



**Sustainable  
habits 7x7**

**KG 2**



# **Sustainable habits 7x7**

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# How to be a great explorer

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

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

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

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

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

**I volunteer to  
teach others**

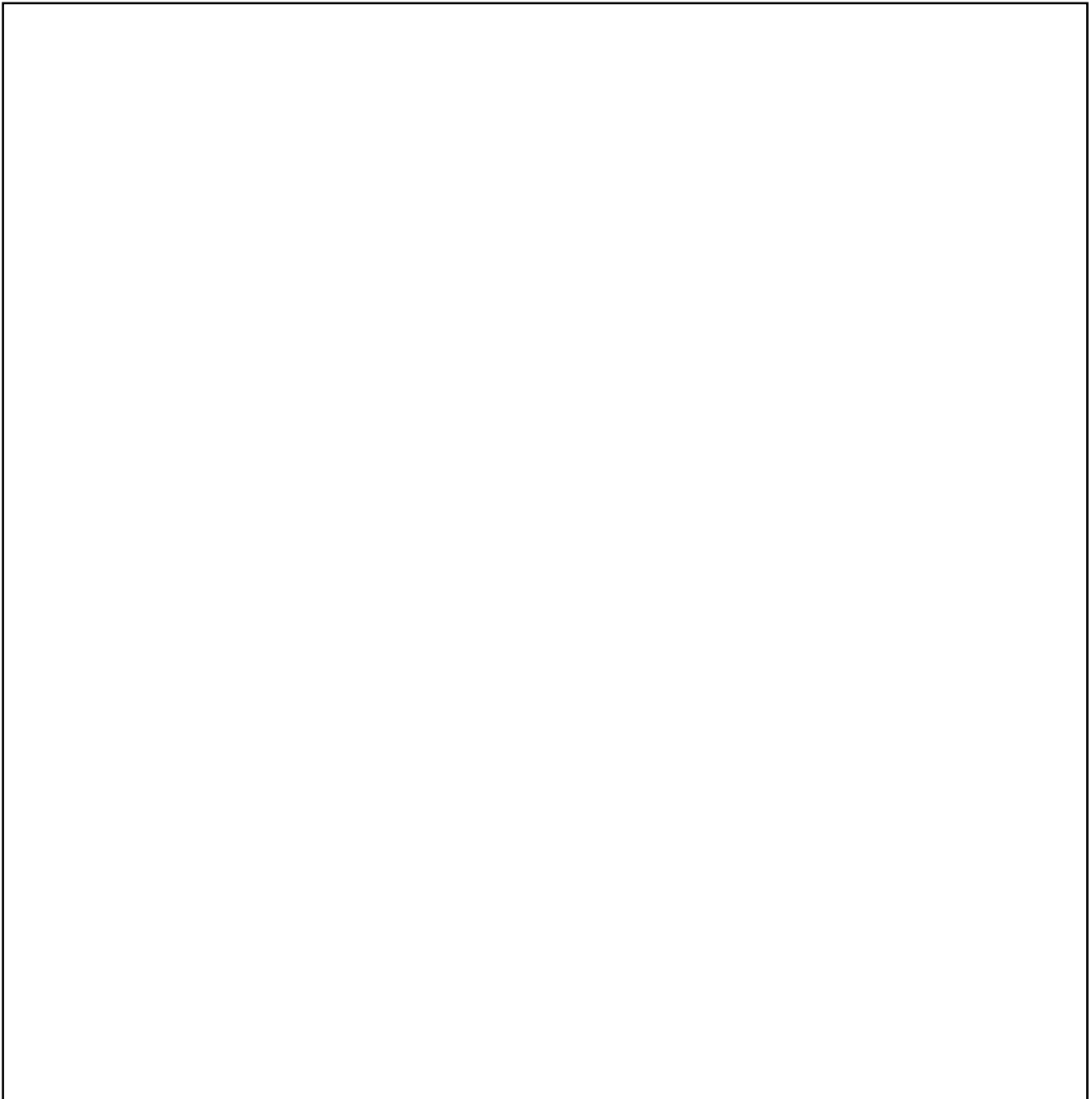


***MY FRIENDS CAN  
COUNT ON ME TO  
TEACH THEM  
I VOLUNTEER TO TEACH OTHERS***

# 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.**

**Ask a grownup to teach you to tie your shoelaces, then teach your friends and siblings.**

**Teach your siblings to fill water bottles.**

**I volunteer to  
save water**

***EVERY DROP COUNTS!***

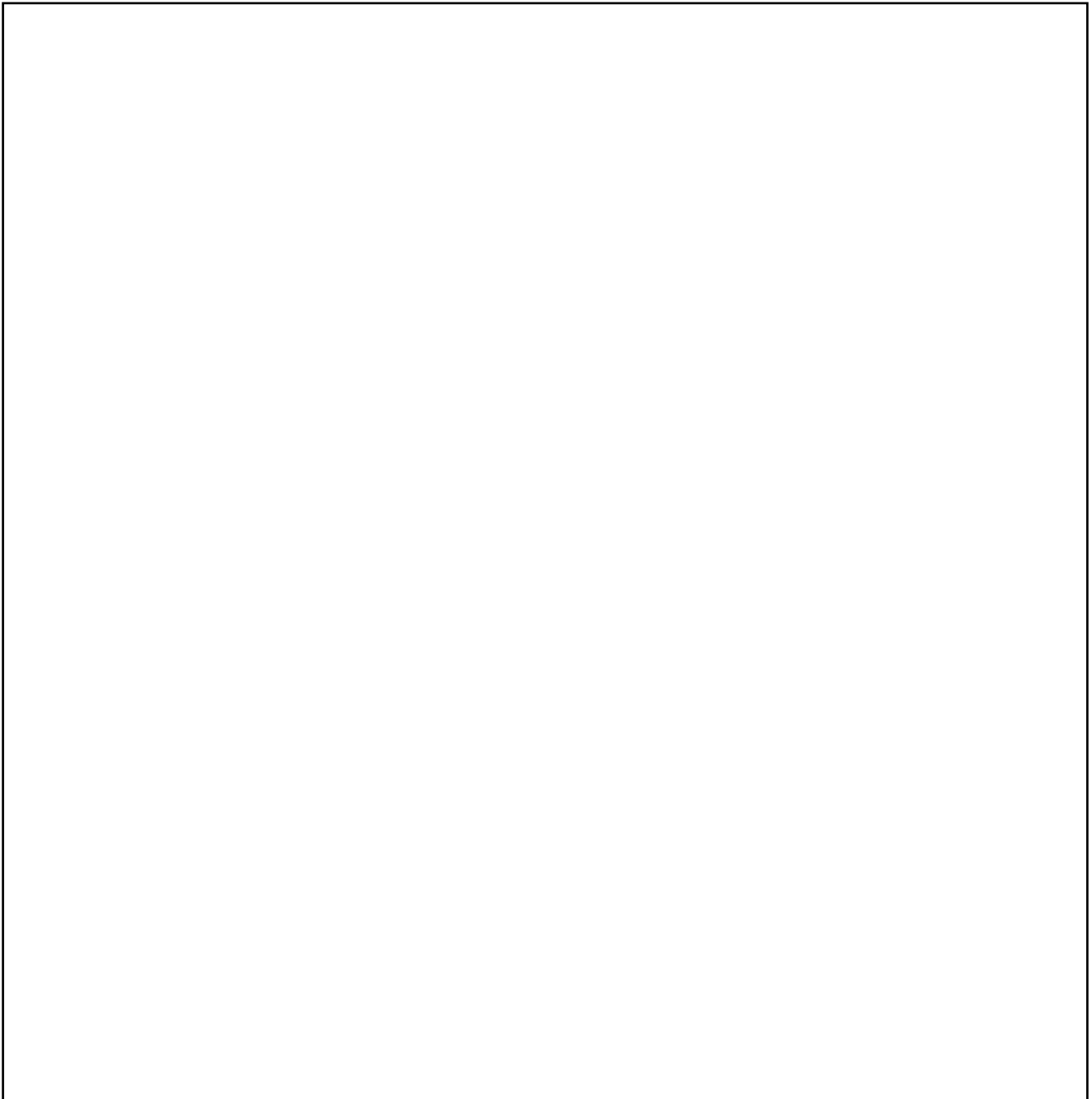
**I VOLUNTEER TO SAVE WATER**



# Activity checklist

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

What activity would that be?



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

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

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

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

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

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

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

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

Help your parent bathe your pets outdoors, in an area of the lawn that needs to be watered. The lawn will get watered as well!

When someone gives you a glass of water to drink, make sure you drink it fully. You will save water this way!



**I volunteer to use  
clean energy**





*THE SUN HEATS UP MY  
LUNCH FOR ME*

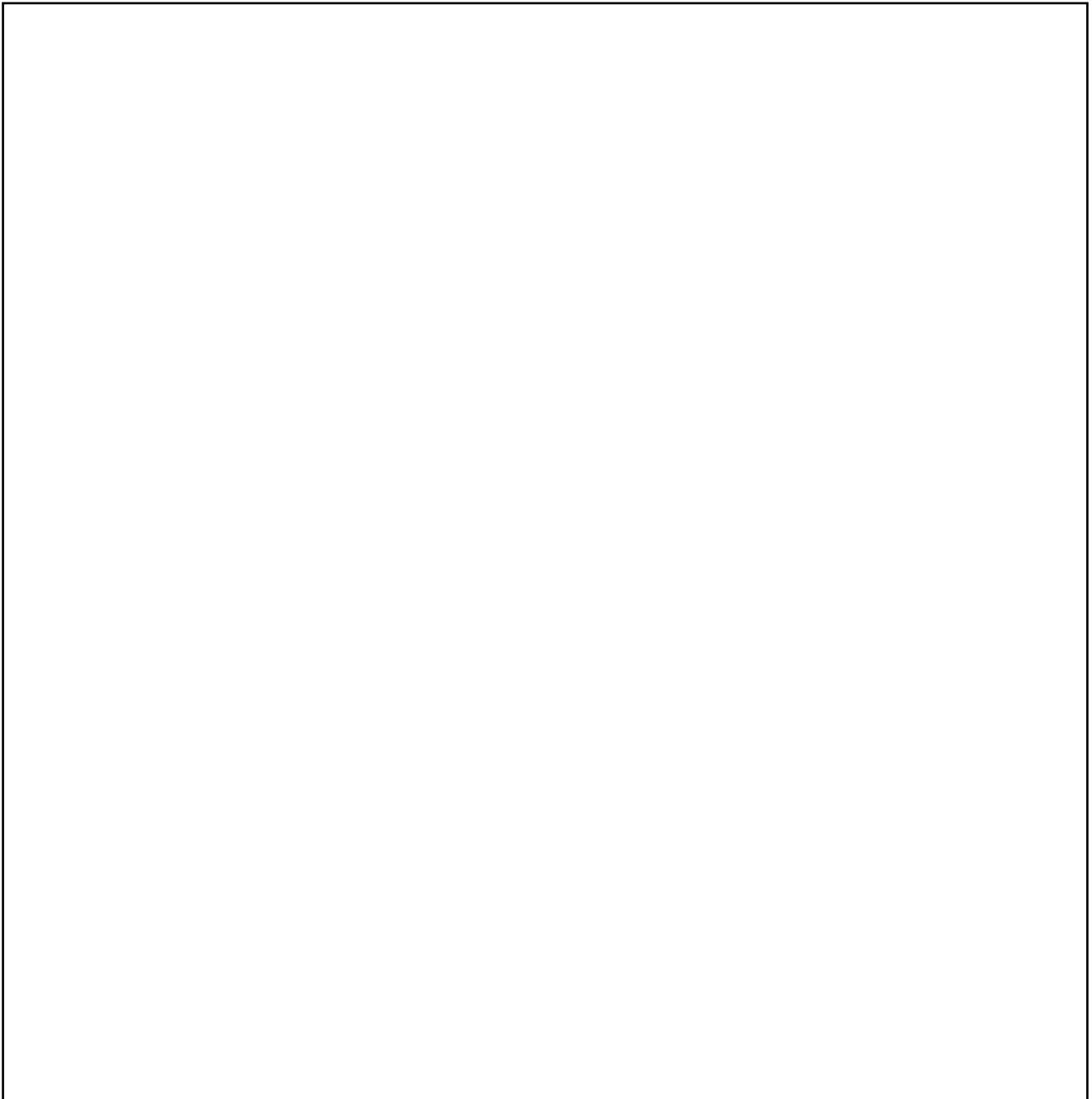
I VOLUNTEER TO USE CLEAN ENERGY



# 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.**

Identify the sunniest spots in your house, and show your friends how sunlight brightens these areas. Take turns with your friends who then show you the sunniest spots in their homes too!

