



**Sustainable  
habits 7x7**

**KG 1**



# **Sustainable habits 7x7**

# Contents

How to be a great explorer .....	8
----------------------------------	---

## Volunteering

I volunteer to teach others.....	9
I volunteer to save water .....	15
I volunteer to use clean energy .....	21
I volunteer to remove CO2 from air .....	27
I volunteer to manage waste.....	33
I volunteer to grow food.....	39
I volunteer to protect biodiversity.....	45

## Physical activity

I will move to teach others.....	51
I will move to save water.....	57
I will move to use clean energy.....	63
I will move to remove CO2 from air.....	69
I will move to manage waste.....	75
I will move to grow food .....	81
I will move to protect biodiversity .....	87

## Expedition

I will go on an expedition to teach others .....	93
I will go on an expedition to save water.....	99
I will go on an expedition to use clean energy .....	105
I will go on an expedition to remove CO2 from air.....	111
I will go on an expedition to manage waste.....	117
I will go on an expedition to grow food.....	123
I will go on an expedition to protect biodiversity.....	129



## **Teamwork**

I will team up to teach others.....	135
I will team up to save water .....	141
I will team up to use clean energy .....	147
I will team up to remove CO2 from air .....	153
I will team up to manage waste.....	159
I will team up to grow food.....	165
I will team up to protect biodiversity.....	171

## **Entrepreneurship**

I will be entrepreneurial in teaching others.....	177
I will be entrepreneurial towards saving water.....	183
I will be entrepreneurial towards using clean energy.....	189
I will be entrepreneurial towards removing CO2 from air....	195
I will be entrepreneurial towards managing waste.....	201
I will be entrepreneurial towards growing food.....	207
I will be entrepreneurial towards protecting biodiversity....	213

## **Creative arts**

I will use creative arts to teach others.....	219
I will use creative arts to save water .....	225
I will use creative arts to use clean energy .....	231
I will use creative arts to remove CO2 from air .....	237
I will use creative arts to manage waste .....	243
I will use creative arts to grow food.....	249
I will use creative arts to protect biodiversity.....	255

## **Experimentation**

I will experiment to teach others.....	261
I will experiment to save water.....	267
I will experiment to use clean energy.....	273
I will experiment to remove CO2 from air .....	279
I will experiment to manage waste.....	285
I will experiment to grow food .....	291
I will experiment to protect biodiversity .....	297



# 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 photograph of two young girls sitting on a light-colored mat outdoors. The girl on the left has dark, wavy hair and is wearing a white long-sleeved shirt under a grey vest. She is looking down at something in her hands. The girl on the right has long, wavy brown hair and is wearing a white long-sleeved shirt under a blue and yellow patterned dress. She is holding an open book and looking at it. The background is filled with lush green foliage, including palm leaves, and a wooden structure is partially visible. The scene is brightly lit with natural sunlight.

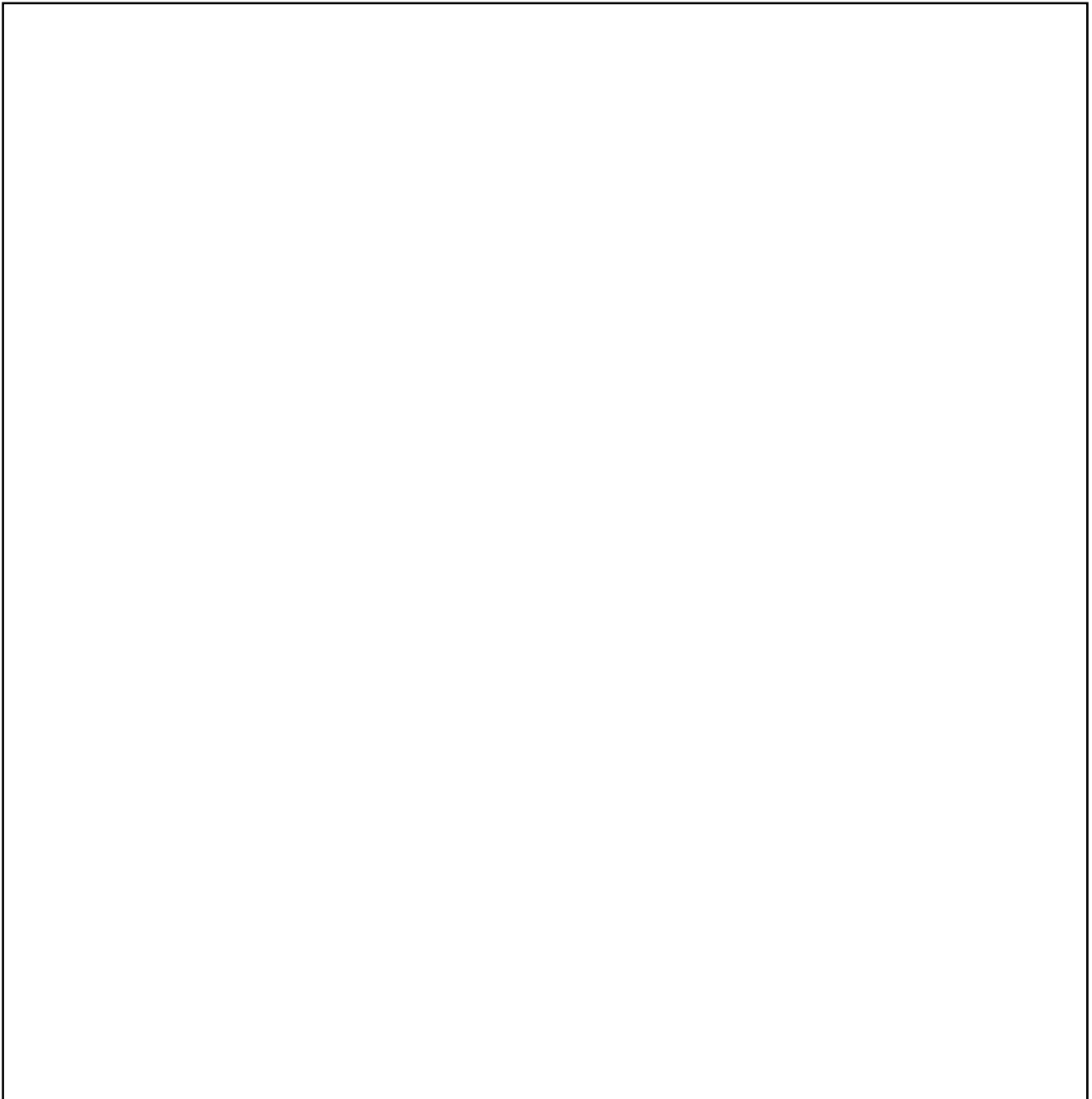
***TEACHING GIVES US  
NEW FRIENDS***

**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.**

**Volunteer to water the plants in your house with waste water; get help from a responsible adult to do this task.**

**Pretend to be a community helper such as a fire-fighter, police officer or librarian, and explain their roles to your friends in a sentence.**

**I volunteer to  
save water**

A young girl with long, wavy brown hair is shown from the chest up, wearing a light-colored, long-sleeved shirt. She is leaning forward, focused on watering a green plant in a brown terracotta pot. She is holding a clear glass pitcher and pouring water into the pot. The background is softly blurred, suggesting an indoor setting with natural light. The overall mood is calm and nurturing.

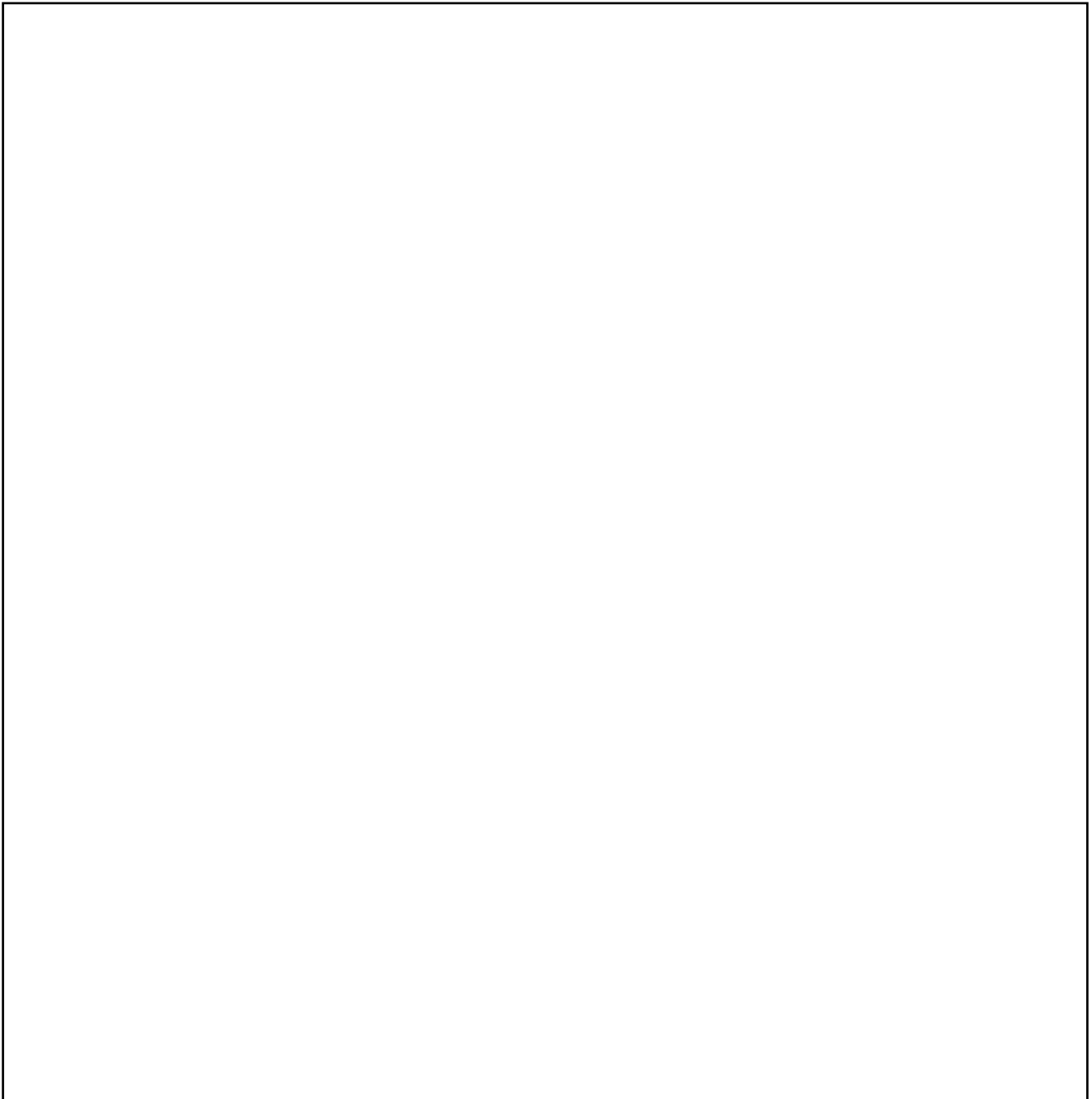
***I TAKE CARE OF  
MY PLAN(E)T***

***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.**

**Close all taps in the house when not in use.**

**Tell your parent not to throw away water used to wash fruits/vegetables, and reuse it to water the plants.**



**I volunteer to use  
clean energy**



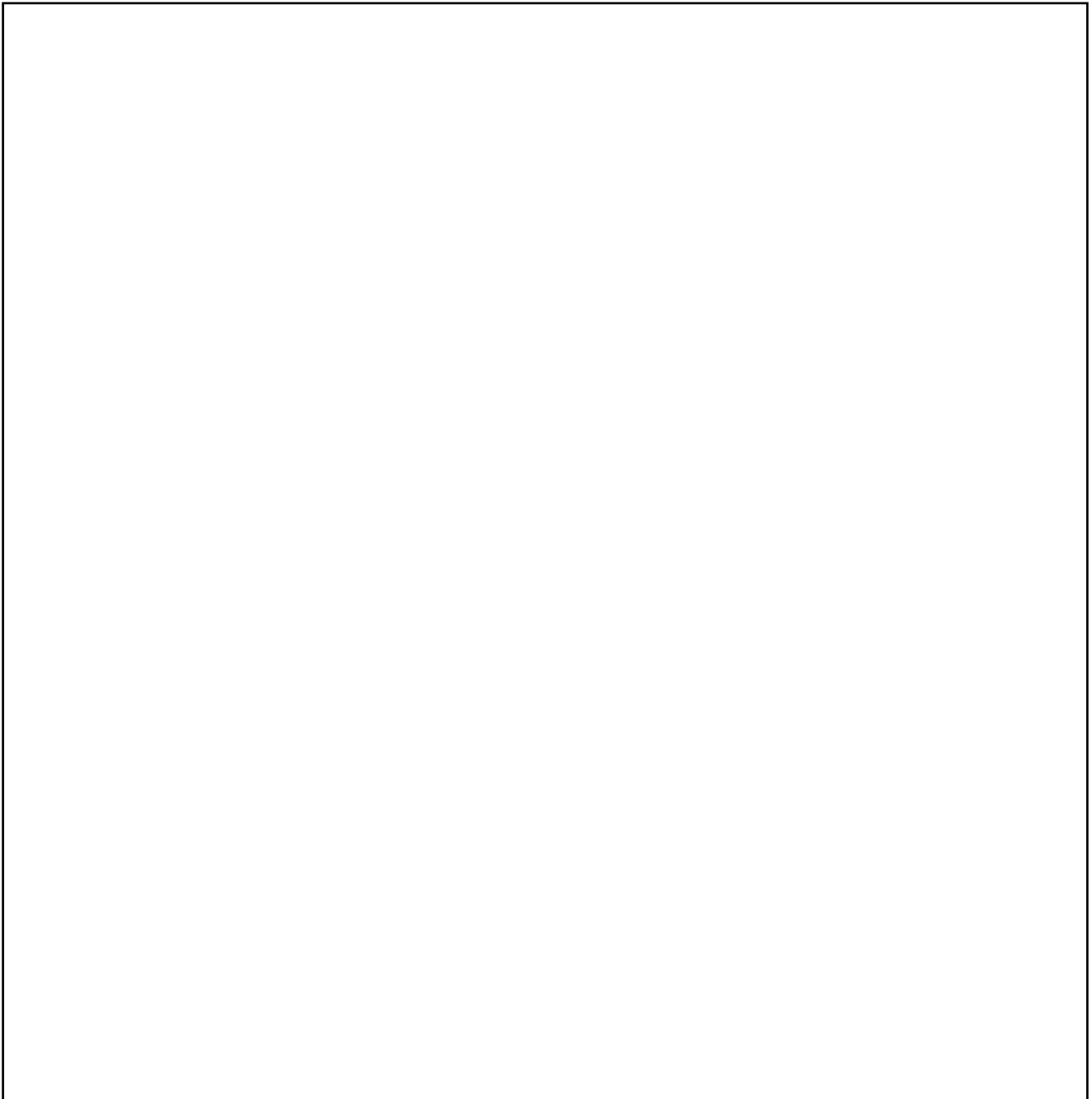
***THE BEST ENERGY  
COMES FROM NATURE***

***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.**

With the help of a parent or teacher, read stories about clean sources of energy.

Open curtains and blinds during the day to let in natural sunlight instead of using electric lights.

**I volunteer to remove  
CO<sub>2</sub> from air**





**EVERY PLANT  
REMOVES CO<sub>2</sub>**

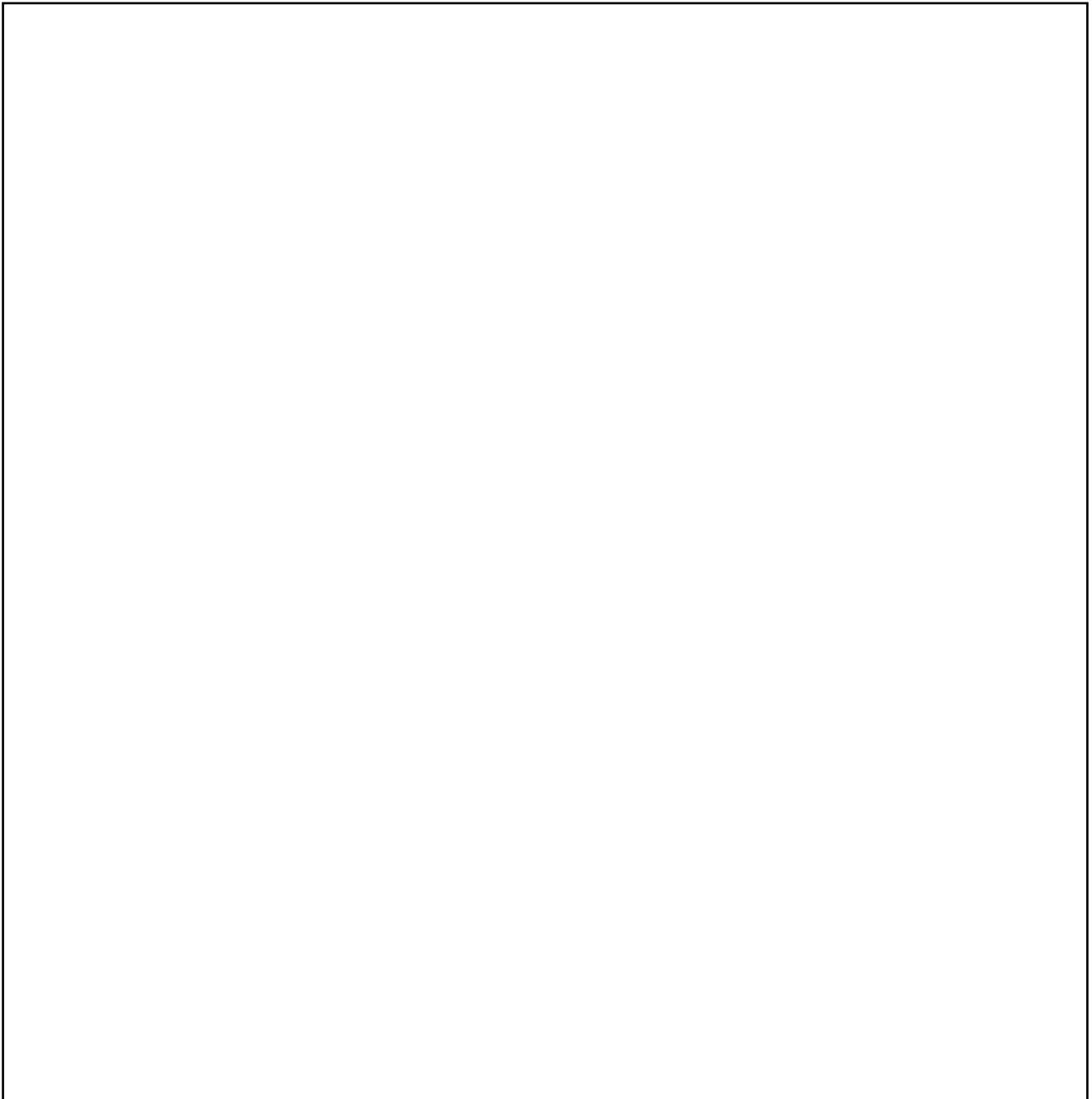
I VOLUNTEER TO REMOVE CO<sub>2</sub> FROM AIR



# Activity checklist

Does the image on the previous page remind you of ways you can volunteer to remove CO<sub>2</sub> 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 CO<sub>2</sub> from air!**

**Below are some sample activities that you could do.**

With your family, read picture books to learn about trees and the environment.

On any tree you see around you, make a habit of pasting or tying a paper sheet with "Do not cut" written on it.

**I volunteer to  
manage waste**



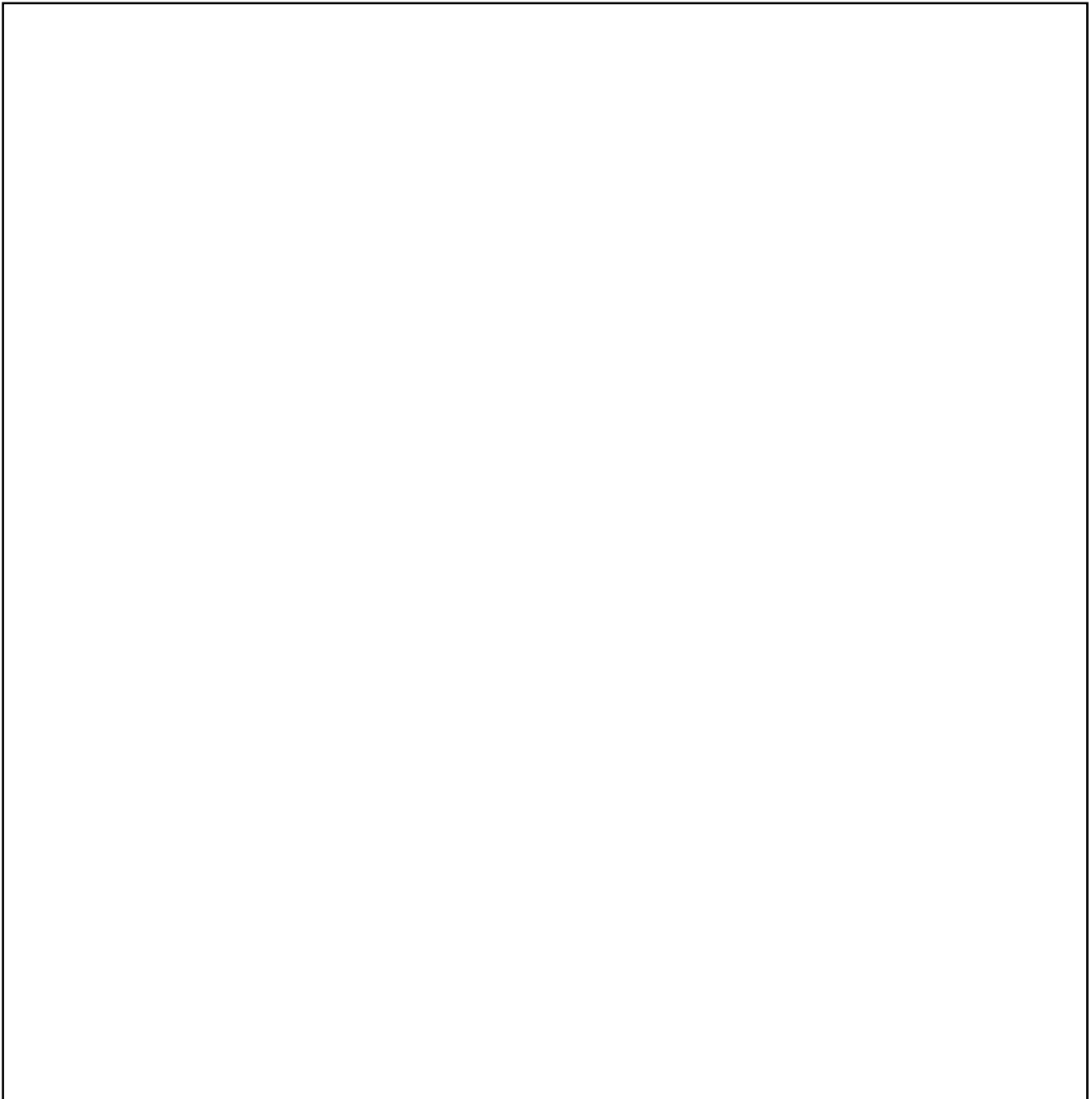
***THE FRUIT PEELS GIVE MY  
PLANTS "GOOD FEELS"***

***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.**

**Help your parent or elder in segregating food waste at home.**

**Help your teacher to keep the classroom clean by disposing of waste paper in bins.**

**I volunteer to  
grow food**

A young boy with dark, curly hair is smiling and watering a green mint plant. He is holding a clear glass bottle and pouring water onto the plant's base. The scene is lit with warm, golden light, suggesting a sunny day. The boy is wearing a blue and white striped shirt. The background is softly blurred, showing an indoor setting with a window.

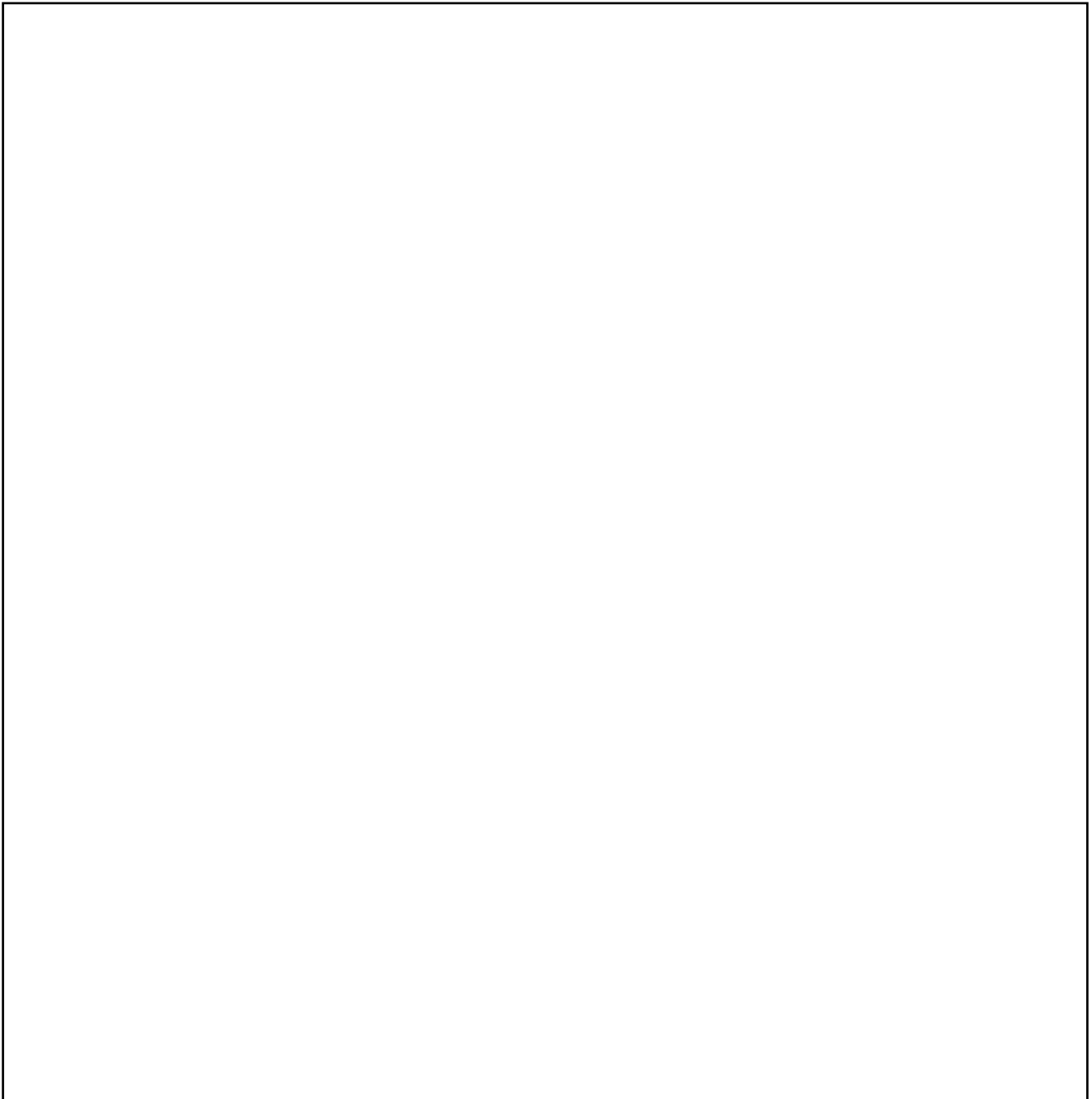
*MY MINT COMES  
FROM MY GARDEN*

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.**

**Help your parents to plant seeds in the garden or in pots at home.**

**Help your parents water the plants at home.**



**I volunteer to  
protect biodiversity**

A young girl with a joyful expression is wearing a white beekeeping suit with a mesh veil. She is surrounded by several bees in flight. The background is a soft-focus outdoor setting with other people in similar attire, suggesting a community beekeeping event. The lighting is warm and golden, typical of late afternoon or early morning.

