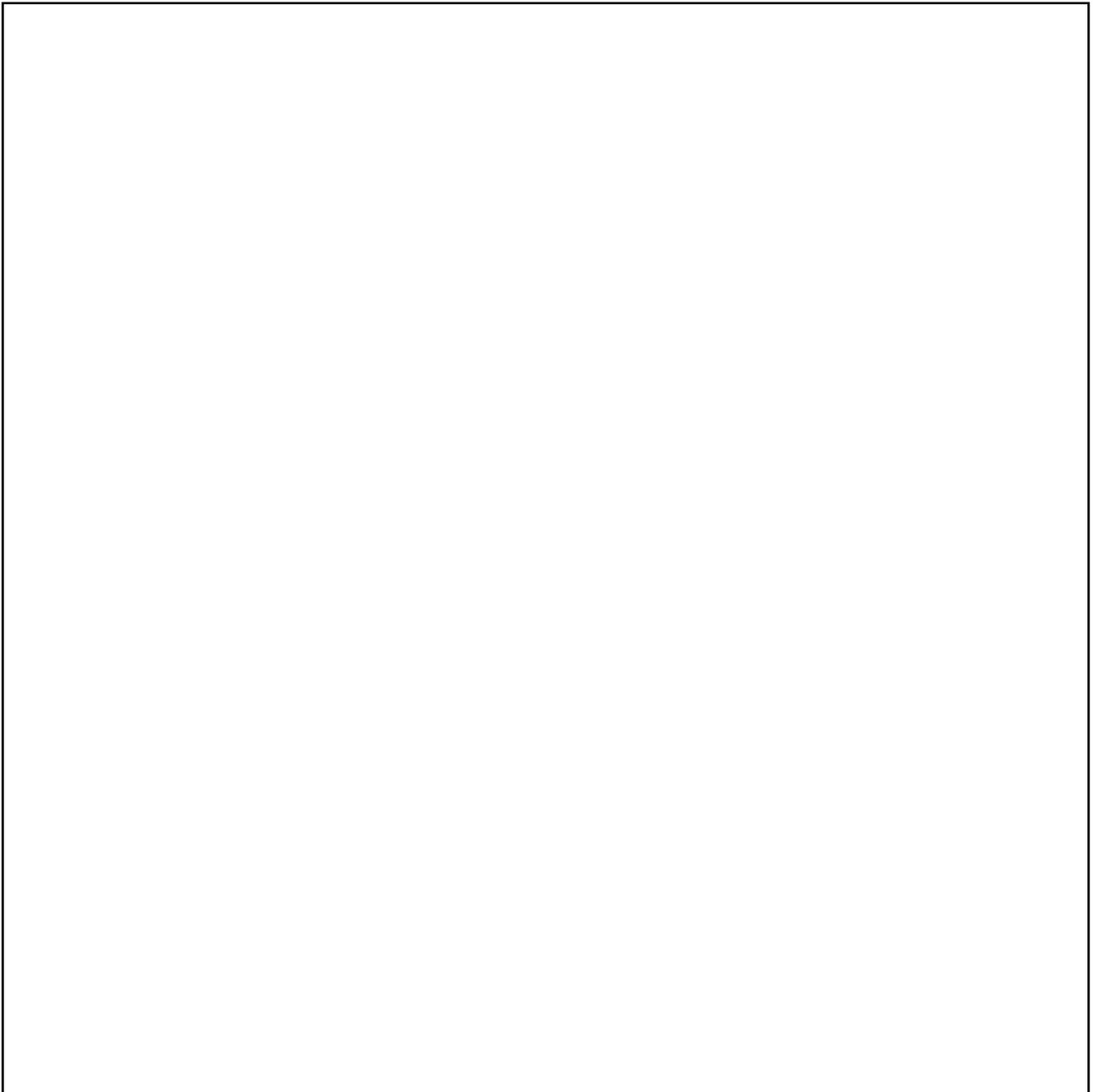
***I USE NO ELECTRICITY
WHEN I NEED TO PLAY***

***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.

With your parent, visit a nearby hydroelectric plant to observe how moving water is used to create electricity.

Explore a nearby park or a garden and discuss the importance of green, open spaces with your family, friends, and classmates.

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



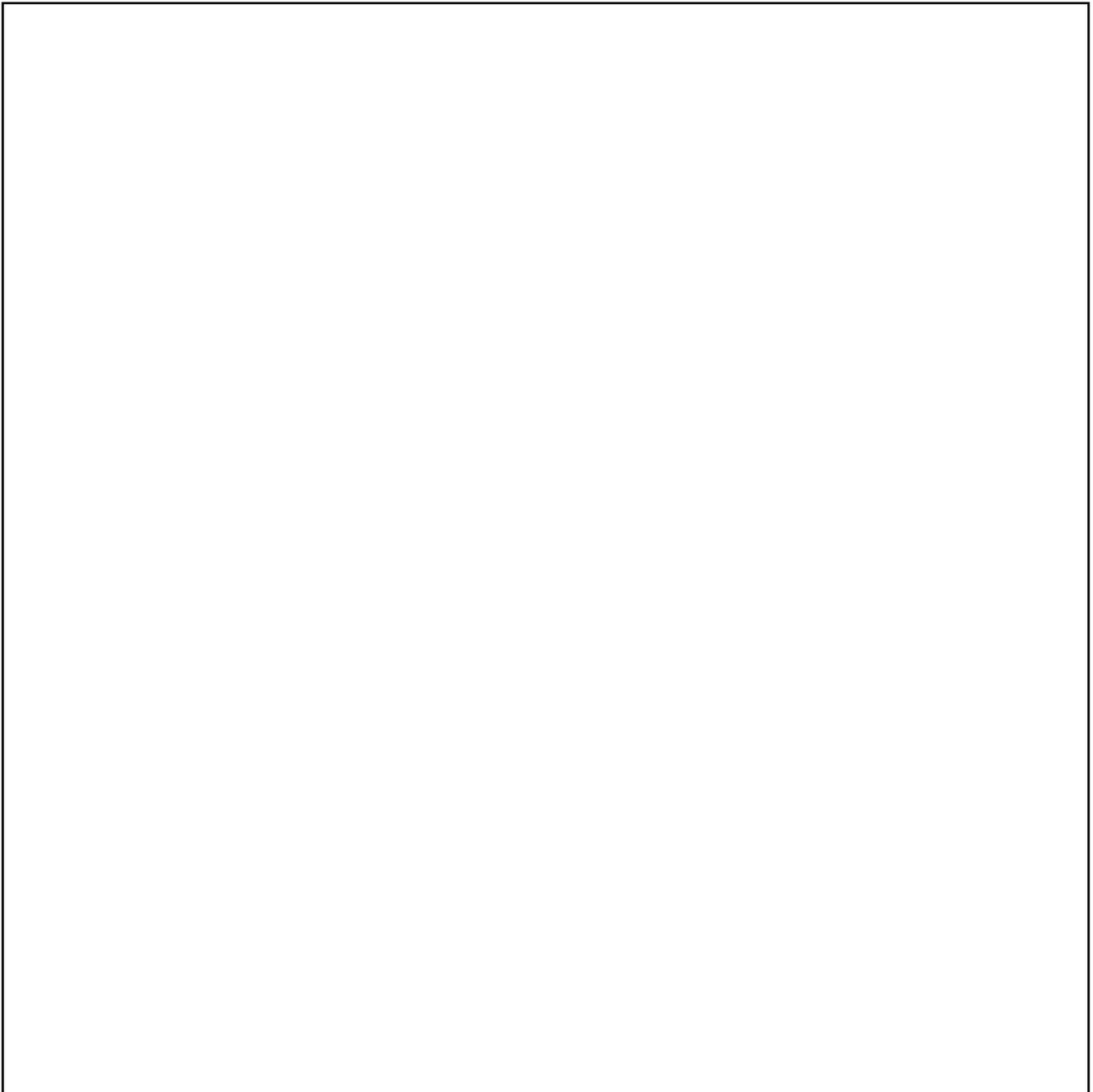
***BOTANICAL GARDENS
HELP REMOVE CO₂***

***I WILL EXPLORE WAYS 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 the library to read up on how and why CO₂ could be harmful for the planet. Write an essay to describe your findings.

Find the oldest tree in your locality, and compare the bark and leaves to newer trees.

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



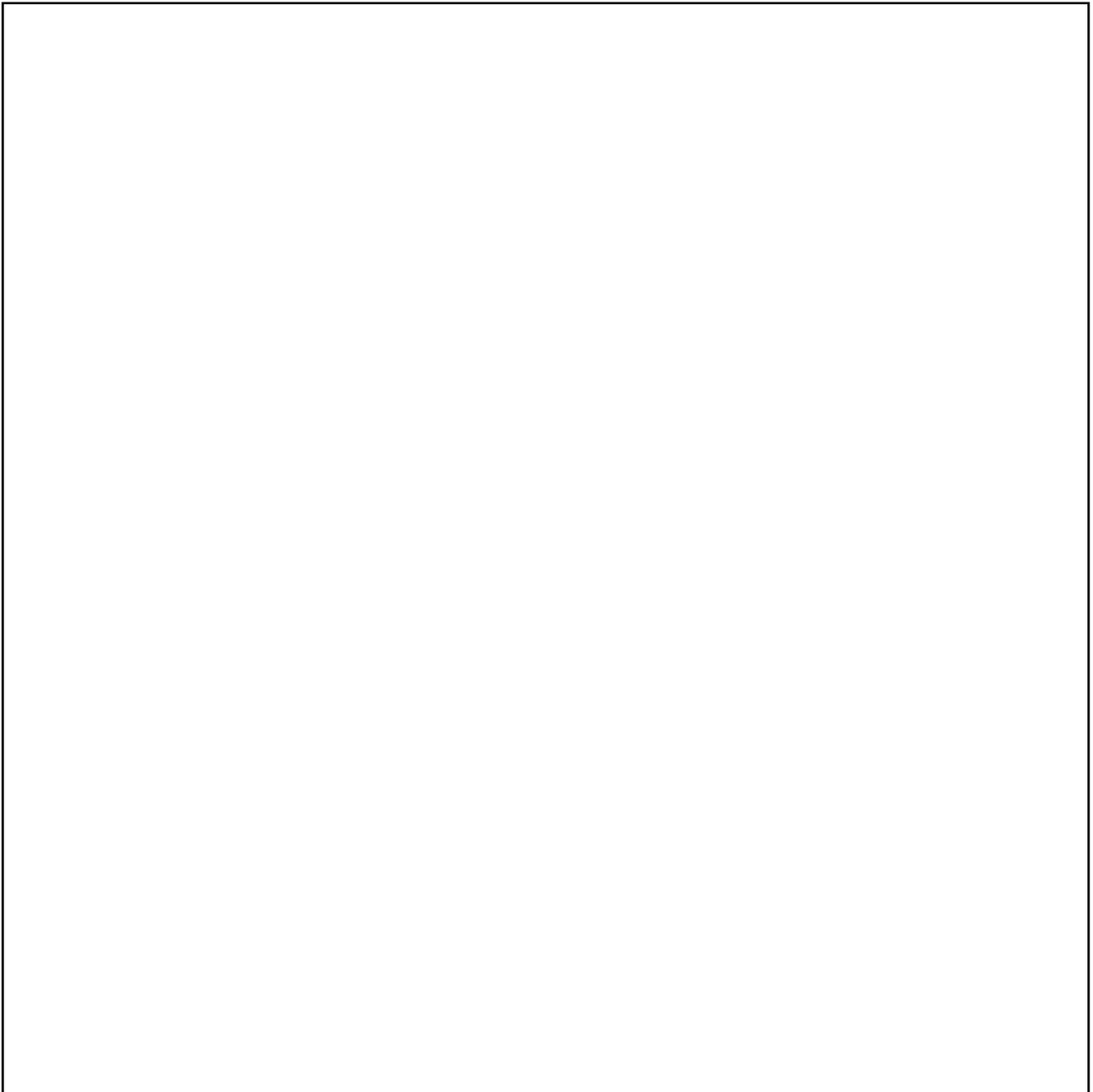
***I WILL ALWAYS
DISPOSE OF MY
WASTE PROPERLY IN
A DUSTBIN WHEN I'M
OUTSIDE***

**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 go on an expedition to manage waste!

Below are some sample activities that you could do.

With permission and under supervision, help in cleaning up a section of a nearby water body.

Visit a recycling plant or facility with a grown-up to see how recyclables are processed and turned into new products.

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



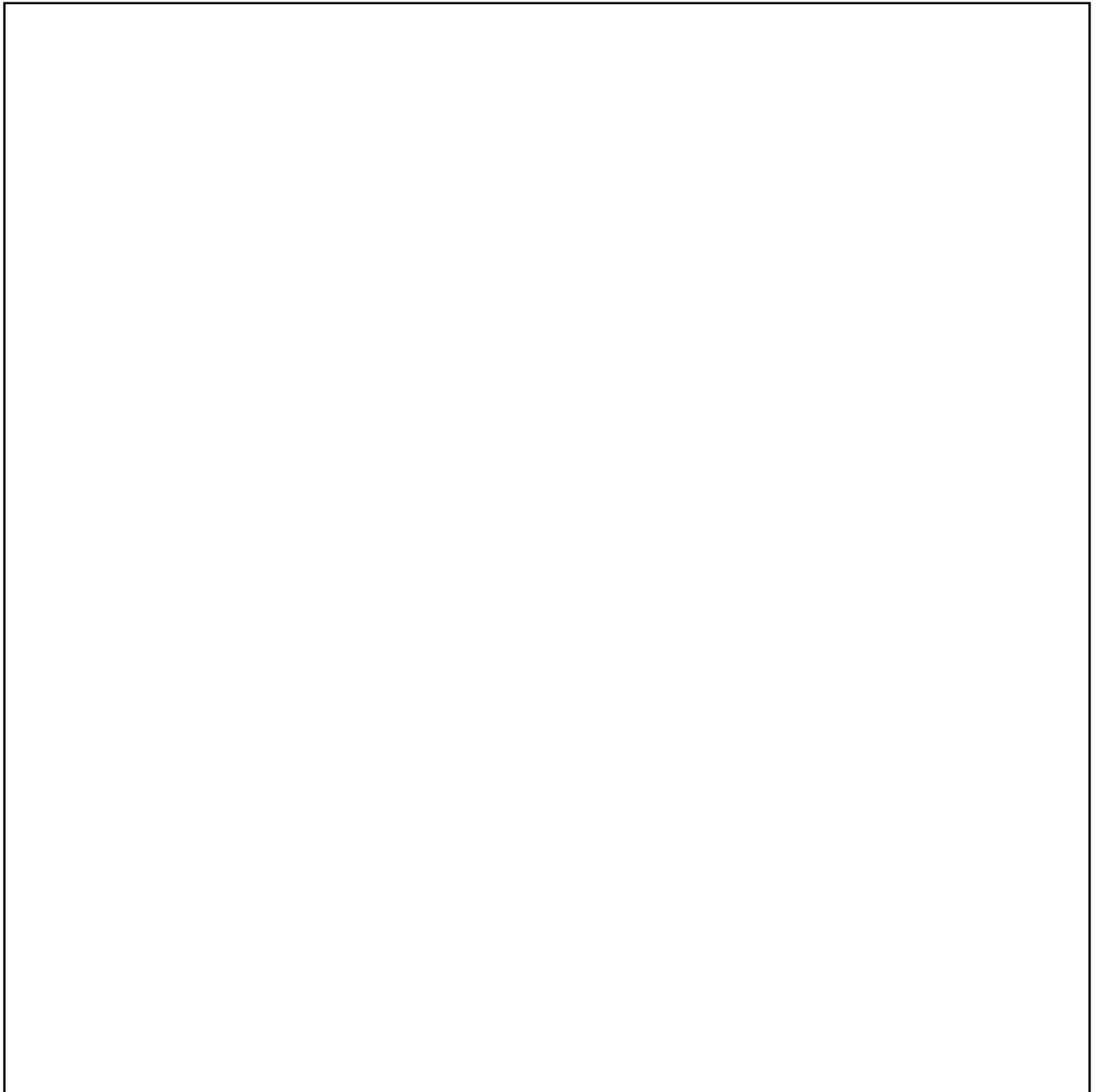
***I HARVESTED DATES
WITH MY FAMILY!***

**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.

With a responsible adult, take a trip to a farm, and make note of all the plants that you see. When you come back home, find out more about these plants, and how you could grow some of them at home.

Visit a date farm, and talk to farmers about the practices that are involved in the farming of dates.

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

A family of four is shown in profile, looking towards the left. The father, with a beard and sunglasses, is in the foreground. Behind him, a woman is also looking through binoculars. In the background, two children are visible, one of whom is also looking through binoculars. The scene is set outdoors in a natural, open environment under bright, warm light.