Go around the house in the morning and switch off any lights that are turned on in your house. Make sure they are kept off during the day.

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



A young boy with dark hair, wearing a light blue polo shirt and dark blue shorts, is crouching in a garden. He is holding a small green plant in his hands. The background is filled with various potted plants and trees, creating a lush, green environment. The lighting is bright and natural, suggesting a sunny day. The overall mood is peaceful and focused on nature.

*I DON'T PLUCK PLANTS,  
I COLLECT THEM*

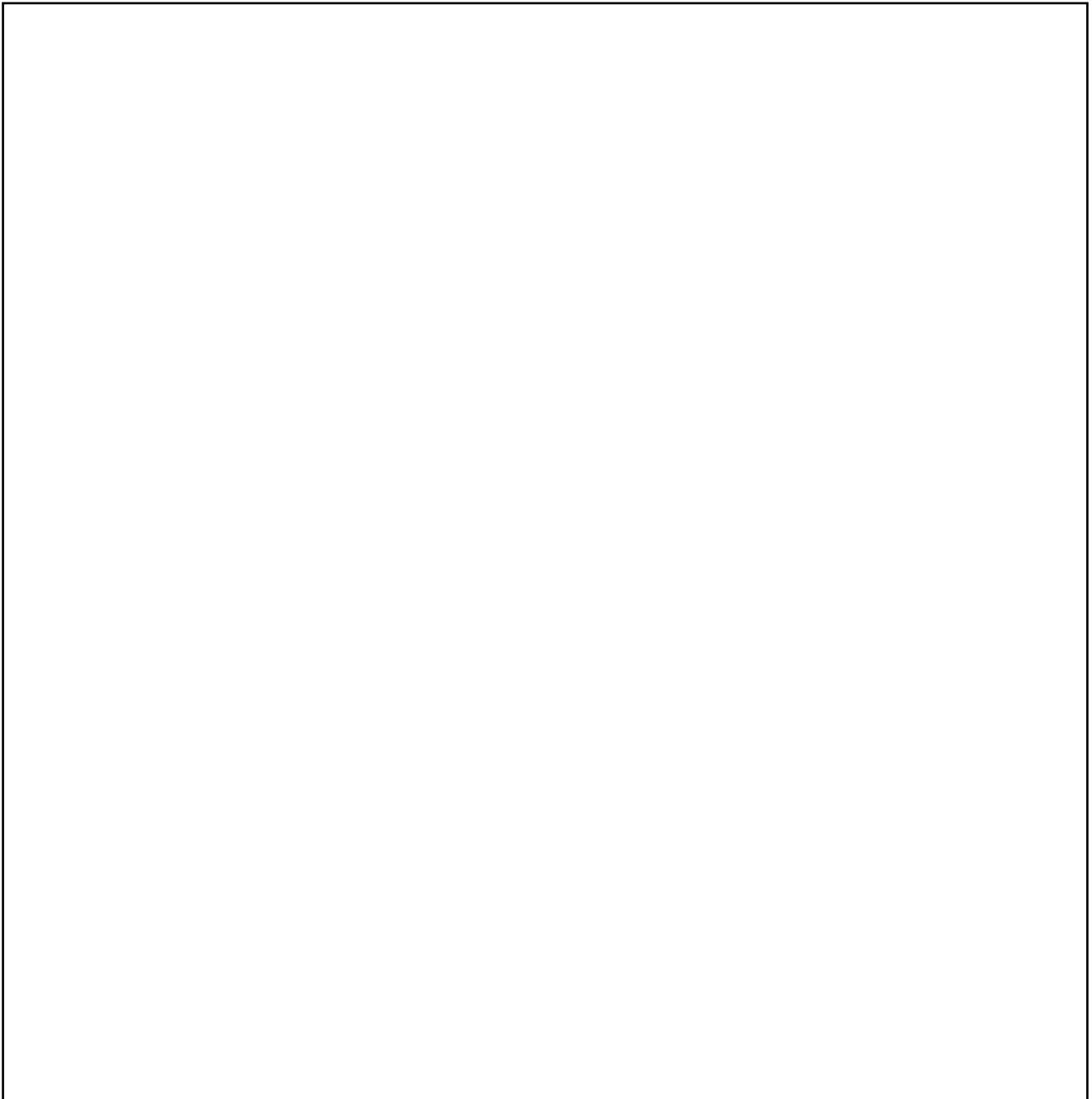
I VOLUNTEER TO REMOVE CO<sub>2</sub>  
FROM AIR



# 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 about the different tools used in gardening. Try to memorise a few names.

Save trees by not sharpening your pencils unnecessarily.

**I volunteer to  
manage waste**



A close-up photograph of two young children, likely of African descent, wearing crowns made of dried, brown leaves. They are both laughing heartily, with their mouths wide open and eyes squinted. The background is a soft-focus outdoor setting with green foliage and warm, golden light, suggesting a sunny day. The overall mood is joyful and celebratory.

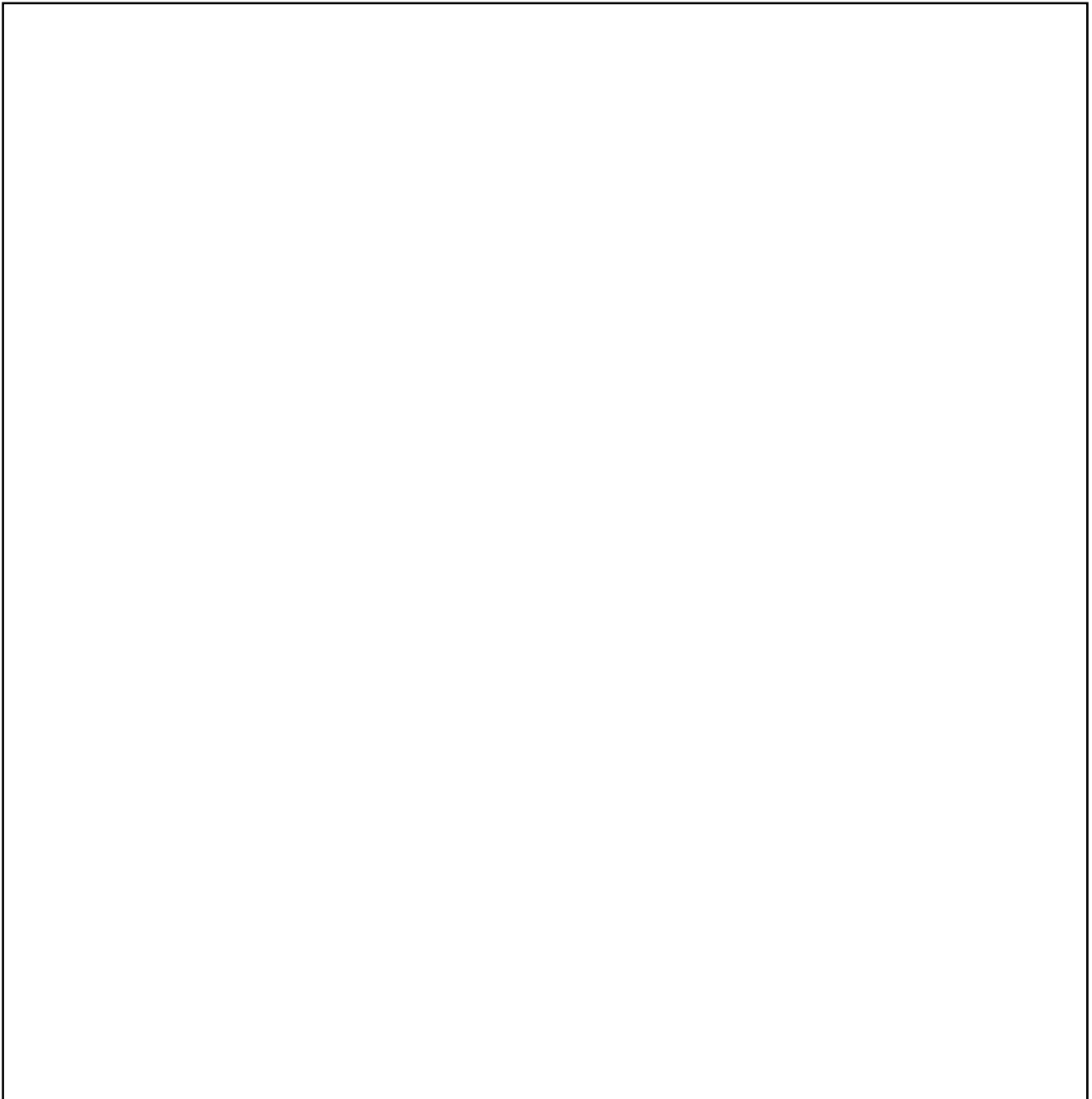
***MY BIRTHDAY HATS  
COME FROM NATURE***

***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 teacher and classmates sort recyclables like paper and plastic during a classroom clean-up.

Participate in a “trash pick-up day” where you pick up litter around your neighbourhood.