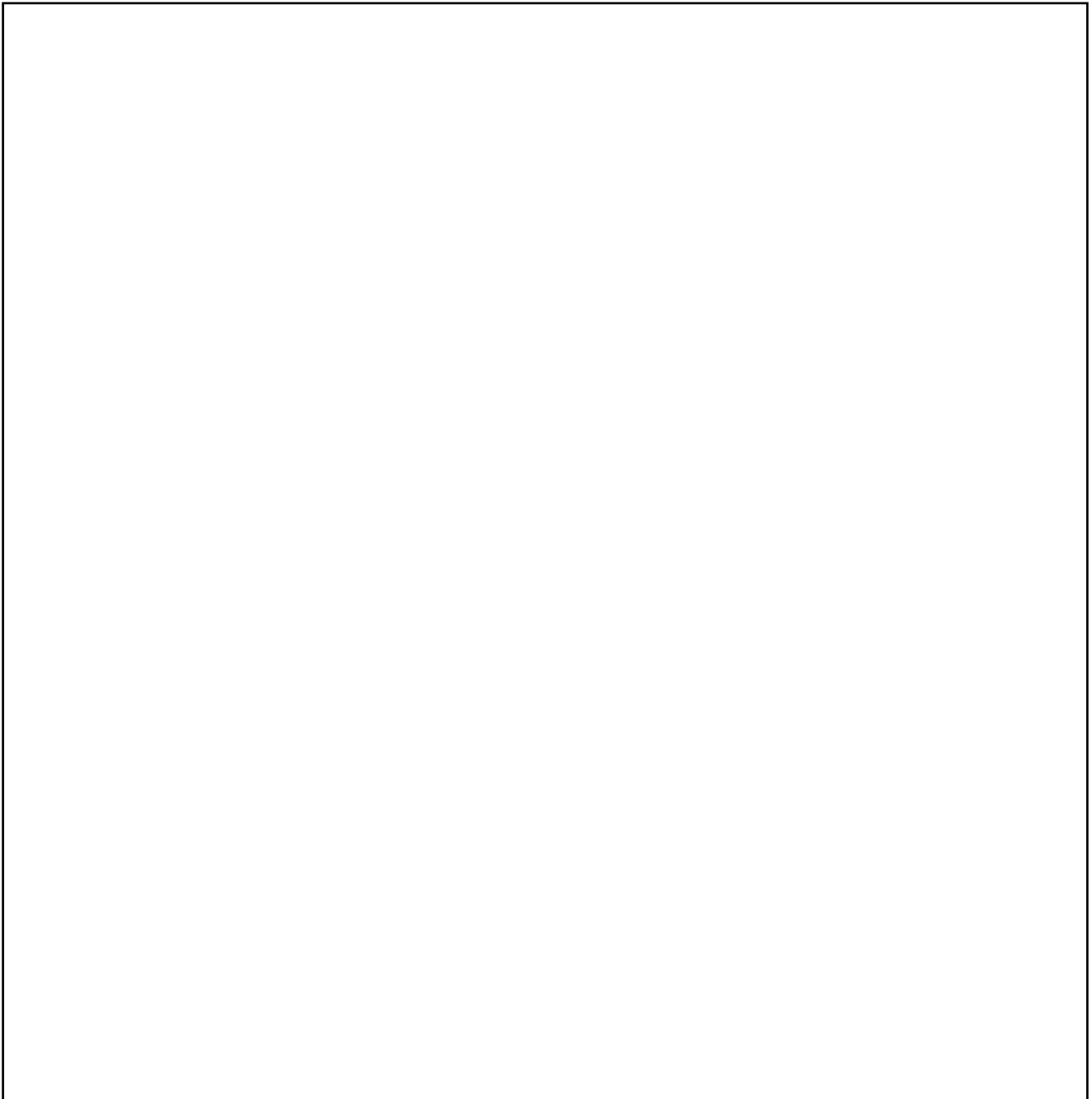
***BEEES ARE OUR SWEET  
LITTLE FRIENDS***

**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.**

Make it a habit to collect fallen flowers to paste them on paper, then ask your family to tell you the names of the flowers you have pasted.

Keep learning about animals found in your country and always remember to share what you learn with your friends.

**I will move to  
teach others**

A young girl with long blonde hair, wearing a white long-sleeved shirt and grey pants, is holding the hand of a toddler. The toddler, a young girl with curly brown hair, is wearing a white long-sleeved dress with a red floral pattern and light-colored pants. They are standing in a bright room with large windows in the background. The scene is captured in a warm, golden light, suggesting late afternoon or early morning. The girl is looking down at the toddler, who is smiling and looking towards the camera.

**MY BABY SISTER  
LEARNED TO WALK  
BECAUSE OF ME!**

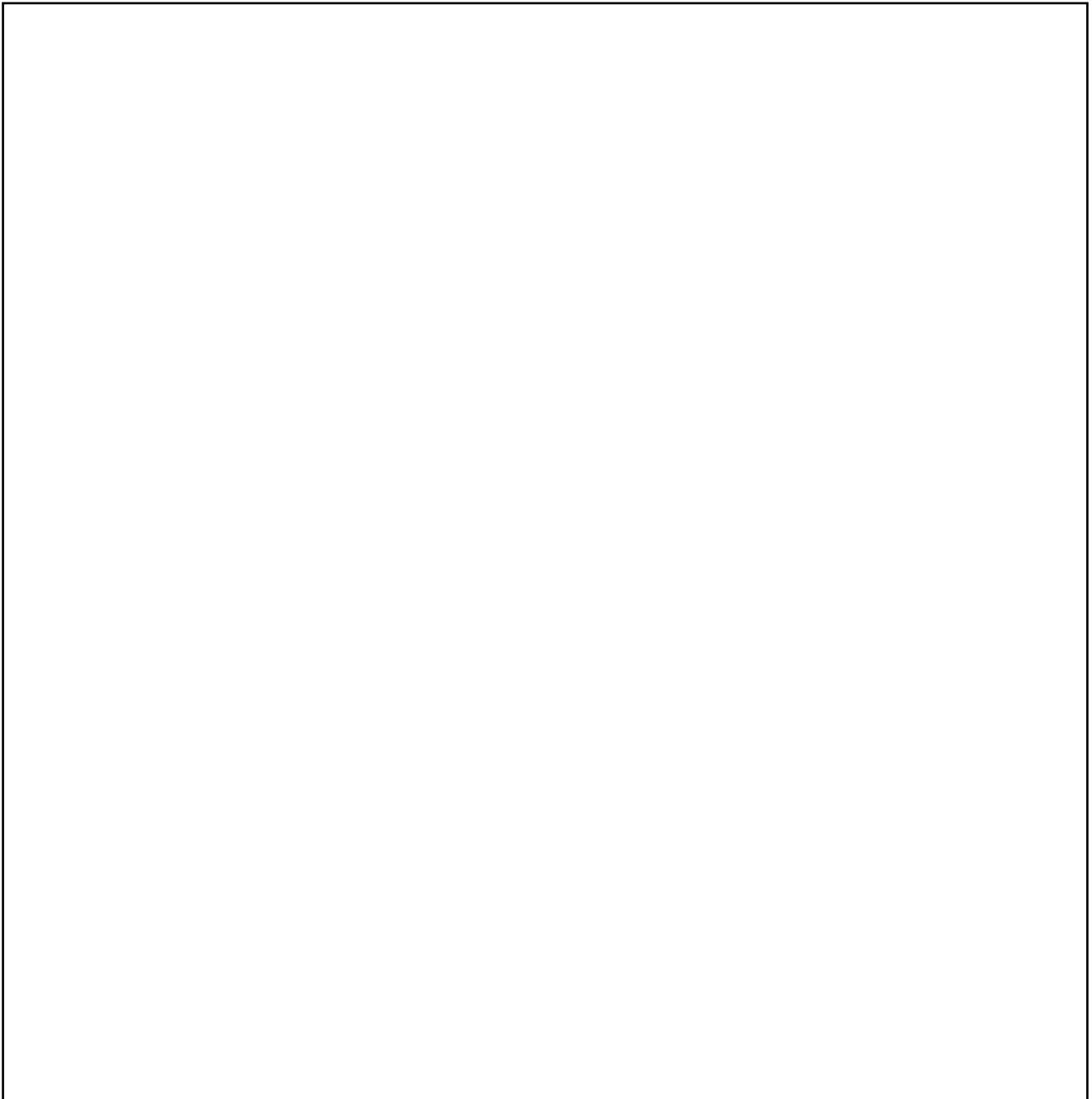
**I WILL MOVE TO TEACH OTHERS**



# Activity checklist

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

What activity would that be?



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.**

**Under the supervision of an adult, show your sibling or friend how to plant a seed.**

**Teach a friend your favourite dance step.**

**I will move to  
save water**



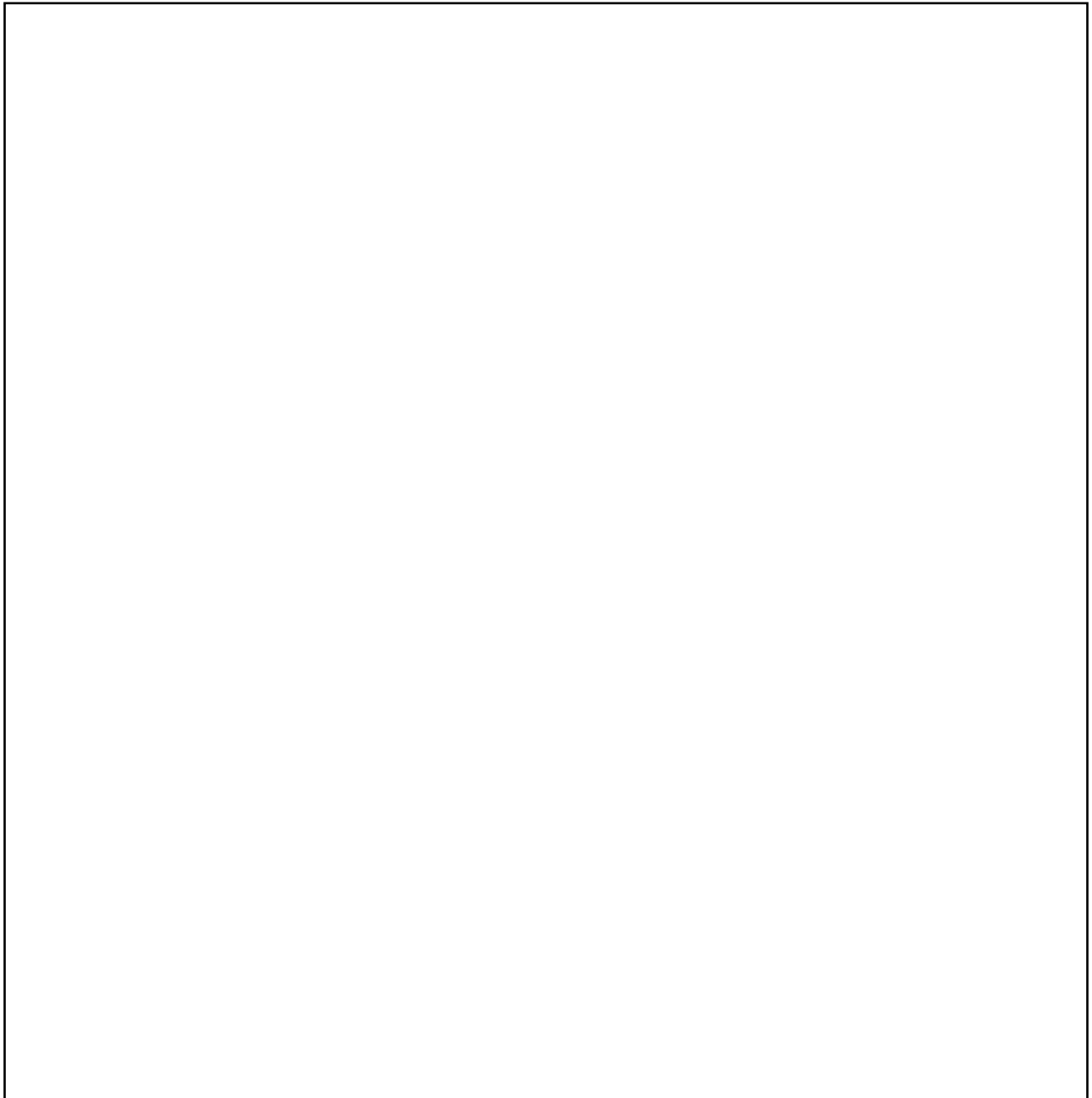
**EMARA RUNS TO GET A  
BUCKET TO CATCH THE  
WATER EVERY TIME IT  
RAINS**

**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 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 moving to save water!**

**Below are some sample activities that you could do.**

**Practice walking in your room with a half-filled glass of water, without spilling it!**

**Turn off the tap while brushing your teeth.**

**I will move to  
use clean energy**

A young child with dark hair, wearing a blue patterned shirt, is riding a yellow and black bicycle. The child is smiling broadly and looking off to the side. The background is a bright, sunny outdoor setting with palm trees and other greenery. In the distance, several people are walking, some using canes. The overall atmosphere is cheerful and active.

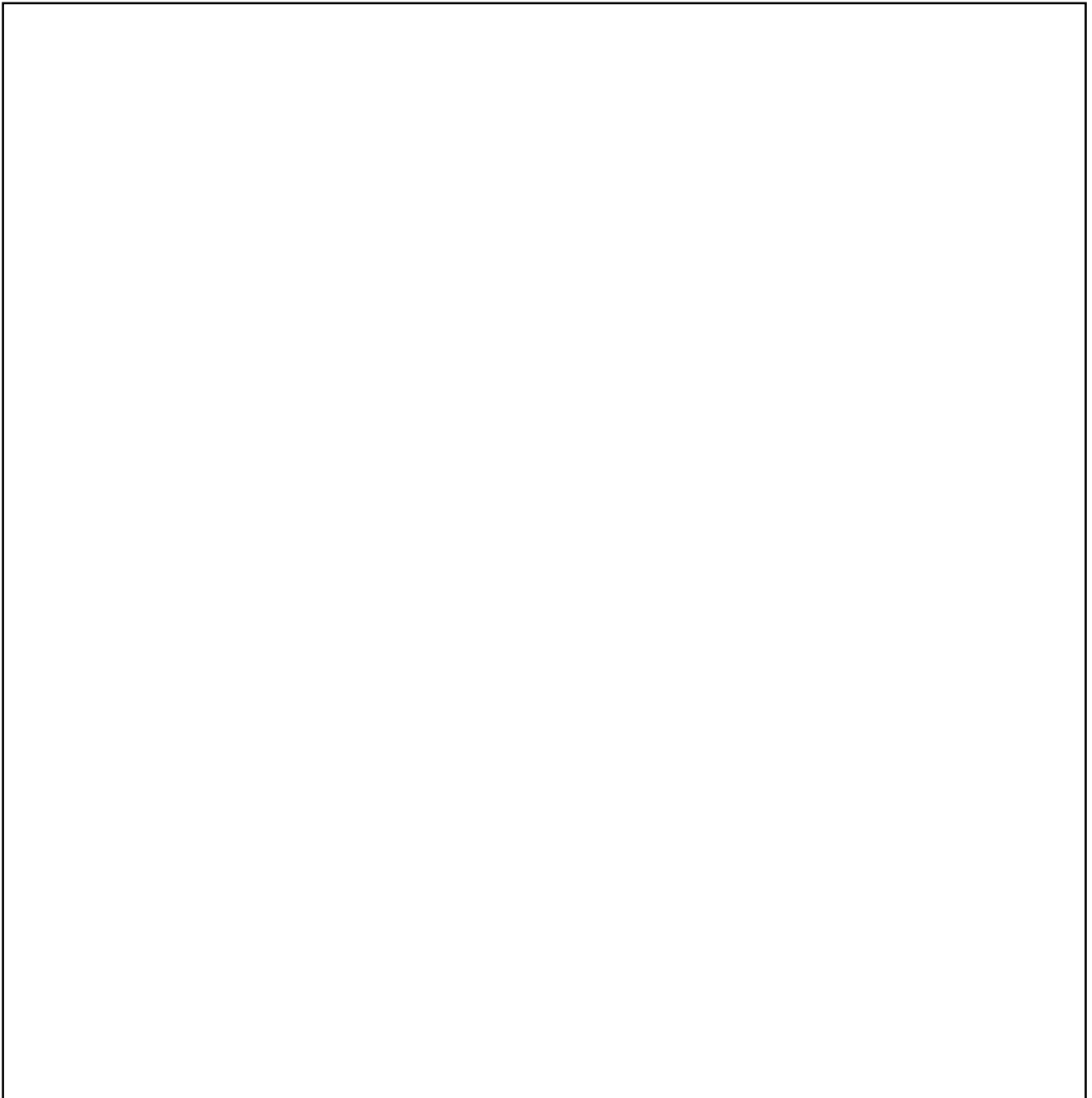
***CYCLING MAKES ME  
STRONGER AND THE  
EARTH GREENER***

***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.**

Holding the hand of your parent, climb the stairs instead of using the elevator, when you need to go 1 floor higher in any building.

Make it a habit to walk around your home before you go to bed, to check if all lights are switched off.



**I will move to  
remove CO<sub>2</sub> from air**

A young girl with curly hair, wearing a white long-sleeved shirt, is holding a large white sign. She is standing in front of a palm tree and other greenery. The sign has the text "Do Not Cut" and "TREES HELP US BREATHE BETTER" written on it. The background is a bright, sunny outdoor setting with a palm tree trunk visible on the left.

**Do Not  
Cut**

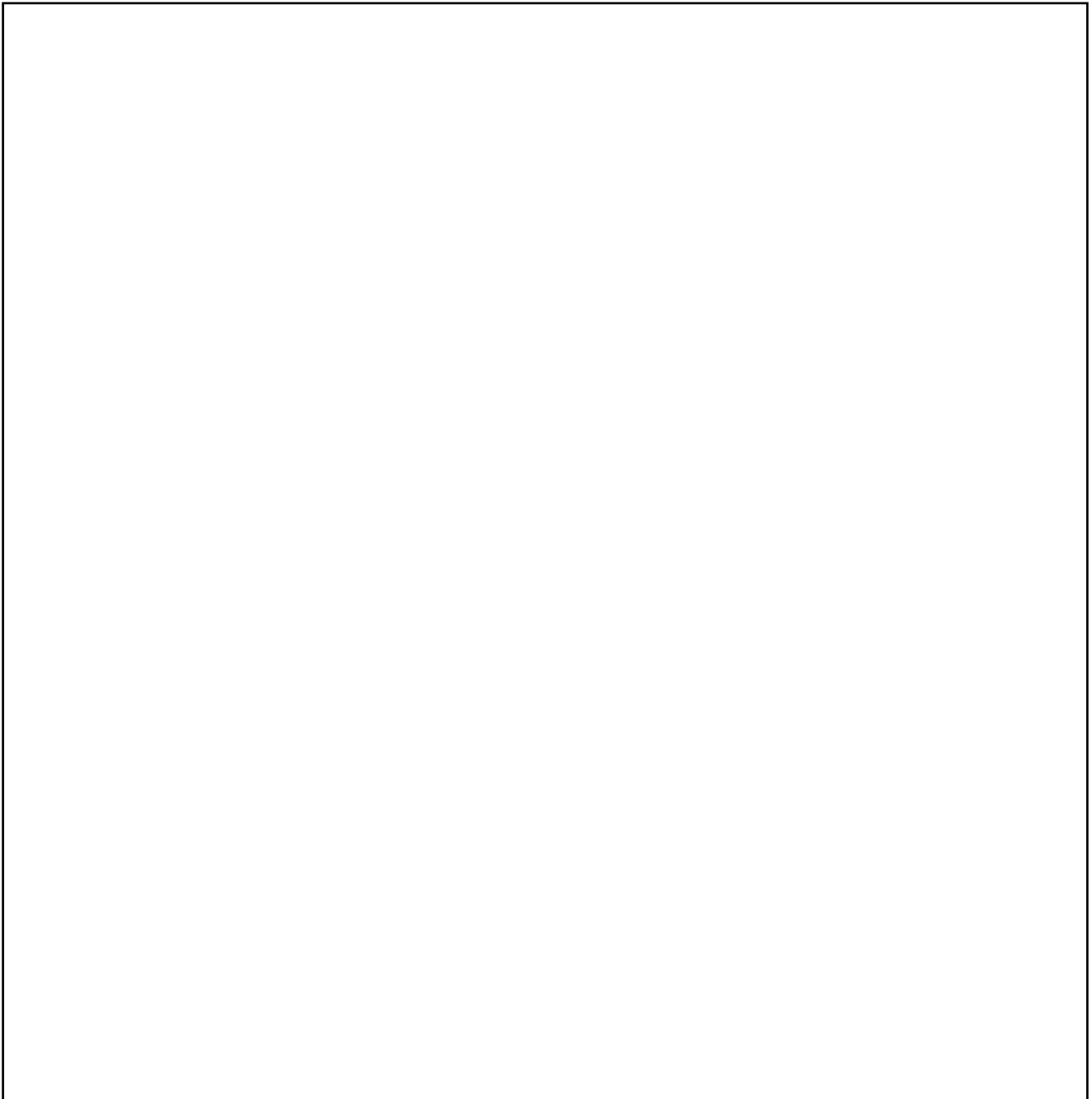
***TREES HELP US  
BREATHE BETTER***

**I WILL MOVE TO REMOVE CO<sub>2</sub> FROM AIR**

# Activity checklist

Does the image on the previous page remind you of ways you can can move to remove CO<sub>2</sub> 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 CO<sub>2</sub> from air!**

**Below are some sample activities that you could do.**

Visit your community garden every day. Water the plants regularly and watch them grow.

Play in a nearby park that has trees or plants, and feel the cool air against your face.

**I will move to  
manage waste**

A man with a beard, wearing a blue polo shirt, is leaning over a green recycling bin. He is holding a large, clear plastic bag filled with blue fabric. A young boy in a light blue t-shirt is standing next to the bin, looking at the man. The scene is set outdoors during sunset, with warm, golden light illuminating the background. The background shows a building and some foliage.

***MY PARENTS LOVE IT  
WHEN I HELP THEM DISPOSE  
OF OUR HOME'S WASTE***

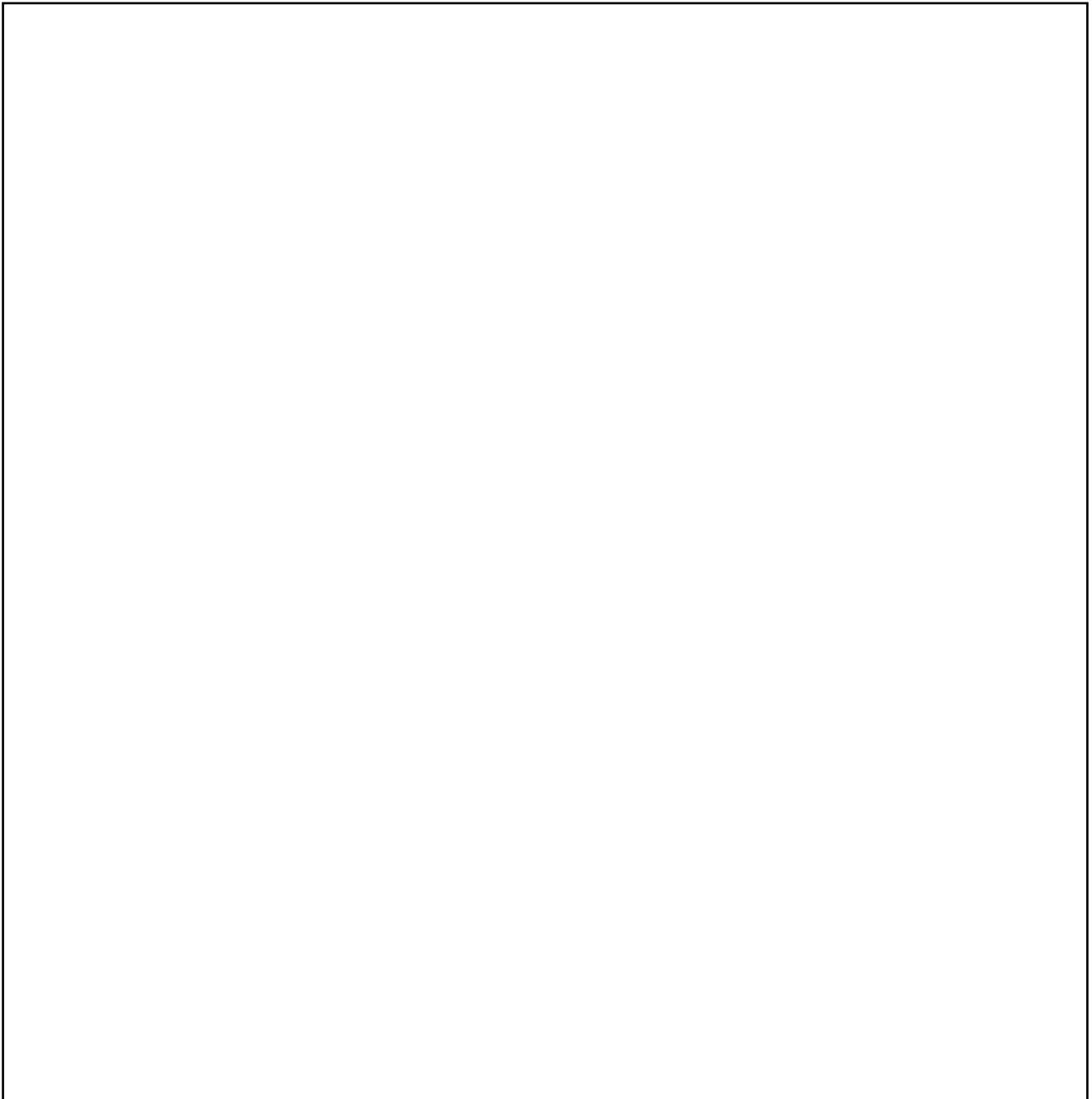
***I WILL MOVE TO MANAGE WASTE***



# 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.**

With help of a grown-up, put all toys and materials back where they belong. This will keep the place neat and clean.