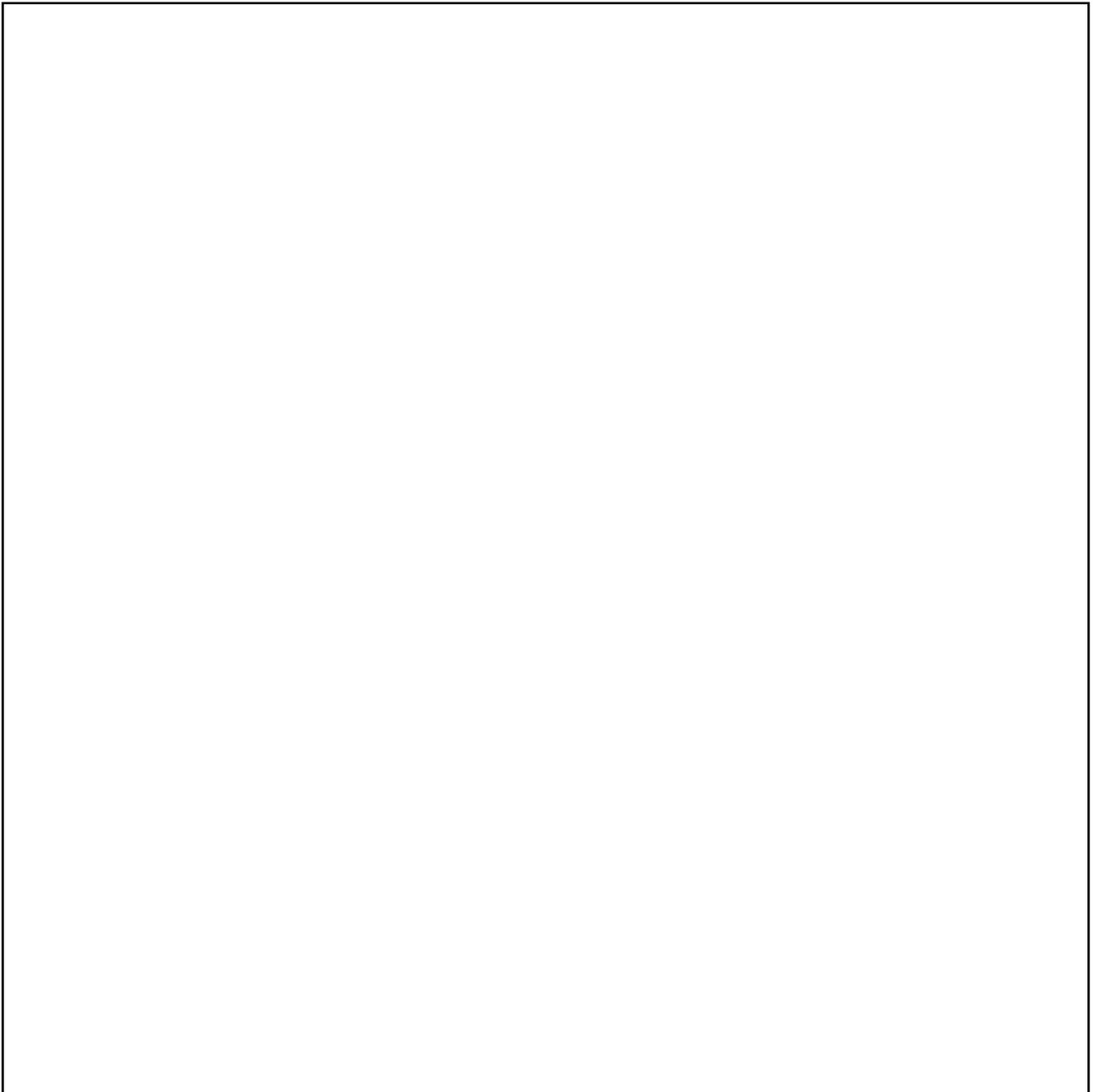
***I LIKE TO
OBSERVE ANIMALS
IN THEIR NATURAL
SURROUNDINGS***

***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.

With an adult, go to a nearby wildlife area and list down all living things you can identify. When you get home, research them and learn about their place in the natural world.

Go on a family nature hike and take photos of interesting plants and animals.

**I will team up
to teach others**

A young girl with long brown hair, wearing a white school shirt and blue suspenders, is smiling as she helps her classmates. She is holding a pen and pointing at a drawing on a piece of paper. Other children in school uniforms are sitting around the table, looking at the paper. The background shows a classroom with maps on the wall and other students working.

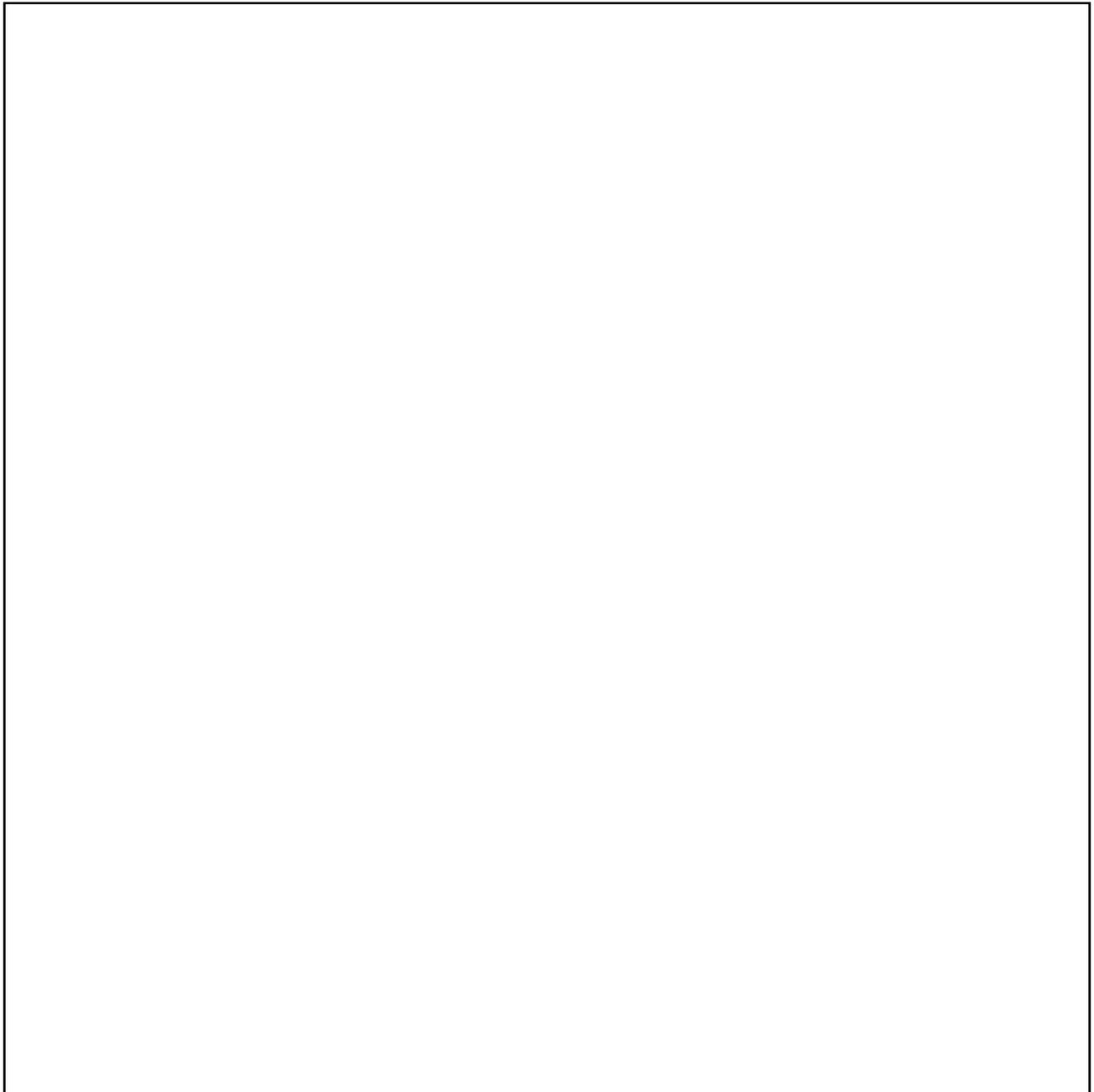
***I WILL HELP MY
CLASSMATES CLARIFY
THEIR DOUBTS!***

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.

Create, rehearse and perform a play with your friends about any topic that you would like others to learn about.

Along with your friends, visit houses in your neighbourhoods and teach them the difference between wet and dry waste.

**I will team up
to save water**

A group of six diverse children, three girls and three boys, are standing on a beach. They are holding a large white sign that says "SAVE WATER" in bold blue letters. The background shows a clear blue sky and a city skyline with several tall buildings, including one with a distinctive curved top. The children are smiling and looking towards the camera.

SAVE WATER

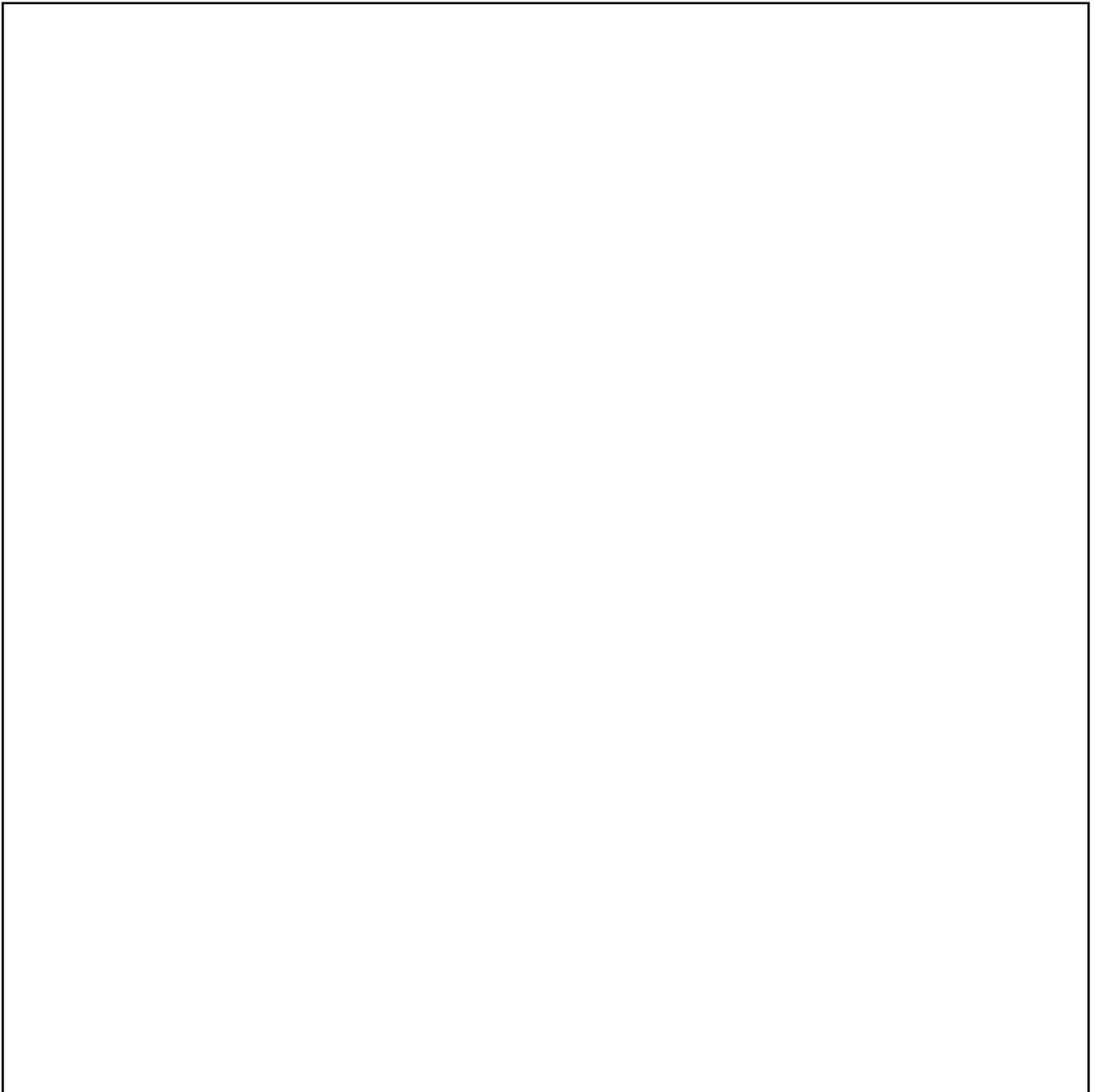
*MY FRIENDS AND
I WILL ASK OUR
NEIGHBOURS TO SAVE
WATER*

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 friends, create a message chain of why it is important to save water. Write down a message, and tell it to 1 friend, telling each of them to tell 1 other, and so on.

Regularly go around your home checking for leaky taps or faucets and let your parents know.

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



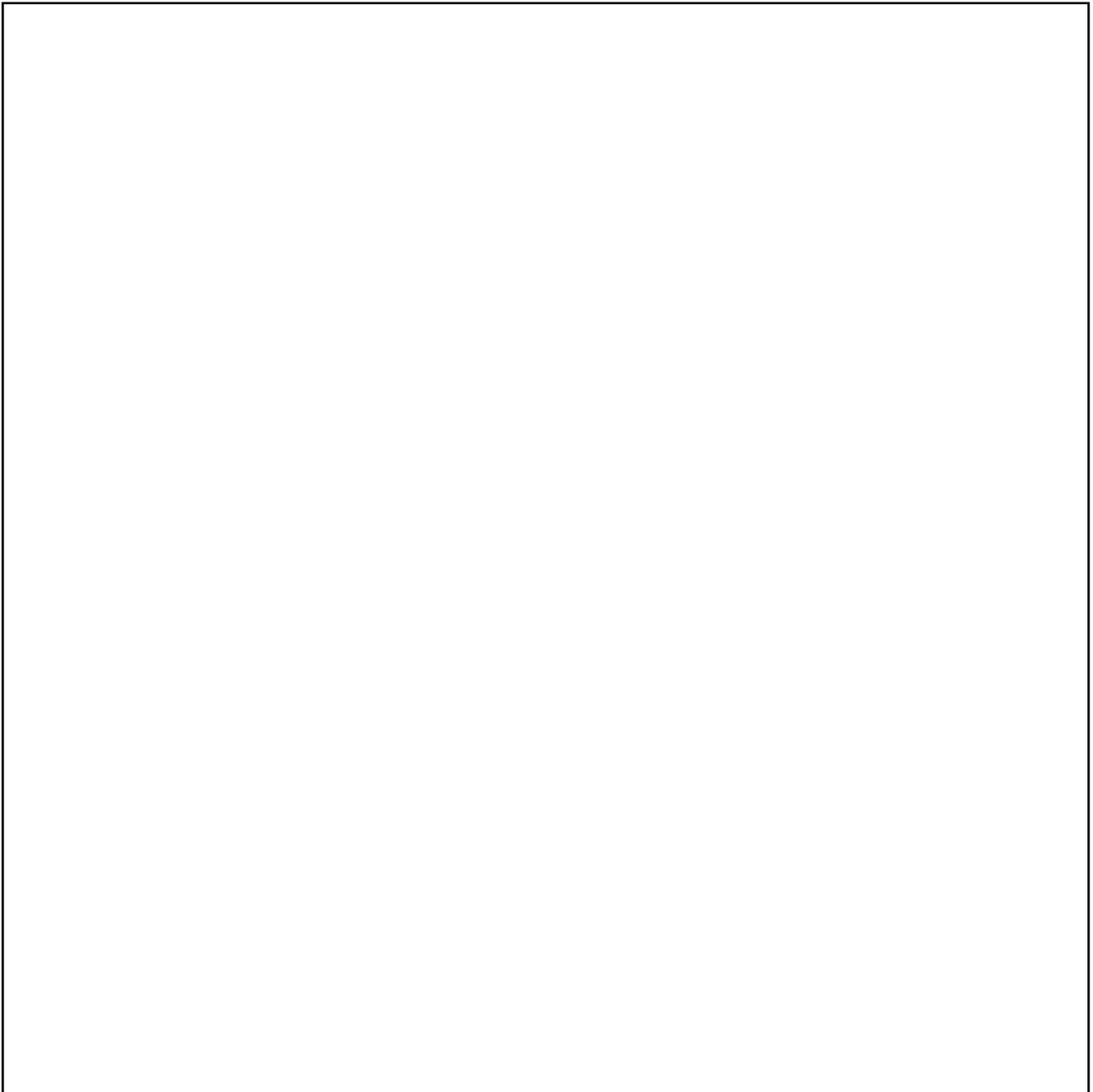
**MY FAMILY USES THE
WIND TO MILL OUR
GRAINS**

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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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 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.

Along with your friends, set a time limit for screen time. Come up with 3 indoor games or activities that do not require electricity.

Plan a nature-themed short performance as a group project in your community, or neighbourhood.