**I volunteer to  
grow food**





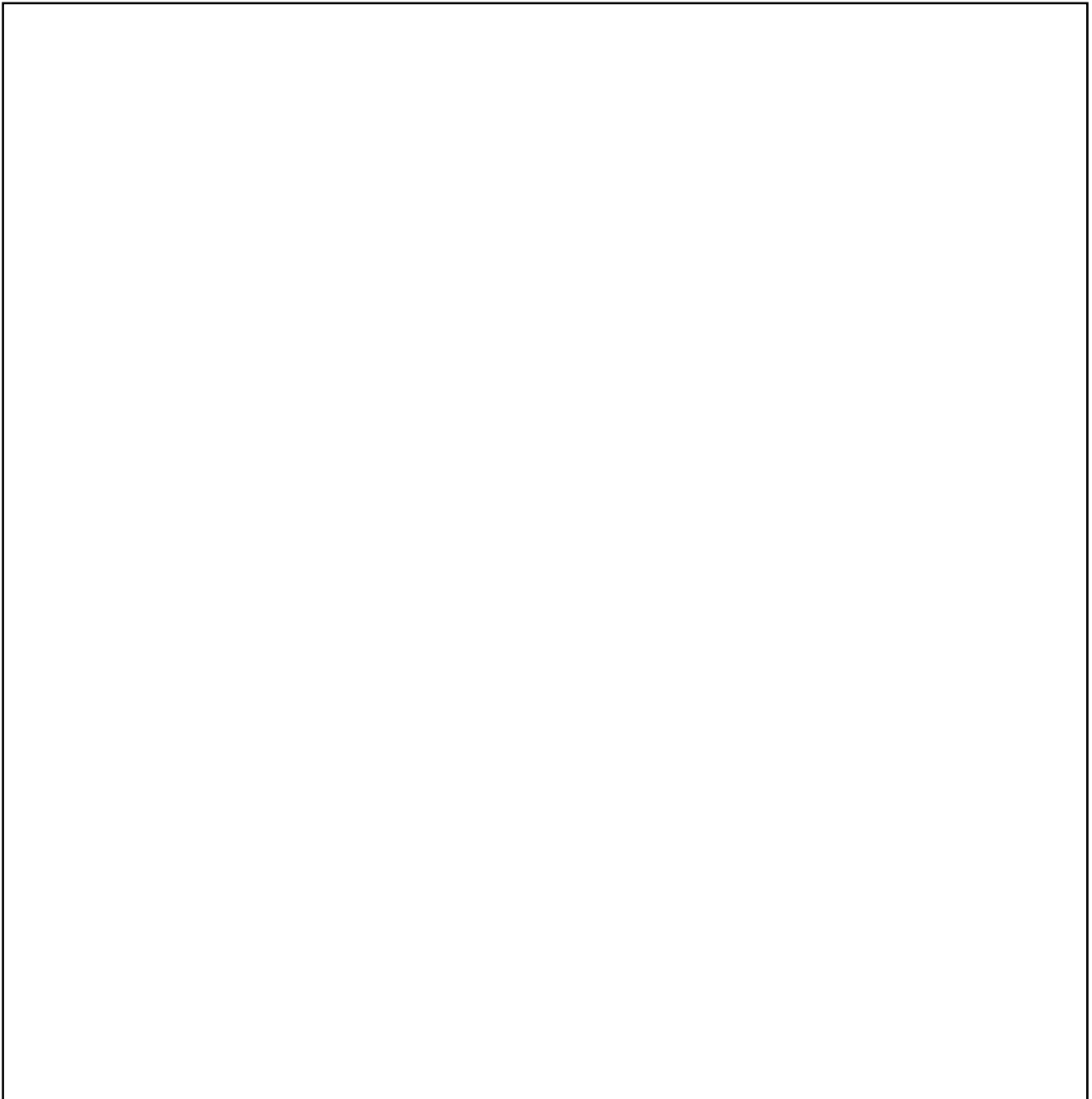
*I GROW MY OWN  
SALAD*

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.**

Show your guests how your plants are growing, and tell them the steps you took to help them grow.

Help your parents at home in the kitchen garden.



**I volunteer to  
protect biodiversity**

A man with a beard and a young girl are smiling and looking at a fish they are holding together in shallow water. The man is on the right, wearing a blue shirt, and the girl is on the left, wearing a light blue top. The background is a bright, sunny outdoor setting with water and a blurred horizon.

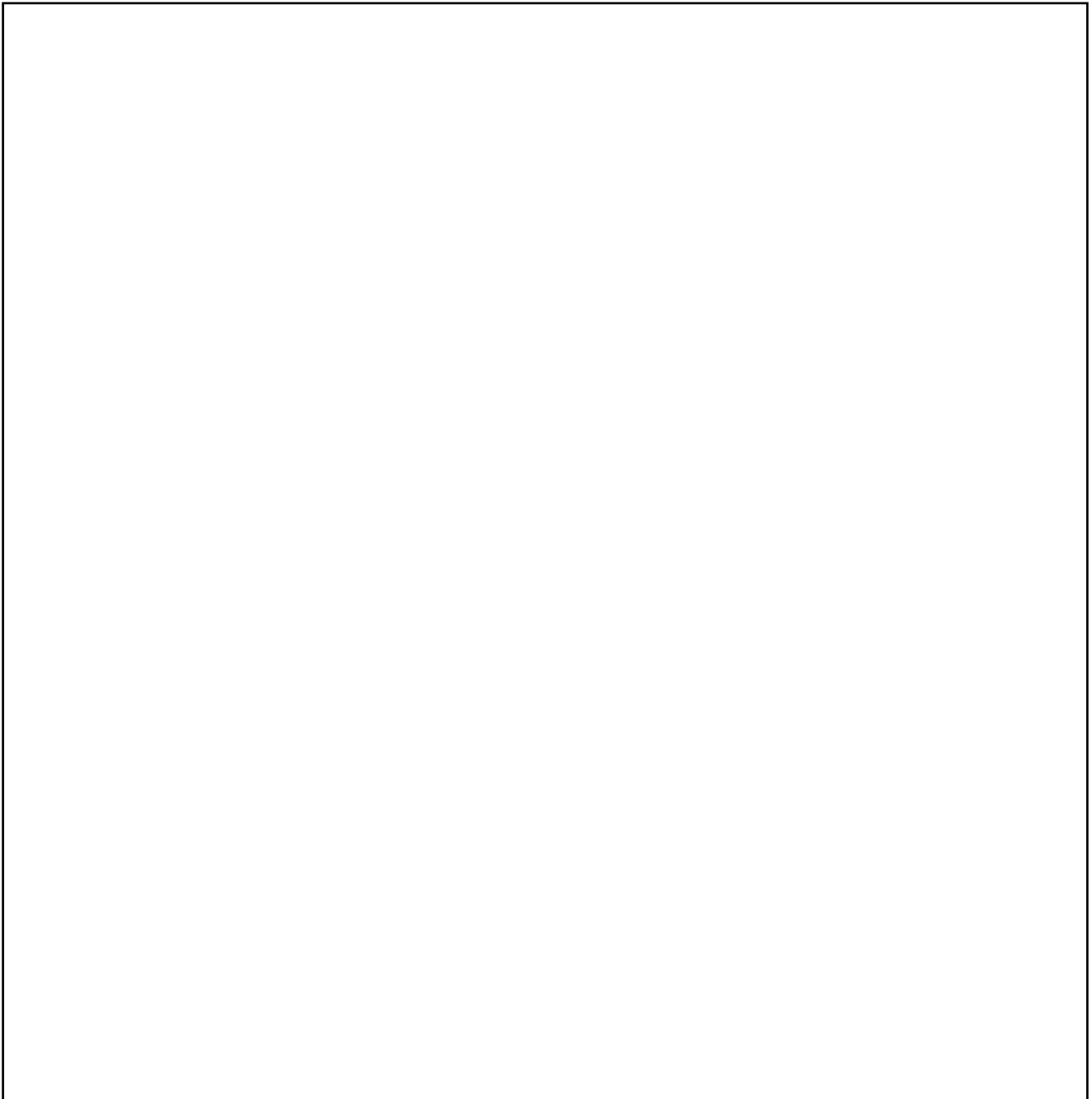
*FISH LIKE BEING IN  
WATER MORE THAN ON  
A PLATE*

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.**

**Become a garden helper by watering 1 tree every day.**

**Keep leftover food from your meal in a bowl outside and watch what birds, animals, or bugs eat from it!**



**I will move to  
teach others**

A photograph of two young girls with long, wavy brown hair riding a bicycle together outdoors. The girl in the foreground is wearing a blue and white patterned long-sleeved shirt and blue denim shorts, smiling broadly. The girl behind her is wearing a light blue long-sleeved shirt and dark pants, also smiling. They are on a paved path with trees and buildings in the background under a clear blue sky.

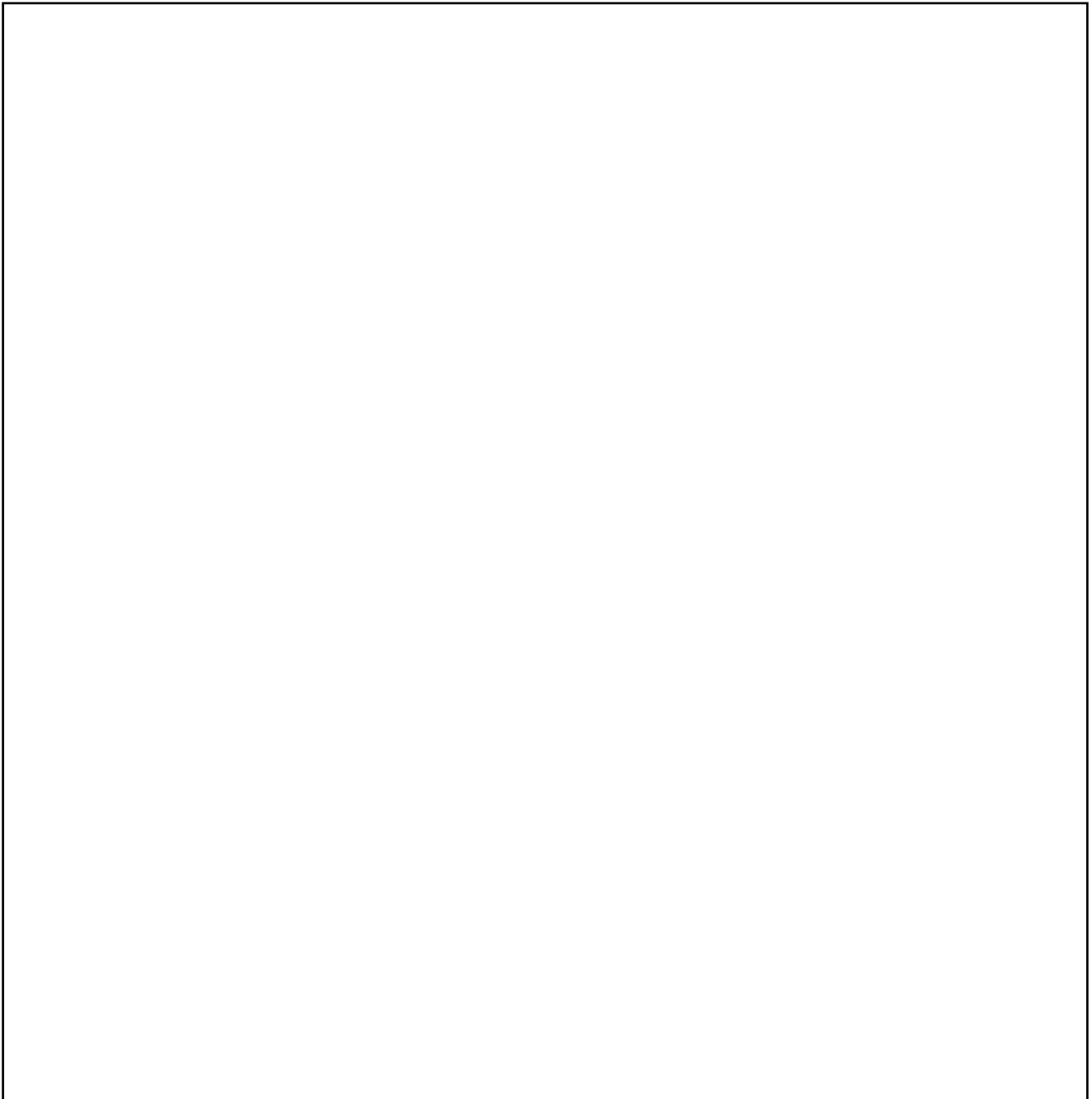
*I WANTED MY  
YOUNGER SISTER TO  
GO EVERYWHERE I  
WENT, SO I TAUGHT  
HER HOW TO RIDE A  
BICYCLE*

*I WILL MOVE TO TEACH OTHERS*

# Activity checklist

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

What activity would that be?