Go for a walk with a grown-up and point out the different waste that you see.

**I will move to  
grow food**



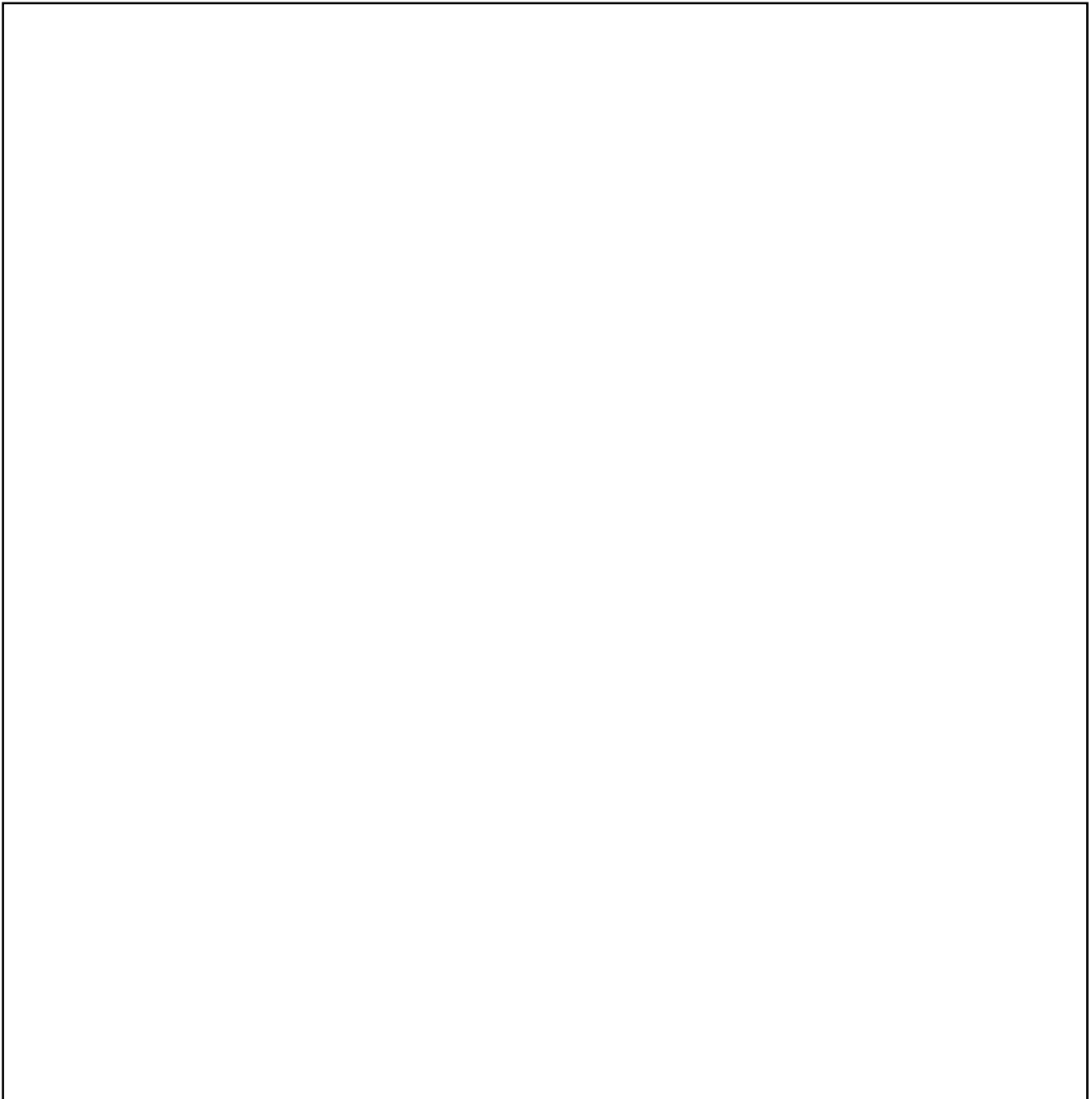
**HAPPY FARMS  
GIVE HAPPY FOOD**

**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.**

**Count the trees that provide fruits whenever you visit a park.**

**Run in your garden, and observe the growth in plants.**

**I will move to  
protect biodiversity**



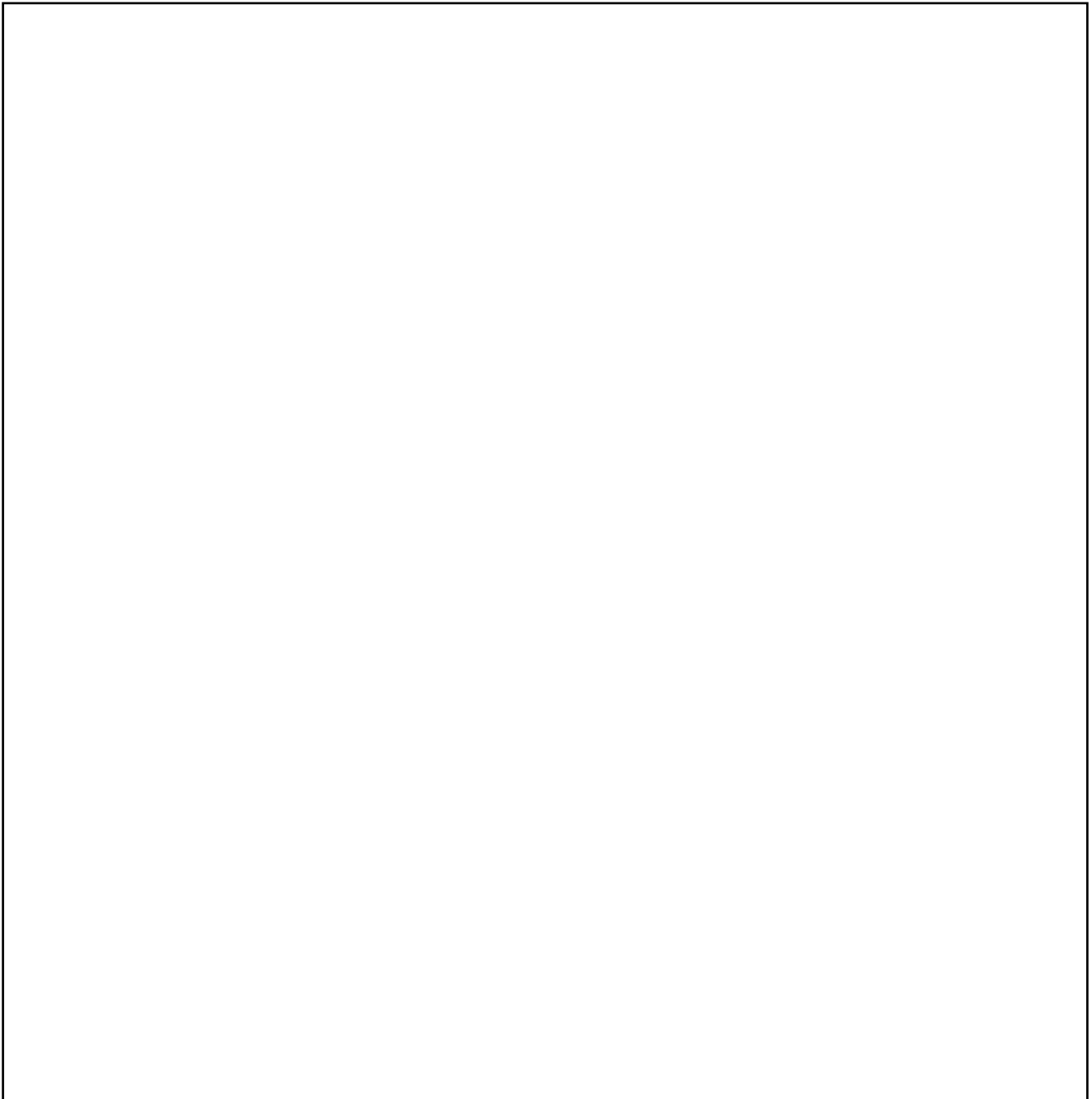
***BIRDS ARE CHIRPY  
WHEN WE CARE FOR  
THEM***

**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.**

With your parent or friends, imitate animals and their movements.

If you see an insect or bug inside your house, safely move them outside (get help if you want).



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

A photograph of two young children climbing a metal playground structure. The child in the foreground is a young boy with dark, curly hair, smiling broadly and looking upwards. The child in the background is another young boy, also smiling, wearing a striped shirt. The scene is set outdoors during sunset, with warm, golden light illuminating the children and the structure. The background shows blurred green foliage.

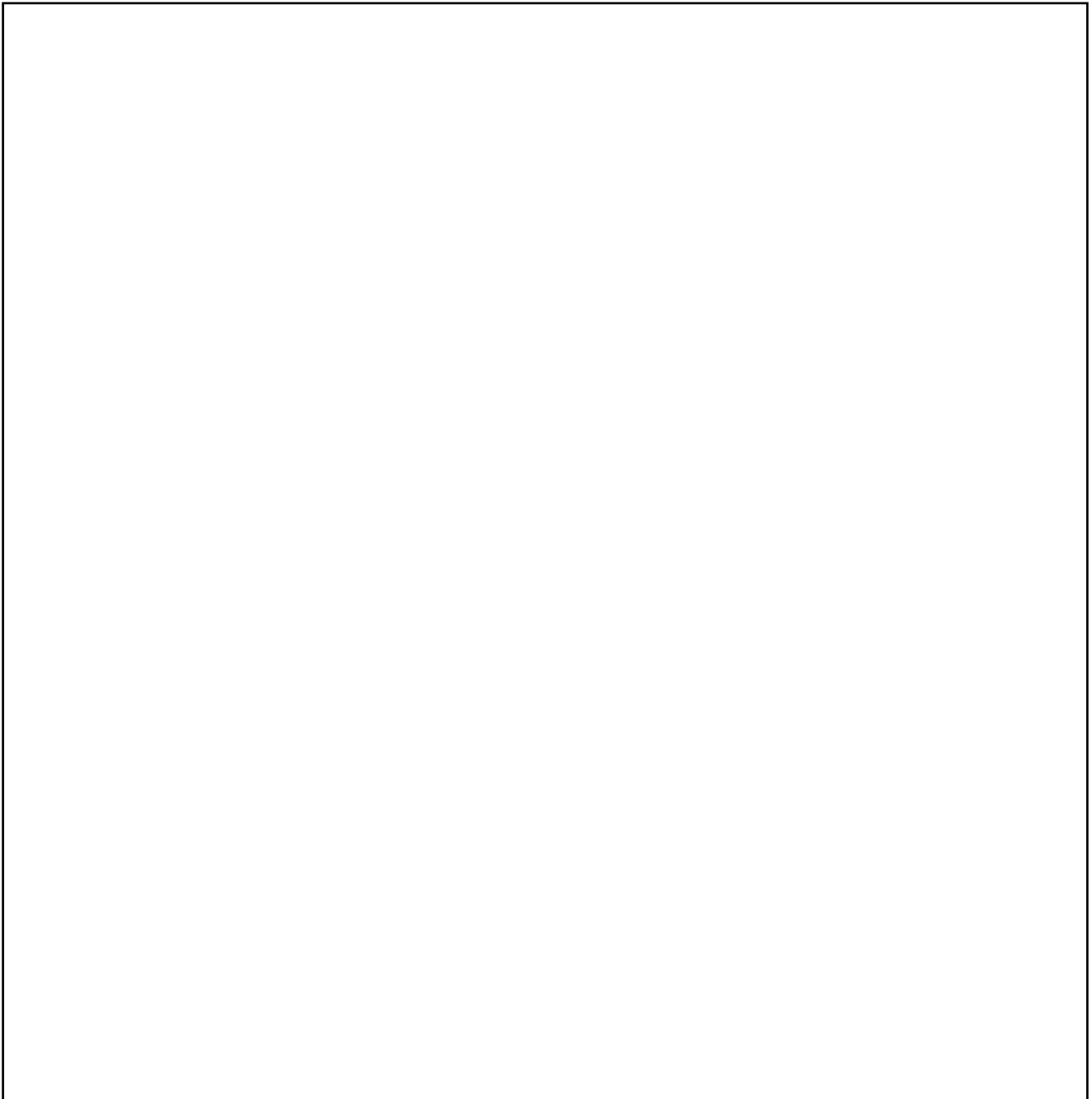
***EXPLORERS LEARN BY  
DOING***

***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 help from an adult, find a unique object such as a rock, dry leaf, etc. and share your experience with friends.

Go to a nearby playground with your friends, and tell everyone to follow a “no littering” rule.

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



**KEEP  
OCEANS  
CLEAN**

***GREAT EXPLORERS  
LIKE SINBAD DID NOT  
POLLUTE THE OCEAN***

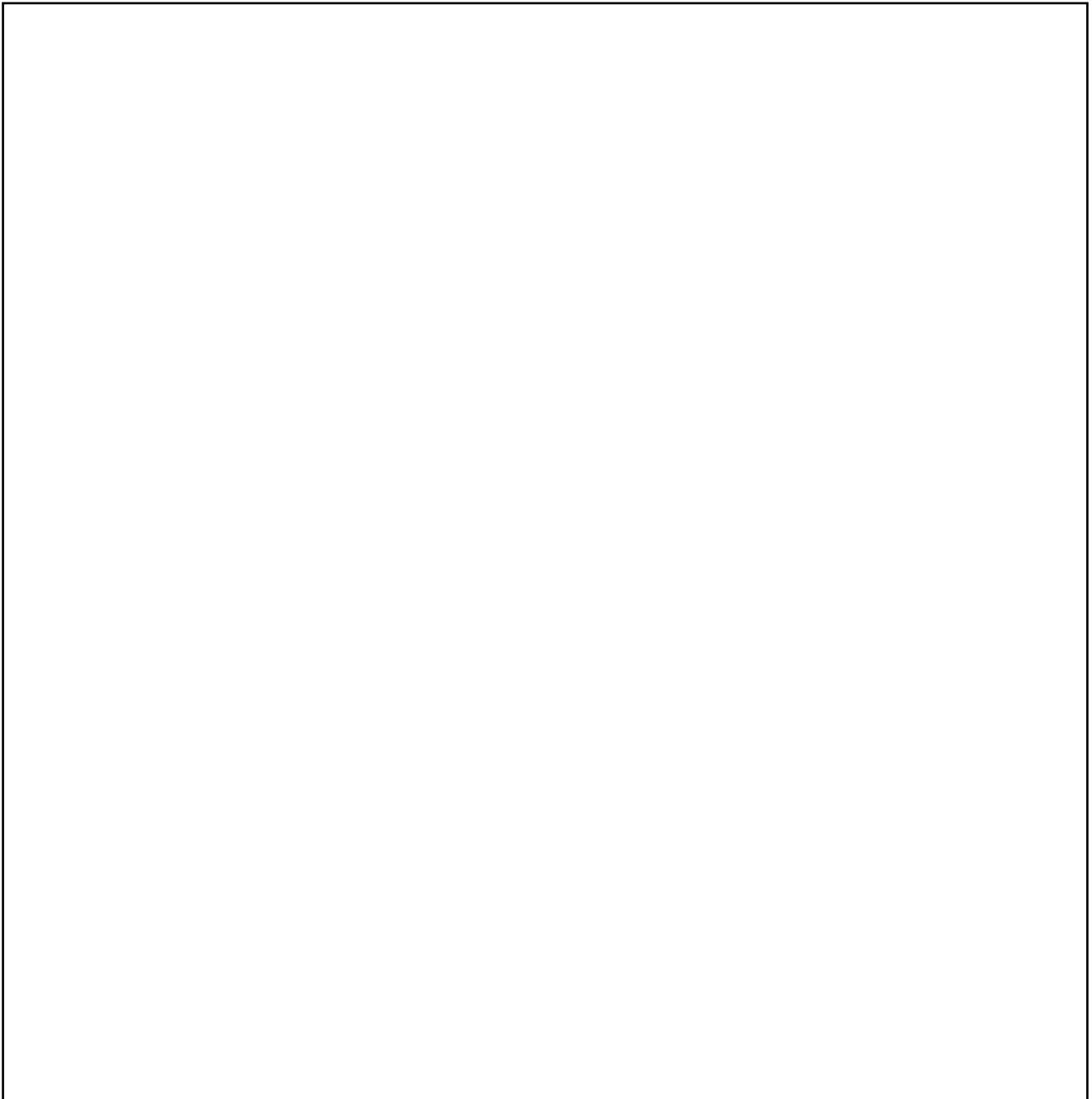
**I WILL GO ON AN EXPEDITION  
TO SAVE WATER**



# 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?

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 an expedition to save water!**


**Below are some sample activities that you could do.**

Visit a nearby pond with your parents on weekends, and observe the plants and fish.

Check at home if there are any leaky taps and hoses, and inform your parents if you find one.

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





**MY FAMILY AND I  
PREFER TO WALK  
SHORT DISTANCES  
RATHER THAN GO IN  
THE CAR**

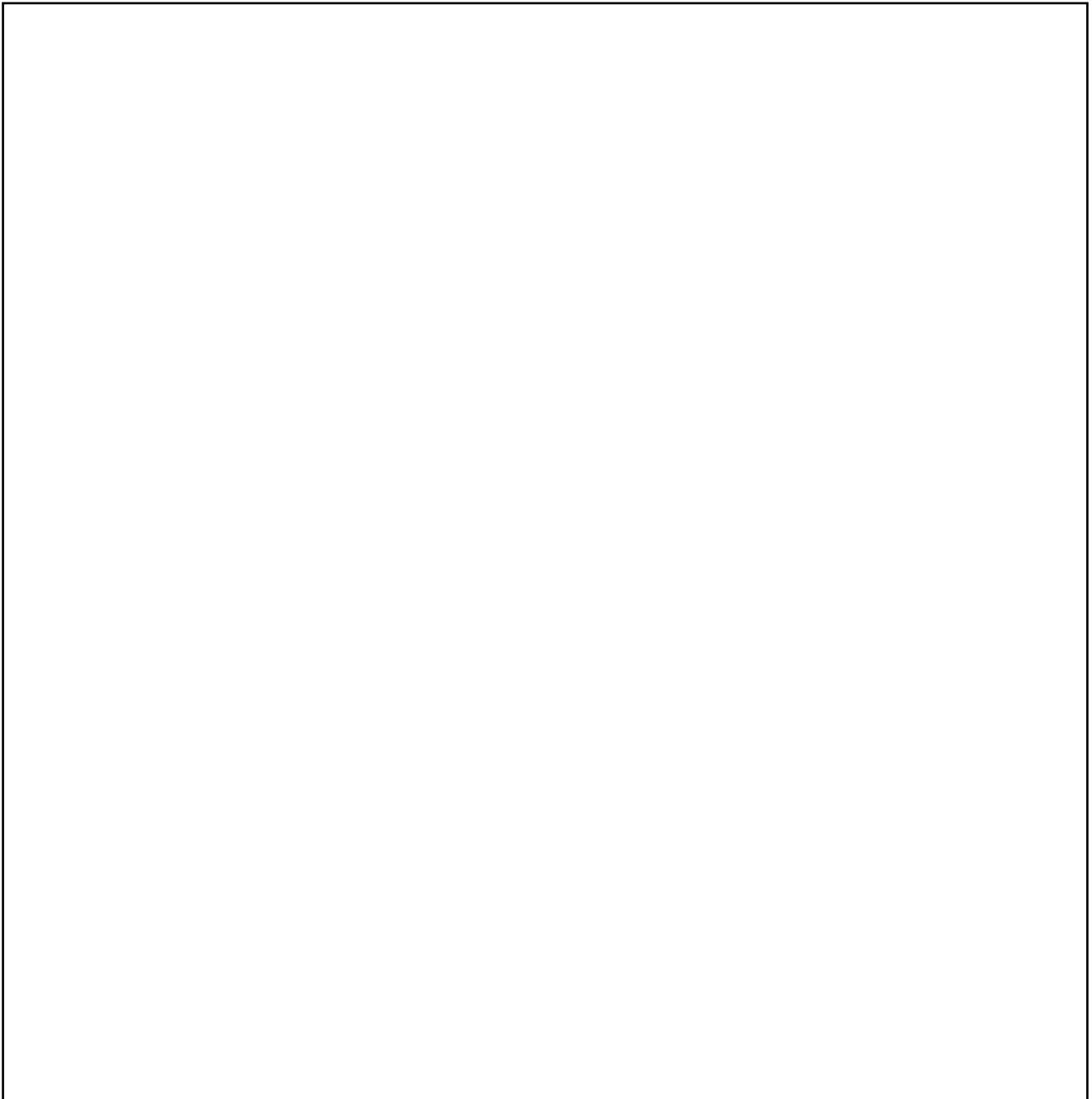
**I WILL GO ON AN EXPEDITION TO  
USE CLEAN ENERGY**



# 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.**

**Go for a nature walk with a parent or a teacher and observe how nature (sun, wind) is a source of energy.**

**Go around the house doing an energy check - see whether all appliances are turned off.**

**I will go on an  
expedition to remove  
CO<sub>2</sub> from air**

A young boy with short brown hair, wearing a blue polo shirt, is leaning over a body of water. He is looking down at a complex network of mangrove roots that are partially submerged. The scene is lit with warm, golden light, suggesting late afternoon or early morning. The background is filled with more mangrove trees and branches, creating a dense, natural setting.

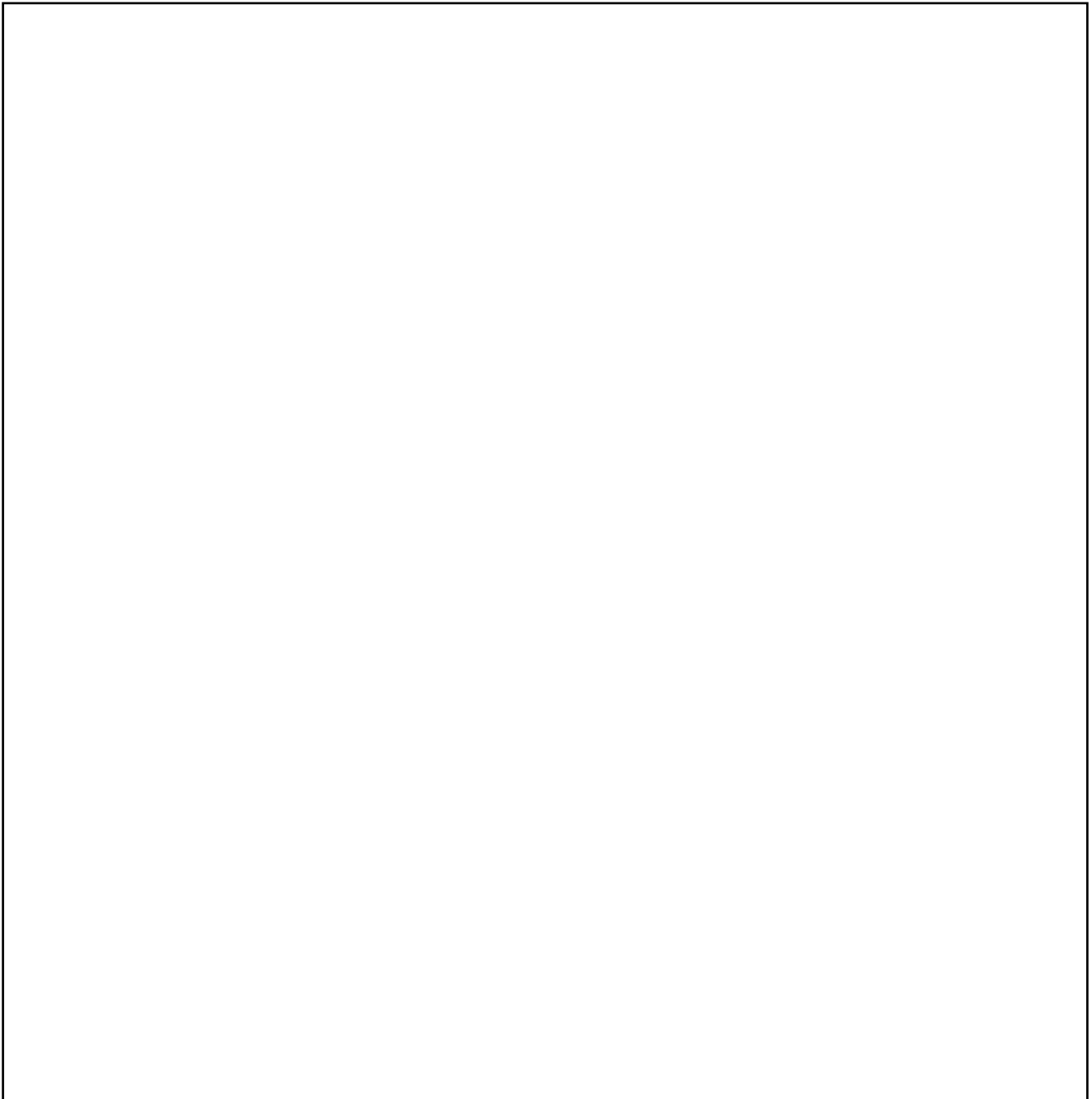
***MANGROVES EAT CO<sub>2</sub>  
FOR BREAKFAST***

**I WILL GO ON AN EXPEDITION TO REMOVE  
CO<sub>2</sub> FROM AIR**

# Activity checklist

Does the image on the previous page remind you of ways you can go on an expedition to remove CO<sub>2</sub> 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 CO<sub>2</sub> from air!**


**Below are some sample activities that you could do.**

With your parents, visit the local nursery to see flowering plants to appreciate the natural beauty and importance of plants in our lives.

With your parents, visit the local garden to see the trees and observe the duties of the gardener.