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



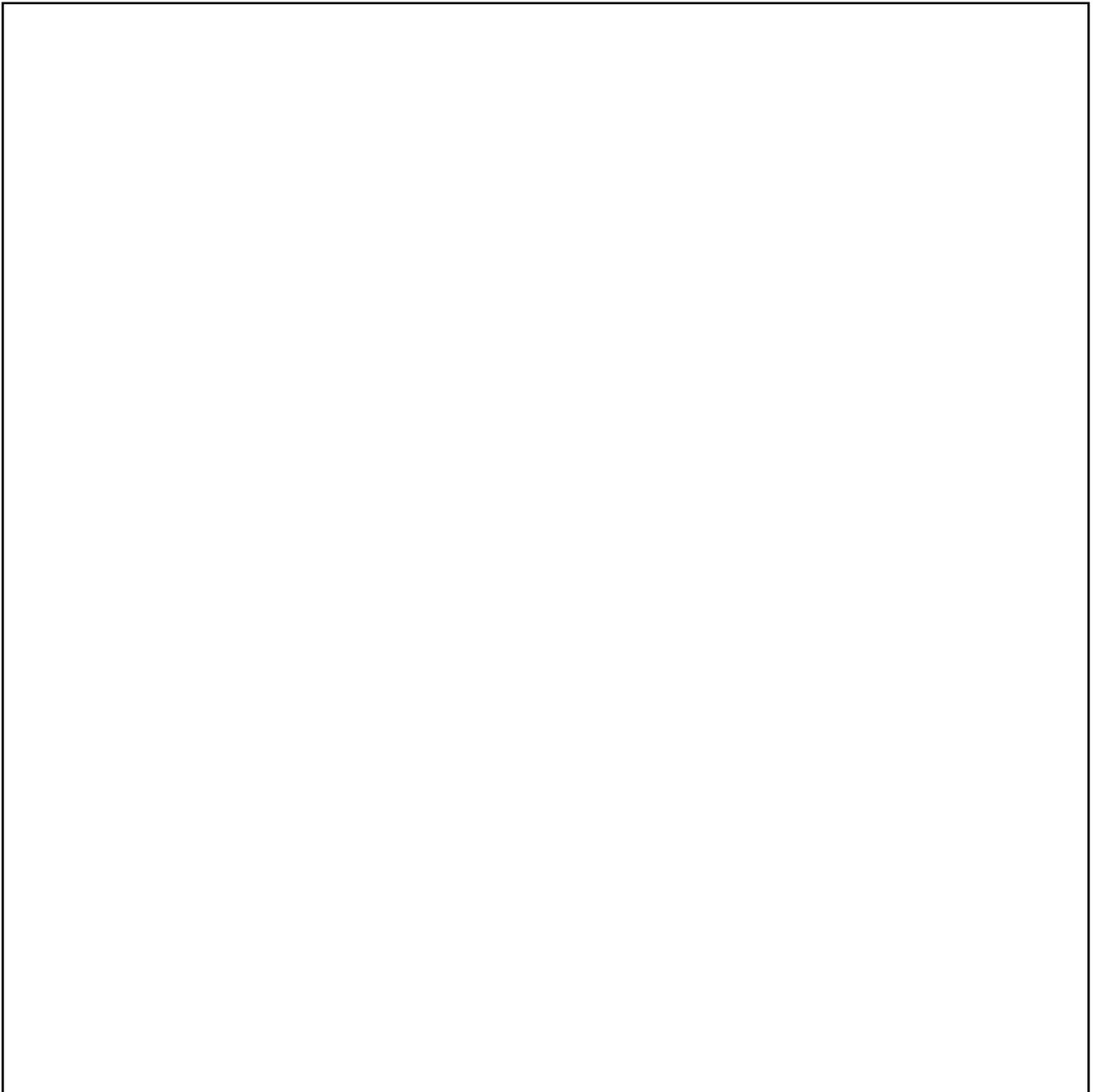
**MY SISTER AND I
PLANT SAPPLINGS
AROUND THE EMPTY
SPACES NEAR OUR
HOME**

I WILL TEAM UP TO REMOVE CO₂ FROM AIR

Activity checklist

Does the image on the previous page remind you of ways you can team up 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 teaming up to remove CO₂ from air!

Below are some sample activities that you could do.

With your friends, find out and discuss why and how excess CO₂ could be an issue for life on Earth.

Team up with your friends and set up a library with books on renewable energy.

**I will team up to
manage waste**

A group of diverse children are smiling and holding large white bags of old newspapers outdoors at sunset. The scene is set in a residential area with houses and mountains in the background. The children are of various ethnicities and are dressed in casual clothing. The lighting is warm and golden, suggesting the time is either early morning or late afternoon. The children are looking towards each other, creating a sense of community and shared activity.

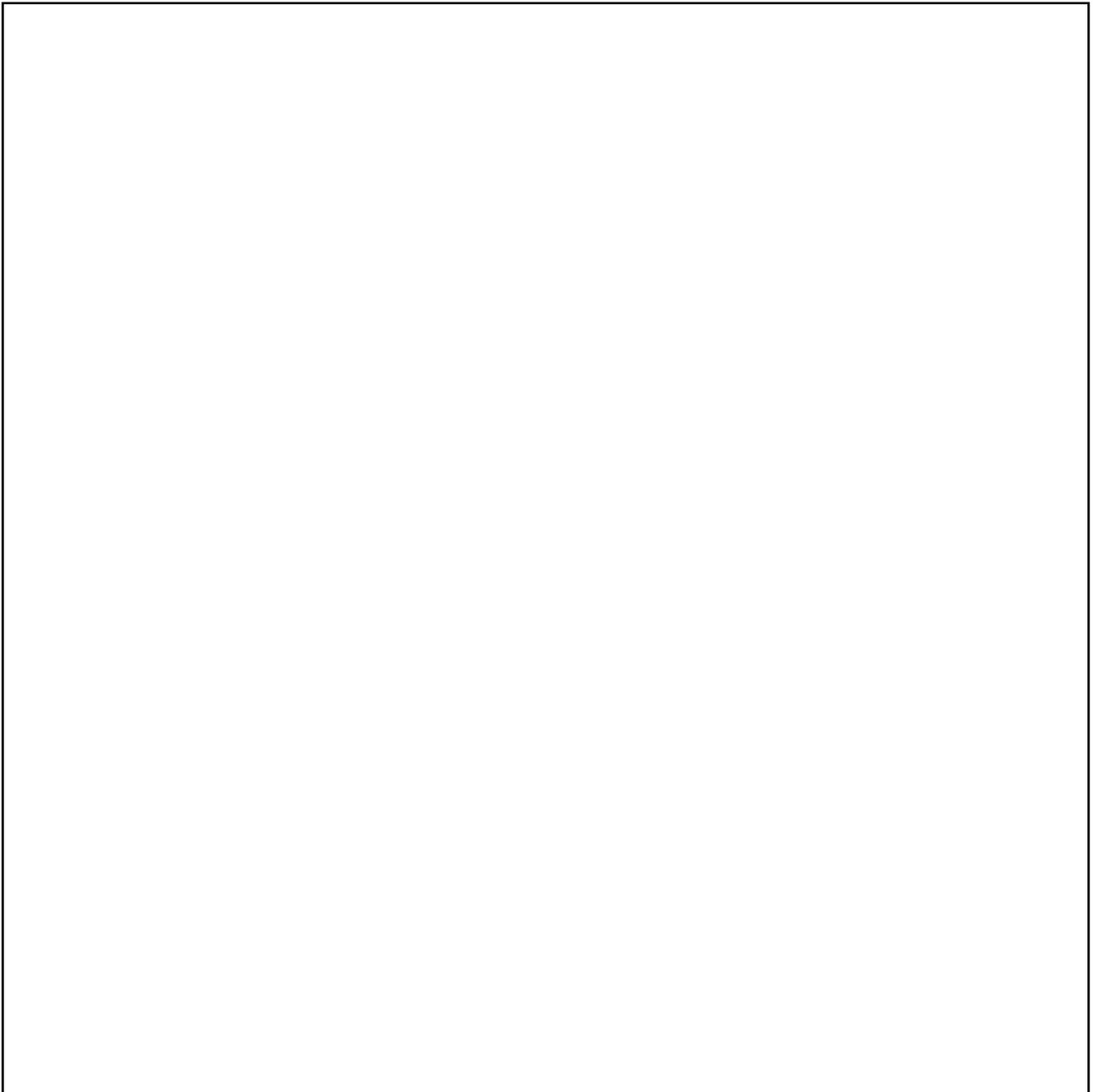
**MY FRIENDS AND I
WILL COLLECT OLD
NEWSPAPERS FROM
OUR NEIGHBOURHOOD
AND RECYCLE THEM**

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?



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 teaming up to manage waste!

Below are some sample activities that you could do.

Make recycling-themed posters with your friends, and hang them up in your neighbourhood.

With the help of an adult collaborate on a community-wide “green week” where you organise activities focused on reducing waste.

**I will team up
to grow food**



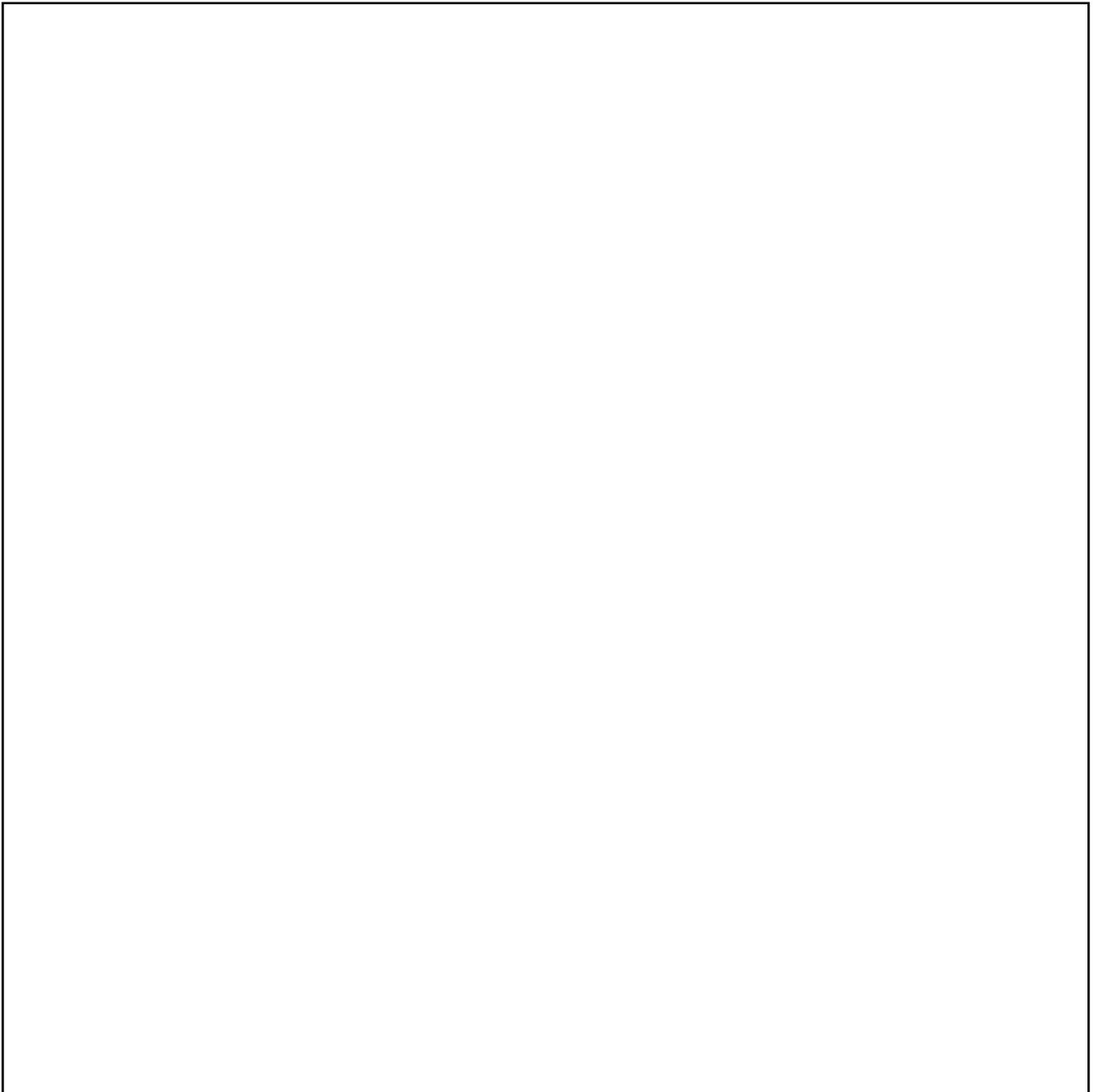
***I LOVE HELPING AT A
LOCAL FARM!***

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.

As a group, plant the same seeds. Record and compare the growth of your plants with your friends.

With the help of your parent, sow the seeds of herbs which you regularly cook with in your kitchen garden.

**I will team up to
protect biodiversity**



***I WILL PLANT NATIVE
SAPLINGS AND CREATE
BIRD FEEDERS TO
RESTORE ECOSYSTEMS***

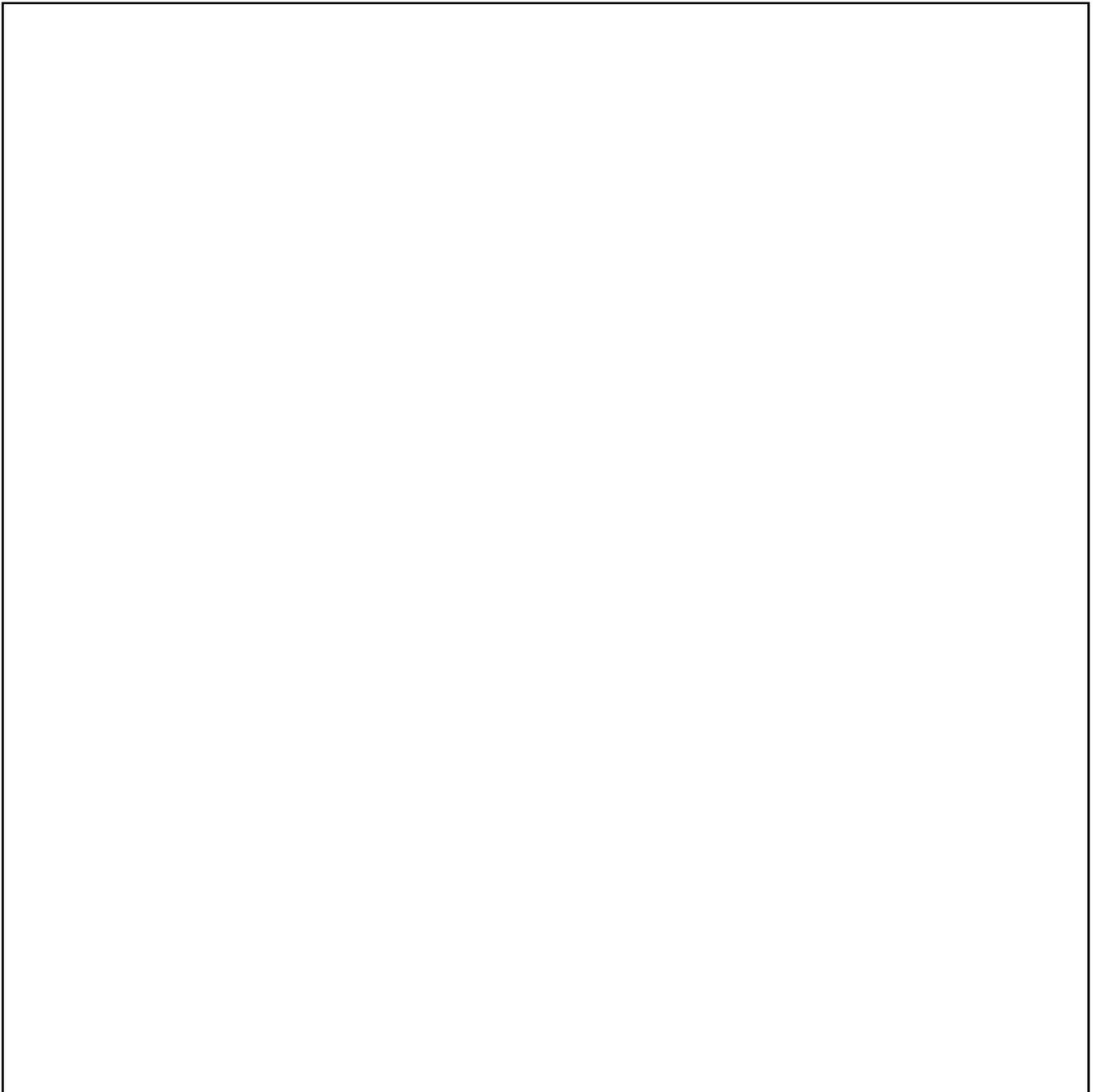
***I WILL TEAM UP TO
PROTECT BIODIVERSITY***



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.

As a group, organise a run in your neighbourhood, wearing T-shirts that say "Do not cut trees."

With your parent, set up a mini compost bin for your home.

**I will be entrepreneurial in
teaching others**

A young girl with curly hair, wearing a white top, is sitting at a desk and pointing at a laptop screen. An older man with glasses and a light blue shirt is leaning over her, smiling and looking at the screen. The room is warmly lit by a lamp, and there are plants and a bookshelf in the background.