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

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

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

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

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

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

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

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

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

**Teach your sibling or friend how to kick a ball.**

**Every morning, take a walk around each room in your house with a family member and teach them to switch off any lights that might be switched on.**



**I will move to  
save water**



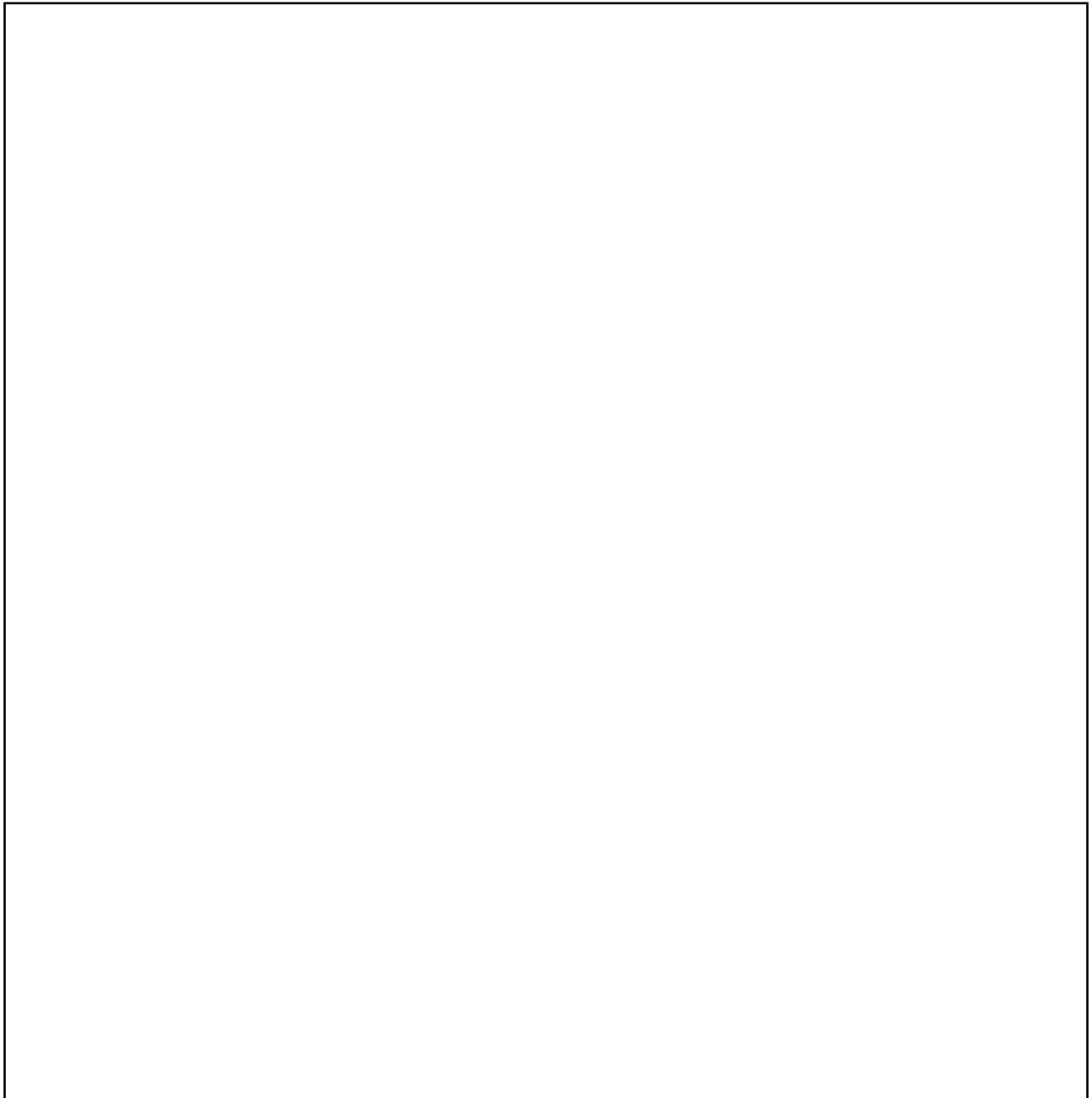
**WE KEEP OUR INDOOR  
PLANTS OUT WHEN IT  
RAINS**

**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 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.**

**Before you go to bed every night, check if every tap in your home is shut tight.**

**Wash your fruits in a bowl and save the water you used in a small bucket that you can carry around. Walk with the small bucket of water around to the plants in your home or your garden and reuse it to water the plants.**



**I will move to  
use clean energy**



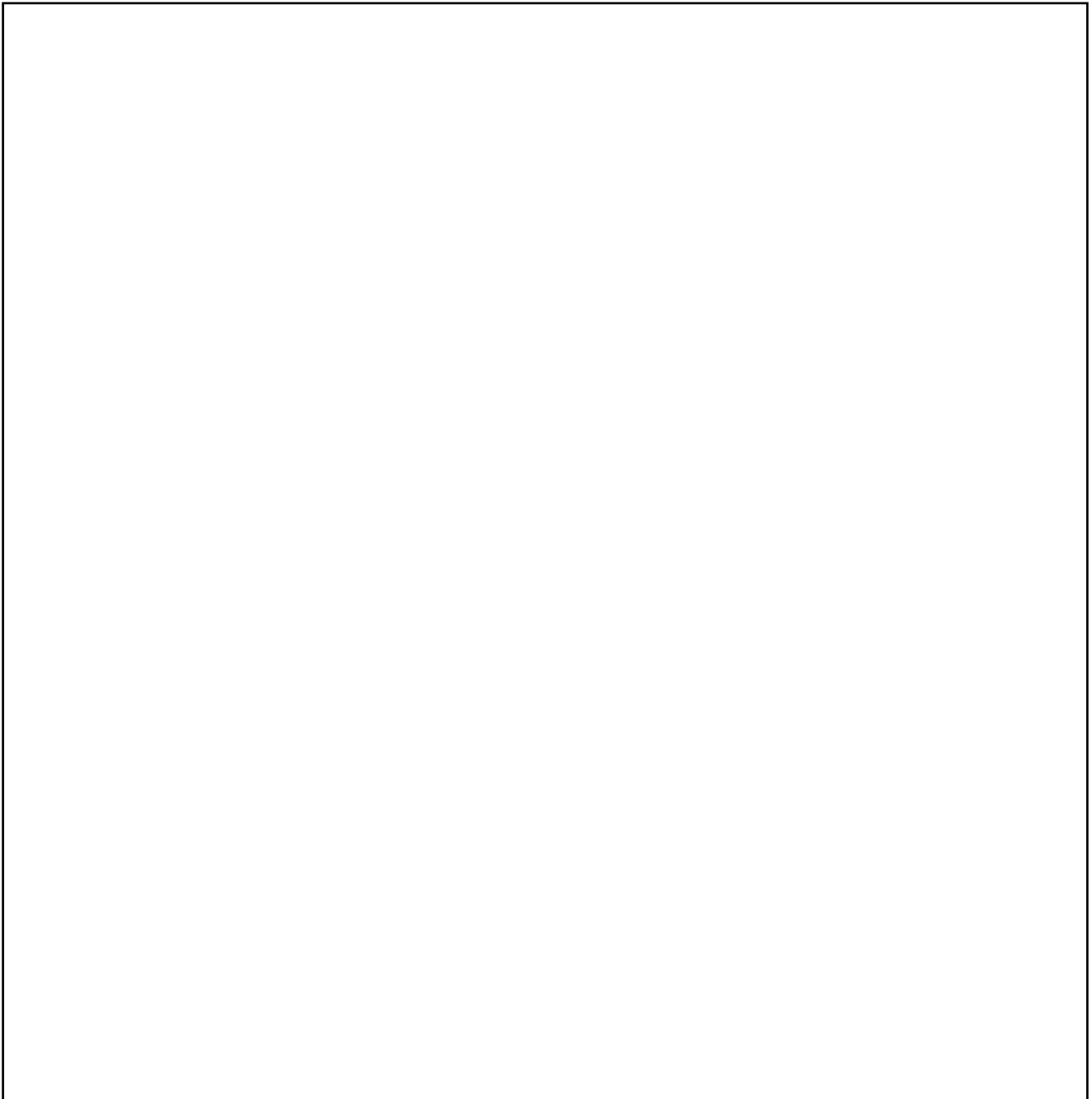
*SINBAD USED THE WIND  
TO MOVE*

*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.**

Take your washed clothes to an outdoor space suggested by your parents where you can hang them up to dry using the sunlight instead of a dryer or a fan.

Go to a room in your home with windows on 2 opposite sides of the room. Walk over to the windows on both sides of this room and open them once a day for a few minutes for fresh air to flow across the room.