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



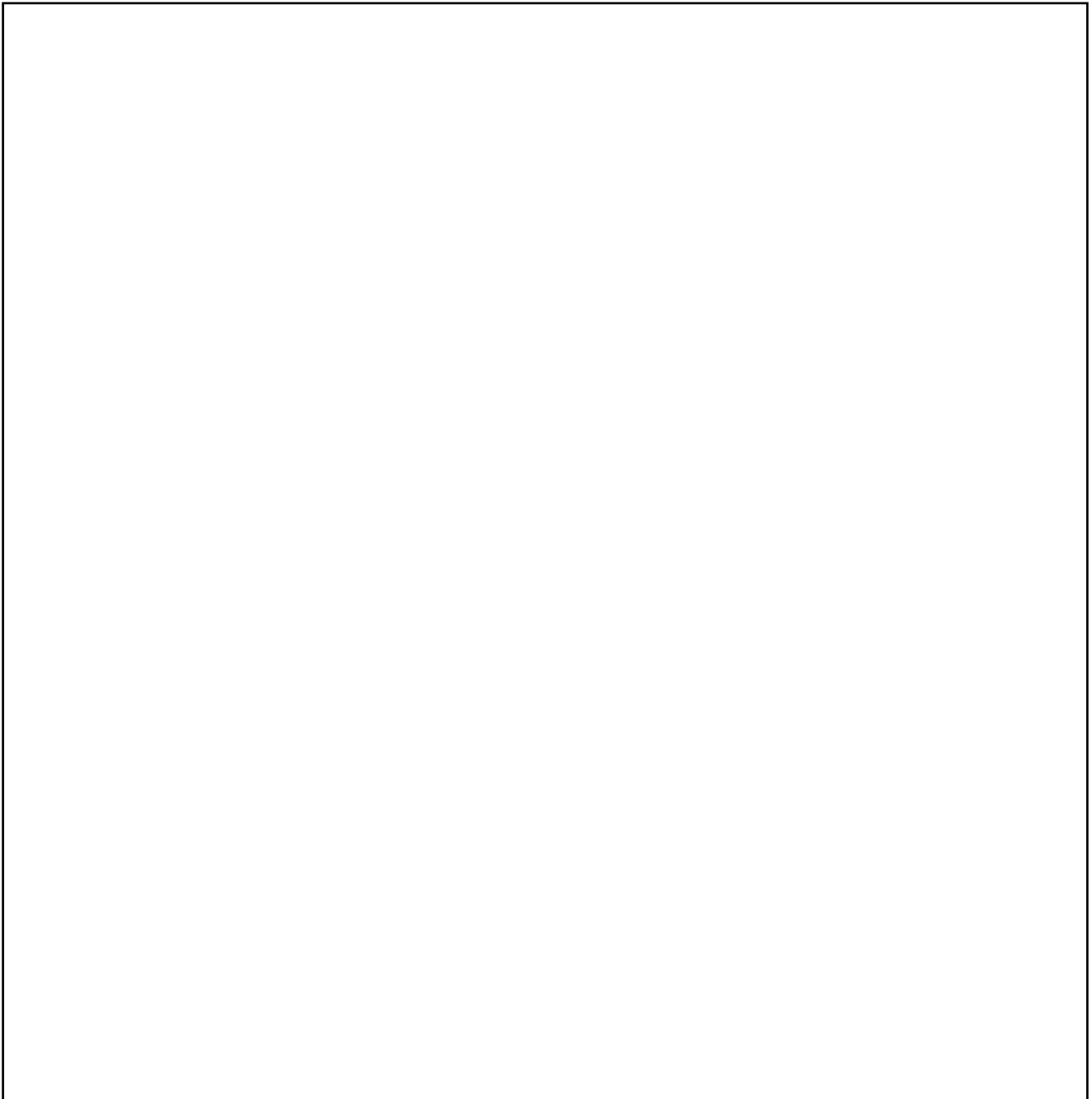
***I WON'T LEAVE THE  
LEAVES AND PEELS  
WITH OTHER WASTE  
MATERIALS***

***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 to go on an expedition to manage waste!**


**Below are some sample activities that you could do.**

**Wear gloves, carry a bag, and take short walks outdoors with an adult. Pick up any dry leaves you see.**

**In the playground, ask your friends to point out waste around them.**

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



A man with a beard, wearing a light blue shirt, is holding a young girl with long brown hair. They are both smiling and looking up towards the sky. The background features palm trees and a bright sunset or sunrise, creating a warm, golden glow. The scene is set outdoors in a park-like area.

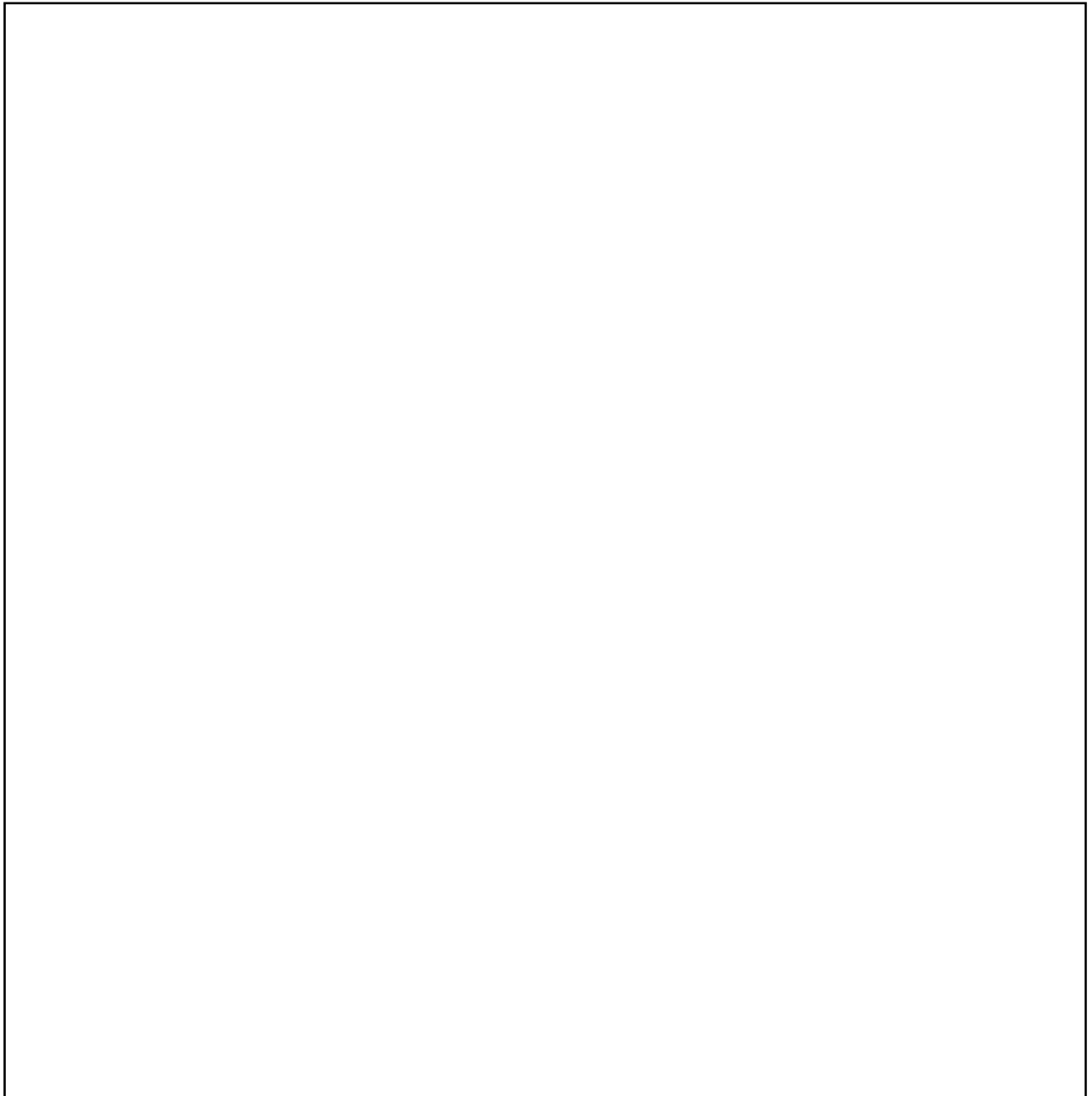
*MY PARENTS TOOK ME  
TO SHOW WHERE THE  
YUMMY DATES I EAT,  
ARE GROWN*

*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 to go on an expedition to grow food!**

**Below are some sample activities that you could do.**

Visit a nearby garden with an elder, and see the different plants and trees. Observe the differences in their size and colour.

When walking outdoors with your parents, ask them about the trees that grow fruits.

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





***I LOVE TO WATCH HOW  
ANTS WORK SO HARD TO  
BUILD THEIR ANT HILLS!***

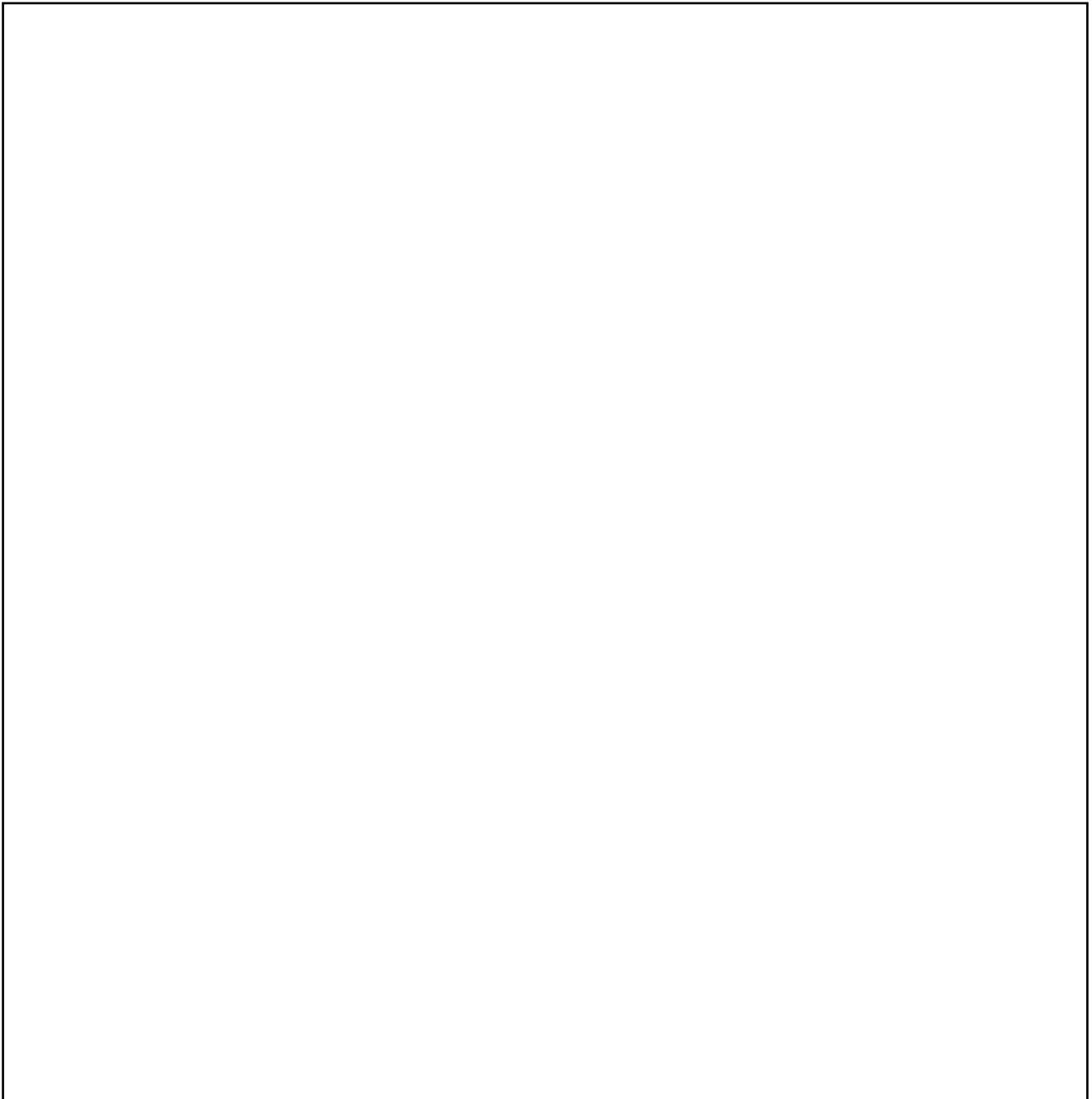
**I WILL GO ON AN EXPEDITION TO  
PROTECT BIODIVERSITY**



# 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?

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 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.**

**Walk outdoors with a grown-up and together search for places where insects and birds live.**

**Walk around your home and marvel at the flowers during different times of the year.**

**I will team up  
to teach others**



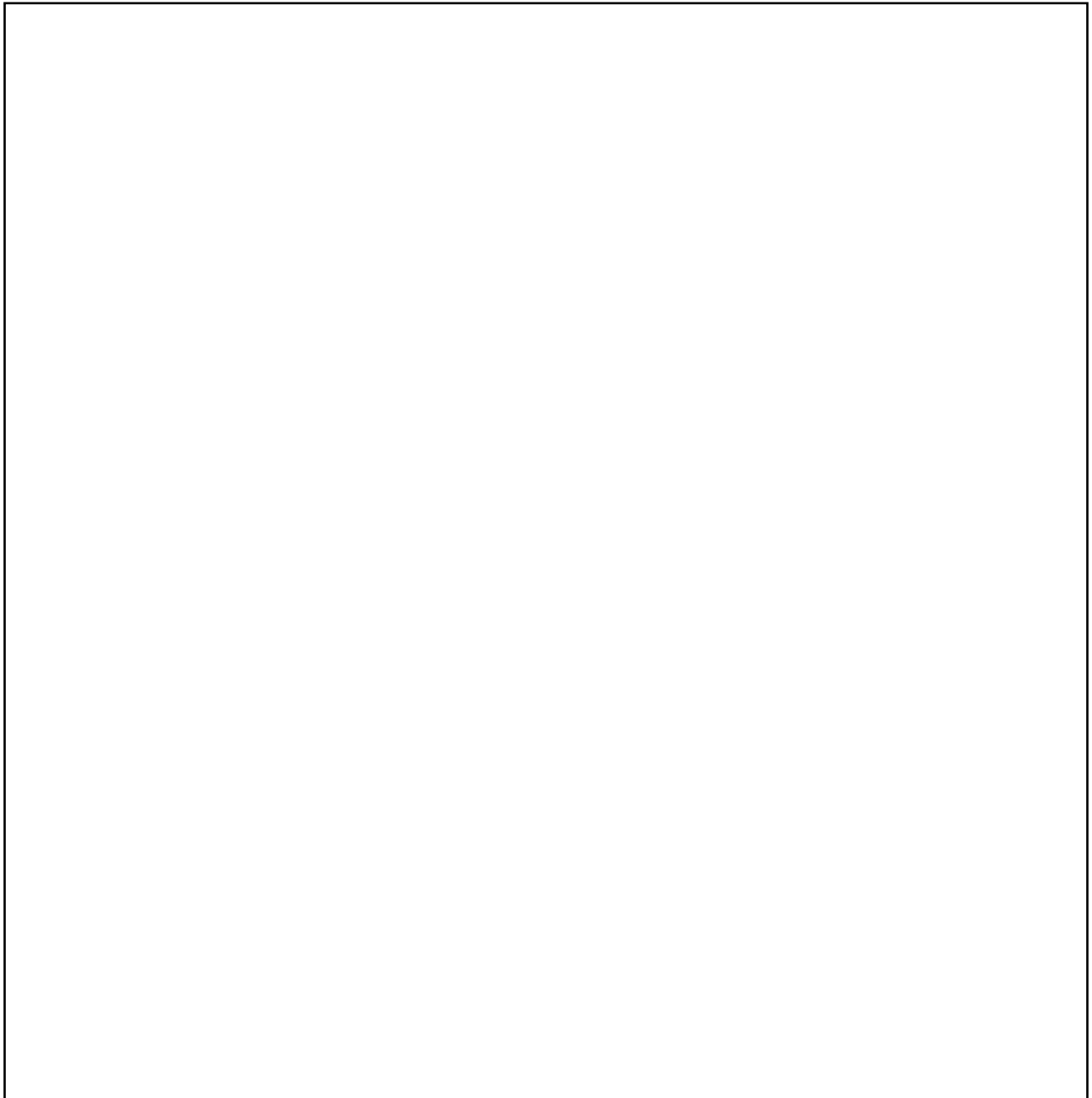
***WE TEACH EACH OTHER  
TO READ A BOOK***

***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.**

Gather your friends or siblings and request a grown-up to talk about the different habitats in your country.

Clean your room with the help of a parent or an elder. Show your friends how to keep their surroundings clean.

**I will team up  
to save water**

A photograph of a man and a young girl in a kitchen. The man, on the left, has a beard and is wearing a light blue button-down shirt. He is smiling and looking towards the girl. The girl, on the right, has curly hair and is wearing a light-colored long-sleeved shirt. She is also smiling and looking down at something in her hands. They are standing at a kitchen sink with a modern, curved faucet. The background is slightly blurred, showing a window and some greenery.

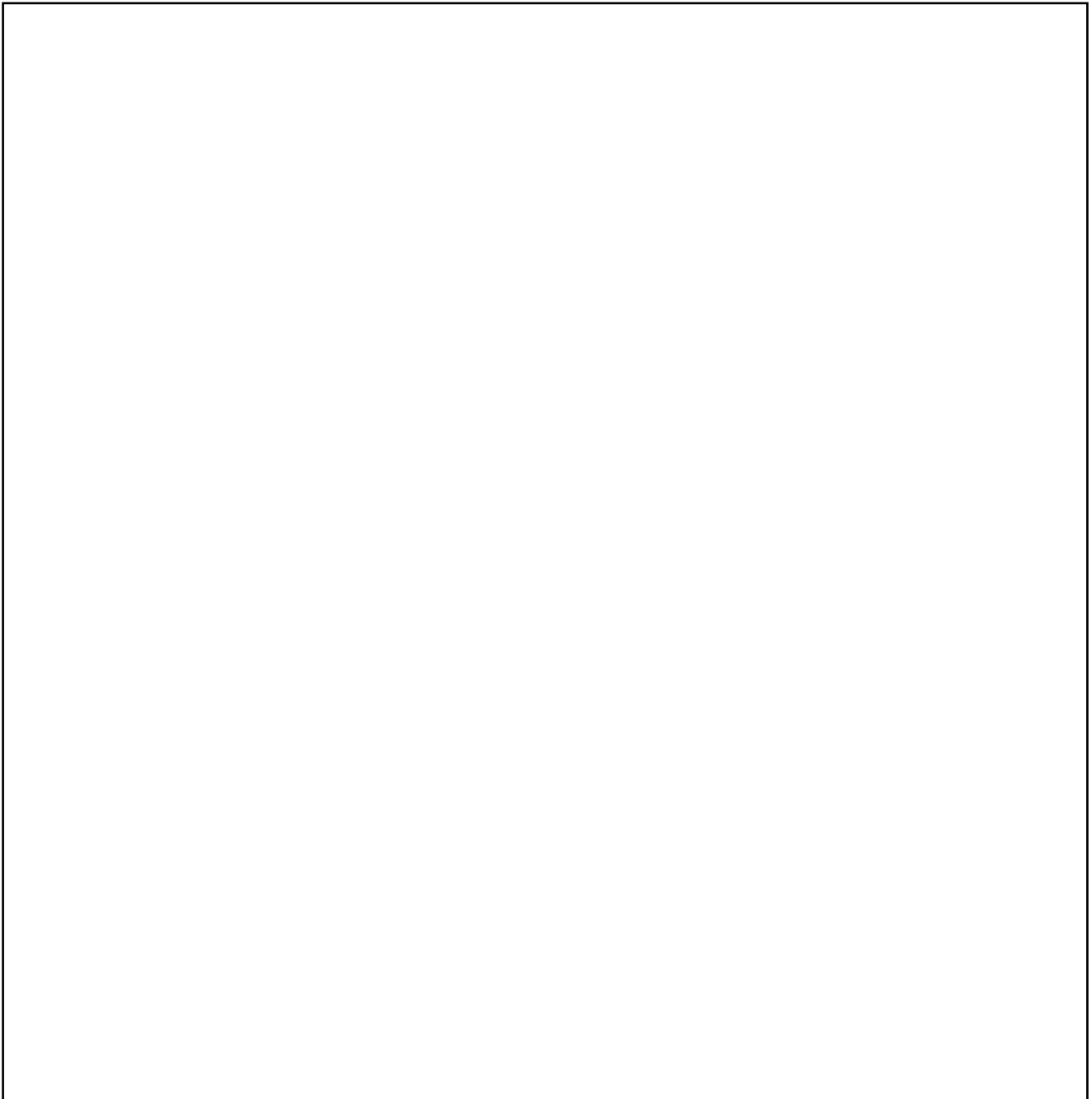
***MY DAD AND I NEVER  
WASTE A SINGLE DROP  
OF WATER***

***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?

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 teaming up to save water!**

**Below are some sample activities that you could do.**

**While playing in the pool with friends, make sure to keep the water inside the pool.**

**Make a pledge with your friends to not play with any water toys to save water.**

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



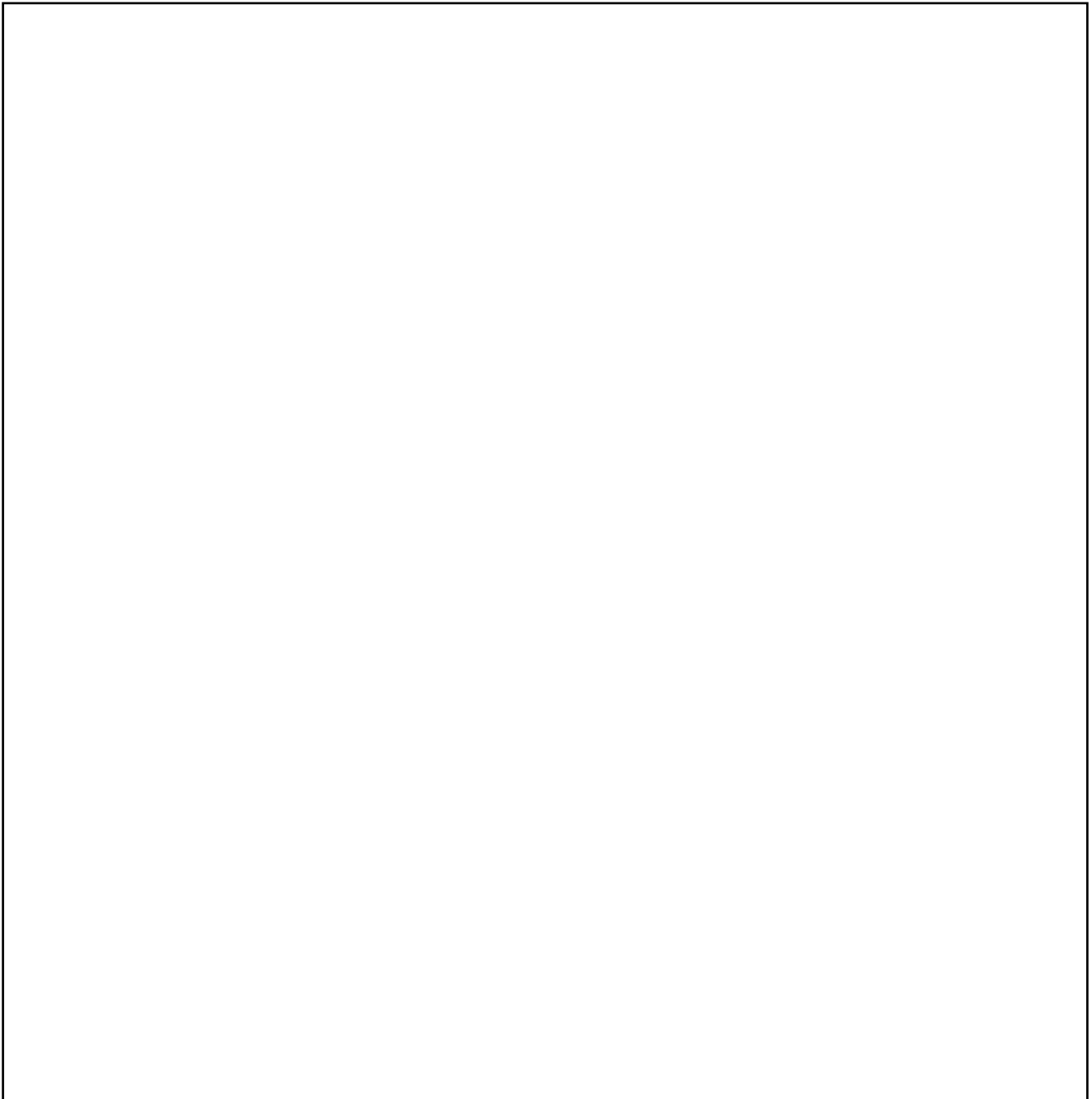
***WE LET THE SUN COOK  
OUR FOOD FOR US!***

***I WILL TEAM UP TO USE CLEAN EN-  
ERGY***

# 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  
“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 teaming up to use clean energy!**

**Below are some sample activities that you could do.**

Notice and tell your parents the daily sky conditions, such as if it is a sunny or rainy day.

Place a paper pinwheel outside your home and watch how the wind makes it move everyday.

**I will team up to  
remove CO<sub>2</sub> from  
air**

A man with a beard and a young girl are smiling and looking at each other in a garden. The man is wearing a white t-shirt and brown pants, and the girl is wearing a white long-sleeved shirt. They are surrounded by green plants and flowers. The background is a soft-focus garden scene with sunlight filtering through the trees.