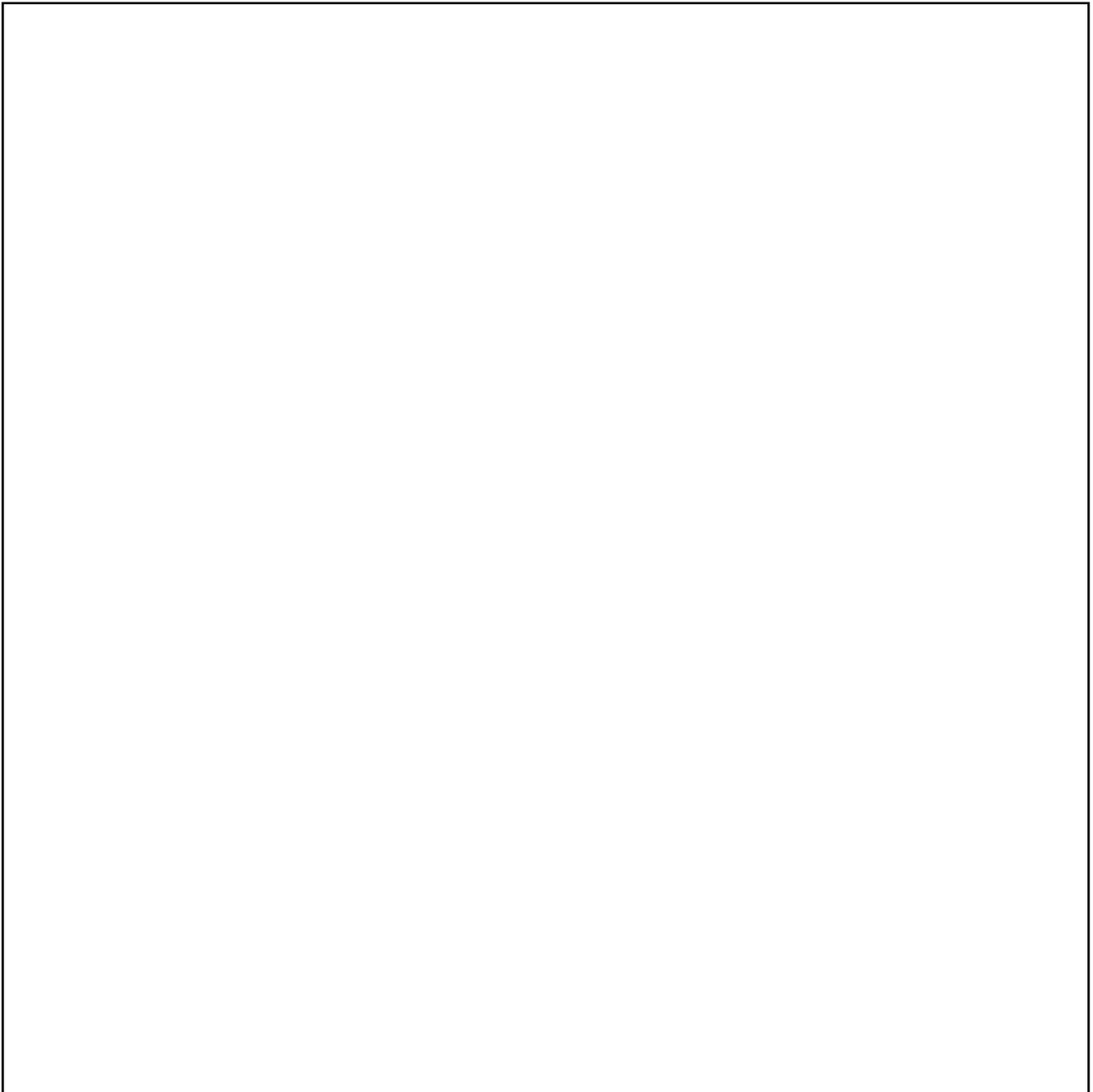
***I TAUGHT MY
GRANDFATHER HOW TO
USE THE INTERNET!***

***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 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 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.

Organise a used book sale, and use the proceeds to buy new books for the local library.

Ask your parents the benefits of using LED bulbs over traditional bulbs. Spread awareness among your friends.

**I will be entrepreneurial
towards saving water**



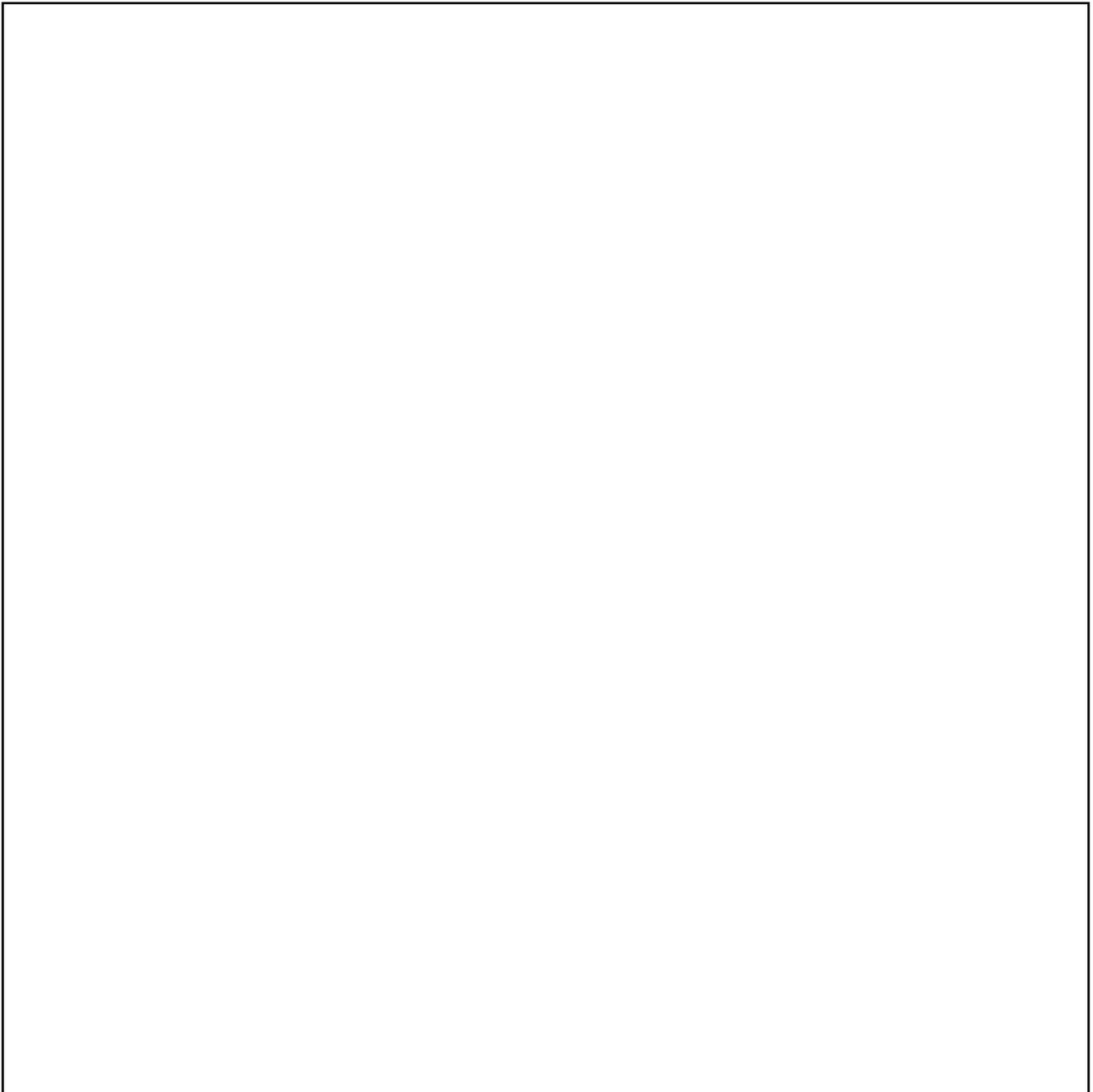
*I WILL SHARE
HARVESTED RAINWATER
WITH MY NEIGHBOURS*

*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.

Ask your local plumber for a device that saves water in households. Put up posters of the device in the neighbourhood.

With your parent, arrange your hanging plants in a way that allows overflowing water to drip to another plant below.

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



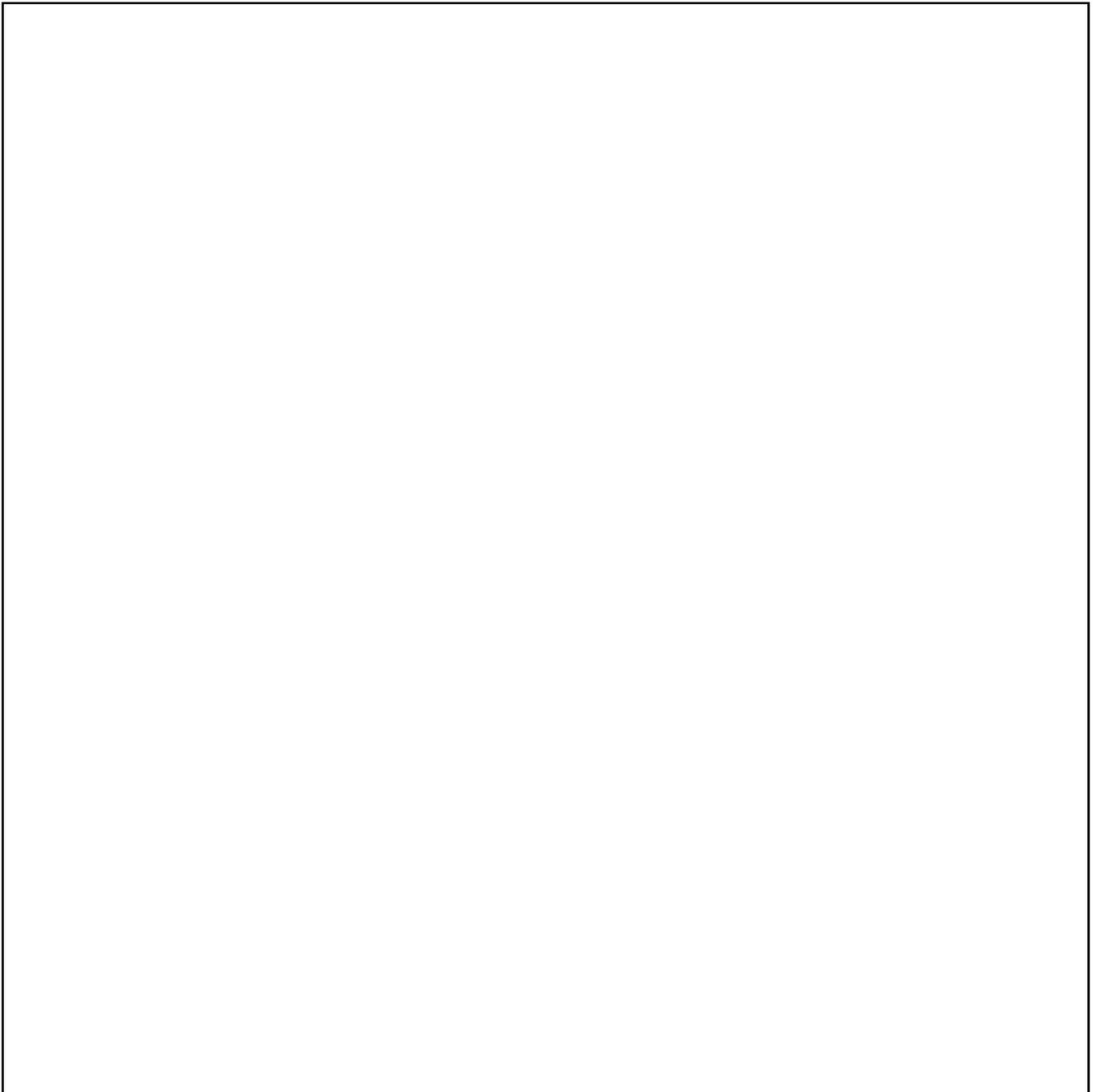
*I WILL HEAT UP MY
FRIENDS' PIZZAS IN MY
SOLAR OVEN*

*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
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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 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.

Pretend that you have made a device that produces clean energy. Describe it your family and friends.

Assign roles for turning off appliances at the end of the day among your siblings or family members. Incentivise the activity with a small reward.

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

A young boy with dark hair, wearing a white shirt and a brown backpack, is smiling and looking at a small potted plant he is holding. He is in a greenhouse or nursery filled with various plants in pots. The background is softly blurred, showing other people and more plants. The lighting is warm and natural, suggesting sunlight coming through the glass panels of the greenhouse.

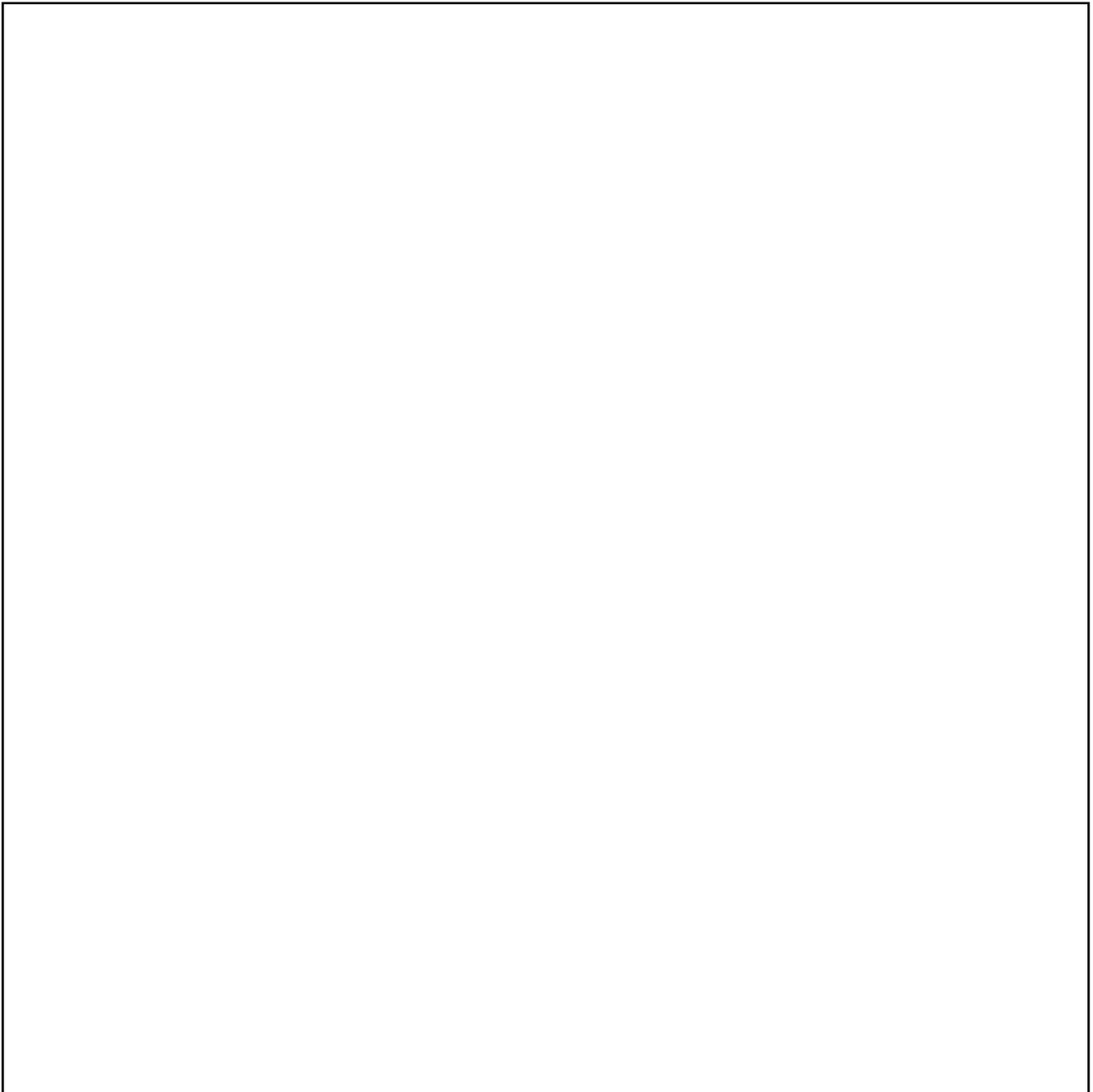
***I WILL LEARN HOW TO
GROW PLANTS AND
SHARE THEM***

***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
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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 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 excess produce from your kitchen garden to your neighbours.

Create art pieces that reflect your understanding of climate change and share them with your friends.

**I will be entrepreneurial
towards managing
waste**



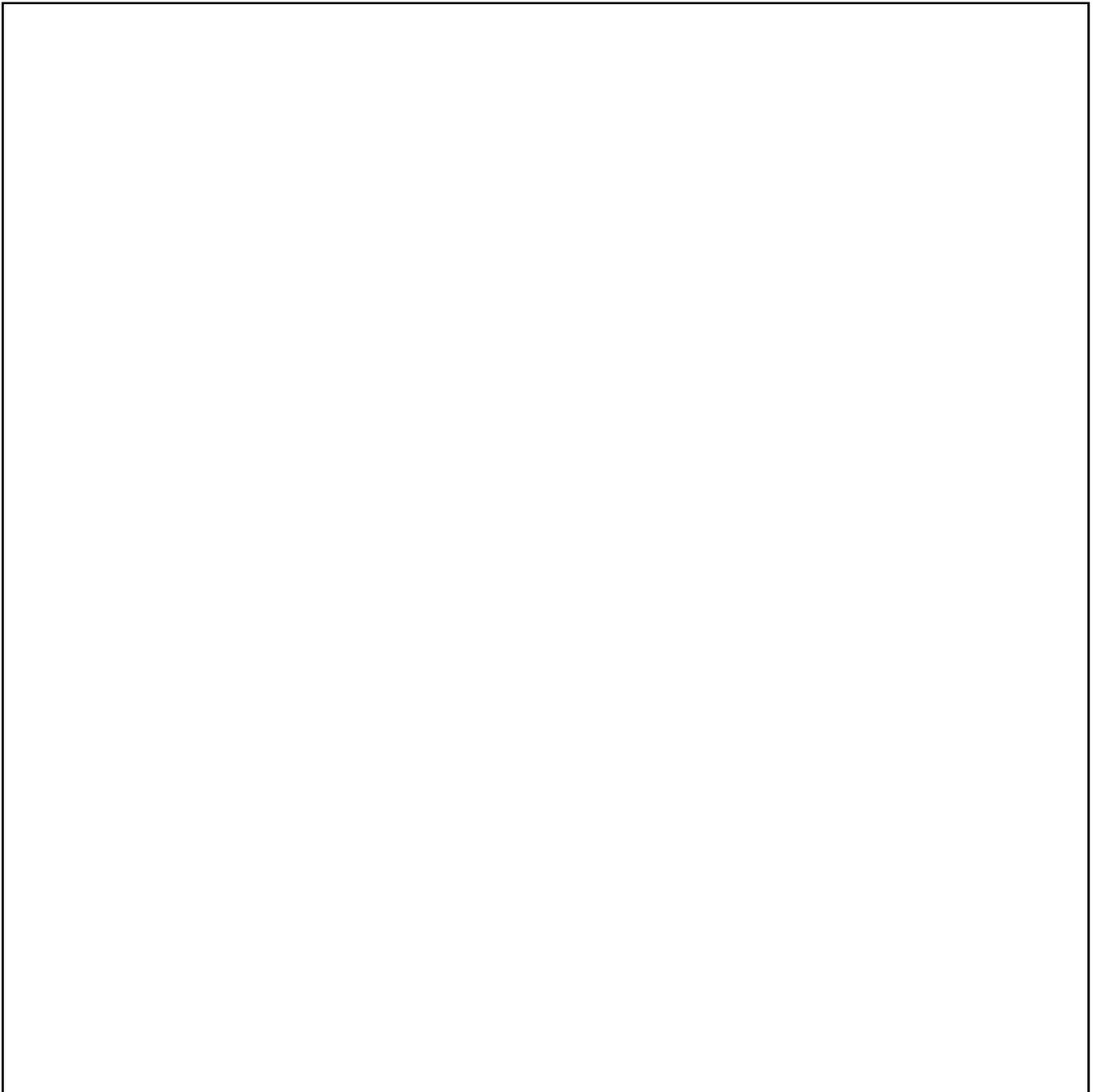
**MY TOYS COME FROM
A RECYCLED STORE**

**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
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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 being entrepreneurial towards managing waste!