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



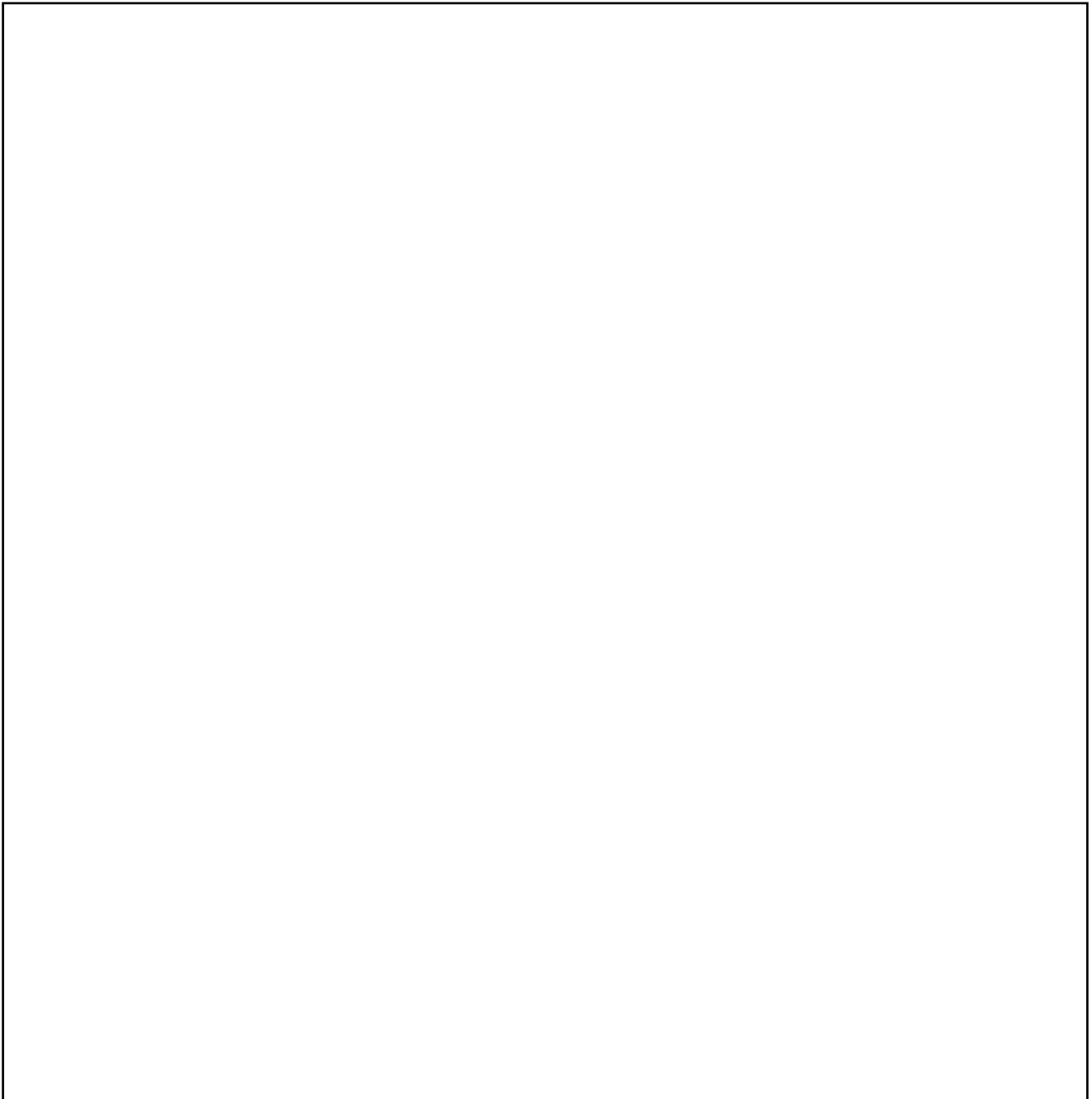
***I WILL PLANT MORE  
TREES***

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

# Activity checklist

Does the image on the previous page remind you of ways you 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 removing CO<sub>2</sub> 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.**

**Take nature walks with your parents to learn the importance of trees and plants.**

**Learn to ride a bike in a traffic-free zone.**

**I will move to  
manage waste**



A woman with long brown hair, wearing a light blue cardigan over a white t-shirt and a grey apron, is smiling as she fills a green wheelbarrow with dried leaves. A young boy in a grey t-shirt and orange overalls is standing next to her, also smiling and looking at the leaves. The background is a bright, sunny garden with green foliage.

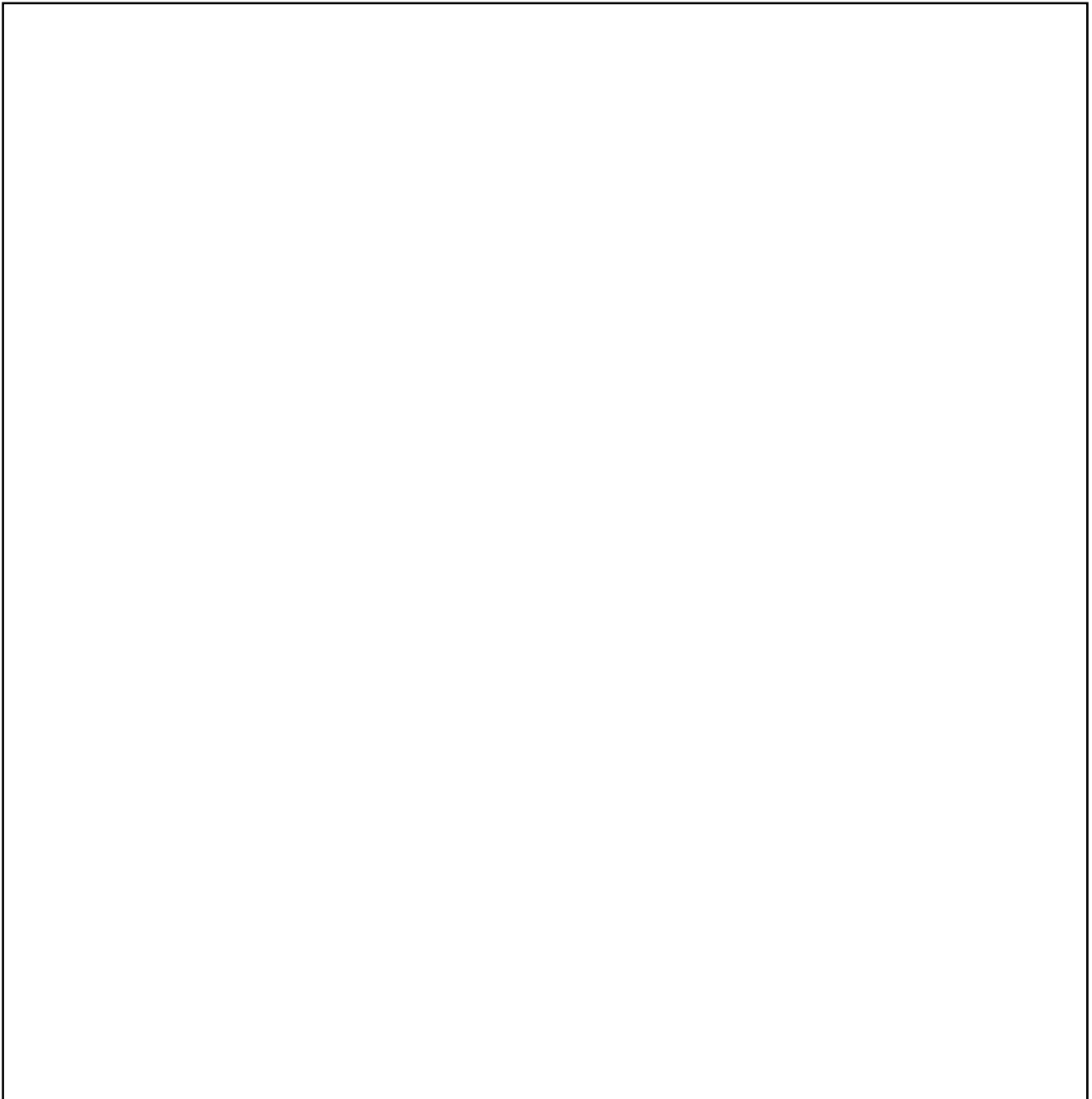
***I COLLECT DRIED  
LEAVES TO FEED MY  
PLANTS***

***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?**

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 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.**

Play a game of “recycling relay” where you race to collect recyclables and sort them into the correct bins.

Have a dance party with songs about recycling that you can sing and dance along to.

**I will move to  
grow food**

A young girl with dark hair, wearing a white long-sleeved shirt and patterned overalls, is smiling and playing with dark soil in a garden. She is leaning over a pile of soil, and some soil is flying through the air. The background is a blurred garden with green foliage and a wooden fence.

**SOIL IS NATURE'S  
KITCHEN**

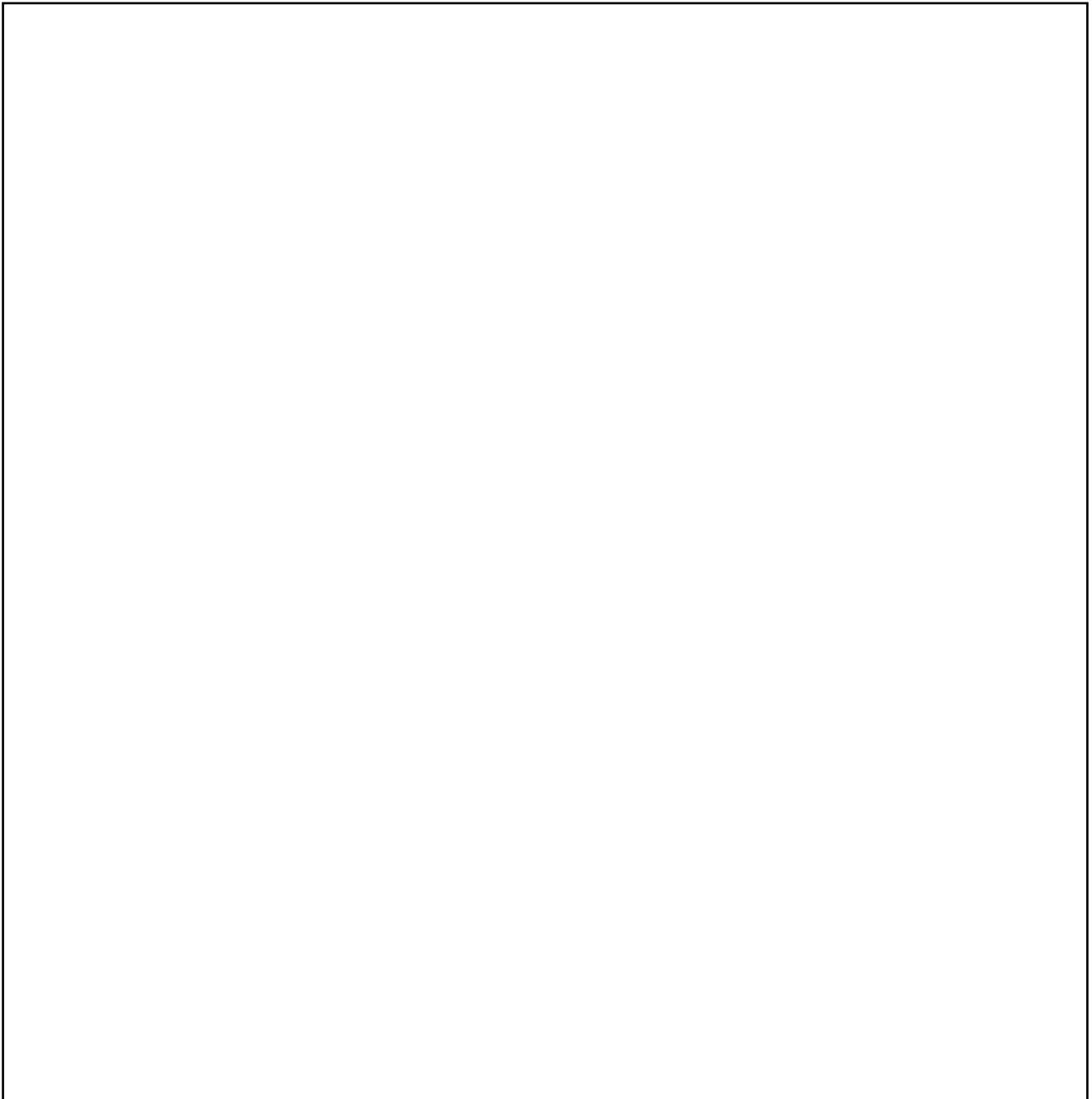
**I WILL MOVE TO GROW FOOD**



# Activity checklist

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

What activity would that be?

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

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

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

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

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

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

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

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

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

Map the plants and trees growing in your neighbourhood during a walk with a grown-up.

Plant the seed of fruits you eat in soil.