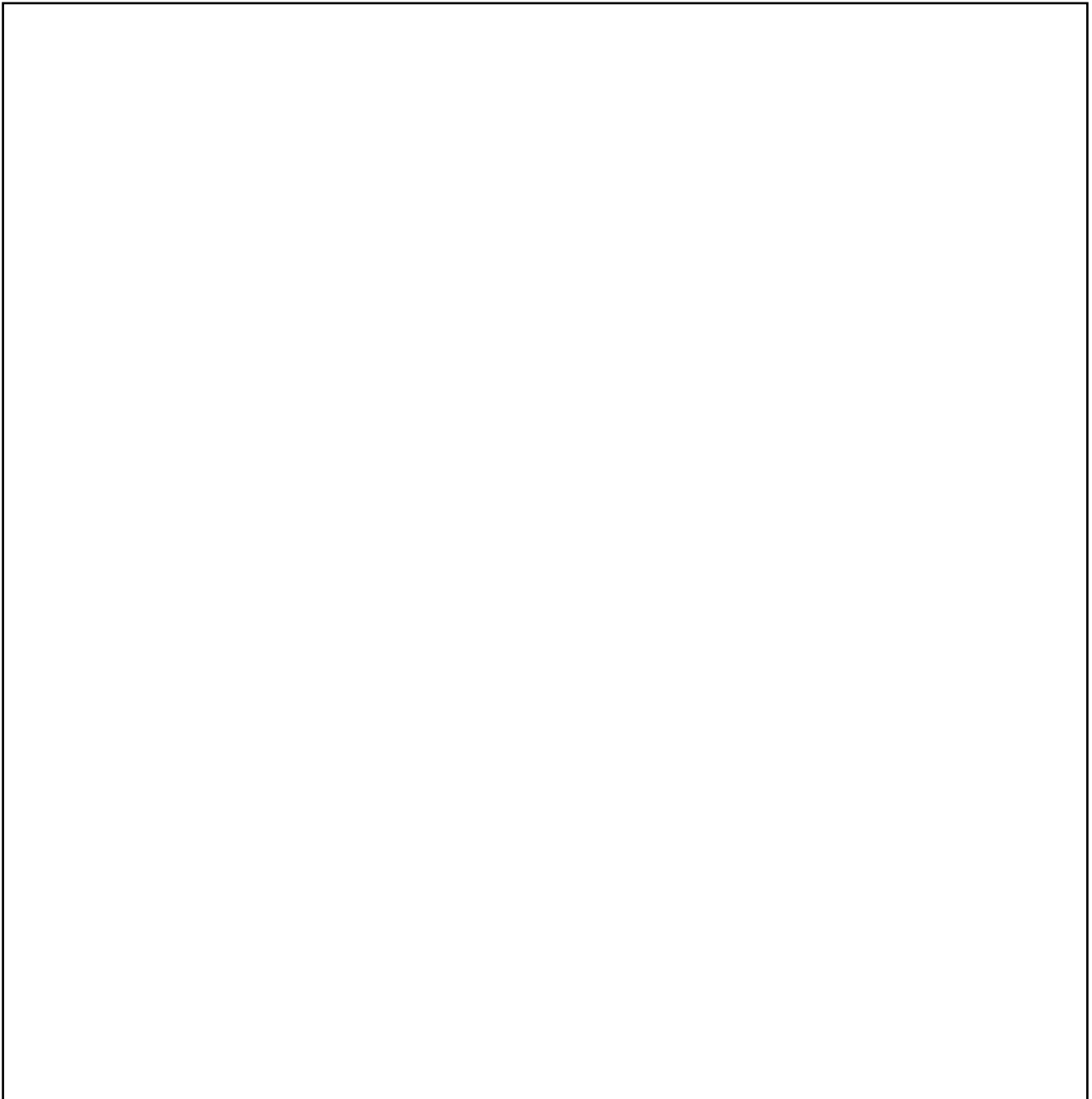
***OUR GARDEN HELPS  
US BREATHE BETTER***

**I WILL TEAM UP TO REMOVE CO<sub>2</sub>  
FROM AIR**

# Activity checklist

Does the image on the previous page remind you of ways you can team up to remove CO<sub>2</sub> 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 CO<sub>2</sub> from air!**

**Below are some sample activities that you could do.**

**Observe the grass in your local garden and notice how it grows through the year.**

**Plant a tree and look after it, with the help of your family.**



**I will team up to  
manage waste**

A young boy with dark hair and a bright smile is the central focus. He is wearing a light blue school uniform shirt. He is holding a large amount of crumpled white paper. The background is a blurred school hallway with other children in uniform.

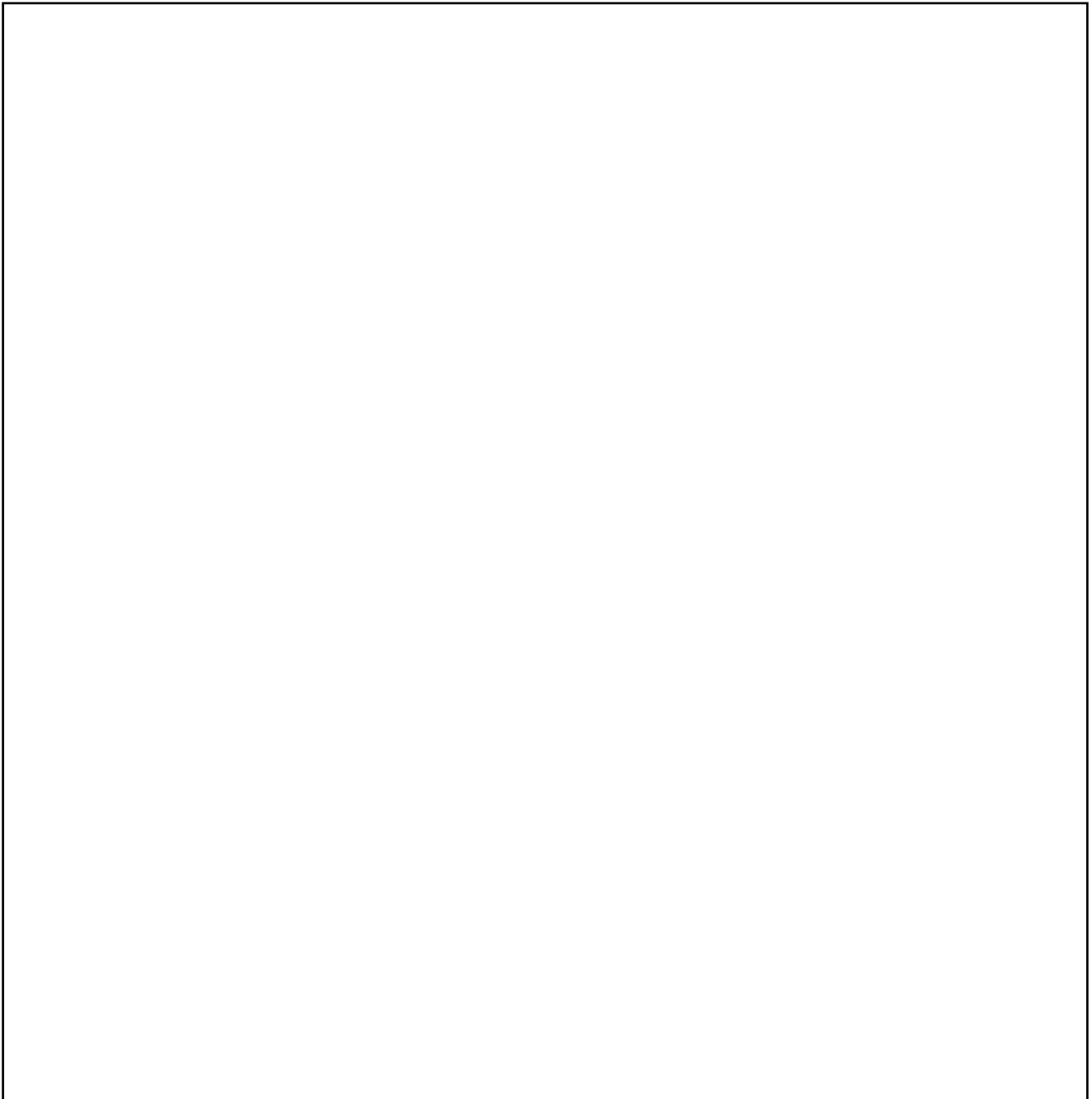
***WE CLEAN UP THE  
WASTE OURSELVES***

***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 up a song about cleanliness and sing it to your parents.**

**Make up a story about how your toy characters keep a room clean.**

**I will team up  
to grow food**



A man with a beard and a young girl with curly hair are smiling and working together in a garden. The girl is wearing a red apron over a light blue patterned shirt. They are surrounded by green tomato plants with several ripe red tomatoes. The background shows a blurred building under a bright sky.

***OUR FOOD CAN COME  
FROM OUR GARDEN***

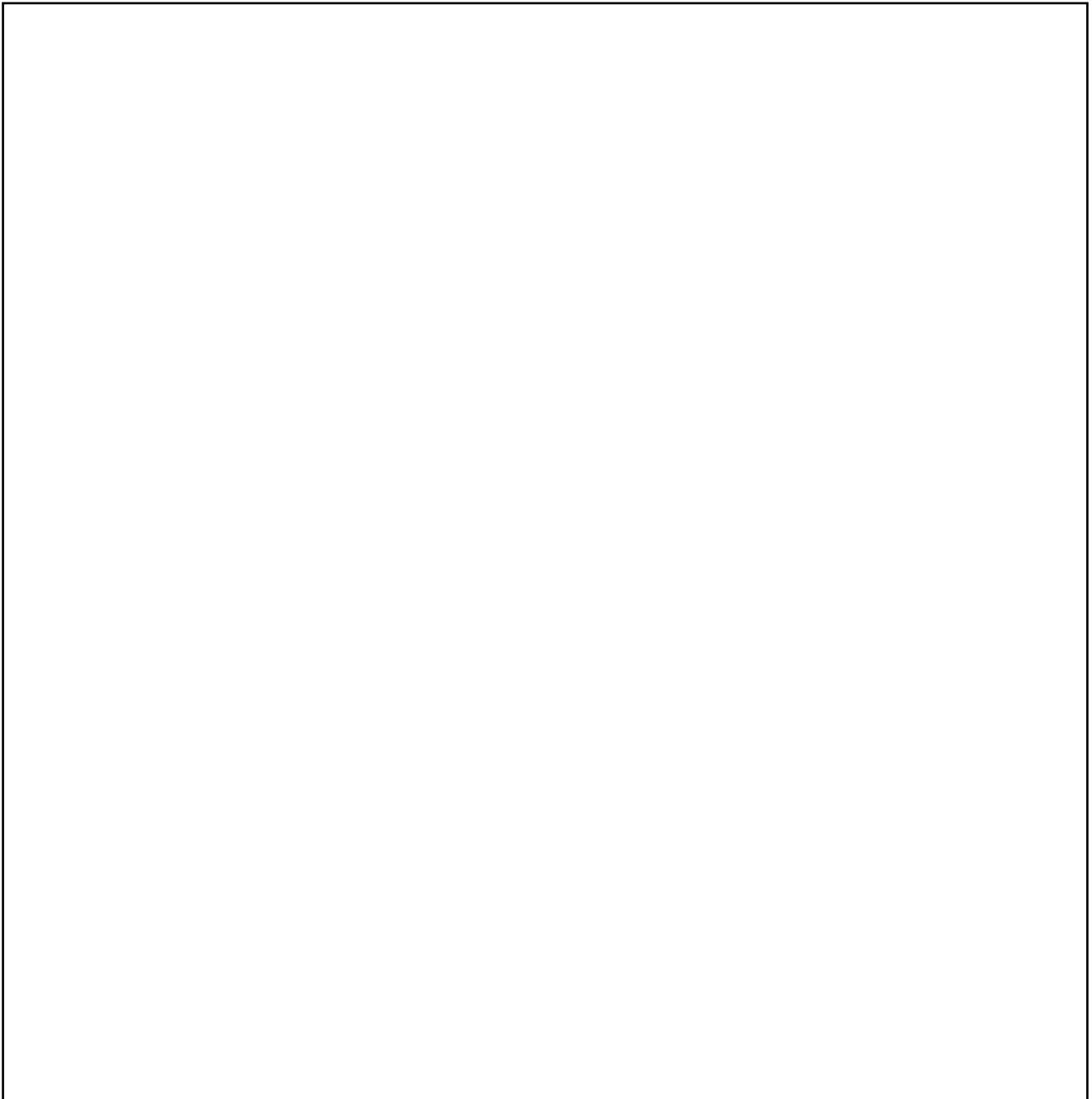
***I WILL TEAM UP TO GROW FOOD***



# 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.**

**In the kitchen, help your parent knead the dough to make bread.**

**Help an elder in cleaning the vegetables or fruits before they are eaten.**

**I will team up to  
protect biodiversity**

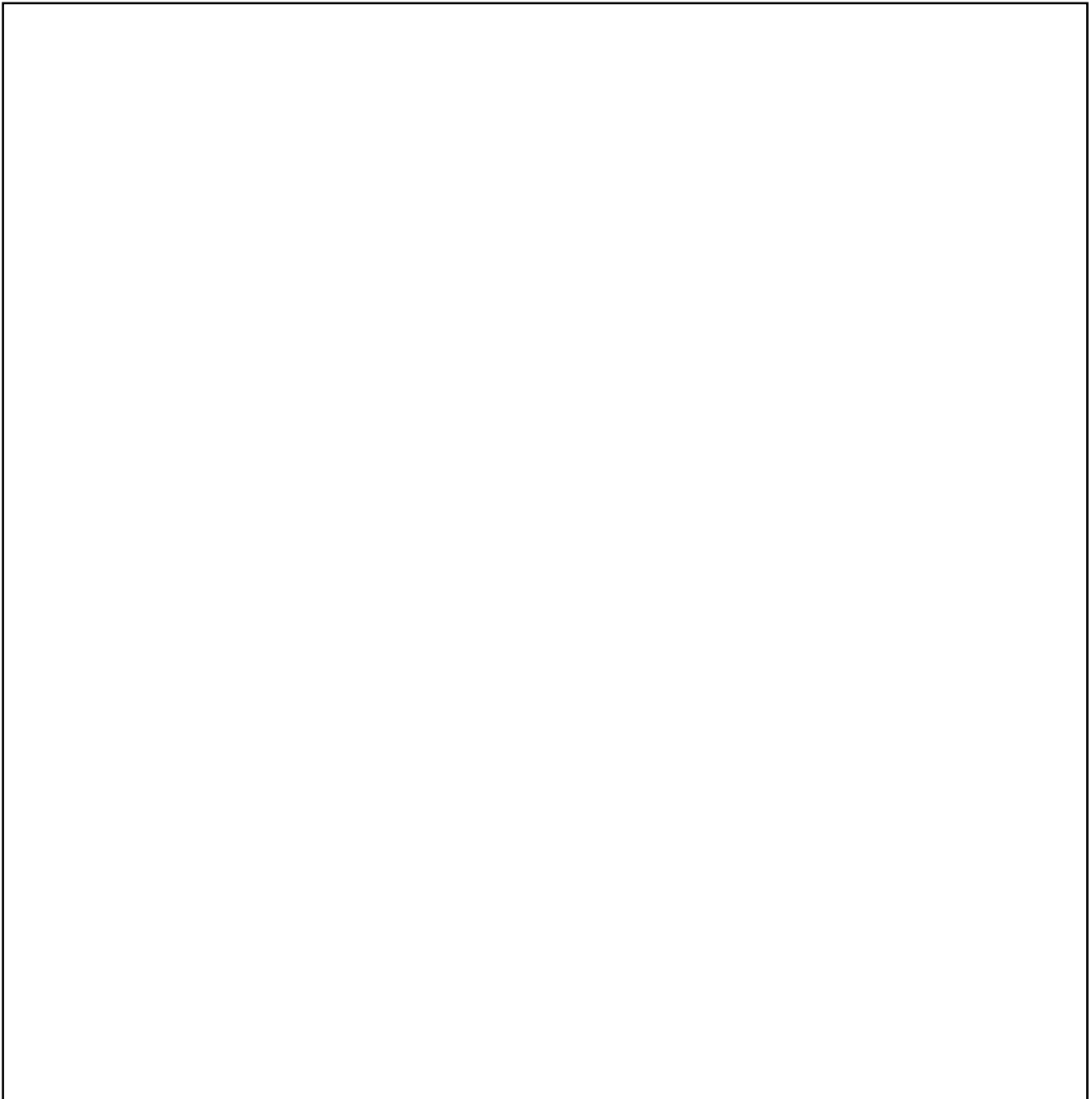


***WE ALL DESERVE  
TO BE FREE  
I WILL TEAM UP TO PROTECT  
BIODIVERSITY***

# 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?



**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.**

**With your parent, draw animals that live in countries other than your own.**

**With the help of your parent, offer seeds to feed birds near your home.**

**I will be entrepreneurial in  
teaching others**





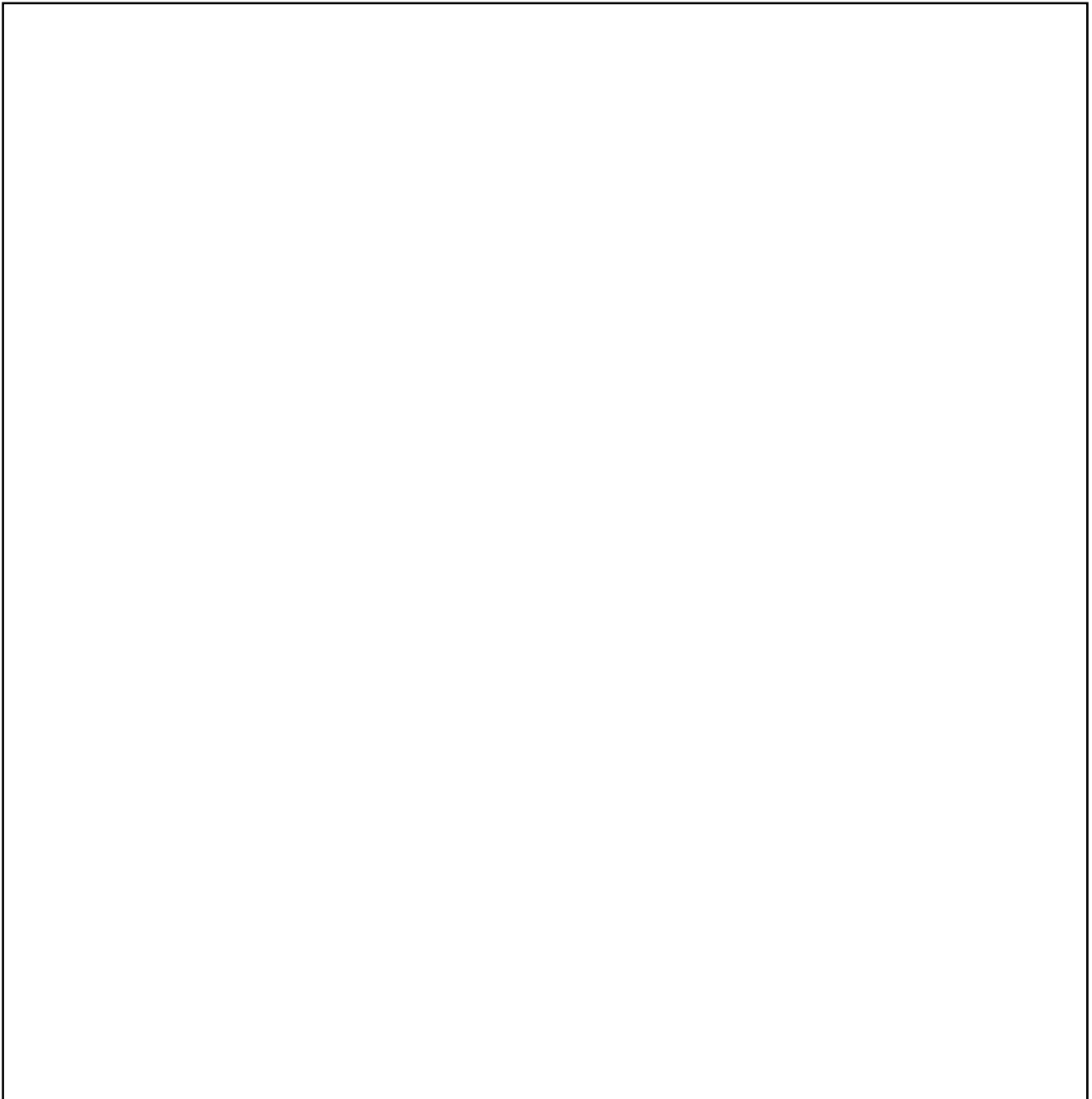
***IF NABIL FAWZI CAN  
TEACH, SO CAN WE***

***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.**

**Show your parents how to cut old newspapers and paste them on paper, to gift others!**

**Teach other children how to dance.**



**I will be entrepreneurial  
towards saving water**

A family of three is gathered around a washing machine. The father, with a beard and wearing a white shirt, is holding a blue smartphone. The mother, wearing a black and white headscarf and a light green top, is smiling and looking at the phone. A young boy in a blue checkered shirt is also looking at the phone. The washing machine's door is open, and the scene is brightly lit.

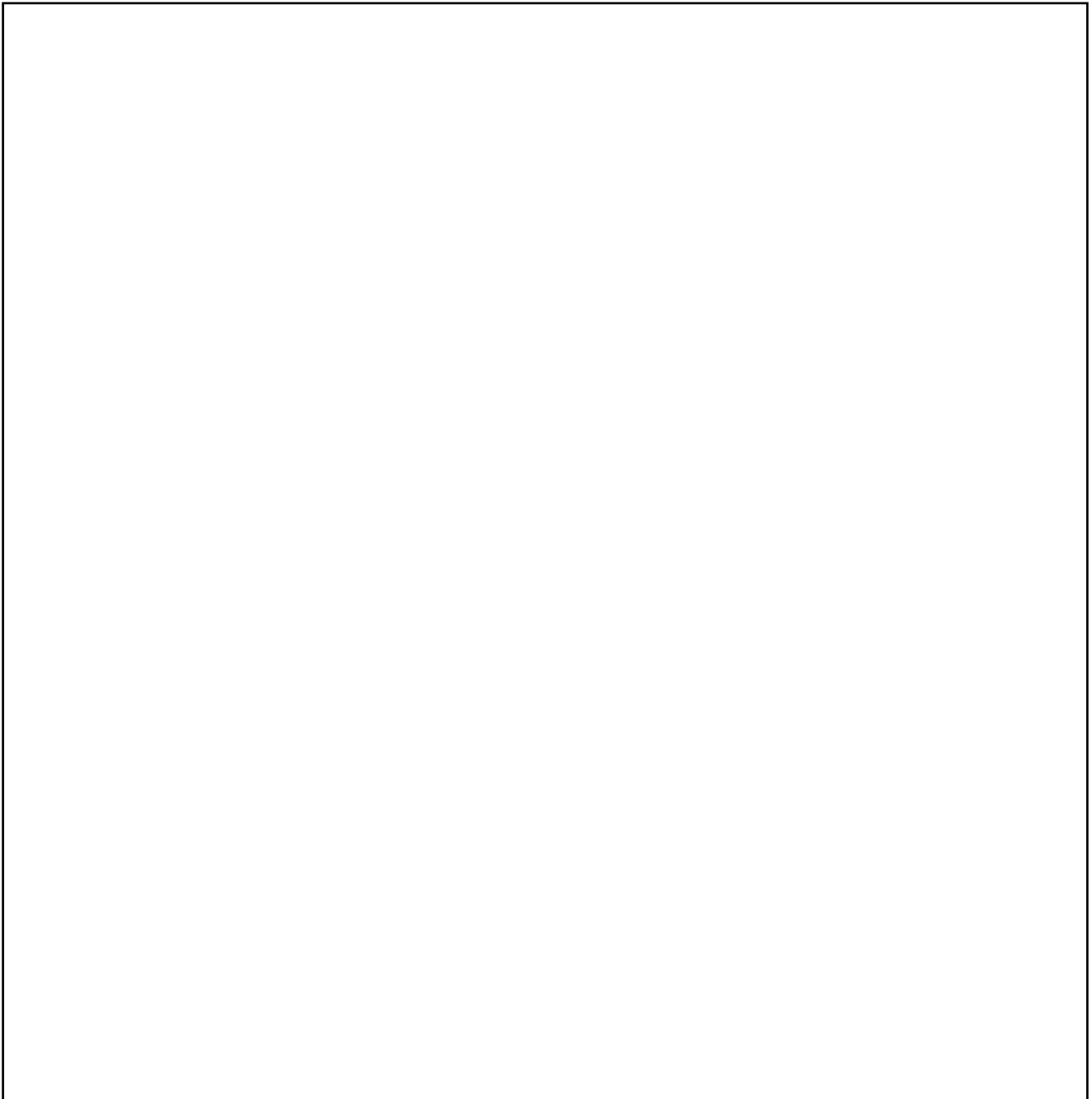
***EVERY DROP OF  
WATER IS PRECIOUS***

**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 an entrepreneur and save water!**

**Below are some sample activities that you could do.**

**At the end of the day, empty your water bottle in to a plant.**

**At home everyday, count 1 to 10 while a family member washes a fruit under a running tap. Make sure that no one takes more than 10 seconds of running tap water to wash 1 fruit.**

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





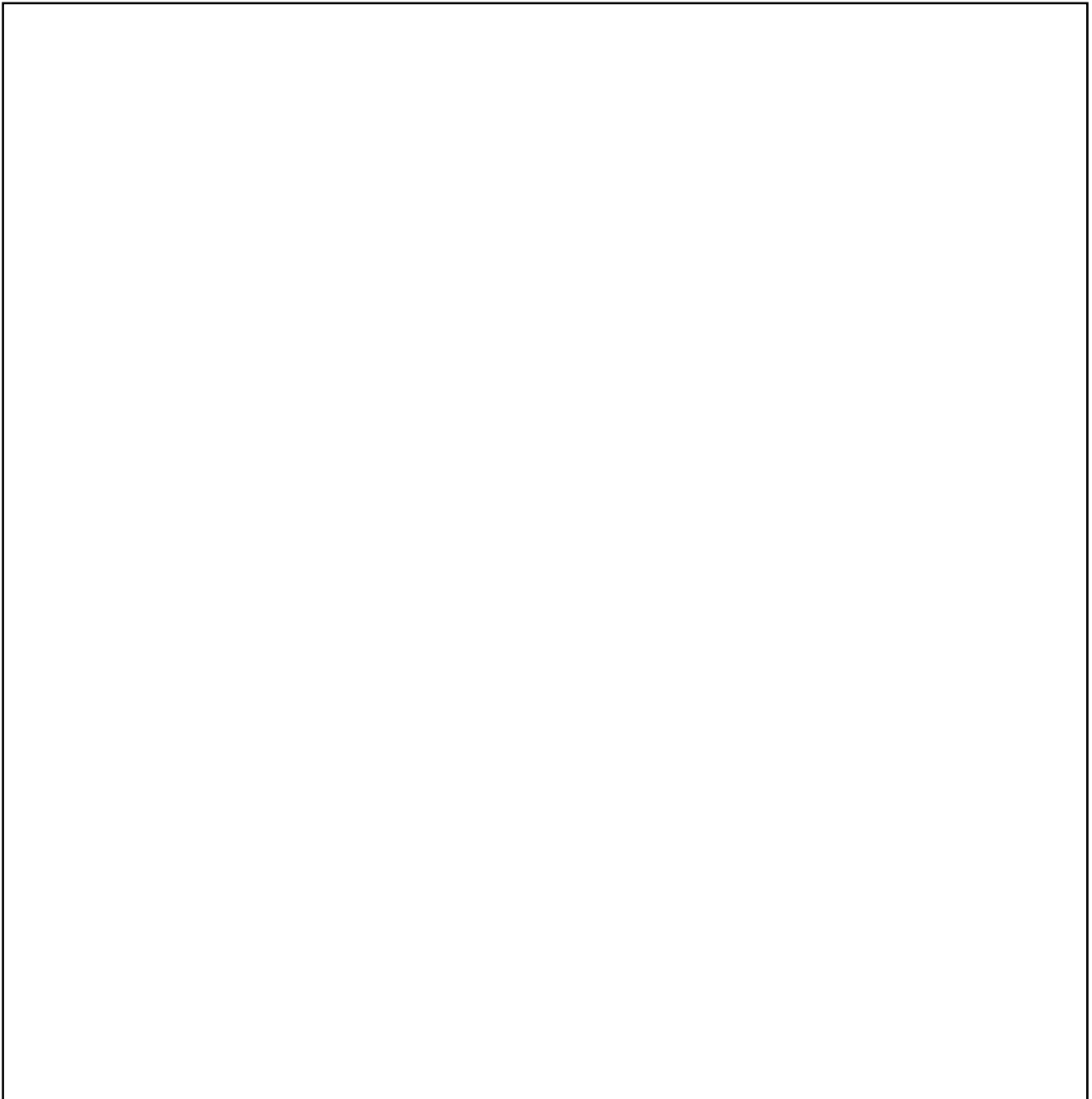
***I BIKE BECAUSE BIKES  
DON'T NEED FUEL***

***I WILL BE ENTREPRENEURIAL TO-  
WARDS 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.**

Every morning, go around your home and switch off any lights that might be turned on during the day.