Below are some sample activities that you could do.

Under the supervision of an adult, perform a skit related to managing waste, and raise awareness about improving waste management in your neighbourhood.

Start a recycling club and organise a “reuse” day to give away old toys and books.

**I will be entrepreneurial
towards growing food**



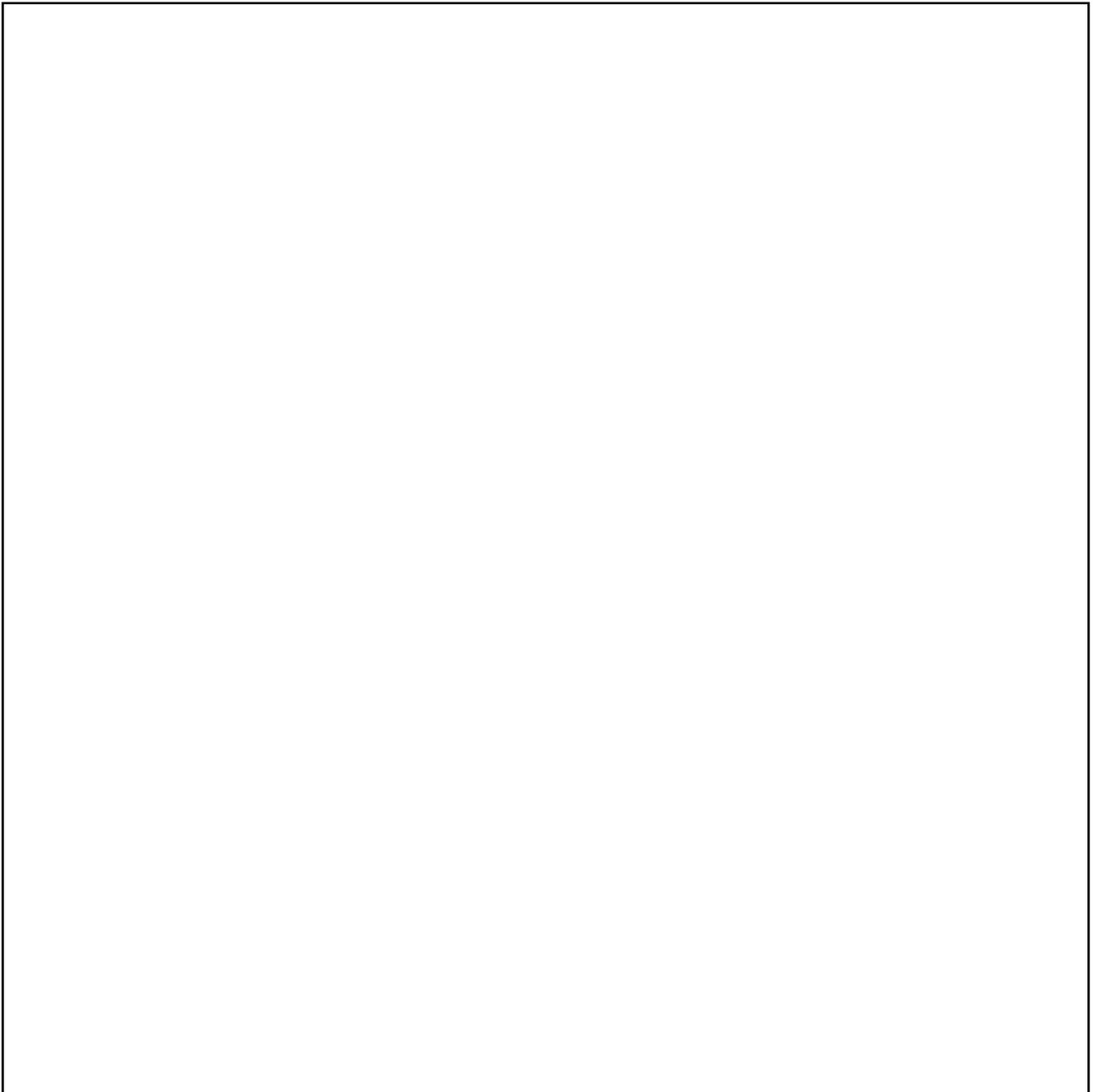
**MY GRANDFATHER
AND I SHOP FOR
VEGETABLES LOCALLY**

**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.

Grow flowering plants, and when they bloom, gift them to your family and friends.

Identify the difference in fruits, vegetables and flowers that are available in different seasons.

**I will be entrepreneurial
towards protecting
biodiversity**

A man with a beard and a young boy are smiling and looking at each other. The man is holding a piece of cloth over a basket filled with dark, granular cow manure. The boy is also looking at the man. The background is a blurred outdoor setting with buildings and a bright sky.

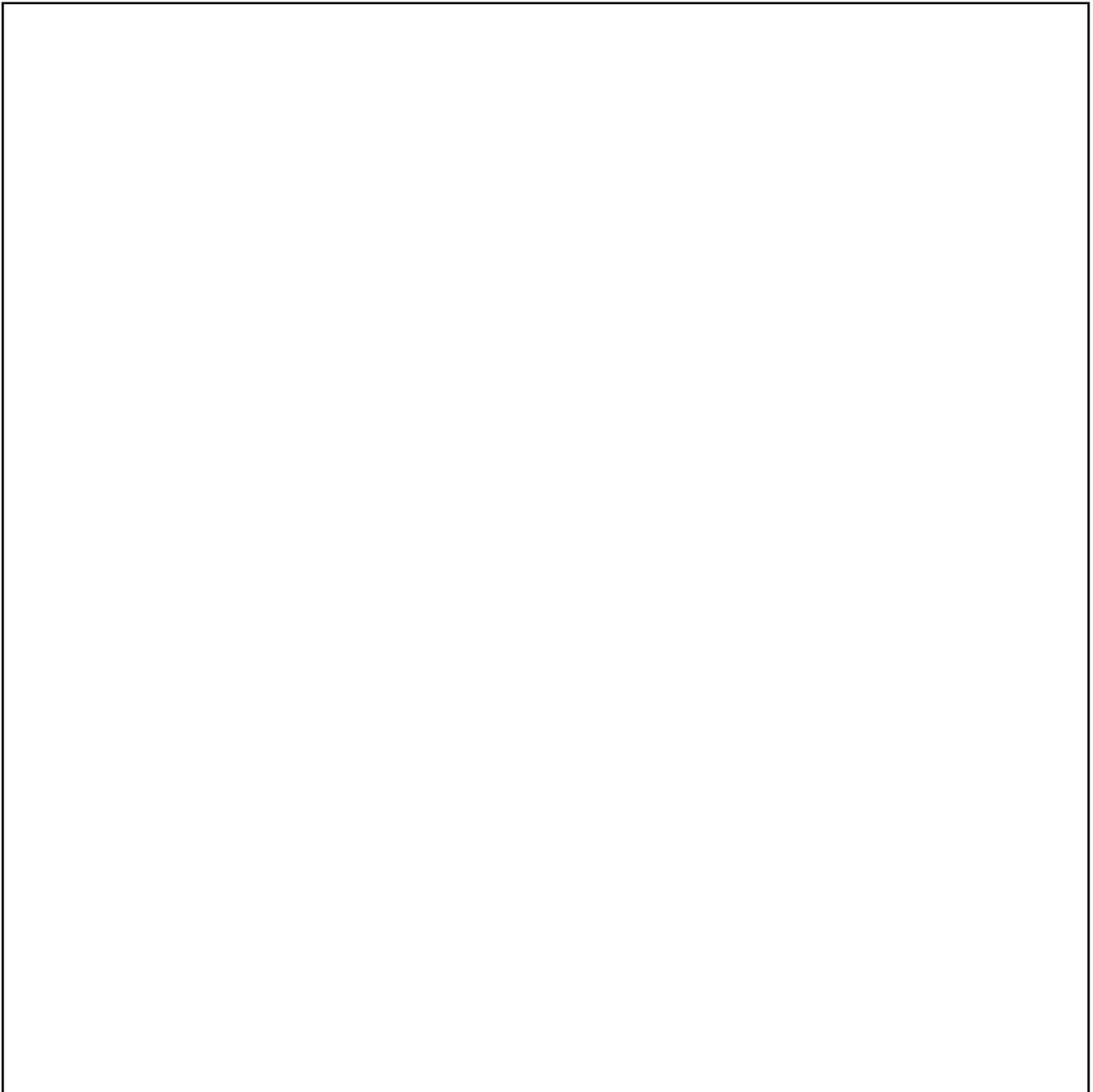
***WE BUY COW MANURE
FOR OUR PLANTS
INSTEAD OF CHEMICAL
FERTILISERS***

***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?

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
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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 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 being entrepreneurial towards protecting biodiversity!

Below are some sample activities that you could do.

Learn about plants that draw pests towards them or keep them away. Try to grow these plants, and gift them to your friends.

With your parents, host a small bake sale to raise funds for a local wildlife conservation organisation.

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



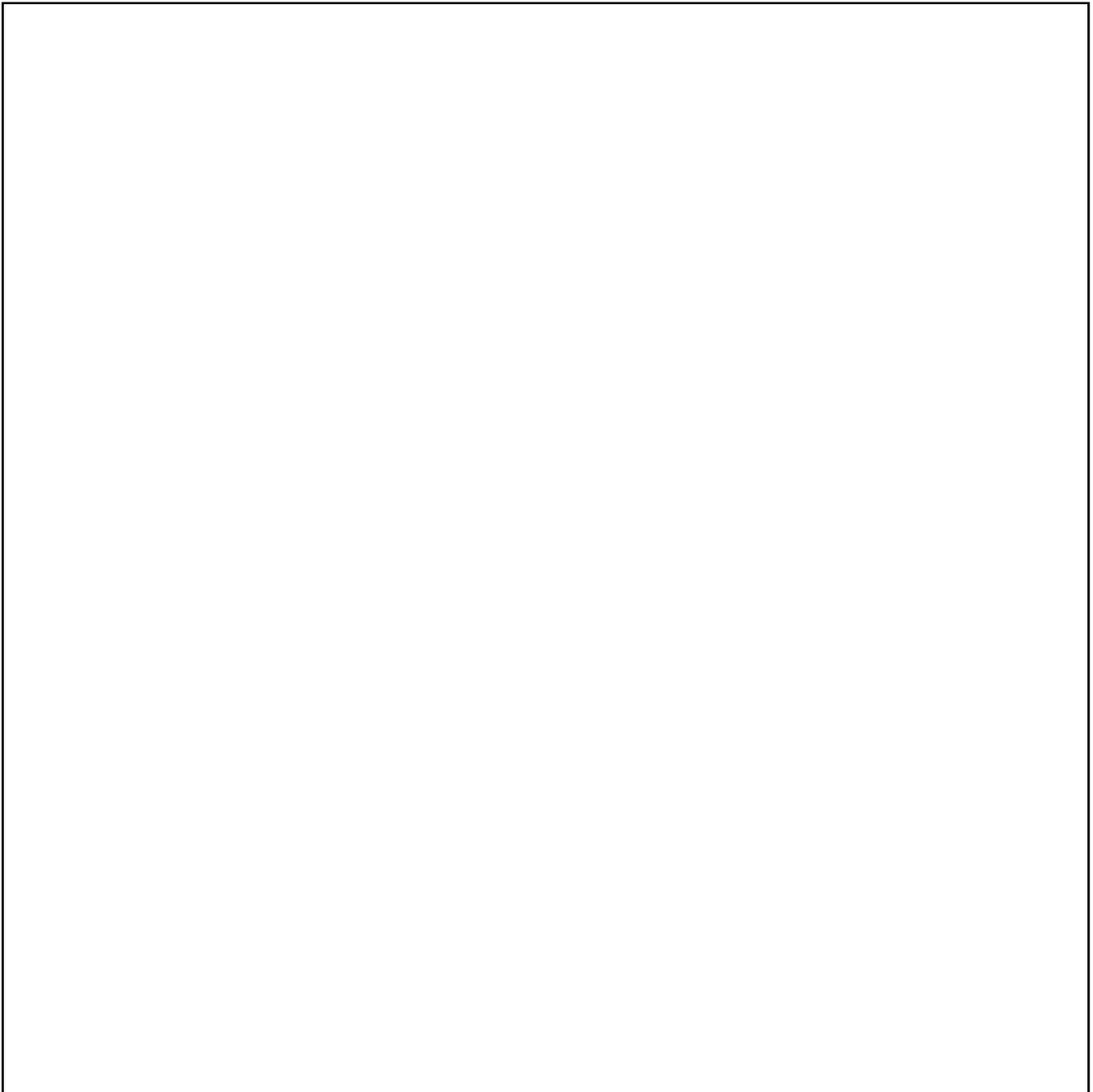
***I TAUGHT MY FRIEND
HOW TO DRAW A
LANDSCAPE!***

**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?

If your answer to this question is
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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 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 using creative arts to teach others!

Below are some sample activities that you could do.

Make a creative, colourful poster on a subject that you want to teach others about.

Teach your parent how to make a carry bag using recycled chart papers and newspapers.

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



Save Water

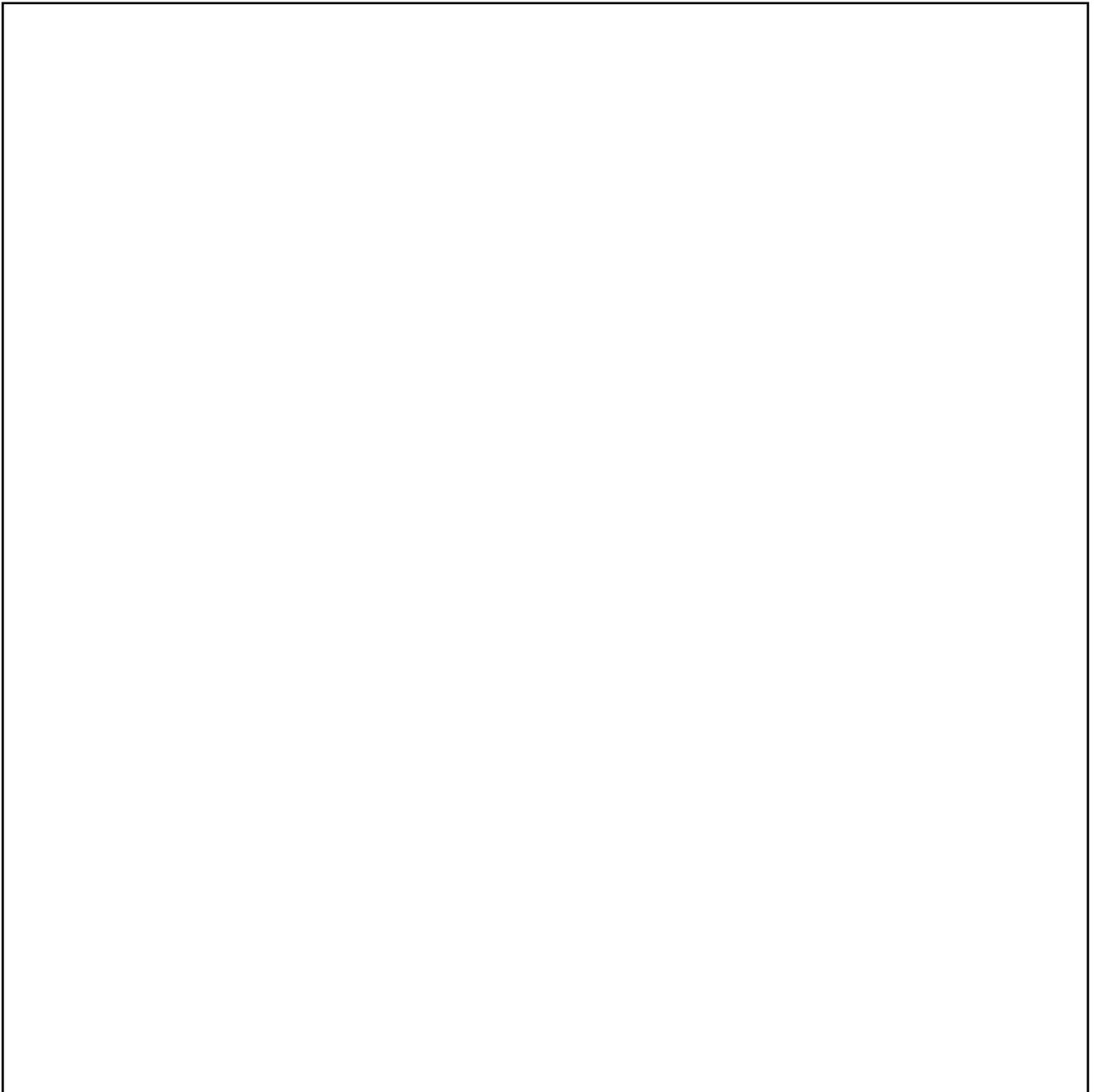
***I WILL TEACH OTHERS
HOW TO CONSERVE
WATER***

***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?



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
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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 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.