**I will move to  
protect biodiversity**

# *PLANTS CAN BE PETS TOO*

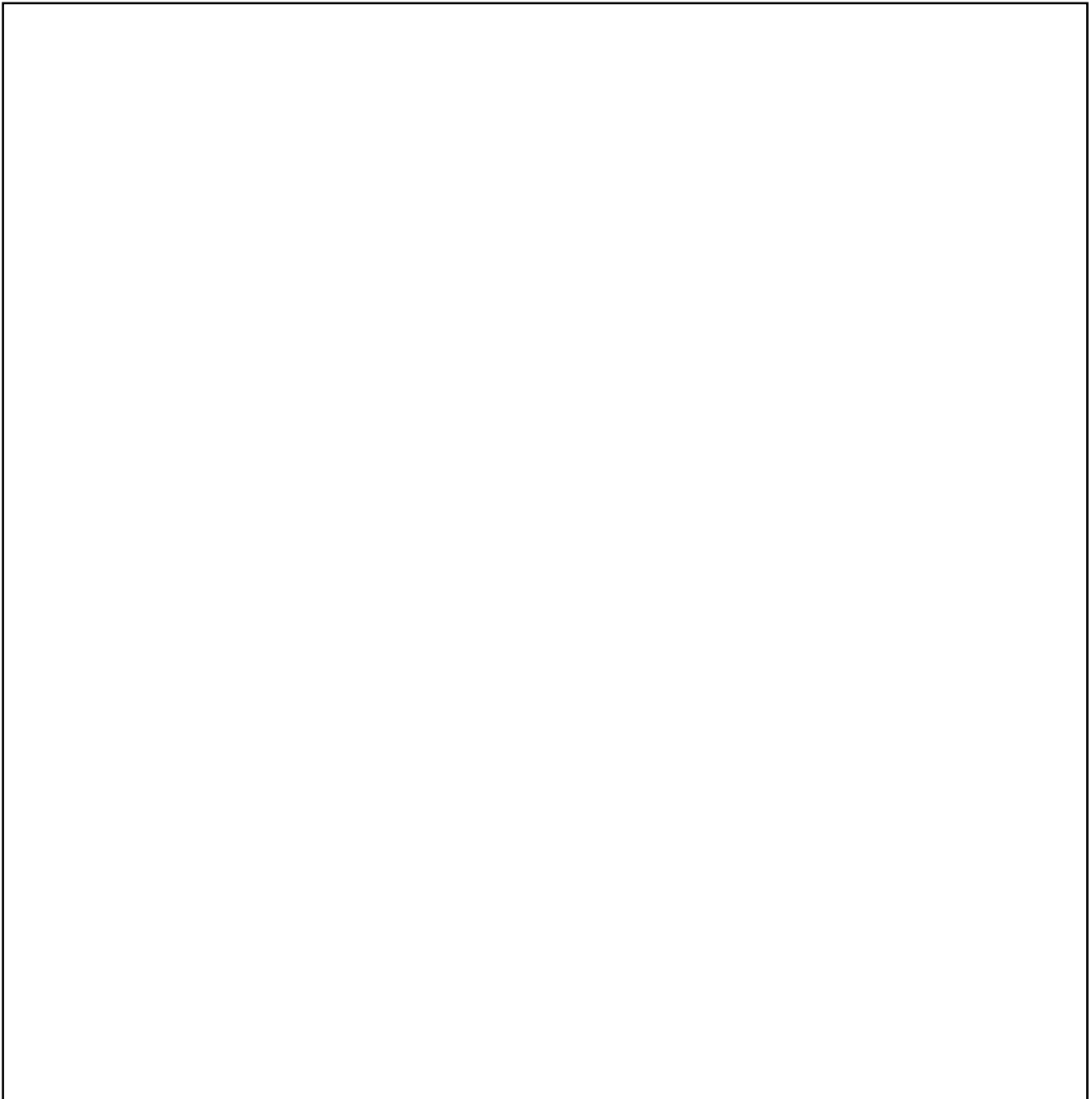
*I WILL MOVE TO PROTECT BIODIVERSITY*



# Activity checklist

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

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user to write down an activity related to 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 moving to protect biodiversity!**

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

With a grown-up, go on nature scavenger hunts to explore the natural world, where you can search for specific items like flowers, stones, insects, and other creatures.

Stretch and move your body like your favourite animal.

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





*I TAUGHT MY  
FRIEND TO WALK ON  
PEDESTRIAN PATHWAYS*

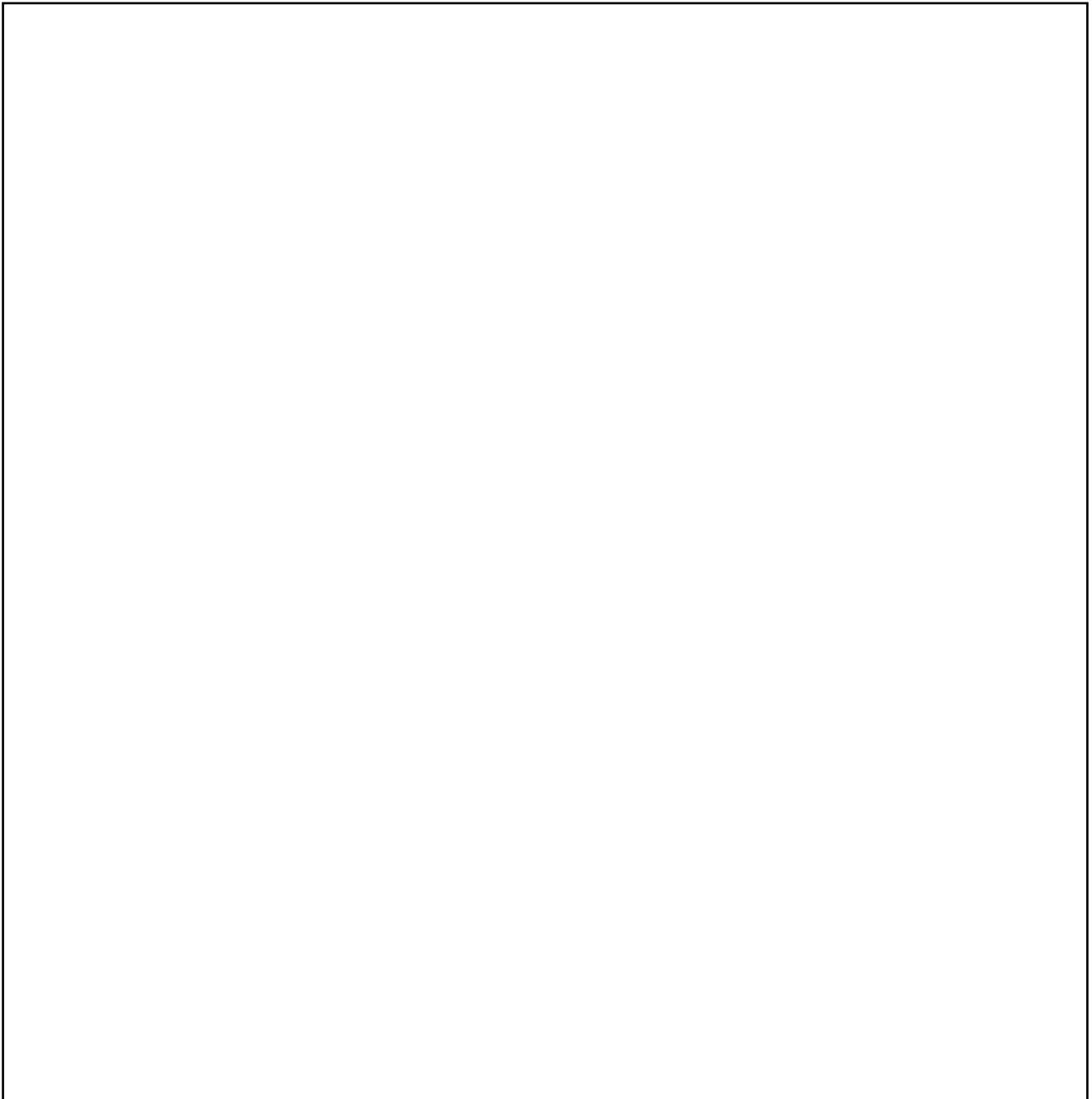
I WILL GO ON AN EXPEDITION TO TEACH  
OTHERS



# 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.**

Go out to a nearby park with a grown-up, and point out the different birds you can see.

First, learn how to do squats from a grown-up. Go to an open space such as a garden or a park with your friends, and show how you and your friends can do 5 squats and then together say "Yay!" Remind your friends to do 5 squats and a "Yay!" every time you and your friends meet to play!

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



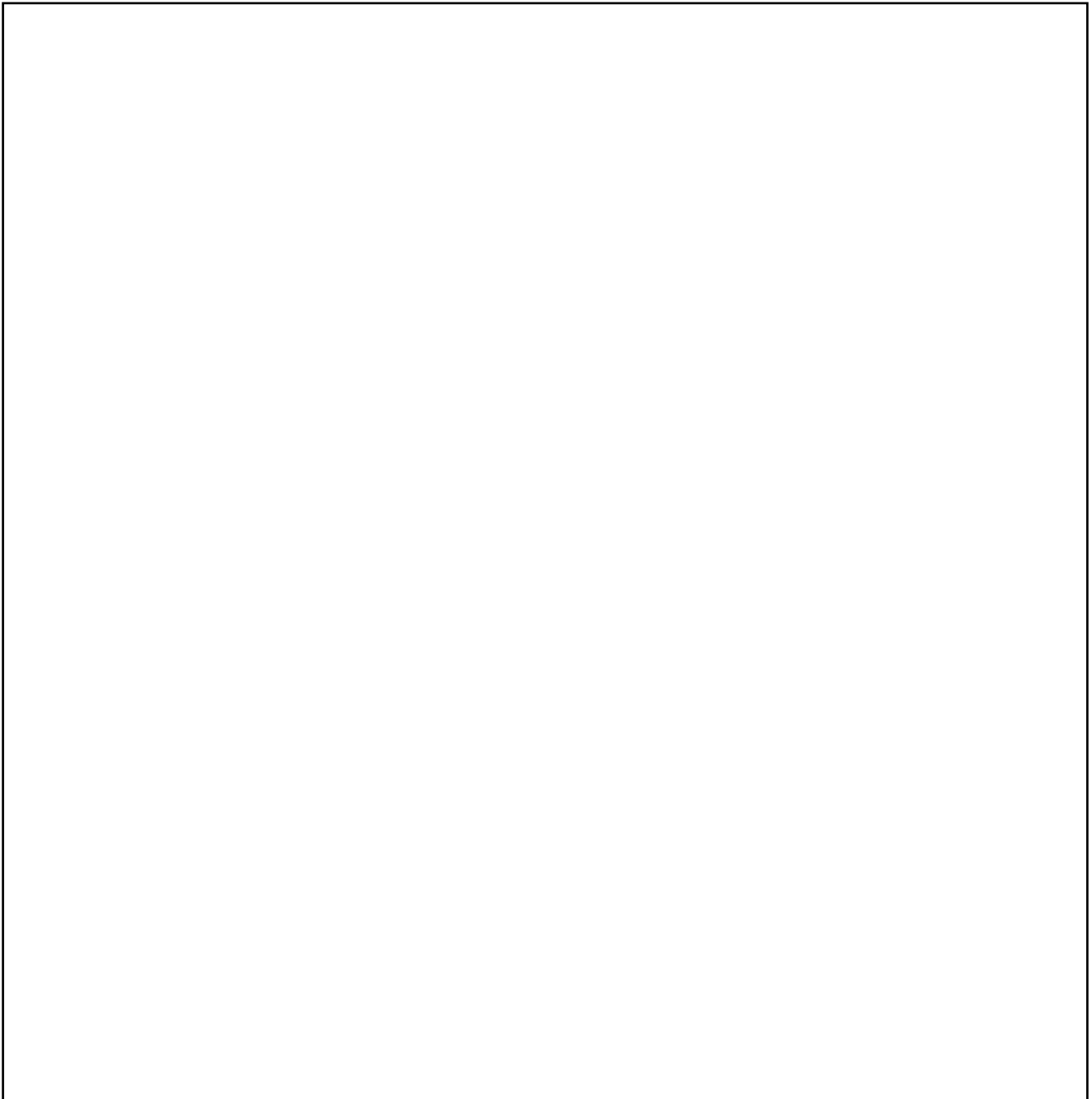
**FRESH WATER IS  
PRECIOUS**

**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.**

**Regularly visit the community park and check how often the plants are watered.**

**With your parent, go to a nearby nursery and learn about the amounts of water different plants need. Return home and water plants at home with only the water they need!**

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

A man dressed as Superman, wearing a blue suit with a red 'S' emblem and a red cape, stands in a modern city. He is wearing dark sunglasses and has a serious expression. The background features tall skyscrapers and a clear blue sky. The scene is brightly lit, suggesting a sunny day.