Make clay toys baked in the sun, and gift them to your friends.

**I will be entrepreneurial  
towards removing CO<sub>2</sub>  
from air**





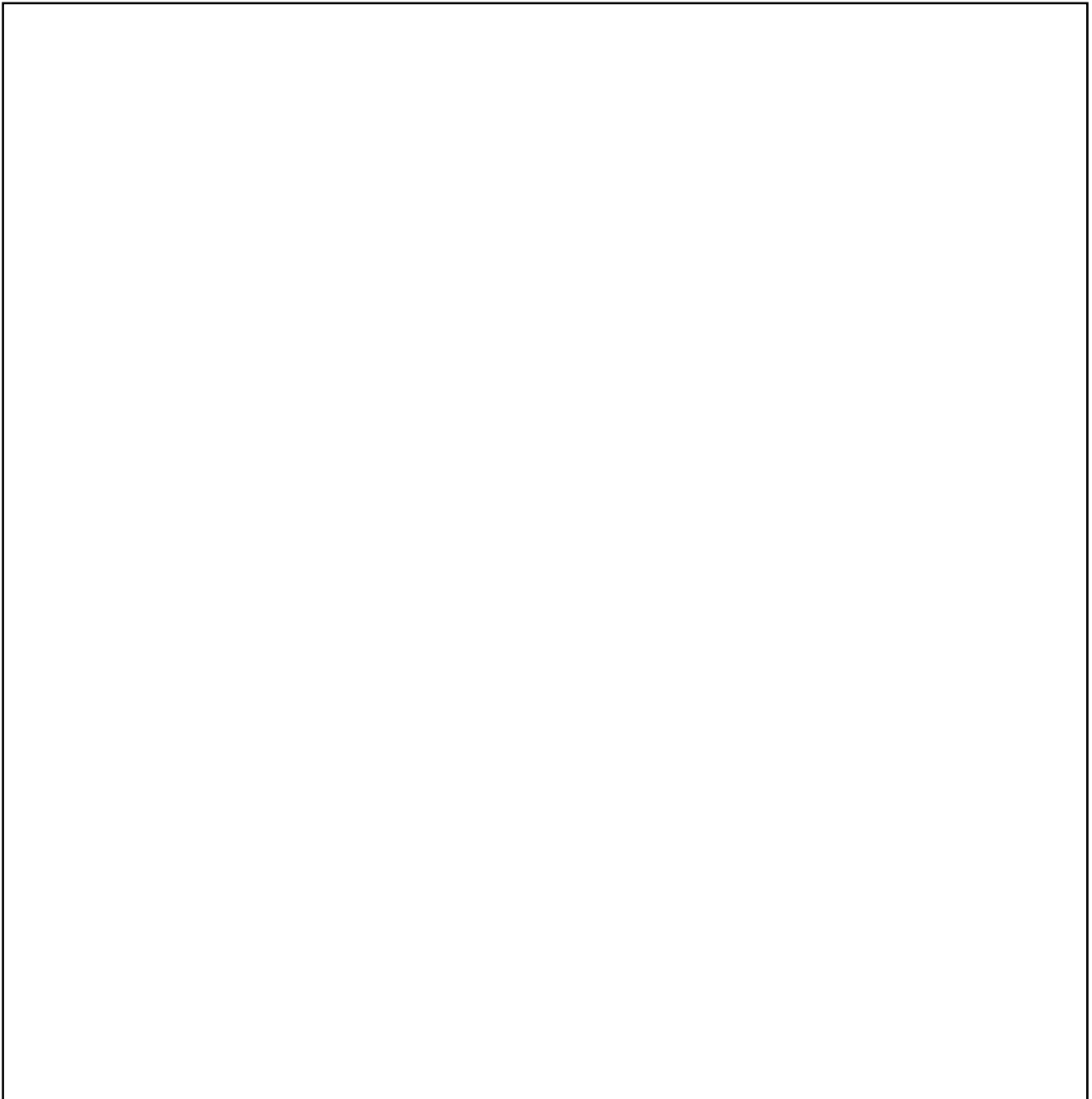
***PLANTS DON'T CHARGE  
US FOR THEIR OXYGEN***

***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 CO<sub>2</sub> 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 CO<sub>2</sub> from air!**

**Below are some sample activities that you could do.**

**Distribute seeds to your friends and ask them to grow plants.**

**Place a money plant or spider plant in your home and water it daily. Money plants and spider plants take in CO<sub>2</sub> and also give back plenty of O<sub>2</sub>!**

**I will be entrepreneurial  
towards managing  
waste**



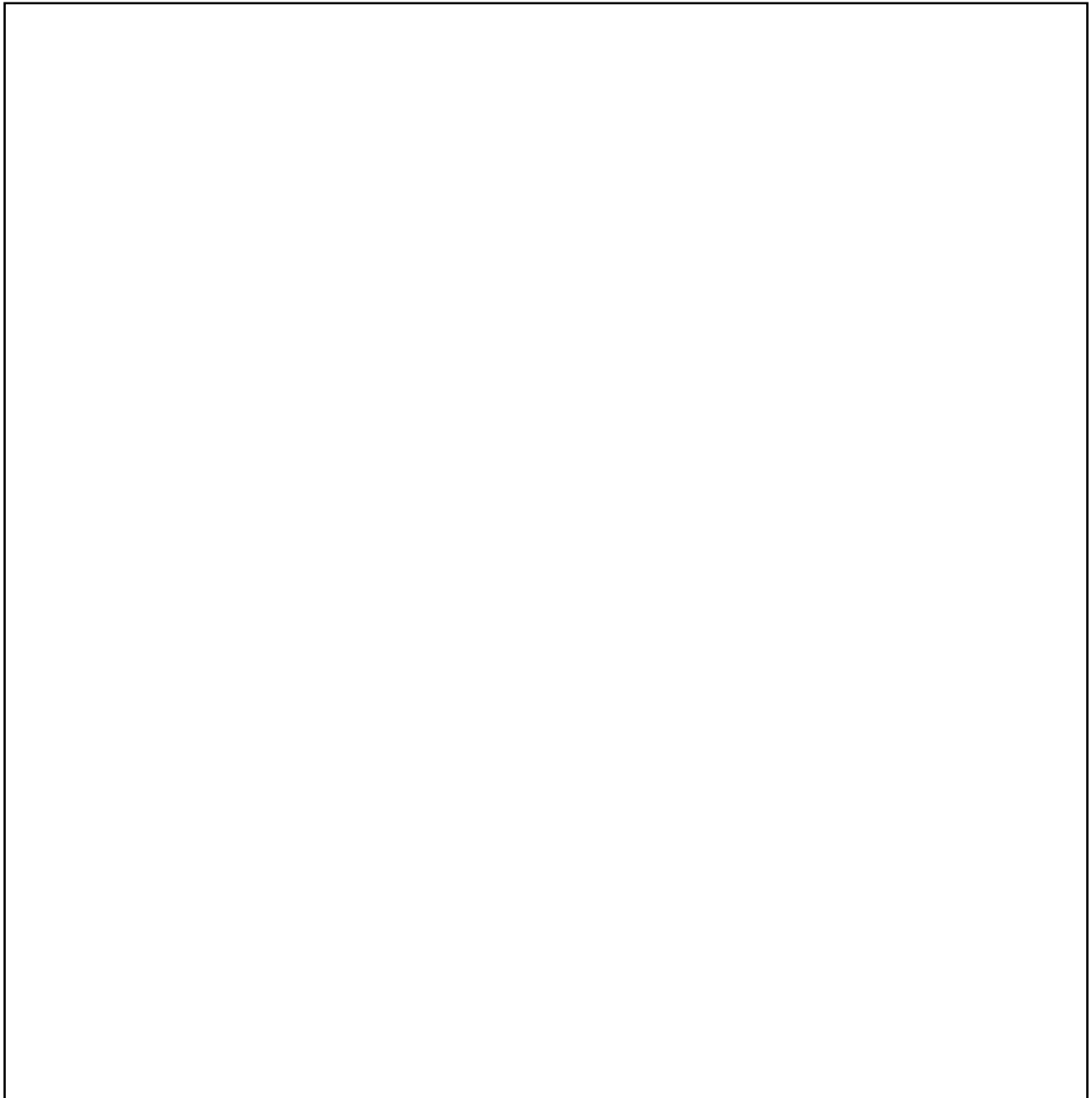
***THE GARBAGE TRUCK  
SAVES TIME IN  
COLLECTING MY WASTE  
BECAUSE I SORT IT***

***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.**

Cut and stick wrapping material, grocery bags, and other paper waste, on a sheet of paper to make your favourite animals. Gift them to your family members and friends.

With the help of parents, make craft items with plastics instead of discarding them.

**I will be entrepreneurial  
towards growing food**

A young girl with long dark hair, wearing a light-colored top and a green apron, is smiling and looking towards the right. She is standing behind a wooden stall filled with fresh vegetables, including several large red tomatoes in the foreground. In the background, another person is visible, and the setting appears to be an outdoor market with wooden structures and greenery.

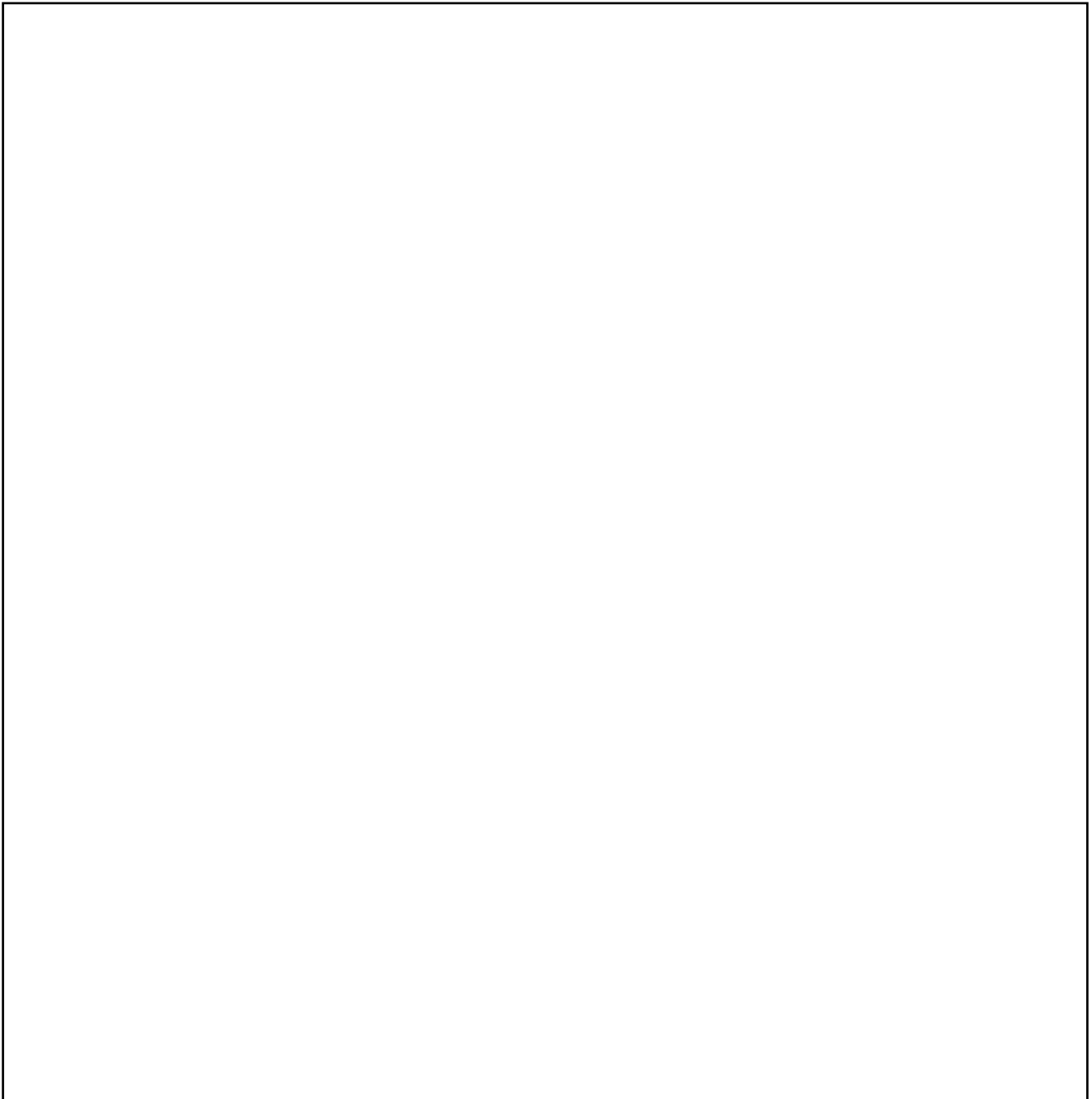
**MY VEGGIES COME  
FROM THE LOCAL  
MARKET**

**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.**

**Plant mint in a pot in your home and take care of it.**

**Choose 1 vegetable to buy and eat at home, each time you visit the grocery shop with your family.**

**I will be entrepreneurial  
towards protecting  
biodiversity**

A photograph of a male veterinarian with a beard and a stethoscope around his neck, smiling and looking towards a young girl. The girl is smiling and holding a large, fluffy white dog. The scene is set in a brightly lit room, likely a veterinary clinic, with a window in the background. The overall mood is warm and positive.

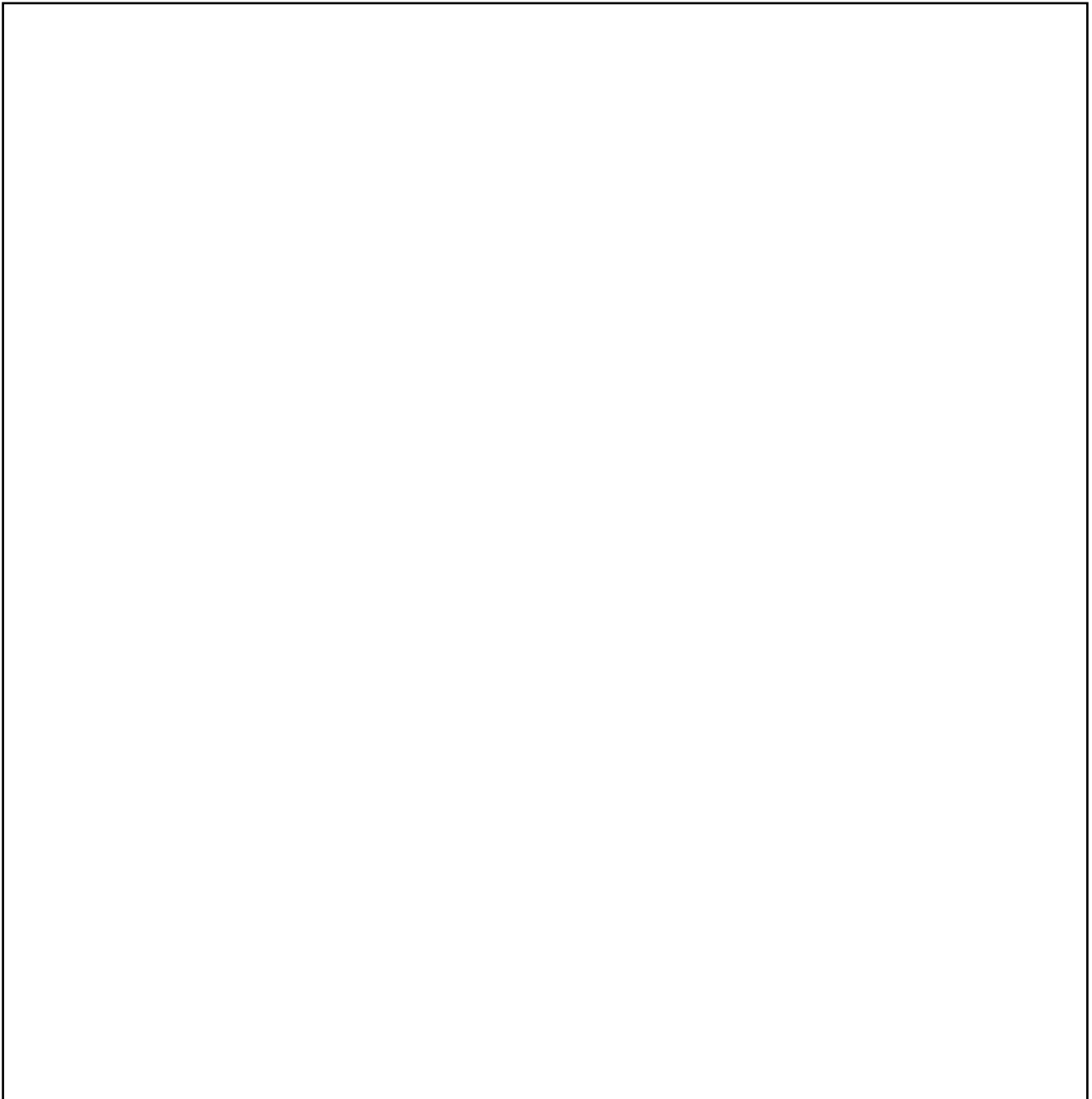
*I HELP MY VET TO  
TAKE CARE OF MY PET*

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  
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 being entrepreneurial towards protecting biodiversity!**

**Below are some sample activities that you could do.**

With help from an adult, plant and look after small potted plants which you can gift to your friends and family.

Set up a pretend fruit stand with your toys and play storekeeper.



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

A photograph of two young boys in a bright, sunlit room, possibly a dance studio. They are both wearing white t-shirts and are captured in a dance-like pose, with their arms extended and bodies slightly arched. The boy on the left is wearing light-colored pants, and the boy on the right is wearing dark pants. They are both barefoot. The room has large windows with sheer curtains, and the floor is highly reflective, showing their silhouettes. The overall atmosphere is warm and joyful.

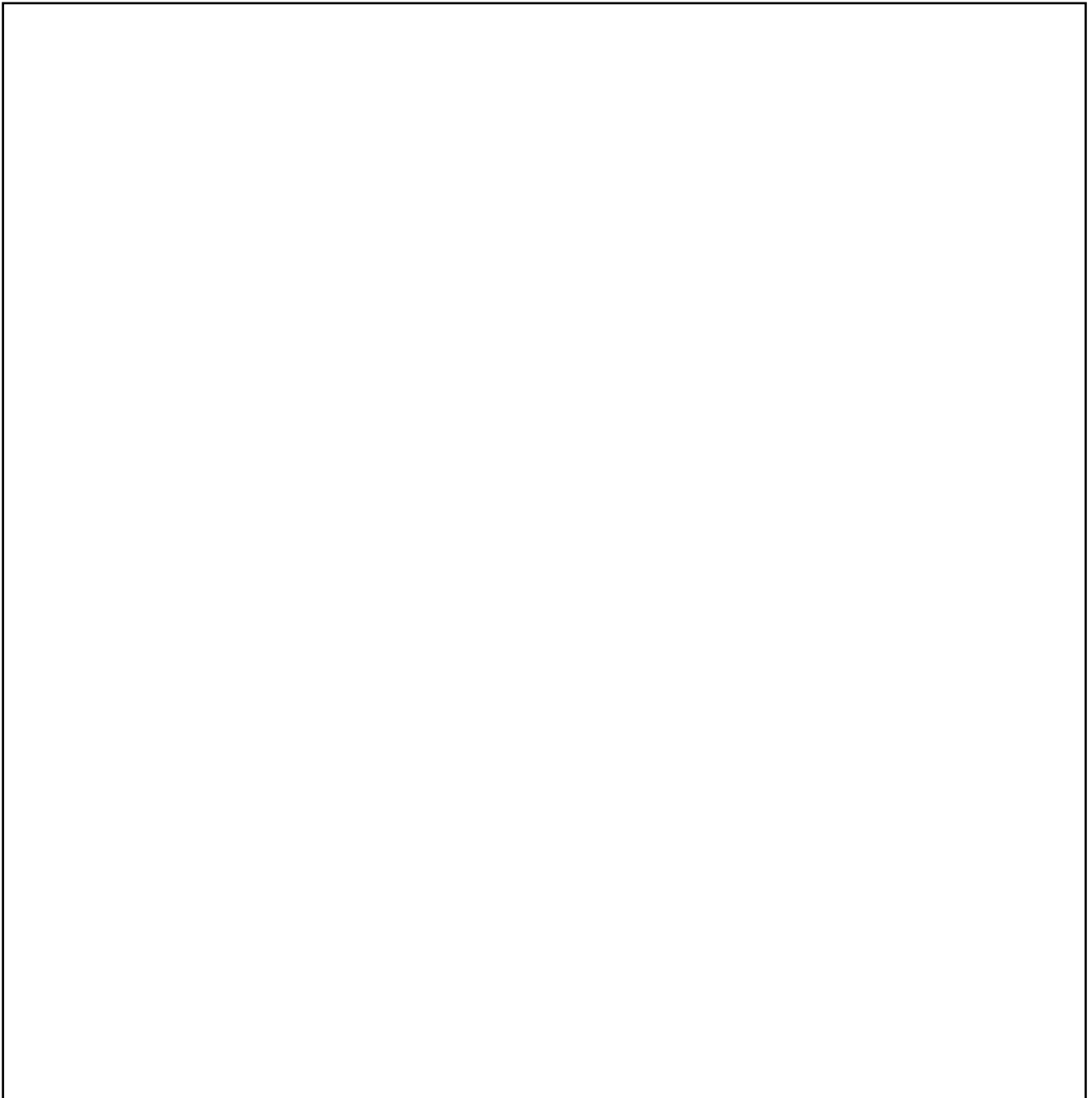
***SOME TEACH ENGLISH,  
I TEACH DANCE!***

**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  
“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 using creative arts to teach others!**

**Below are some sample activities that you could do.**

Create a map of your home and help your friends navigate around your home using the map.

Play a game often with your friends where you draw an animal on a blank sheet of paper and help your friends guess which animal it is.