Create a water schedule poster that tracks the watering patterns of your garden and seasonal requirements. Hang this poster in your house and use it to water your garden accordingly.

Create a water saver pledge to remind your friends, family, and neighbours about water conservation.

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

*I USE OLD
NEWSPAPERS TO MAKE
A HAND FAN*

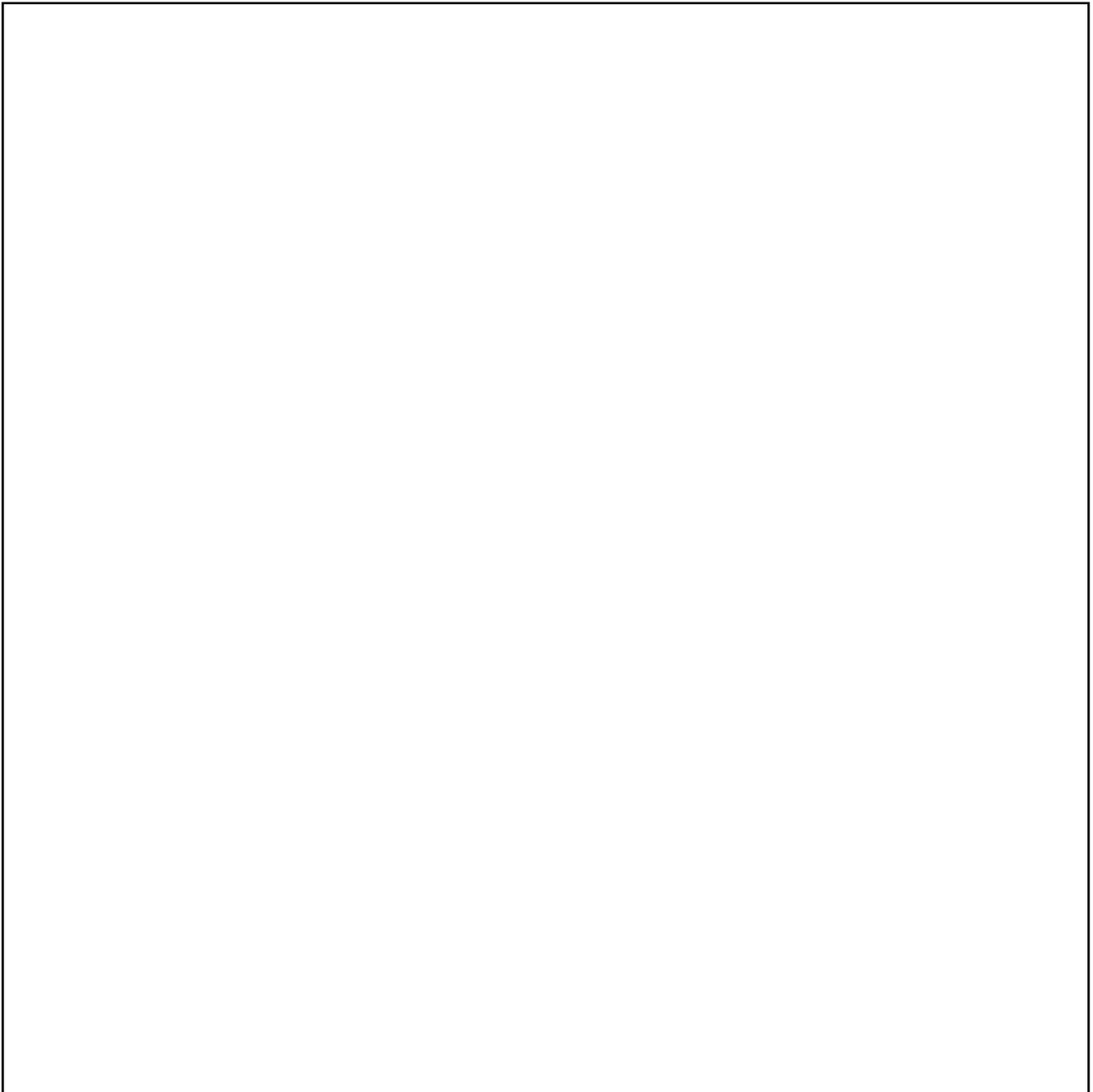
*I WILL USE CREATIVE ARTS TO
USE CLEAN ENERGY*



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?



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
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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 use clean energy!

Below are some sample activities that you could do.

Create a captivating poster about why clean energy is important for protecting the planet.

Create a “green” superhero cape with recycled materials.

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

A woman with long, curly hair is sitting in a modern, light-colored armchair, looking out a large window. The room is filled with various indoor plants, including a large monstera, a hanging plant, and several potted plants on a windowsill. The scene is brightly lit with natural light from the window.

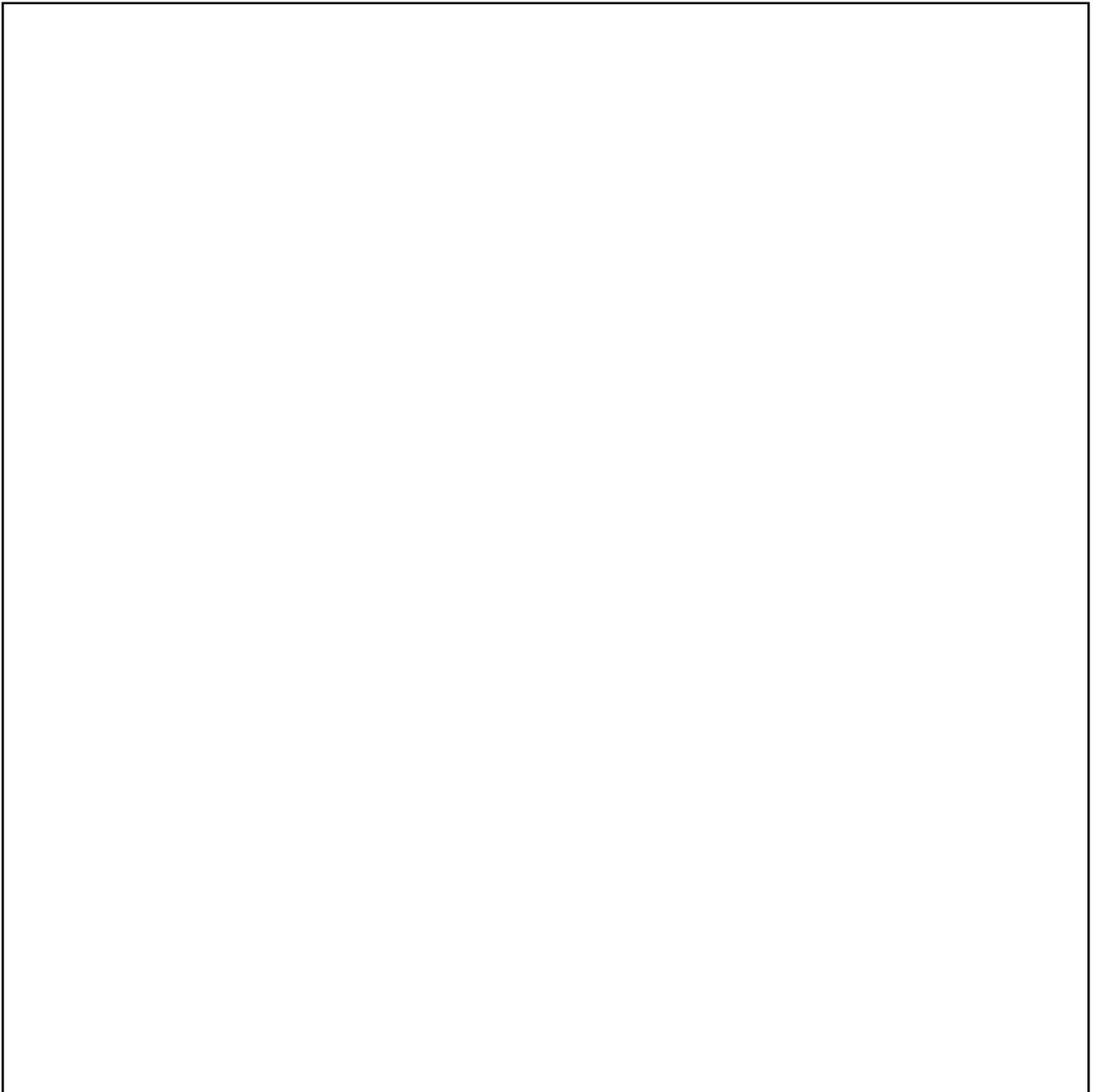
***PLANTS ARE THE
ARTWORKS IN OUR
HOME***

***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
“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 using creative arts to remove CO₂ from air!

Below are some sample activities that you could do.

Write a song about why it is important to reduce CO₂ in the atmosphere.

With the help of an adult, hold a debate in your neighbourhood on the effect of climate change.

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



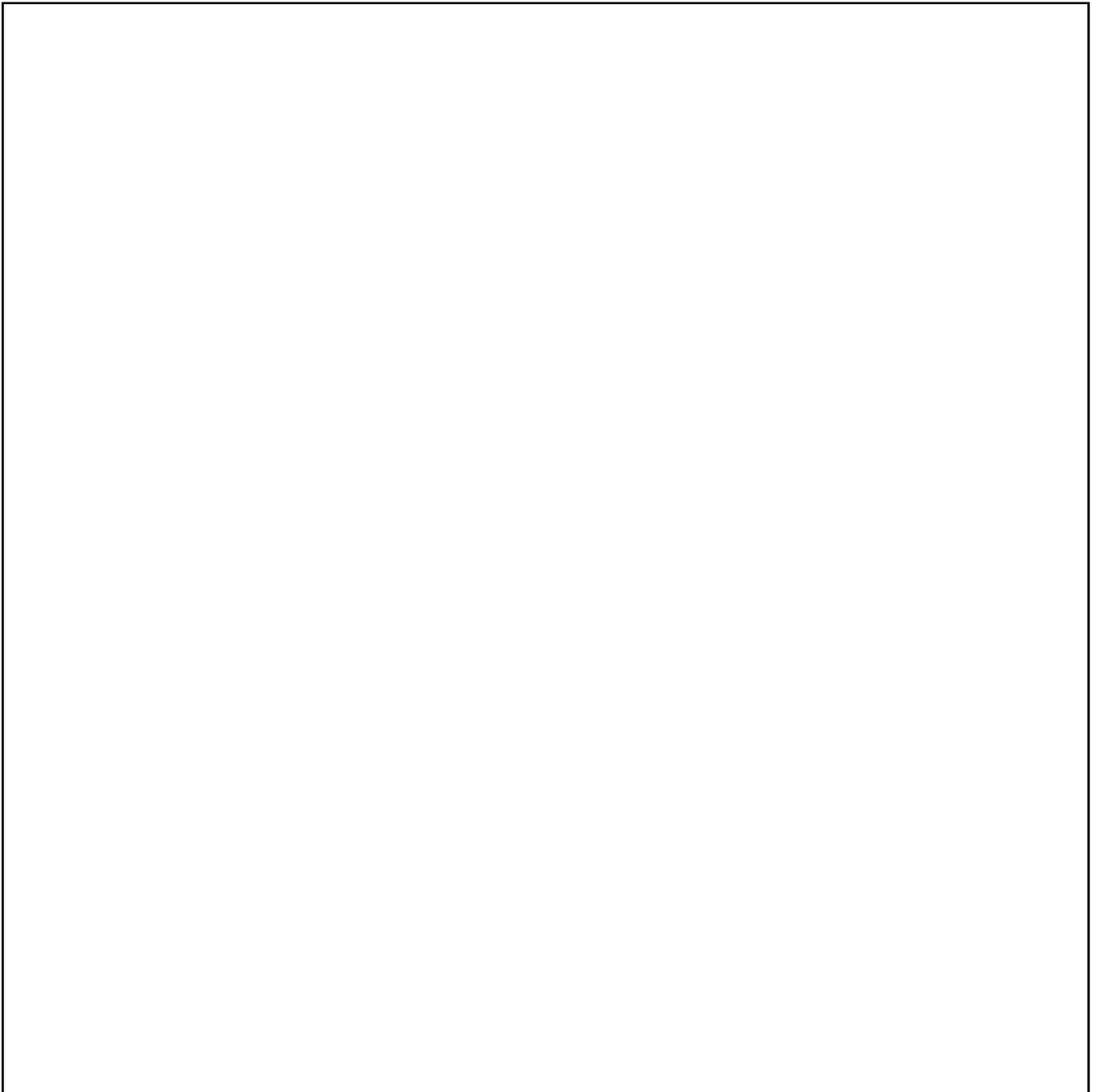
***I MAKE LAMPS OUT OF
THE OLD BOTTLES AT
HOME***

***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?



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 using creative arts to manage waste!

Below are some sample activities that you could do.

Using waste materials, create art!

Help in waste segregation by making colourful labels for wet and dry wastebins.

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



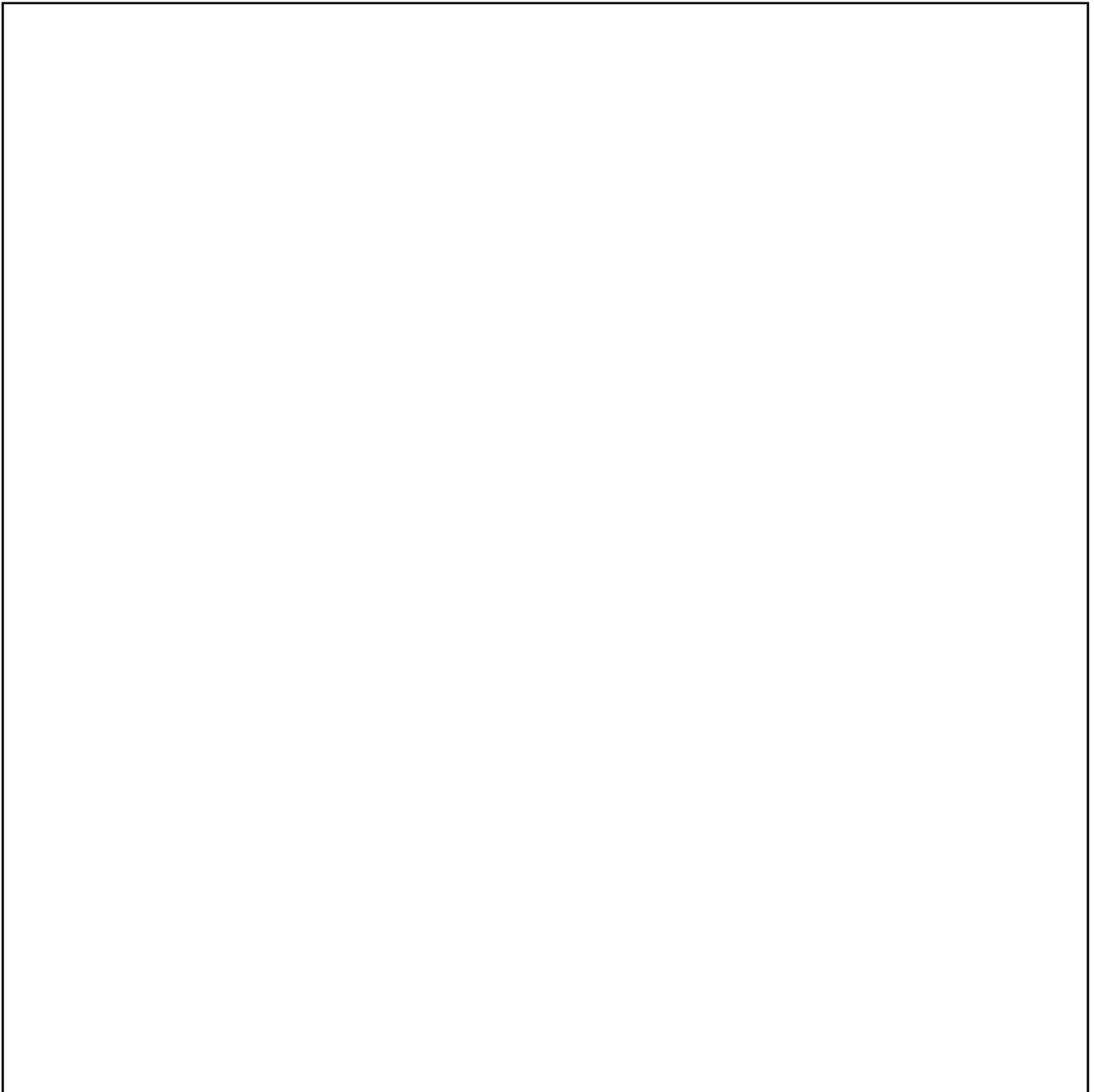
***I LOVE MAKING
PAINTINGS OF THE
DIFFERENT PLANTS OF
OUR COUNTRY!***

***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?

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
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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 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 using creative arts to grow food!