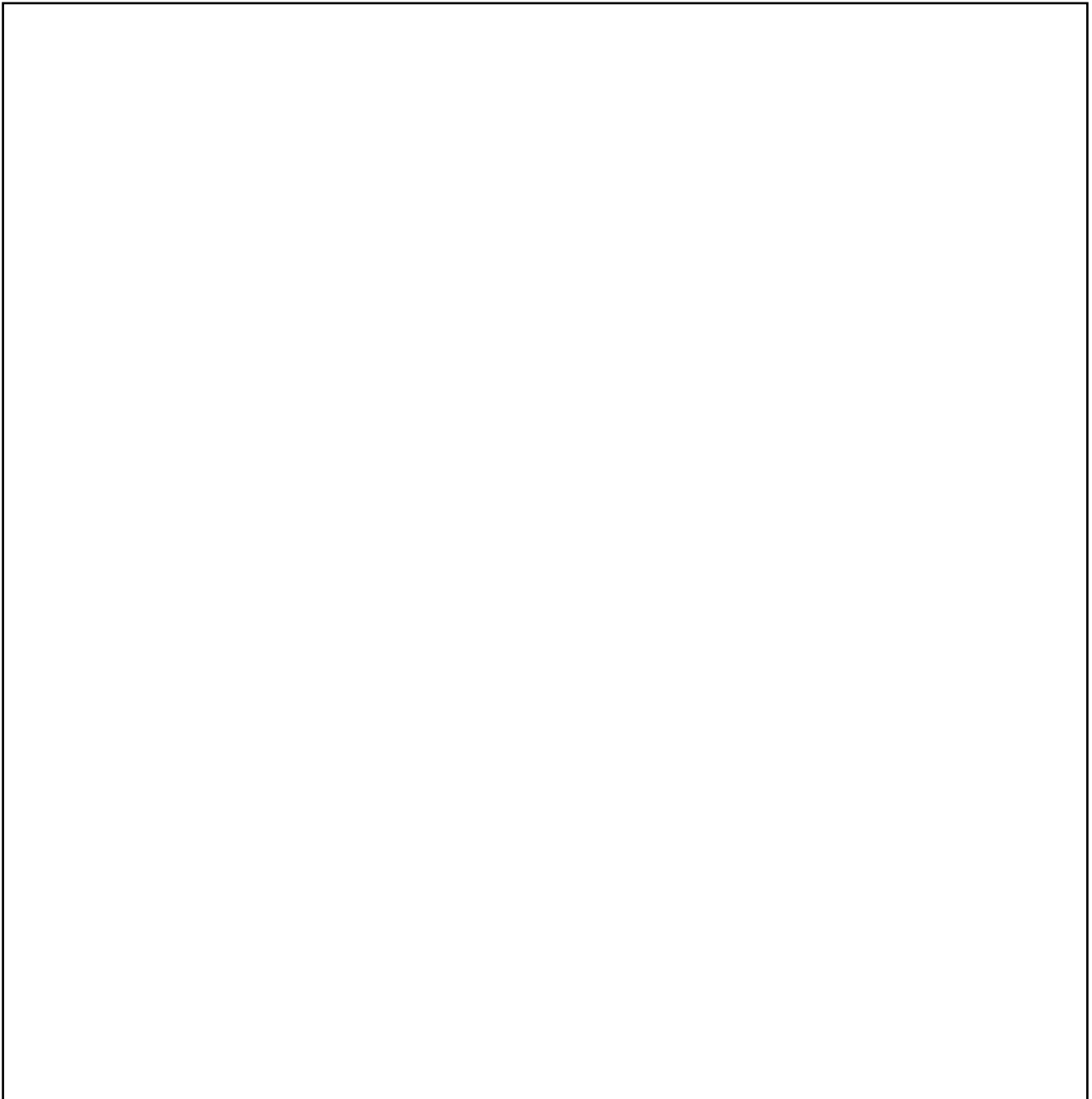
***IF NABIL CAN WALK SO  
CAN WE!***

**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.**

Collect fallen leaves and make them into a heap. This is called organic waste which can be treated to produce biogas, a form of energy that can light up your house!

Explore a park or a garden in your neighbourhood with your grandparents and ask them whether they like outdoor spaces.



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

# *PLANT NURSERIES PROVIDE CLEAN AIR*

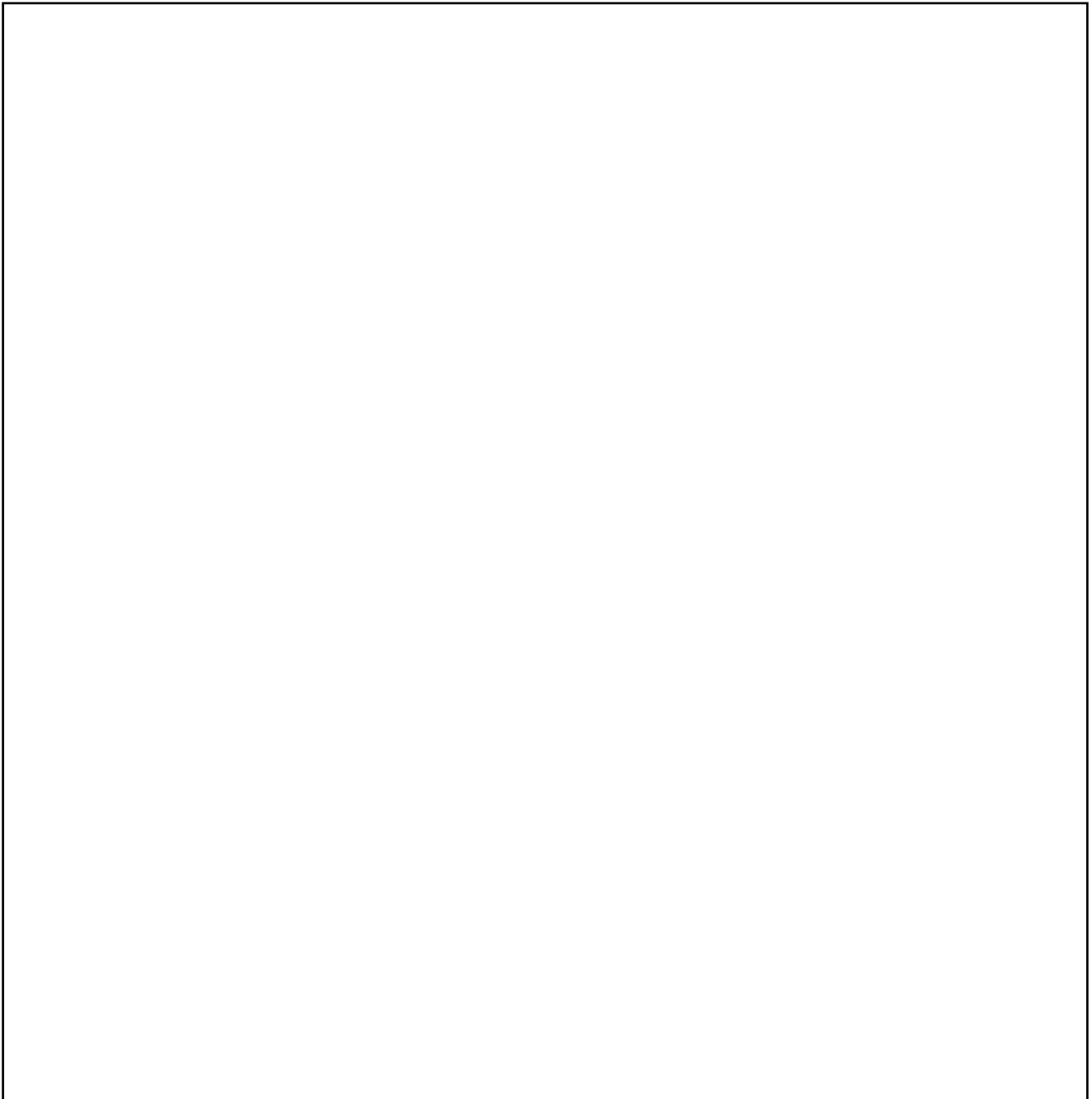
I WILL GO ON AN EXPEDITION TO  
REMOVE CO<sub>2</sub> FROM AIR



# 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.**

Visit a garden and observe the health of the different types of potted plants. How many look wilted?

With your parent, visit someone else's house and count the number of plants in their home or garden.

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



A man with a beard and a red headband sits on a boat, surrounded by a large amount of plastic waste, including white plastic bags and blue plastic bottles. The boat is on the ocean, and the sun is setting in the background, creating a warm, golden glow. The man is looking towards the horizon with a thoughtful expression. The boat's rigging and ropes are visible in the foreground.