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





SAVE  
WATER

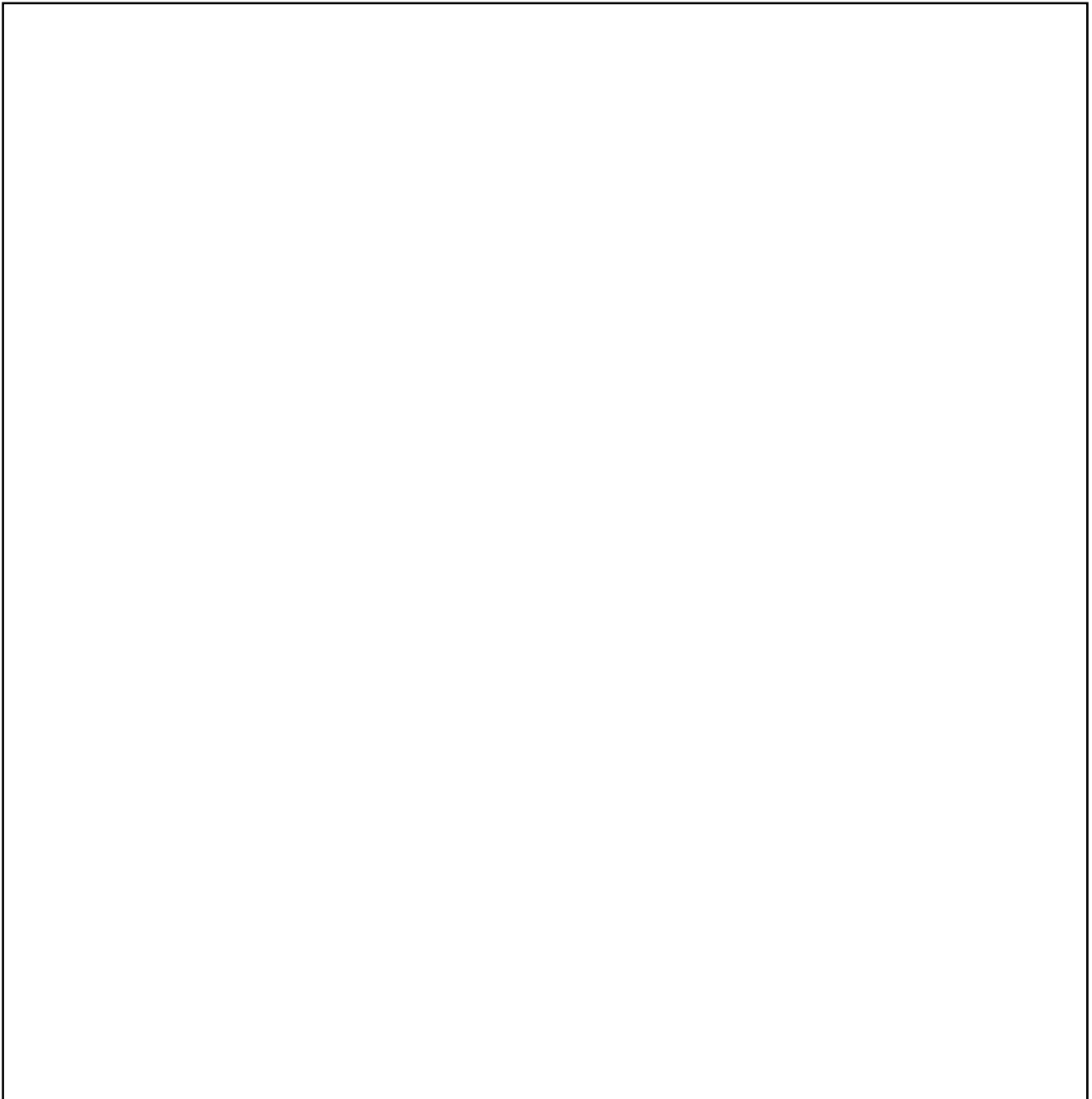
***I MAKE ART TO HELP  
OTHERS SAVE WATER***

***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?



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 using creative arts to save water!**

**Below are some sample activities that you could do.**

**Make a poster about saving water and display it in your home.**

**Make up a song about saving water and sing it along with your parents or friends.**

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





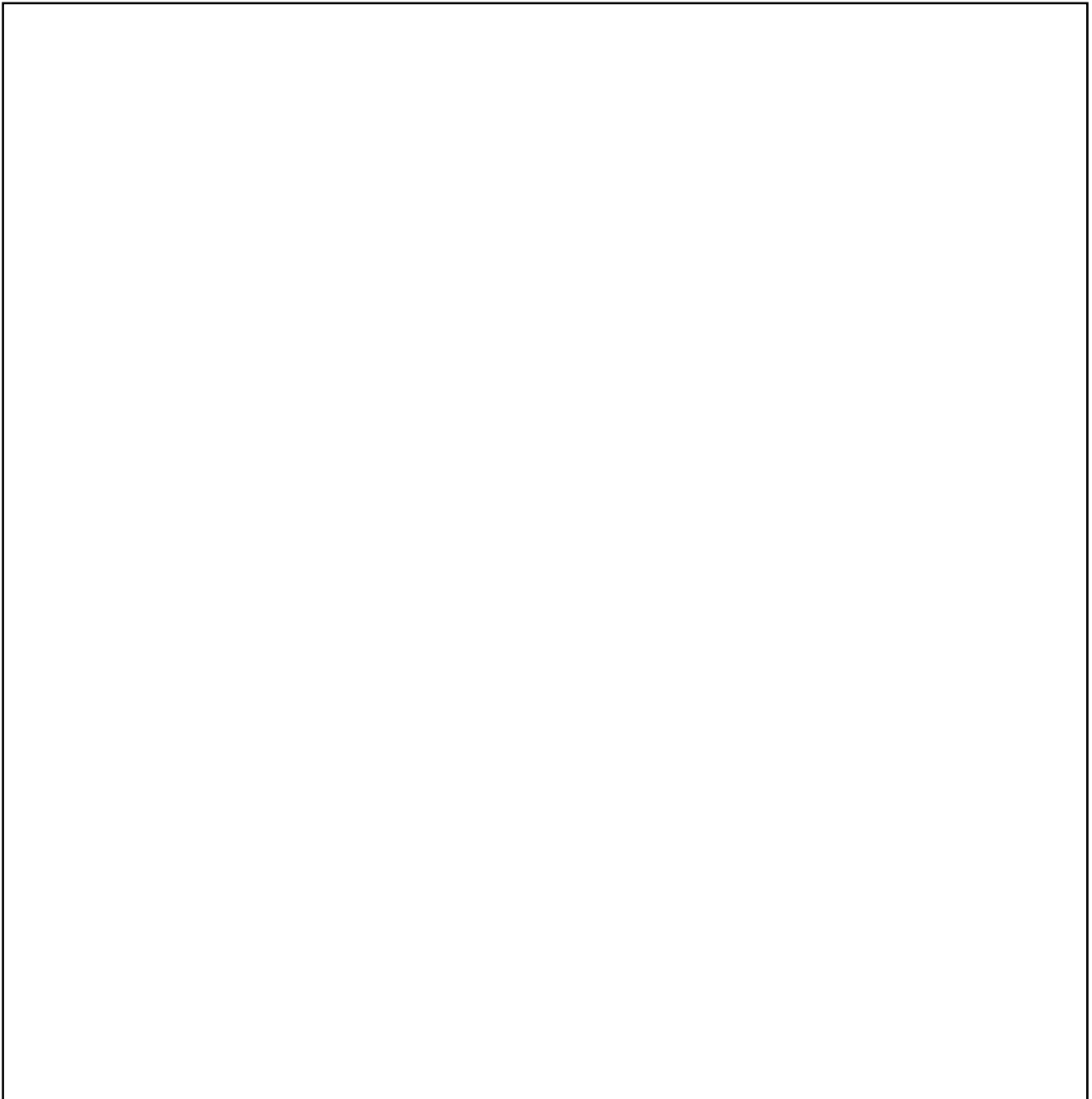
**WASTE PAPERS  
BECOME WINDMILLS IN  
MY HOME**

**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  
“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 using creative arts to use clean energy!**

**Below are some sample activities that you could do.**

Whenever you draw a house in your drawings, always add a solar panel on the roof.

Collect old socks and ask a grown-up to help you cut the ends of the sock to make colourful windsocks.

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



A vibrant urban garden scene with colorful flowers and greenery in front of modern buildings. The garden is filled with a variety of plants, including tall orange and red flowers, white flowers, and purple flowers. The background shows several modern, multi-story buildings with balconies, suggesting an urban setting. The overall atmosphere is bright and sunny, with a clear blue sky.

***WILD IS BEAUTIFUL***

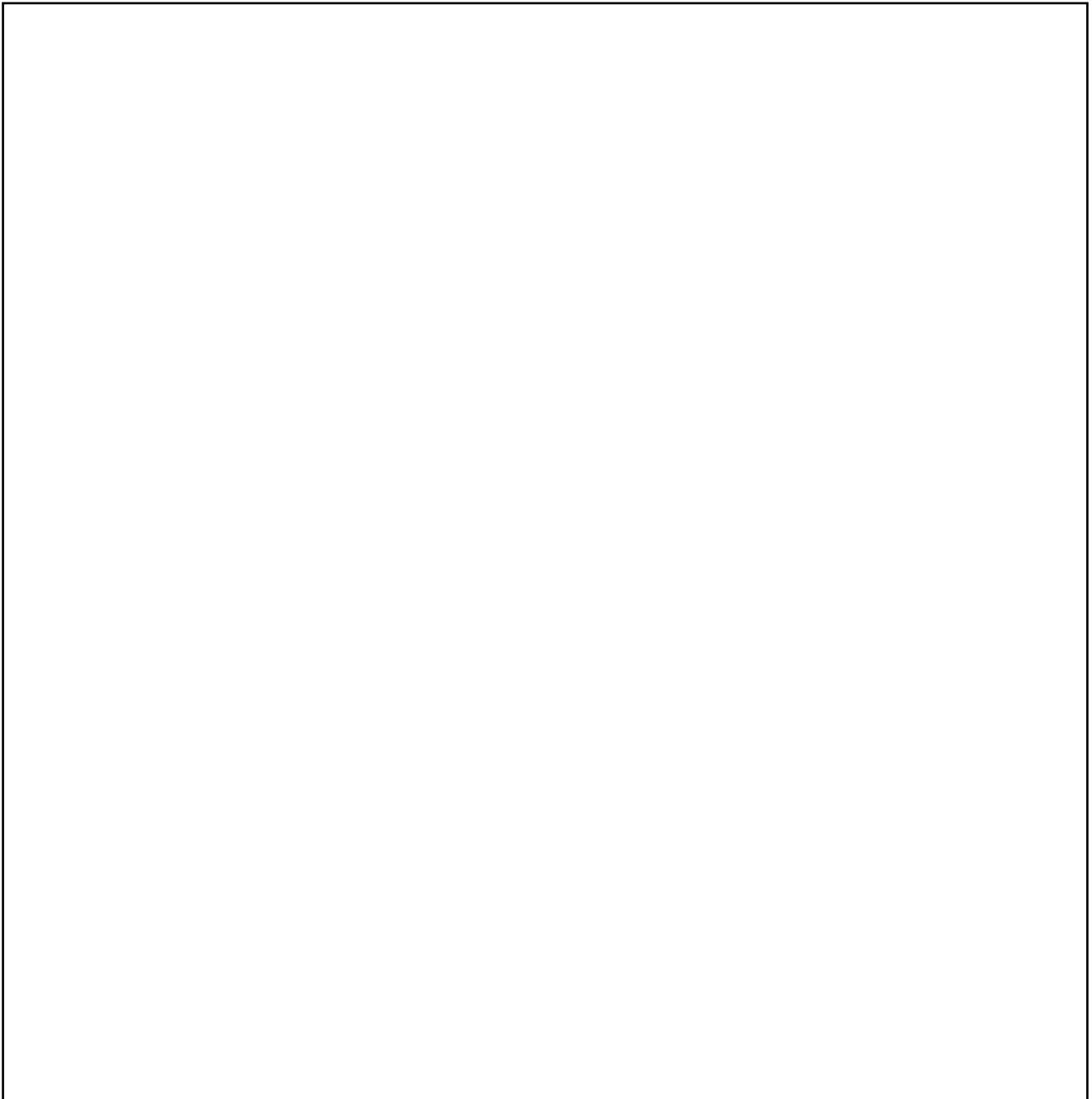
**I WILL USE CREATIVE ARTS TO  
REMOVE CO2 FROM AIR**



# Activity checklist

Does the image on the previous page remind you of ways you can use creative arts to remove CO<sub>2</sub> 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.**

Every time you draw a city, make sure there is at least 1 tree in your drawing.

Draw pictures of your favourite tree and mark the things that it provides us.

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



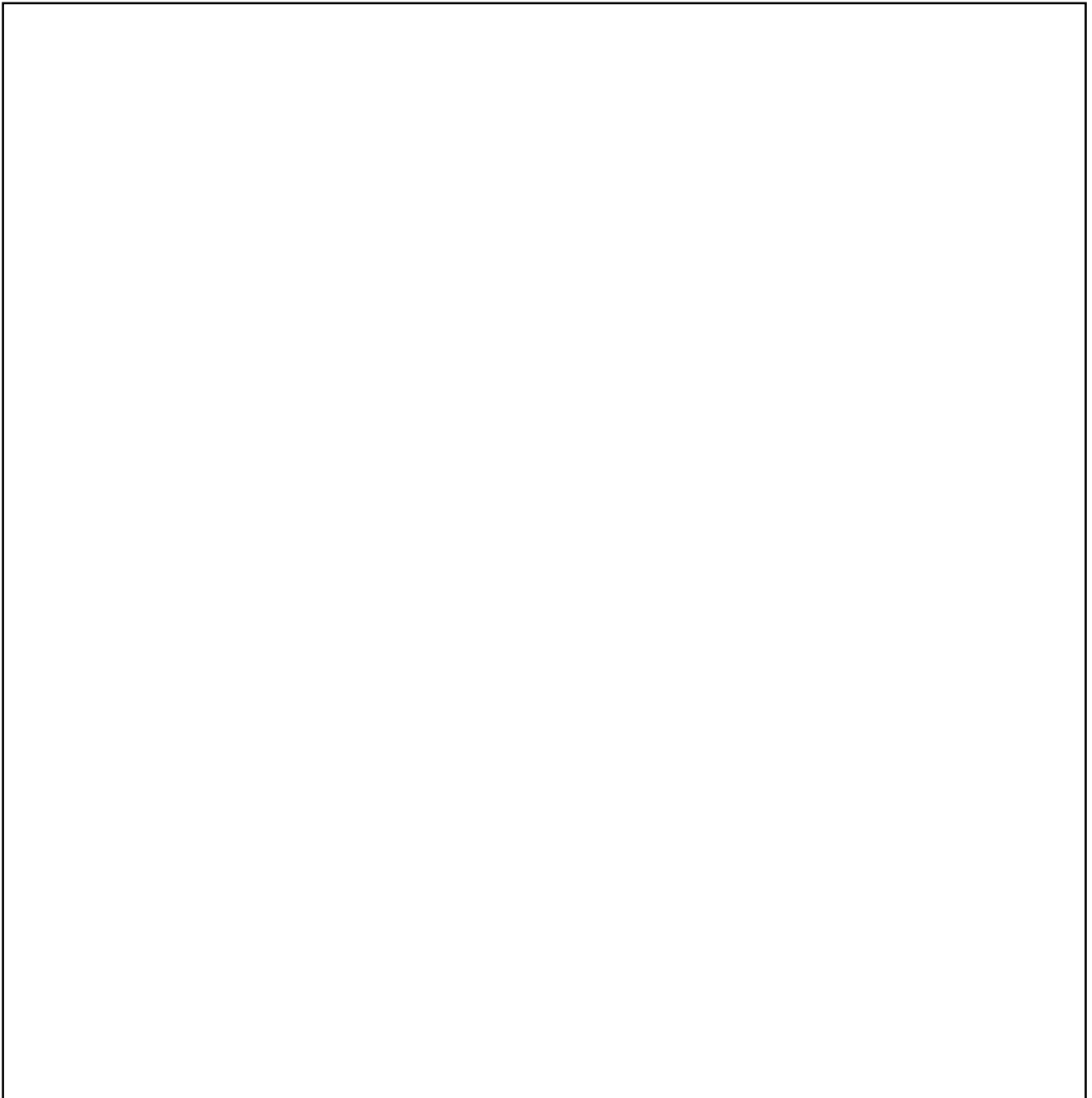
***I MAKE MY TOYS WITH  
THE WASTE FROM  
HOME***

***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.**

**Get help to make paper boats or other artwork using waste paper.**

**Use old boxes and containers to make new toys. Ask a grown-up to help in this activity.**

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



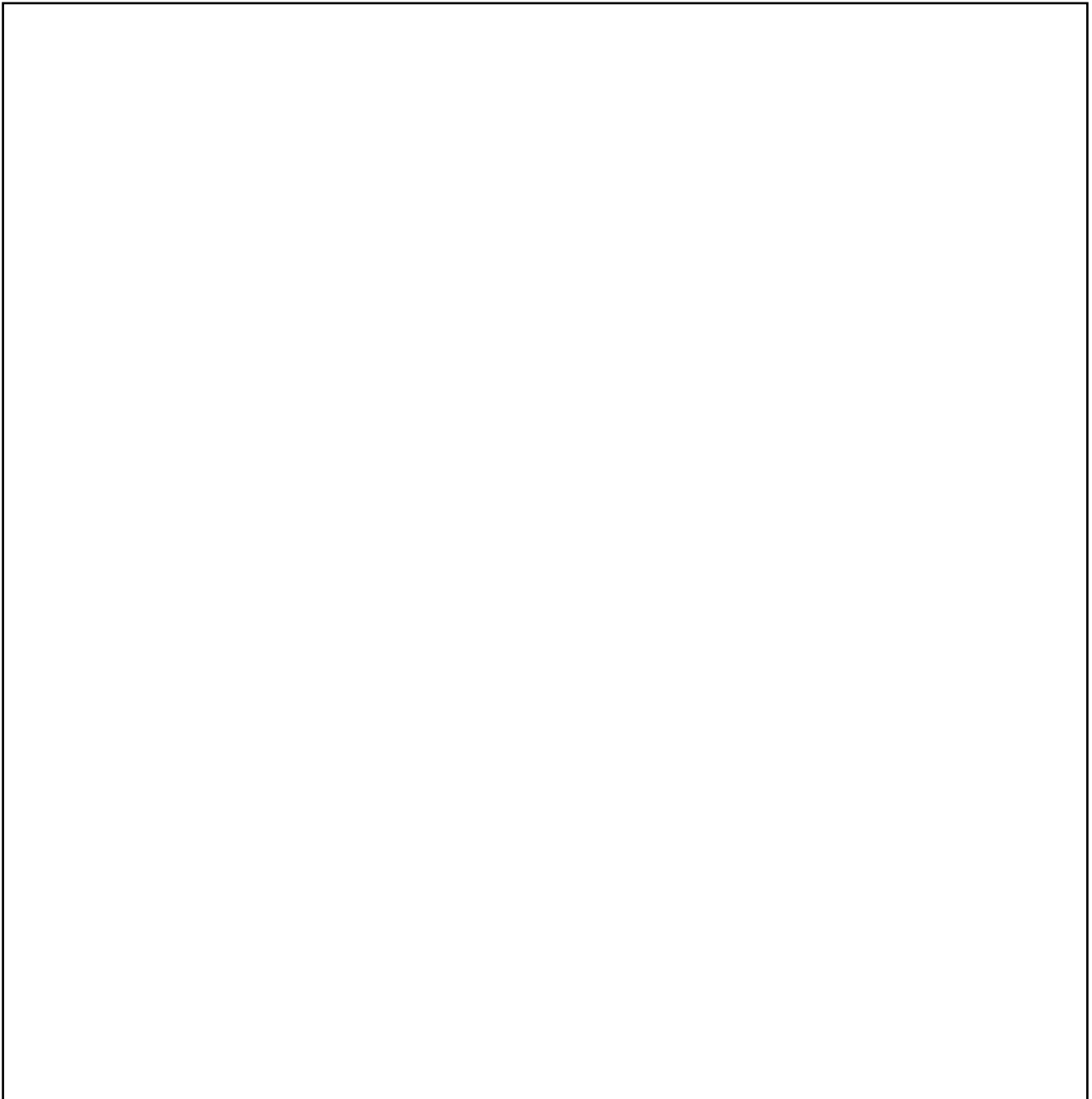
***VEGETABLES AND  
FRUITS ARE NATURE'S  
ARTWORKS***

***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  
“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 using creative arts to grow food!**

**Below are some sample activities that you could do.**

**Draw the plants, flowers, fruits, or trees you like, and colour them.**

**Decorate the potted plants at home.**



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



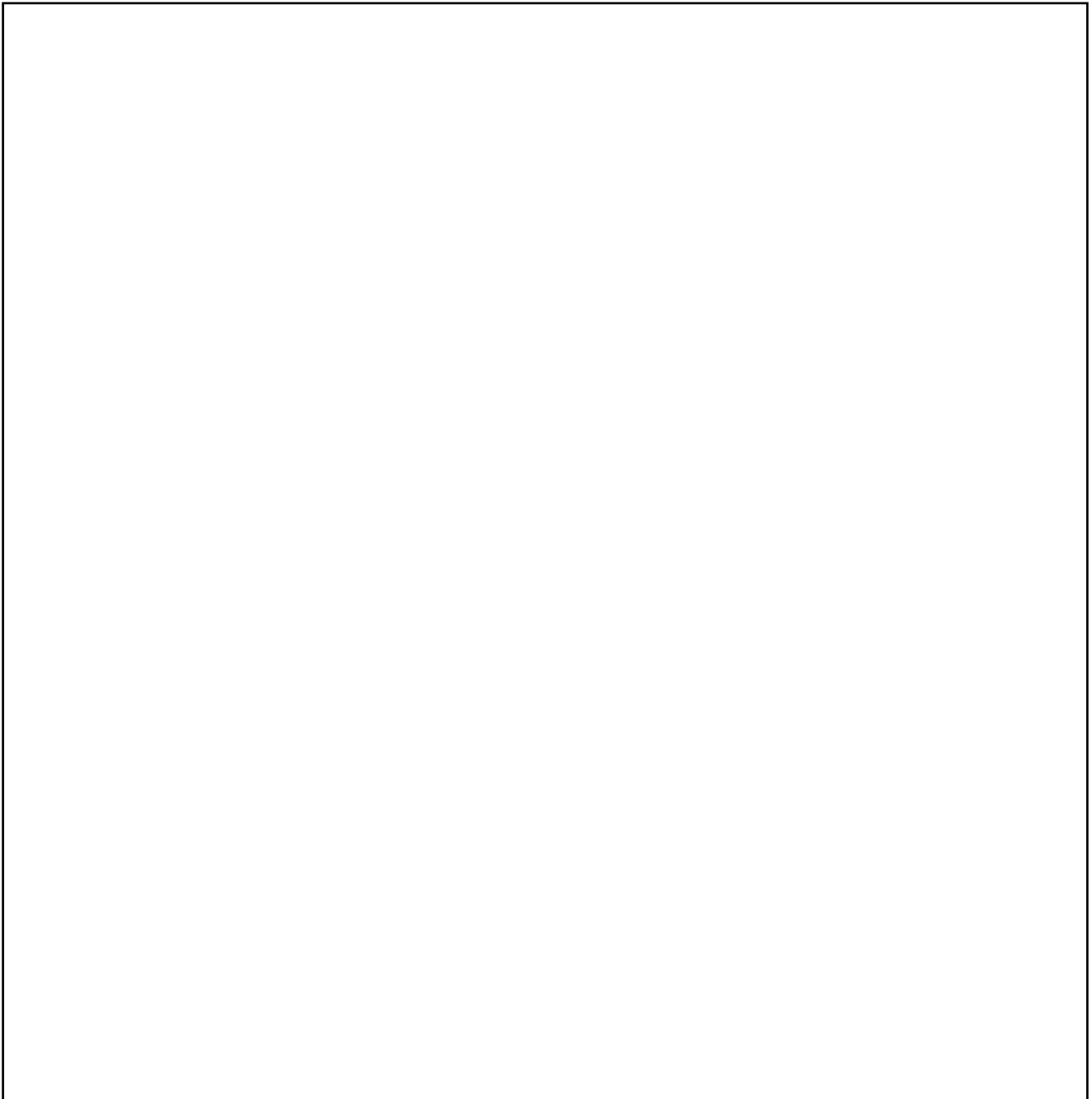
***I MADE A BIRDHOUSE  
FROM THE OLD BOXES  
AT HOME***

***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  
“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 using creative arts to protect biodiversity!**

**Below are some sample activities that you could do.**

With the help of a parent or teacher, set up a craft station, where you and your friends can make crafts using leaves, twigs and safe recycled materials.

Finger-paint a picture of your favourite animal.

**I will experiment  
to teach others**



A young boy and girl are looking at a large green leaf. The boy is holding a magnifying glass over the leaf, and the girl is looking at the leaf with interest. The background is a blurred green outdoor setting.

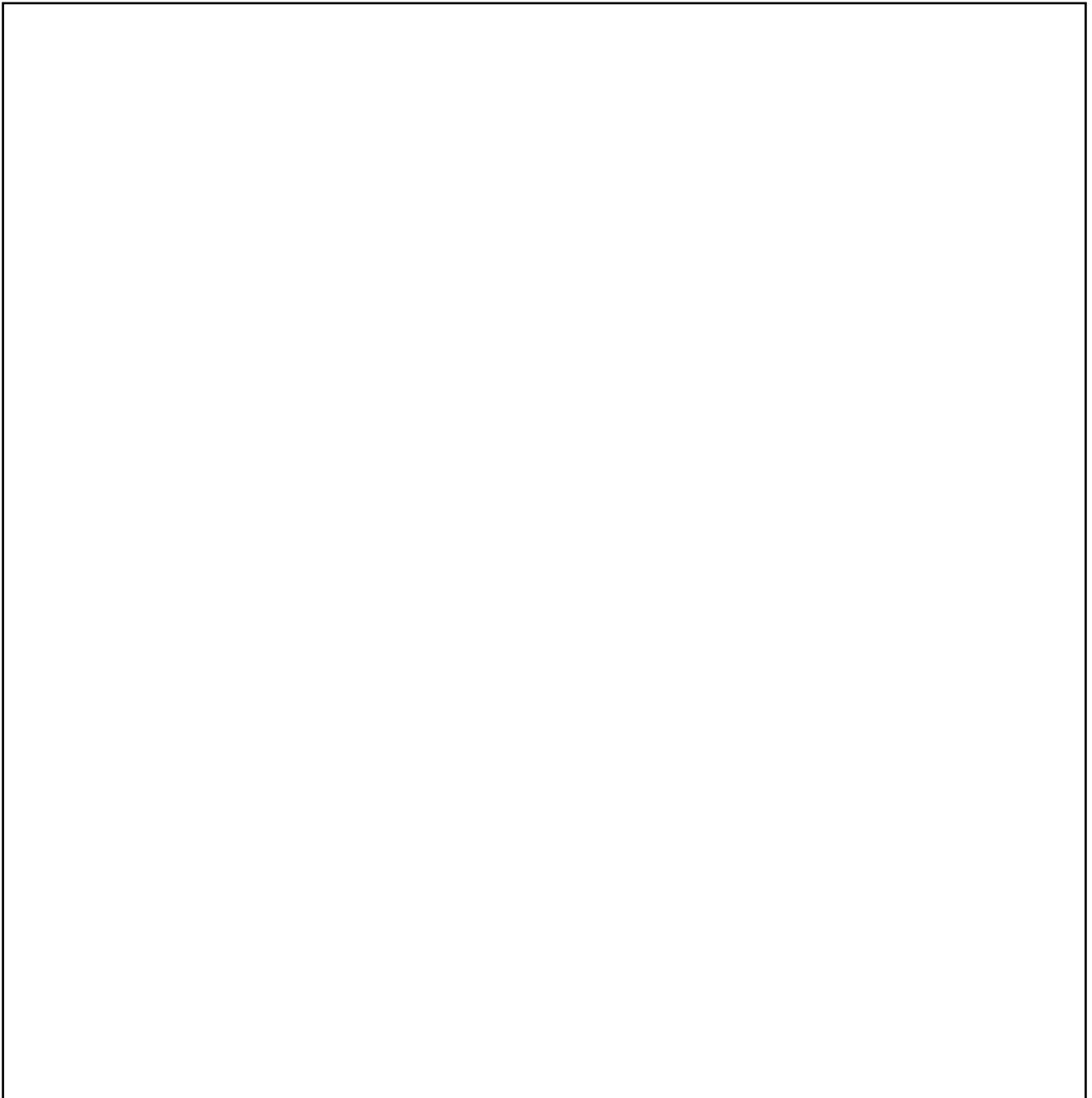
***I SHOWED MY  
SISTER A NEW  
WORLD THROUGH THE  
MAGNIFYING GLASS***

**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 idea.

**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.**

Observe the absorption of water using a cloth towel and a paper towel. See which one absorbs more water. Share your findings with your friends.

With the help of an adult, show your friends whenever they come to your home, how to warm a glass of water in the sunlight.