Below are some sample activities that you could do.

Make a drawing that explains 1 day in the life of a farmer.

Make an clay pot with the help of your parent or friends and paint it. Use it to decorate your garden.

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



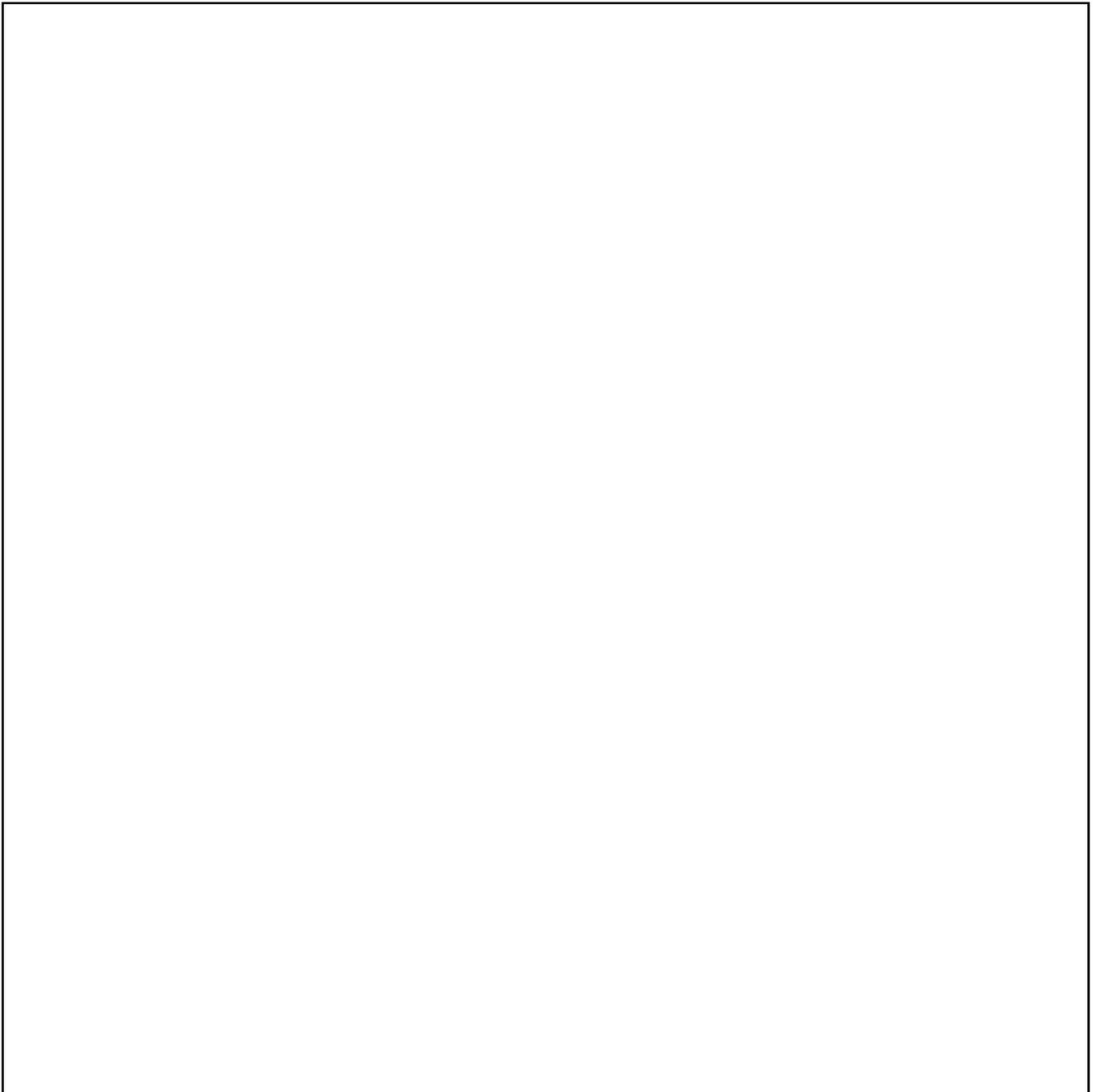
***I WILL USE OLD WOOD
TO MAKE HOUSES FOR
SMALL FORMS OF LIFE***

***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?



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
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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 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 using creative arts to protect biodiversity!

Below are some sample activities that you could do.

Make a food web collage from what you observe in your surroundings.

Paint a picture of a rainforest and its animals.

**I will experiment
to teach others**



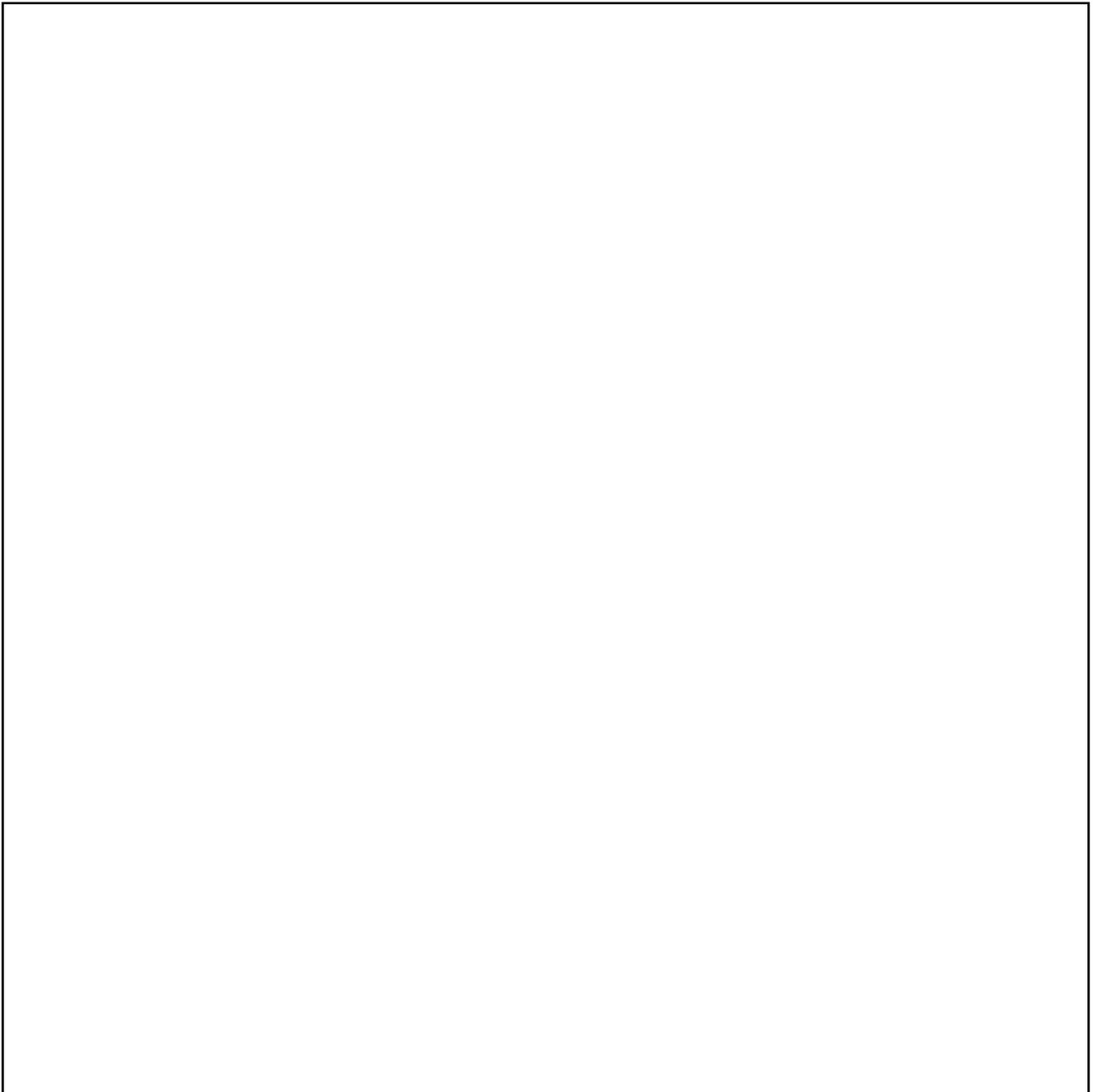
***I WILL TEACH MY
FRIENDS ABOUT
THE DIFFERENT
COMPONENTS OF OUR
DESERT***

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?

A large, empty rectangular box with a thin black border, intended for the user to write down an activity. The box is currently blank.

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 experimenting to teach others!

Below are some sample activities that you could do.

Teach your friends how to make a weather chart using pictures and symbols. Use it to record the daily weather over a week.

Teach your younger sibling or friend how to read and measure temperature using a thermometer.

**I will experiment
to save water**



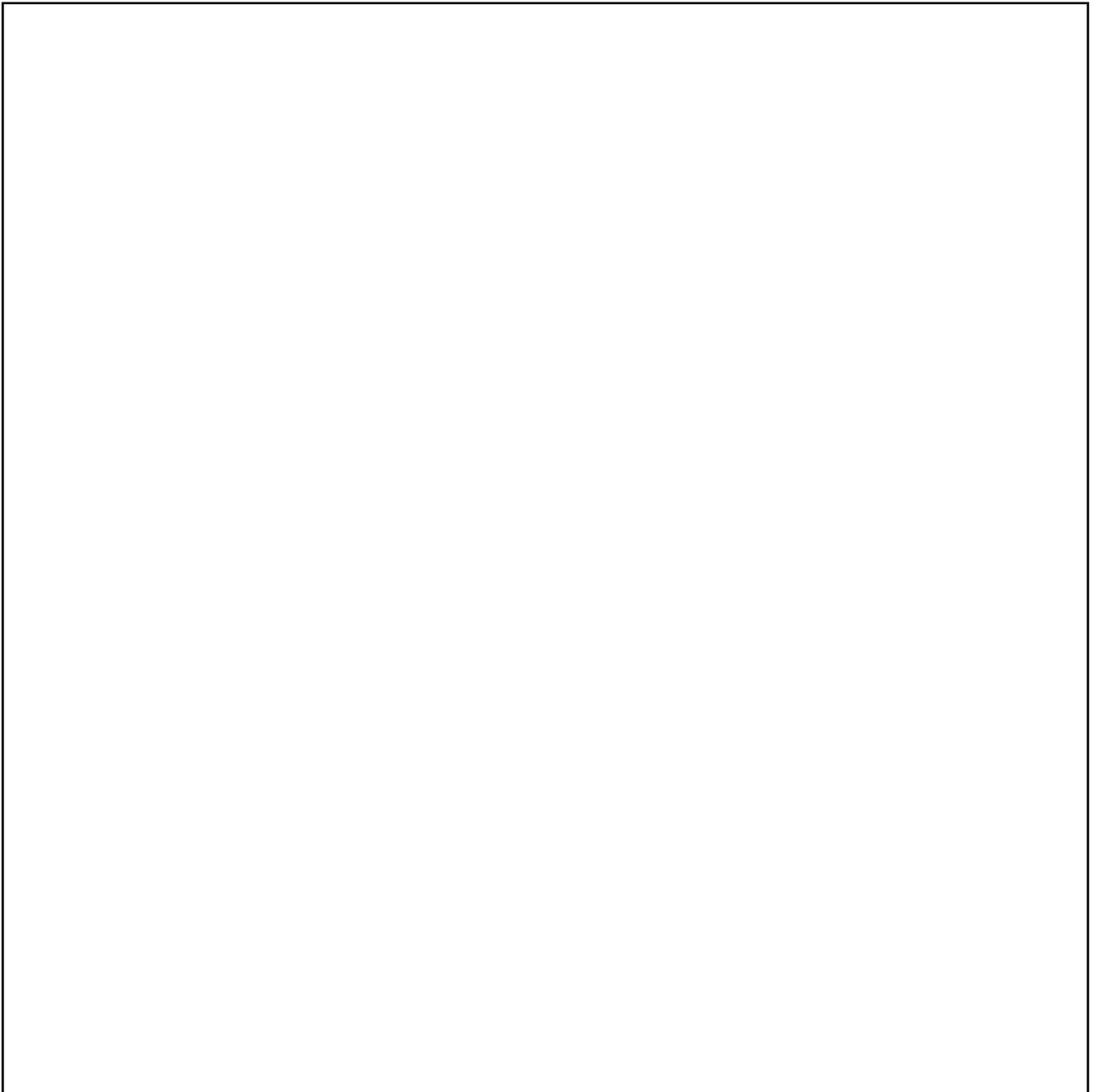
*I WILL MAKE A NOTE
OF THE TIME TAKEN TO
WASH MY HANDS SO
THAT I CAN TRY AND
REDUCE IT*

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
“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 experimenting to save water!

Below are some sample activities that you could do.

Find out how much water you use every time you wash your hands. Try to find ways to reduce the amount of water used, while ensuring your hands are clean.

Place some soil from your garden in a bucket and check how much water it absorbs. Use this information to water your plants accordingly.

**I will experiment to
use clean energy**



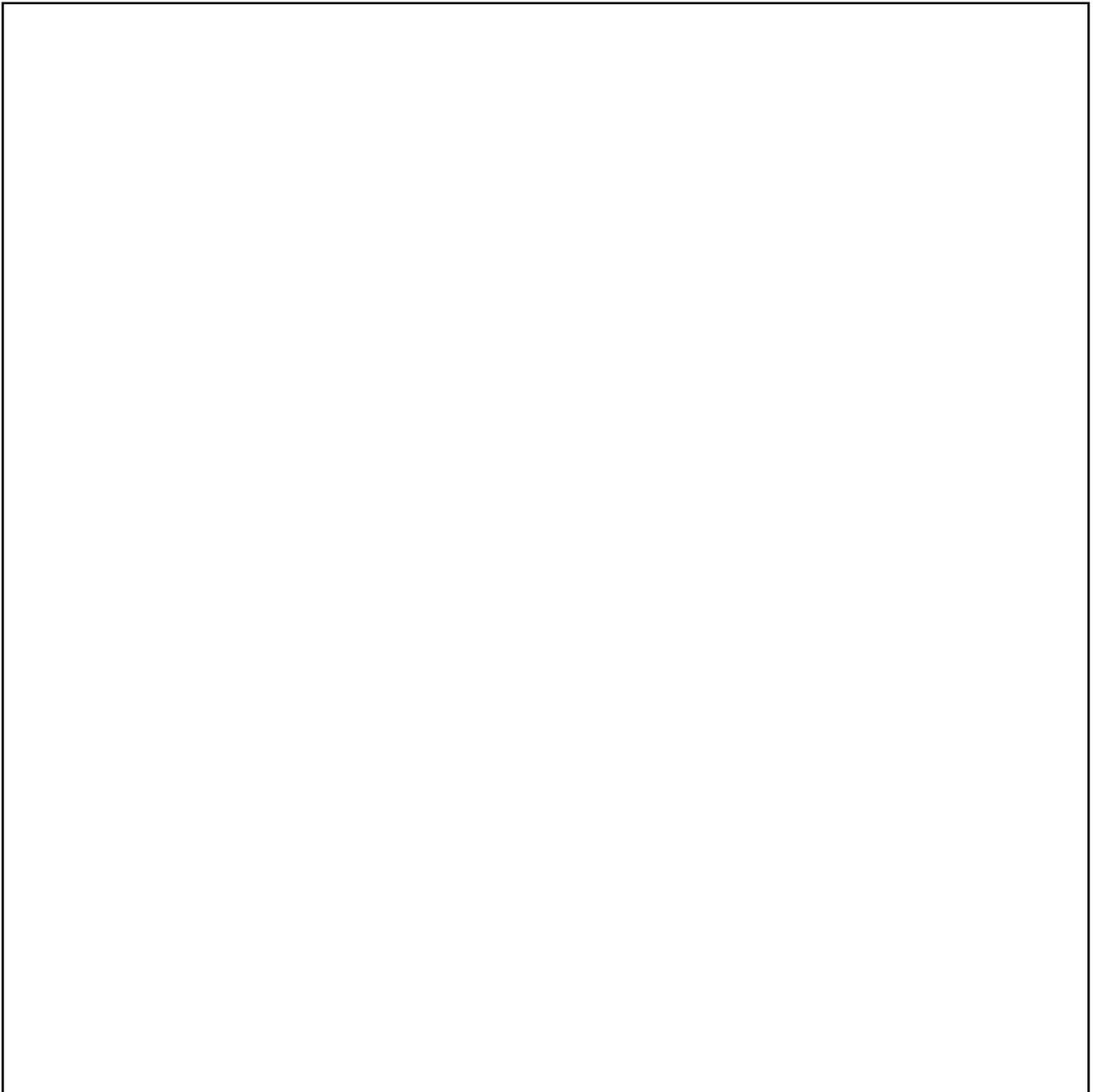
***THE SUN CAN COLOUR
MY WALLS!***

**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?

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
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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 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 experimenting to use clean energy!

Below are some sample activities that you could do.

Make a water wheel using recycled timber or reusable materials, and see how it works under a running tap.