**I will experiment  
to save water**



***PONDS ARE A GREAT  
SOURCE OF NATURAL  
WATER***

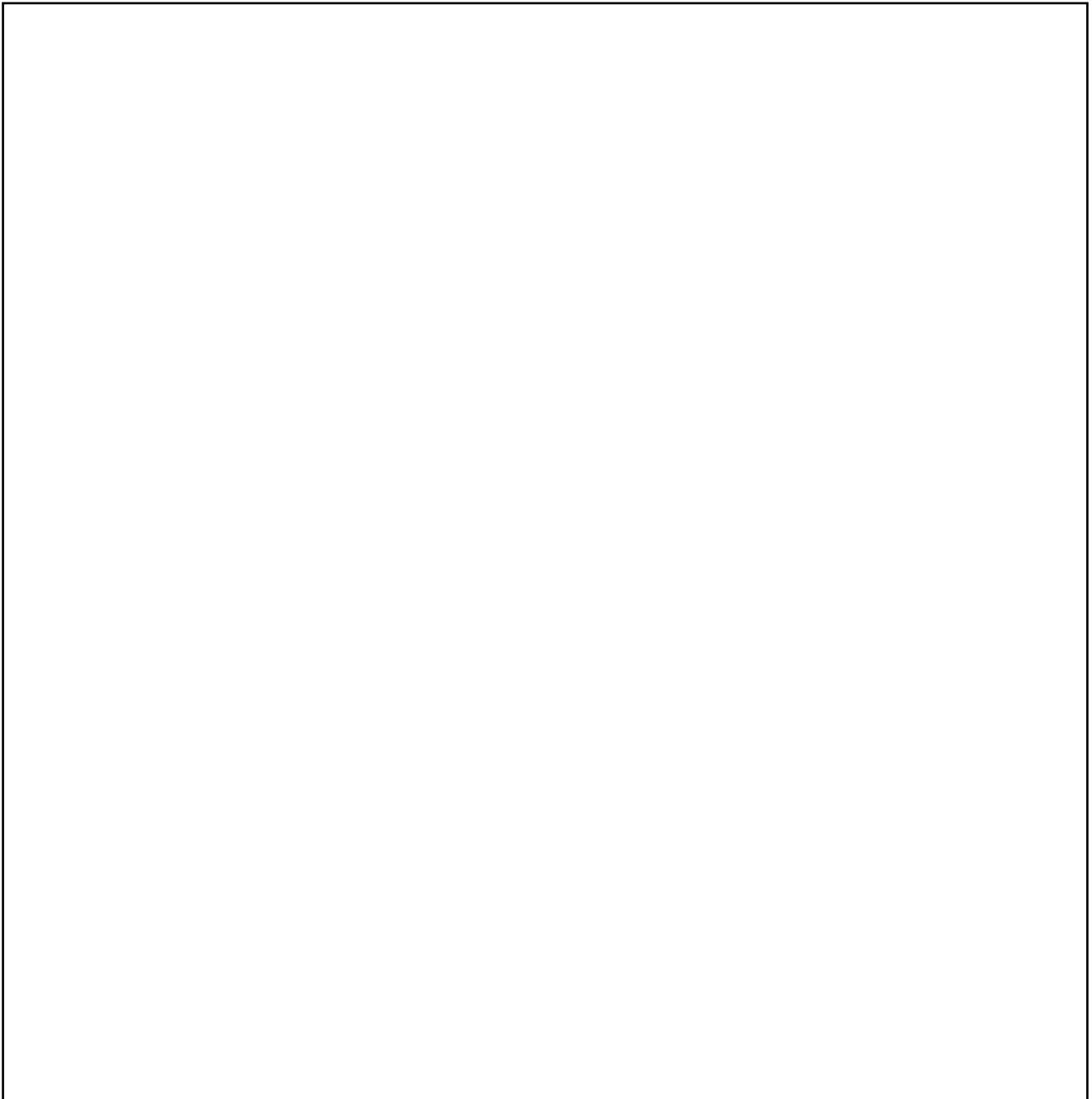
***I WILL EXPERIMENT TO SAVE WATER***



# 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  
“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.**

Ask your parents not to throw away used ice cubes (those that have not melted!). Use them instead of water for your indoor or outdoor plants.

Regularly water 2 identical plants with tap and reused water, and see if there is any difference in the growth over time.

**I will experiment to  
use clean energy**

A young girl with curly hair is holding a clear water bottle on a balcony. She is looking out at a cityscape under a bright sun. The scene is bathed in warm, golden light, suggesting late afternoon or early morning. The girl is wearing a light-colored top. The background shows buildings and a clear sky with a bright sun flare.

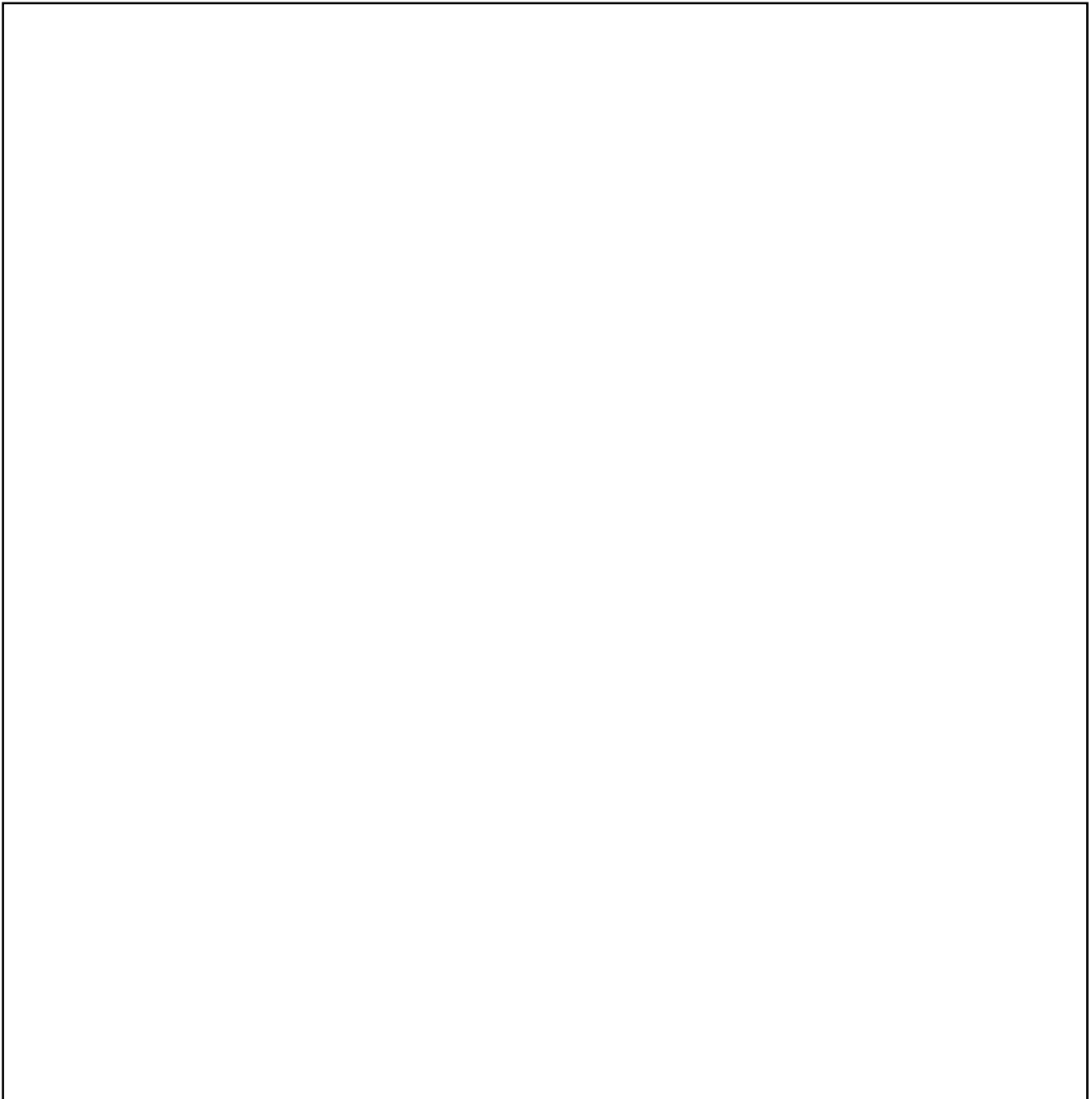
***THE SUN HEATS UP MY  
WATER FOR ME***

**I WILL EXPERIMENT TO USE CLEAN  
ENERGY273**

# 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  
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 experimenting to use clean energy!**

**Below are some sample activities that you could do.**

Place water in a bowl outside in the sun and let it heat by the sun outside. After 10 minutes, get help of a grown up to measure with a thermometer the temperature of the water. Do this everyday for a week.

Ask an elder or teacher to help you cut a circular patch of paper and hold it against the sun on your window to observe the shadows.

**I will experiment to  
remove CO<sub>2</sub> from air**



A collage of images showing healthy indoor plants and a vintage-style air purifier. The top left shows a plant in a terracotta pot. The top right shows a large green plant. The center features a vintage-style air purifier with a speaker grille and control knobs. The background is a soft-focus indoor setting with light coming through a window.

*PLANTS THRIVE WHEN  
WE CARE FOR THEM*

*I WILL EXPERIMENT TO REMOVE CO<sub>2</sub>  
FROM AIR*

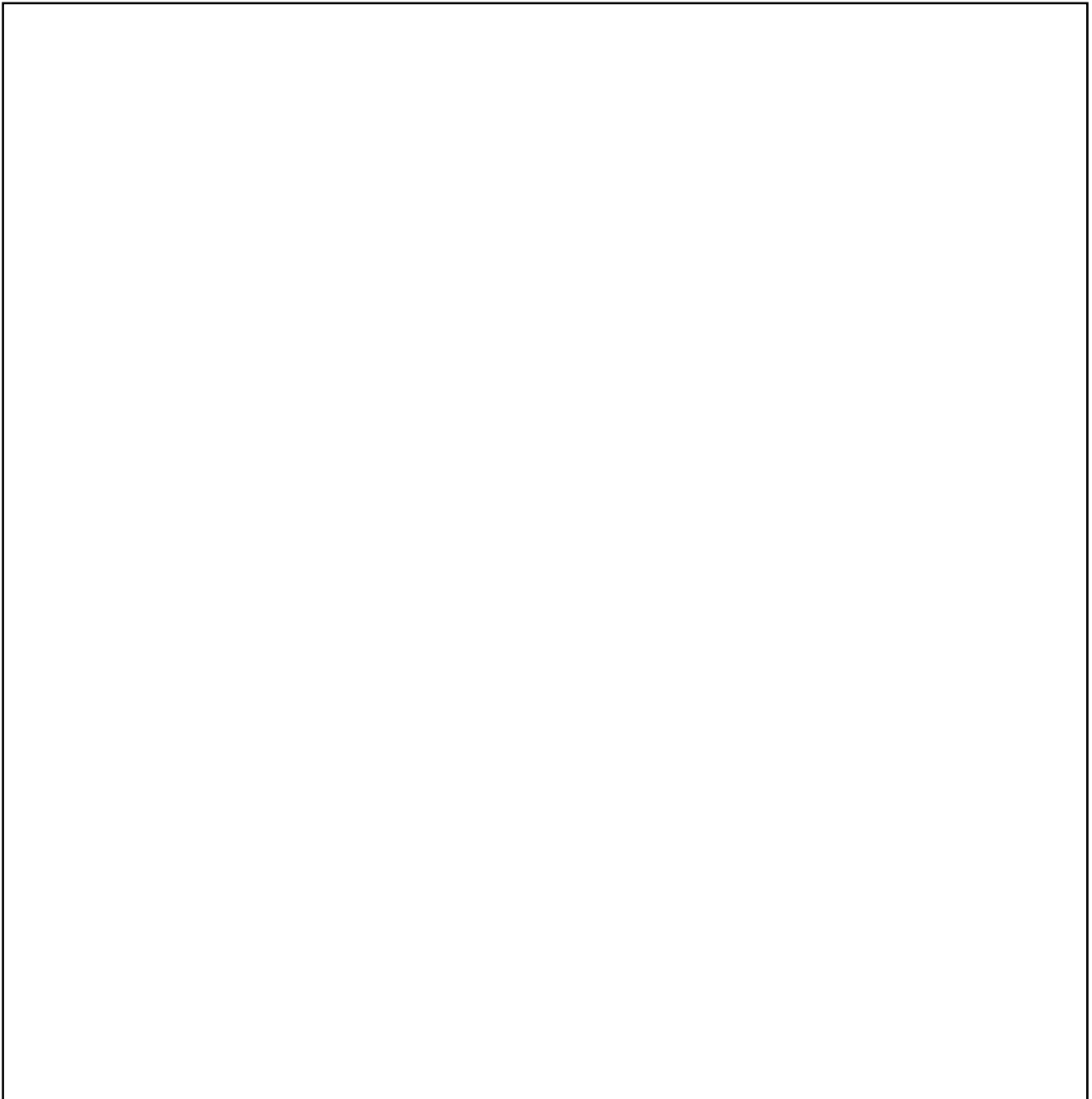
A close-up of a plant branch with yellowing leaves, indicating neglect or poor care. The leaves are sparse and have a yellowish-brown hue, contrasting with the healthy green plants in the top half of the image.

*PLANTS DON'T THRIVE  
WHEN WE IGNORE THEM*

# Activity checklist

Does the image on the previous page remind you of ways you can experiment to remove CO<sub>2</sub> 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 CO<sub>2</sub> from air!**

**Below are some sample activities that you could do.**

**Fold a paper in pleats and make a paper fan. Use it whenever you feel hot at home.**

**Take 2 bowls, 1 with water and 1 without. Place a few ice cubes in both bowls. Watch how ice melts faster in the bowl with water.**

**I will experiment  
to manage waste**



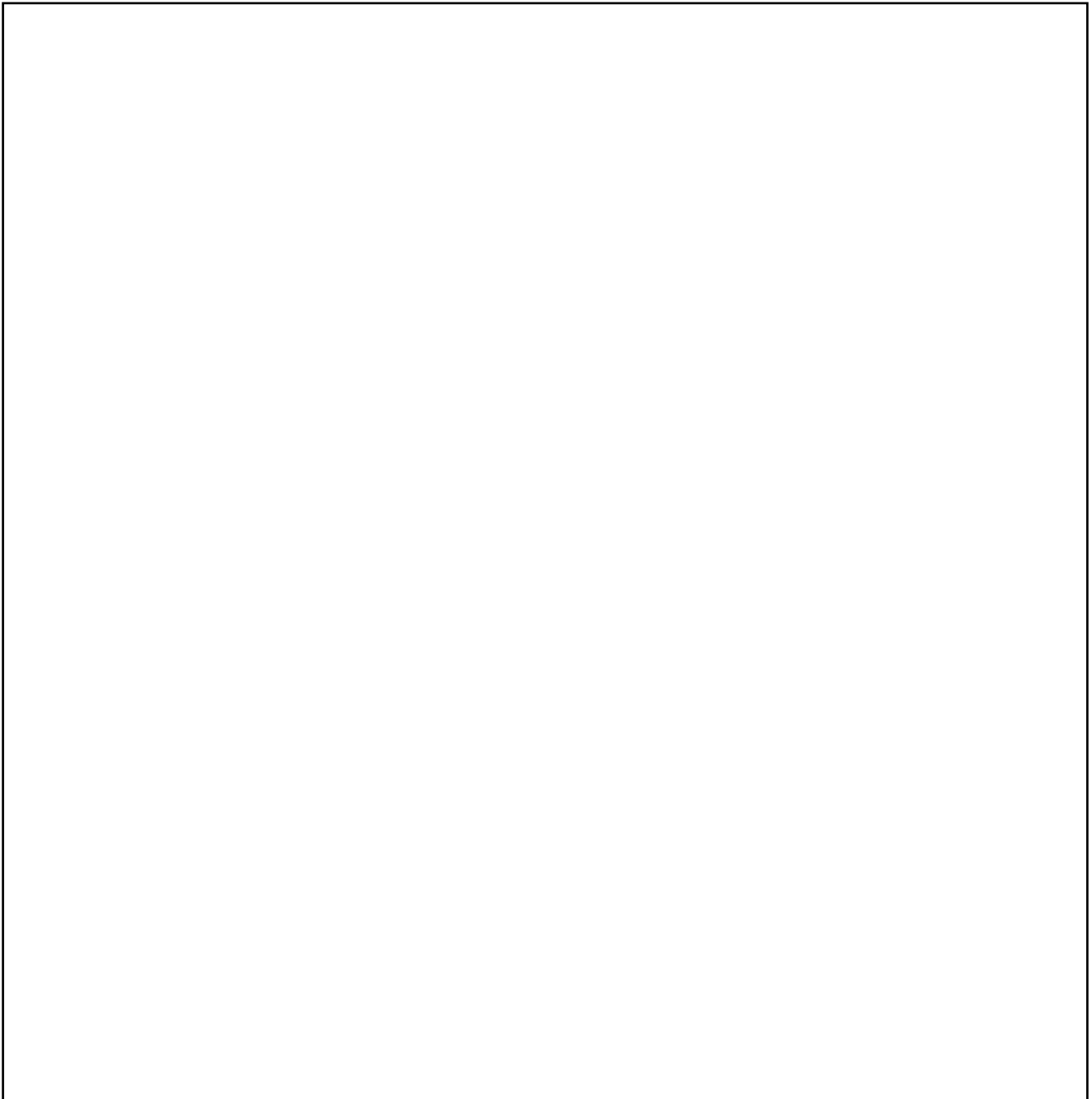
***AFTER READING THE  
NEWSPAPER, MY  
MOTHER AND I MAKE  
PAPER BOATS***

***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  
“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 experimenting to manage waste!**

**Below are some sample activities that you could do.**

With the help of a parent, make a small poster with pictures showing different types of waste.

With your parent, make compost with food waste at home. Use it to help your favourite plants grow!

**I will experiment  
to grow food**

A young girl with long, wavy blonde hair is looking directly at the camera. She is wearing a light pink, long-sleeved top. She is holding a small, clear glass bowl filled with almonds, which is resting on a white ceramic base. The background is a soft, out-of-focus outdoor setting with warm, golden light, suggesting a sunny day. The overall mood is calm and focused.

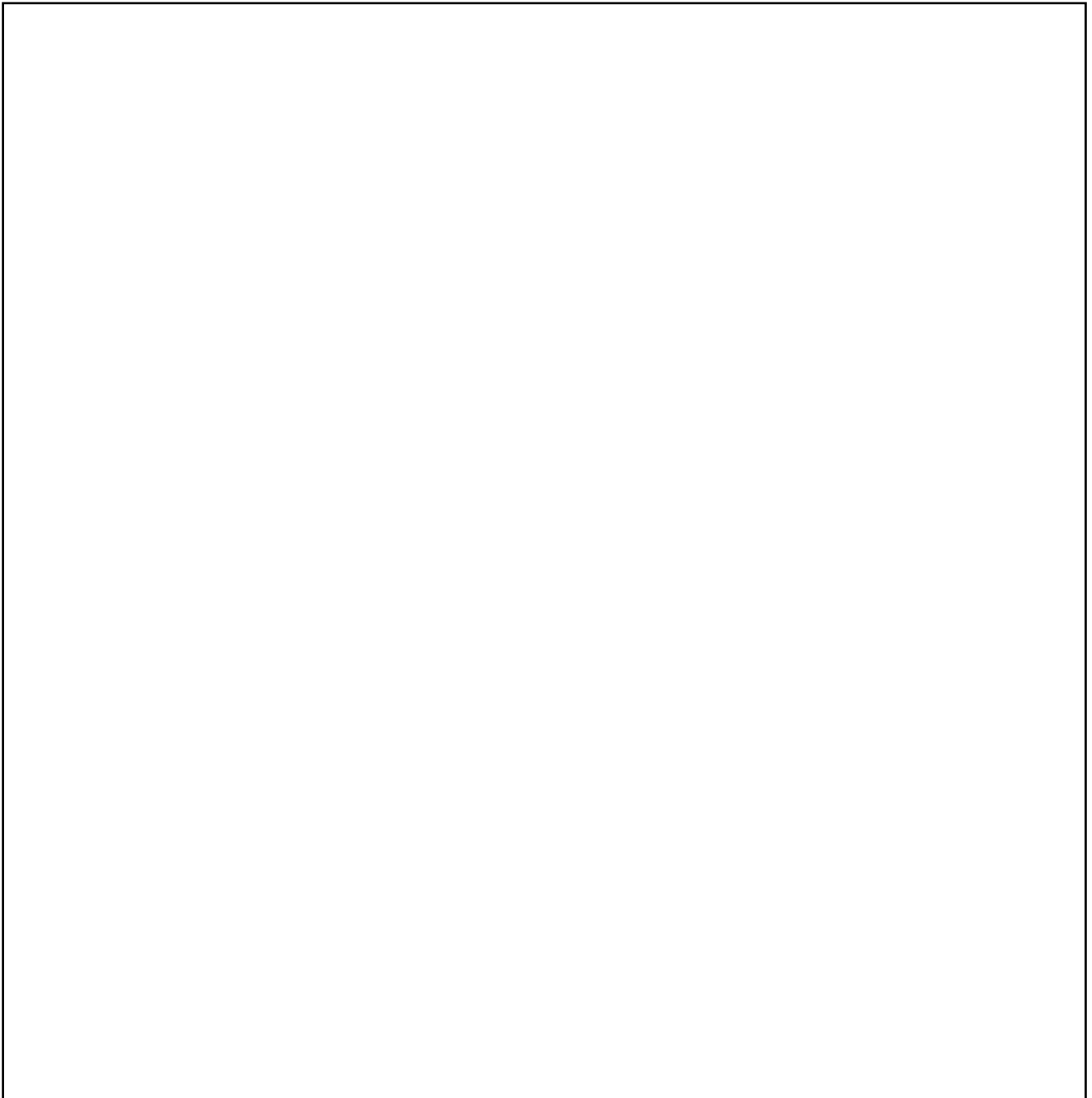
*MY DAD EATS THE  
FRUITS, I PLANT THE  
SEEDS*

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  
“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 experimenting to grow food!**

**Below are some sample activities that you could do.**

**Ask an adult to help you plant a seed. Count the number of days it takes to sprout.**

**Whenever you go to the vegetable market with your family, get help of a grown-up to find the vegetables that can be eaten raw.**



**I will experiment to  
protect biodiversity**

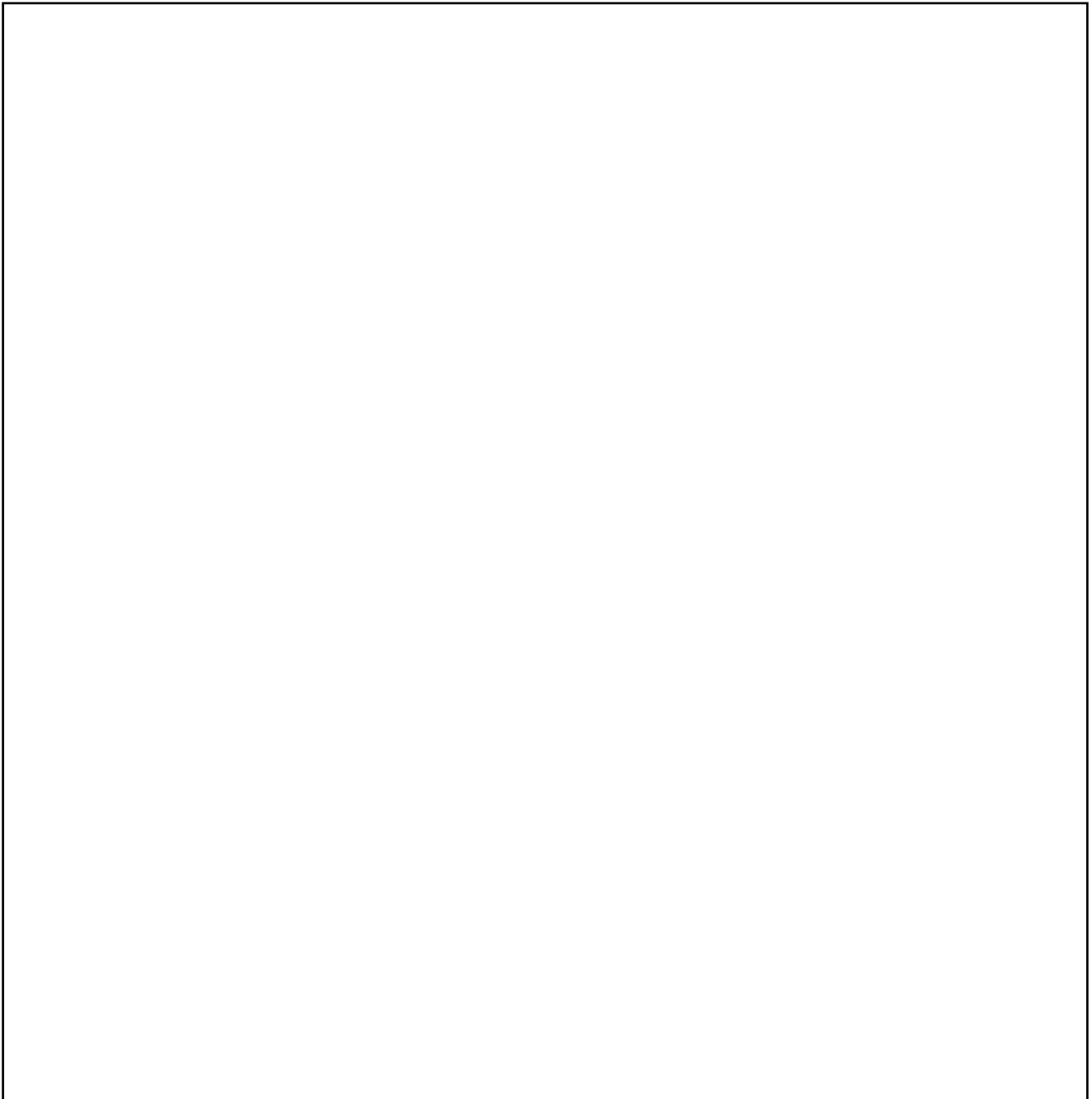
A young child with dark, curly hair is crouching on the ground, looking intently at a small, light-colored tabby kitten. The kitten is sitting in a shallow, dark bowl. The scene is set outdoors in a bright, sunny environment with blurred buildings and plants in the background. The child is wearing a white t-shirt and dark pants. The kitten has a white body with dark stripes and is looking towards the child.

***I PUT OUT WATER FOR  
THE NEIGHBOURHOOD  
ANIMALS TO SEE WHO  
BECOMES MY FRIEND.  
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  
“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 experimenting to protect biodiversity!**

**Below are some sample activities that you could do.**

Plant seeds in soil inside transparent cups. Over the next weeks, give it water and light to observe and learn about what happens to the seeds.

Place bird food or seeds in a bowl outside your house and watch every day if birds come to eat them.