With your parent, build a small solar-powered model car with cardboard, straws, a small motor, lightweight wheels and other materials as required. See how the car races under bright light sources!

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

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

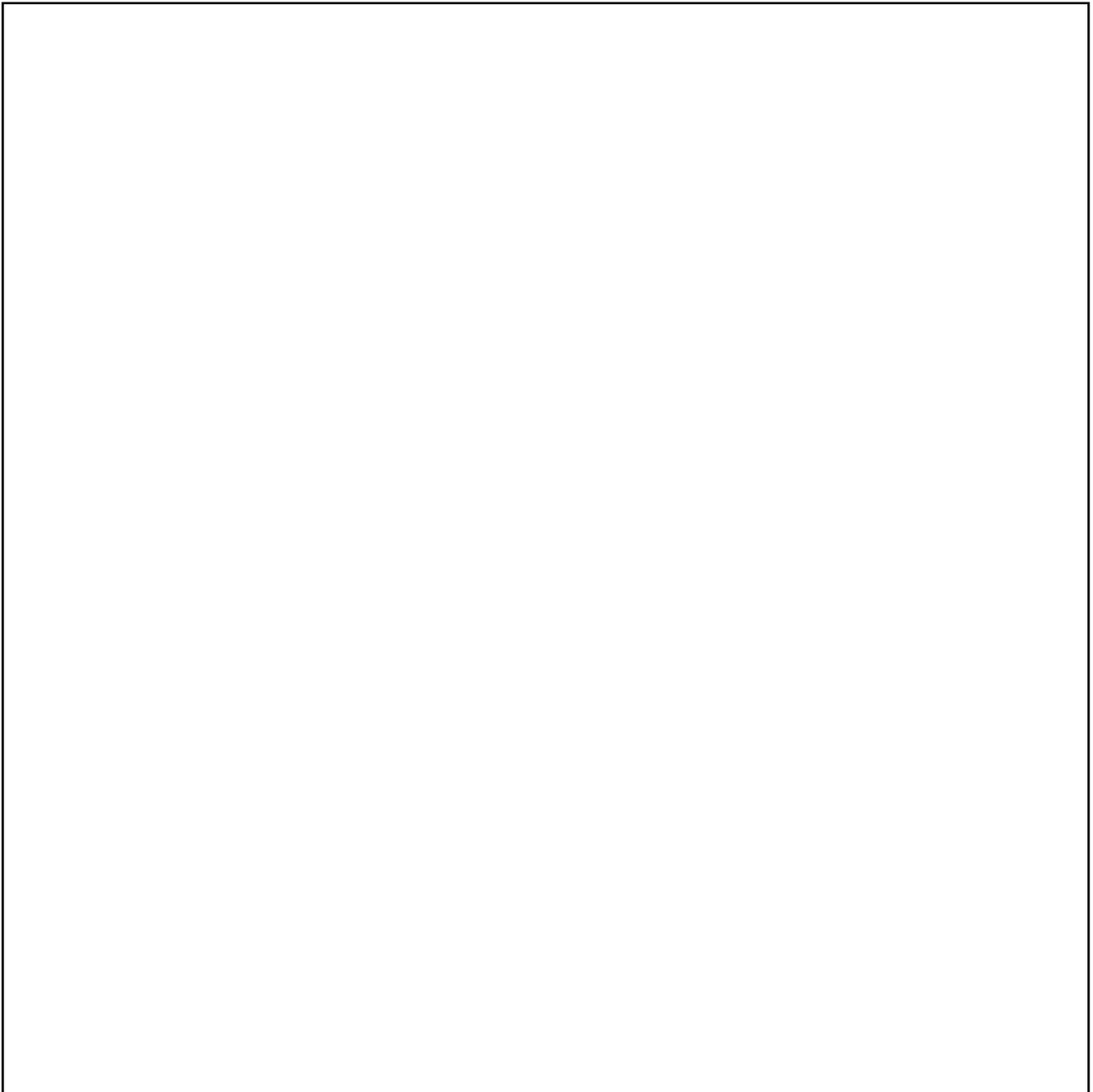
***I WILL EXPERIMENT TO REMOVE CO₂
FROM AIR***



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?



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 experimenting to remove CO₂ from air!

Below are some sample activities that you could do.

Conduct an experiment to see how fast ice cubes melt at different temperatures. Discuss your findings with your friends.

Put hot water in a container and give it a stir. Let an adult light a match, put it out and throw it in the container. Cover the container and wait. Watch how the water vapour combined with the smoke particles create a fog that is similar to a cloud.

**I will experiment
to manage waste**



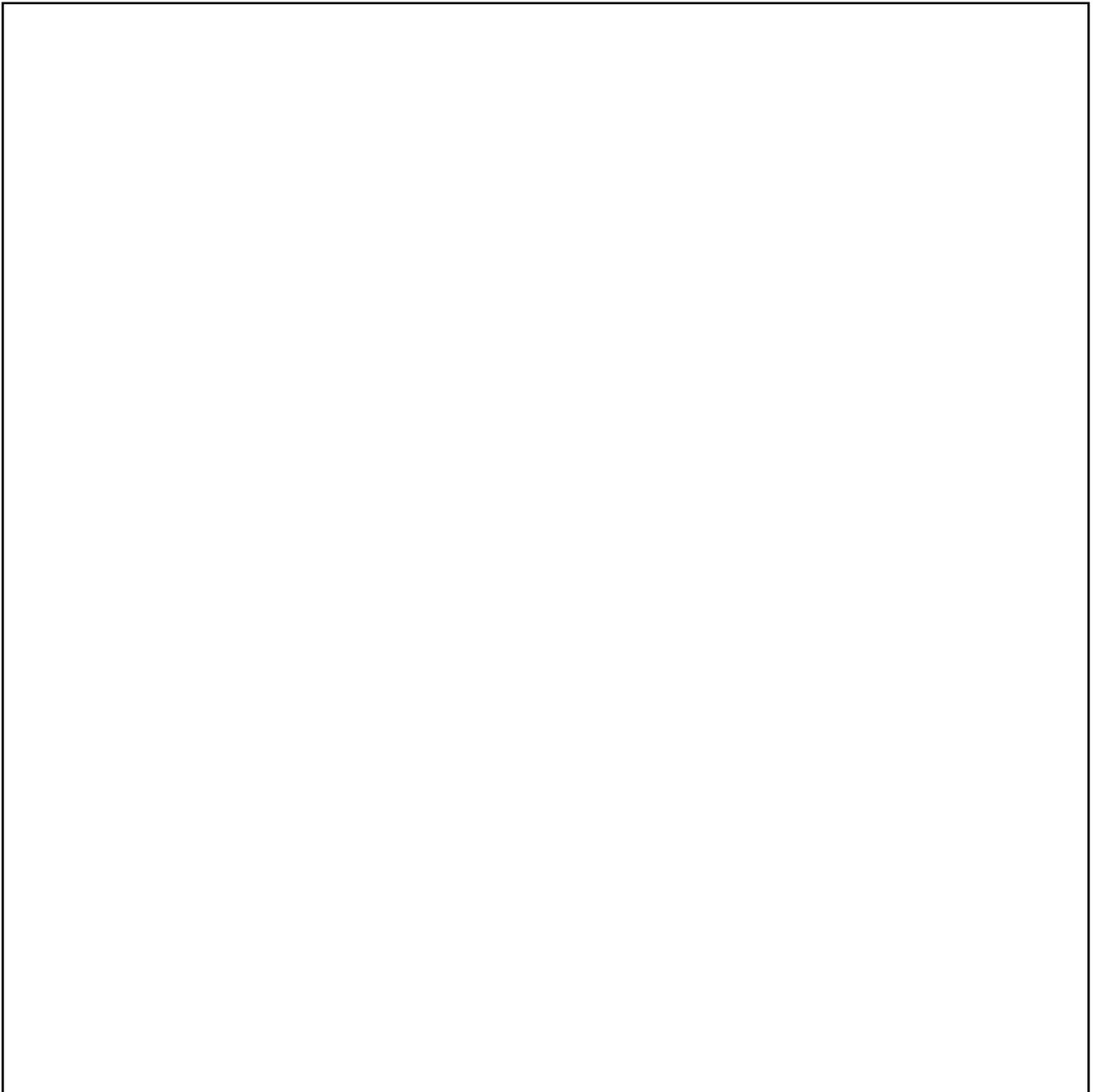
***I WILL BURY
DIFFERENT TYPES OF
WASTE TO UNDERSTAND
THEIR LIFE CYCLE***

***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.

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
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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 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 experimenting to manage waste!

Below are some sample activities that you could do.

Record the decomposition times of 5 commonly used household items.

With your family, record for a week the amount of daily waste generated in your house. Brainstorm ways to reduce it.

**I will experiment
to grow food**



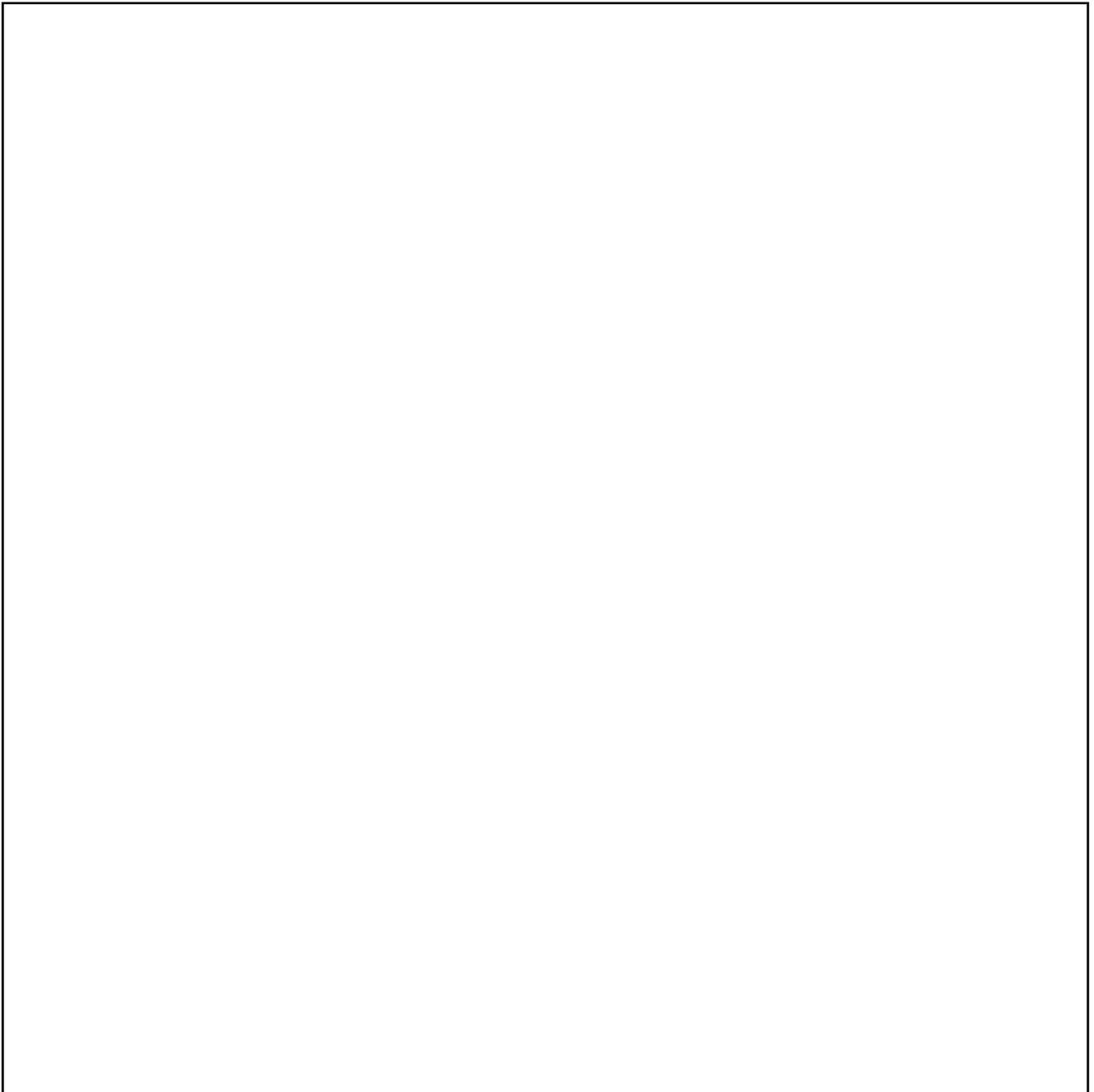
***I WILL EXPERIMENT
AND SEE WHICH SEEDS
SPROUT***

I WILL EXPERIMENT TO GROW FOOD

Activity checklist

Does the image on the previous page remind you of ways you can experiment 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
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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 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 experimenting to grow food!

Below are some sample activities that you could do.

Find out which plants grow best in your area, and identify the main factors that encourage growth.

Plant the same seeds in different places. One will be in the sunlight, one in the shade, one will get a lot of water, and one will get a little bit of water. Watch them every day to see which ones grow the best. Learn how sunlight and water help plants grow!

**I will experiment to
protect biodiversity**

A man with a beard and a young boy are working together to build a doghouse. The man is on the left, wearing a blue t-shirt, and the boy is on the right, wearing a white t-shirt. They are both smiling and looking at a golden retriever dog that is sitting on the ground in front of them. The doghouse is made of white wood and has a brown roof. The scene is set outdoors in a sunny, green environment.

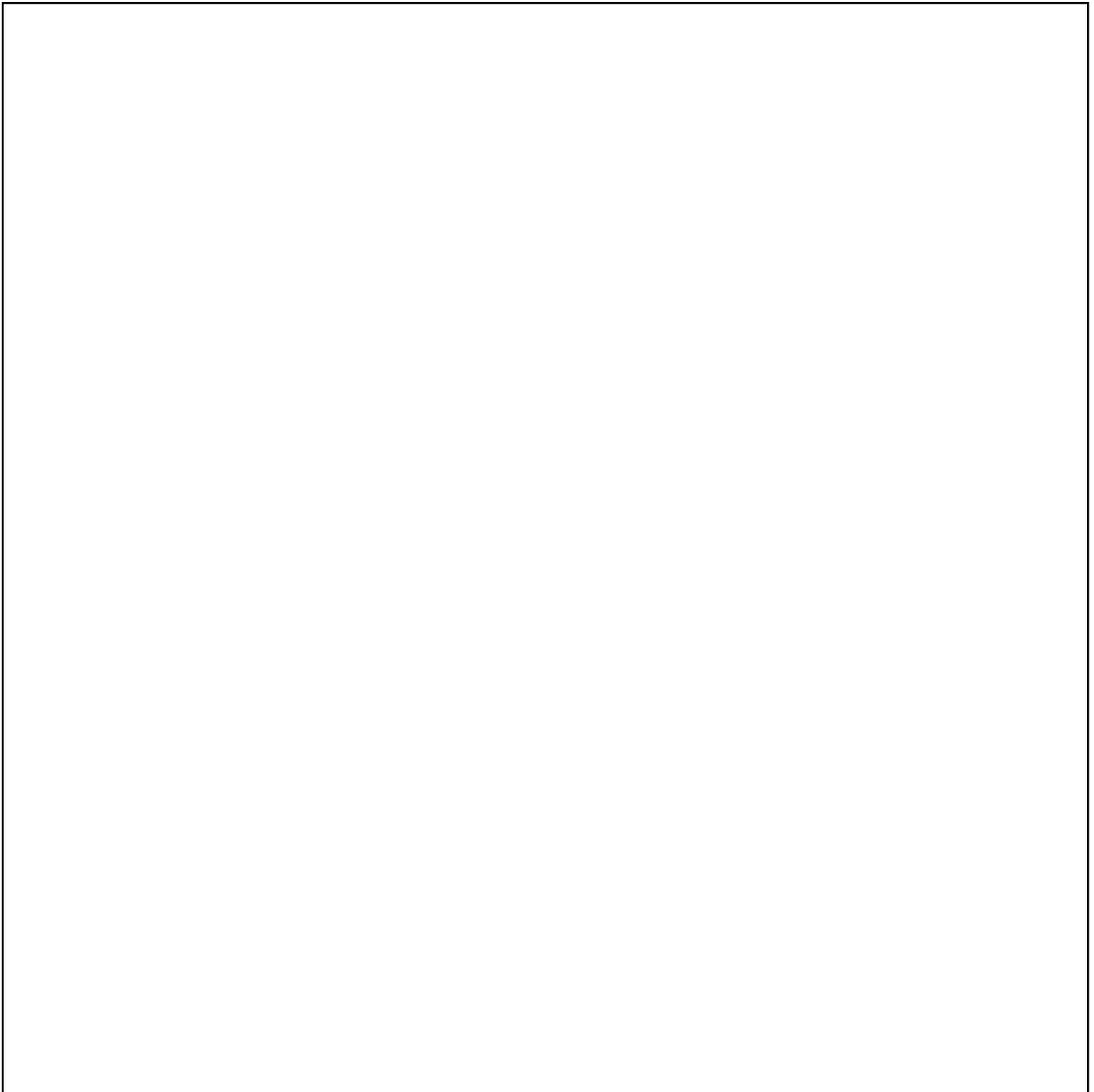
I WILL MAKE AN ECO-FRIENDLY HOME FOR THE STRAYS IN MY STREET

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?



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
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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 protecting biodiversity?

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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 experimenting to protect biodiversity!

Below are some sample activities that you could do.

Identify what insects are useful for the environment, and research how you can help them thrive.

Plant the same seeds in different types of soil and observe how they grow.