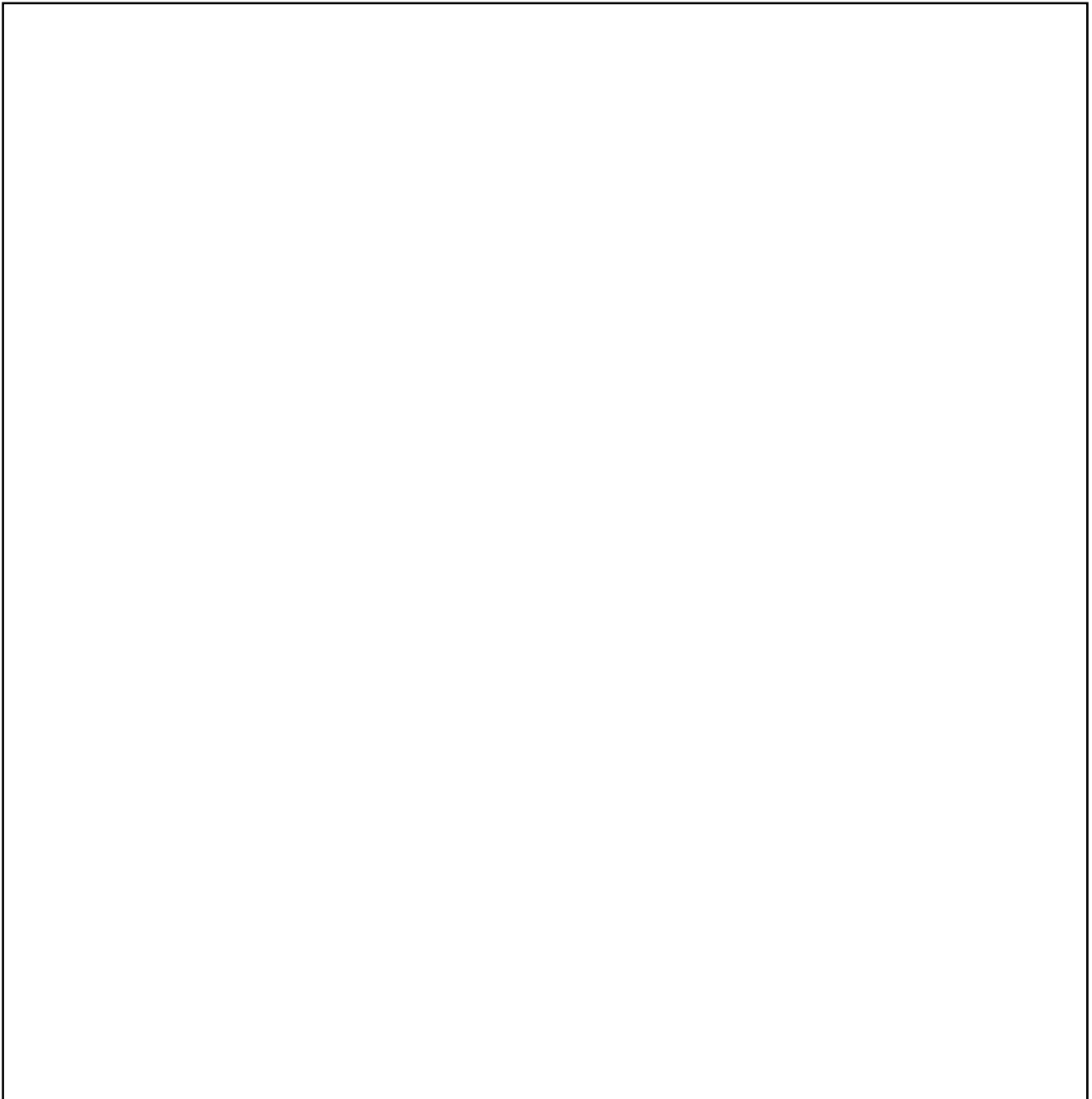
***THE OCEAN IS FOR  
FISH AND NOT PLASTIC***

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

# Activity checklist

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

**What activity would that be?**



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

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

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

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

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

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

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

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

**Go for a nature walk in your neighbourhood.**

**With the help of your parent, reuse any box that you do not need anymore to keep your toys, pencils, or even clothes.**

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



A woman with dark hair, wearing a white long-sleeved shirt and blue overalls, is smiling as she works in a garden. She is holding a bunch of fresh green herbs. A young boy, also wearing a white t-shirt and blue overalls, is looking down at the herbs with a focused expression. They are surrounded by various green plants, including what appears to be a large leafy vegetable in the foreground. The scene is set outdoors in a garden or farm, with a wooden fence and a building visible in the background. The lighting is warm and golden, suggesting late afternoon or early morning.

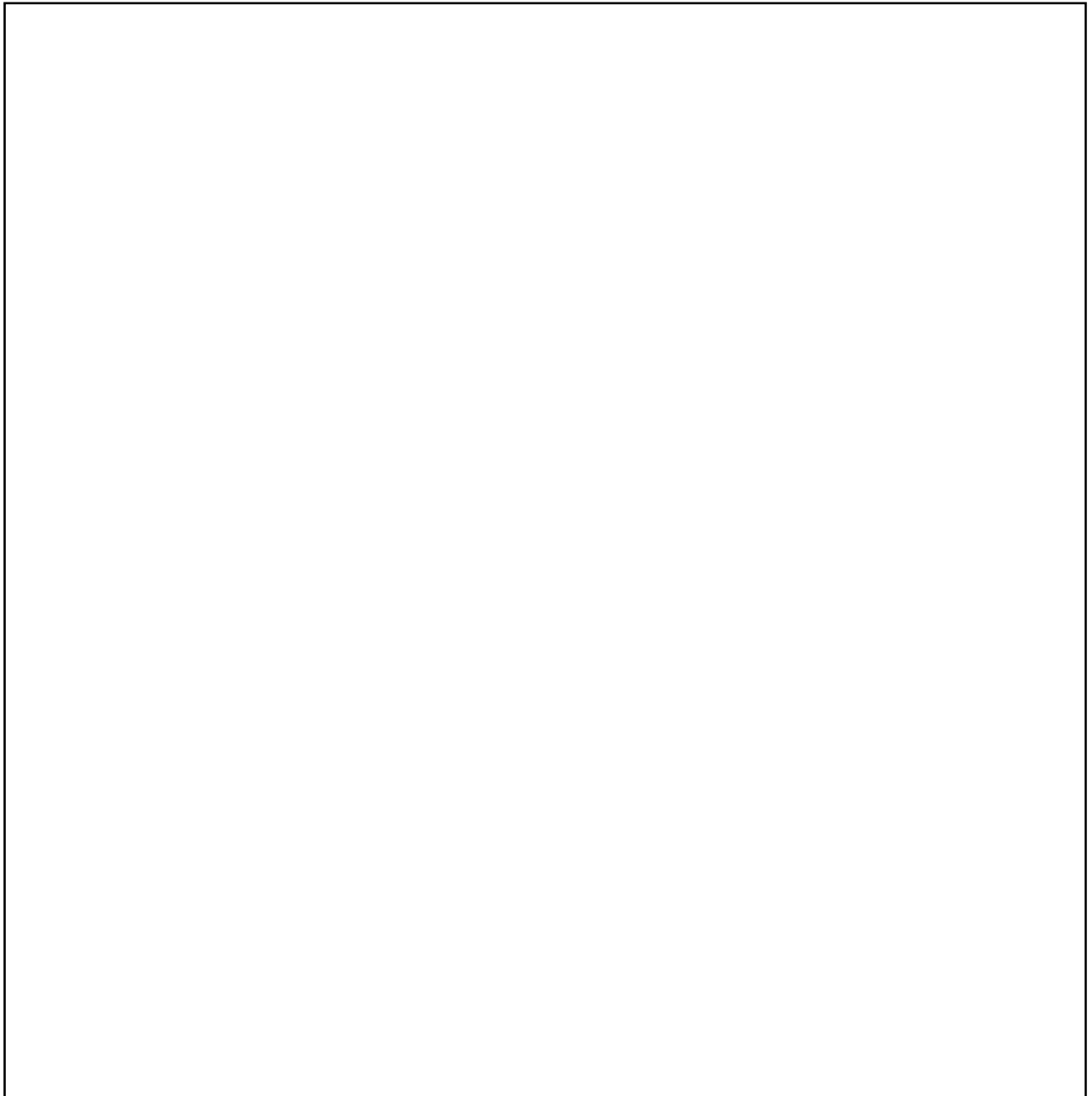
***I LIKE VISITING  
FARMS MORE THAN  
SUPERMARKETS.***

**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.**

Visit a farmers market with a grown-up, and ask them the names of the different vegetables that you see.

Visit a garden with a grown-up, and ask them to point out flowering and non-flowering plants.

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



A group of four young girls are gathered around a table, looking at a large, dark, textured object that appears to be a nest or a piece of fabric. The girl on the left is wearing a white lab coat and is using a magnifying glass to examine the object. The other three girls are smiling and looking at the object with interest. The background is a soft, out-of-focus green, suggesting an outdoor setting.

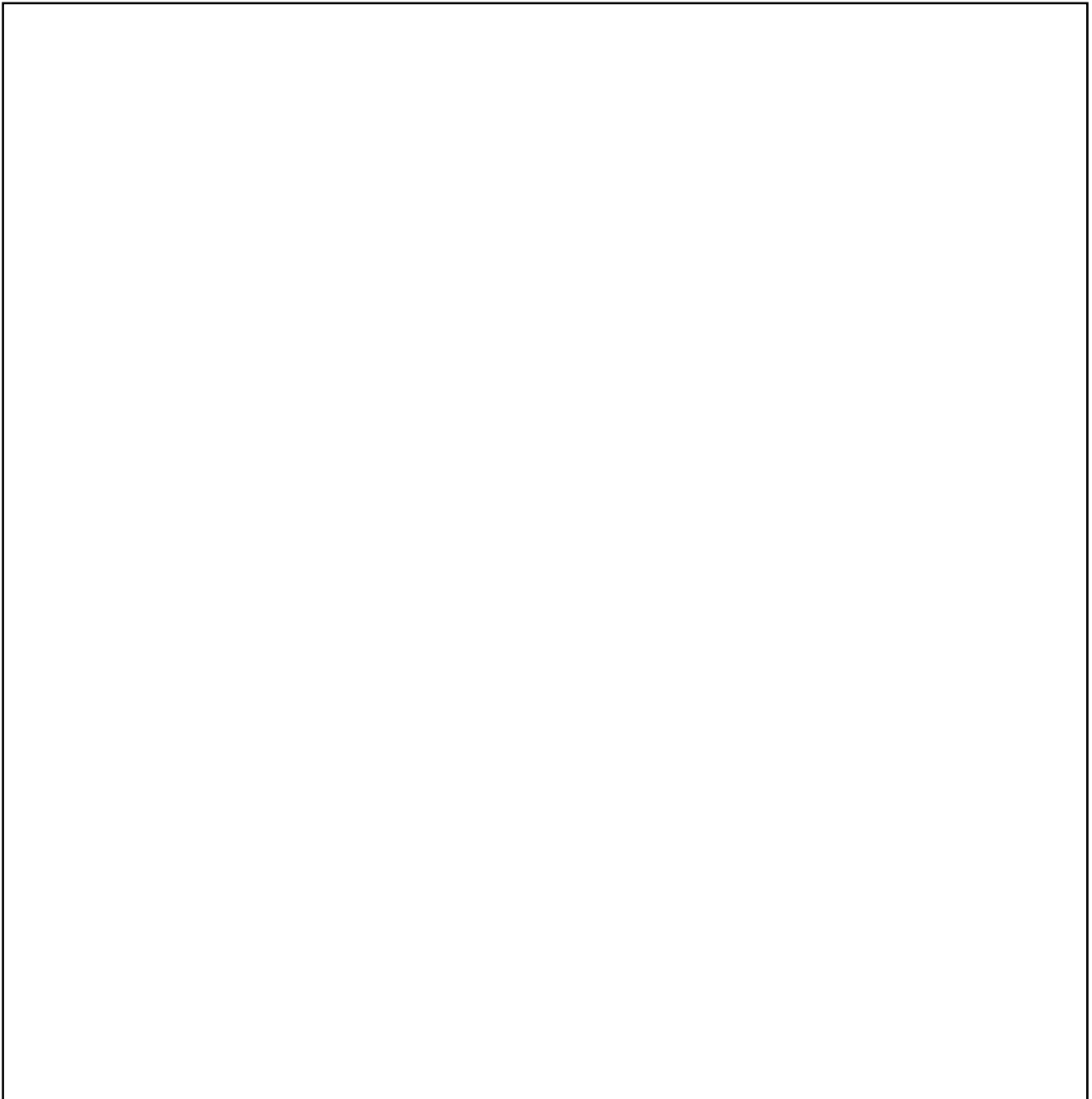
***WE WILL PROTECT TINY LIVES***

***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.**

Take short walks around your local park to observe birds, insects, and other creatures.

Collect interesting leaves over the year and ask your parent or teacher how you can store them.

**I will team up  
to teach others**



***MY DAD TAUGHT ME  
HOW TO PET A DOG***

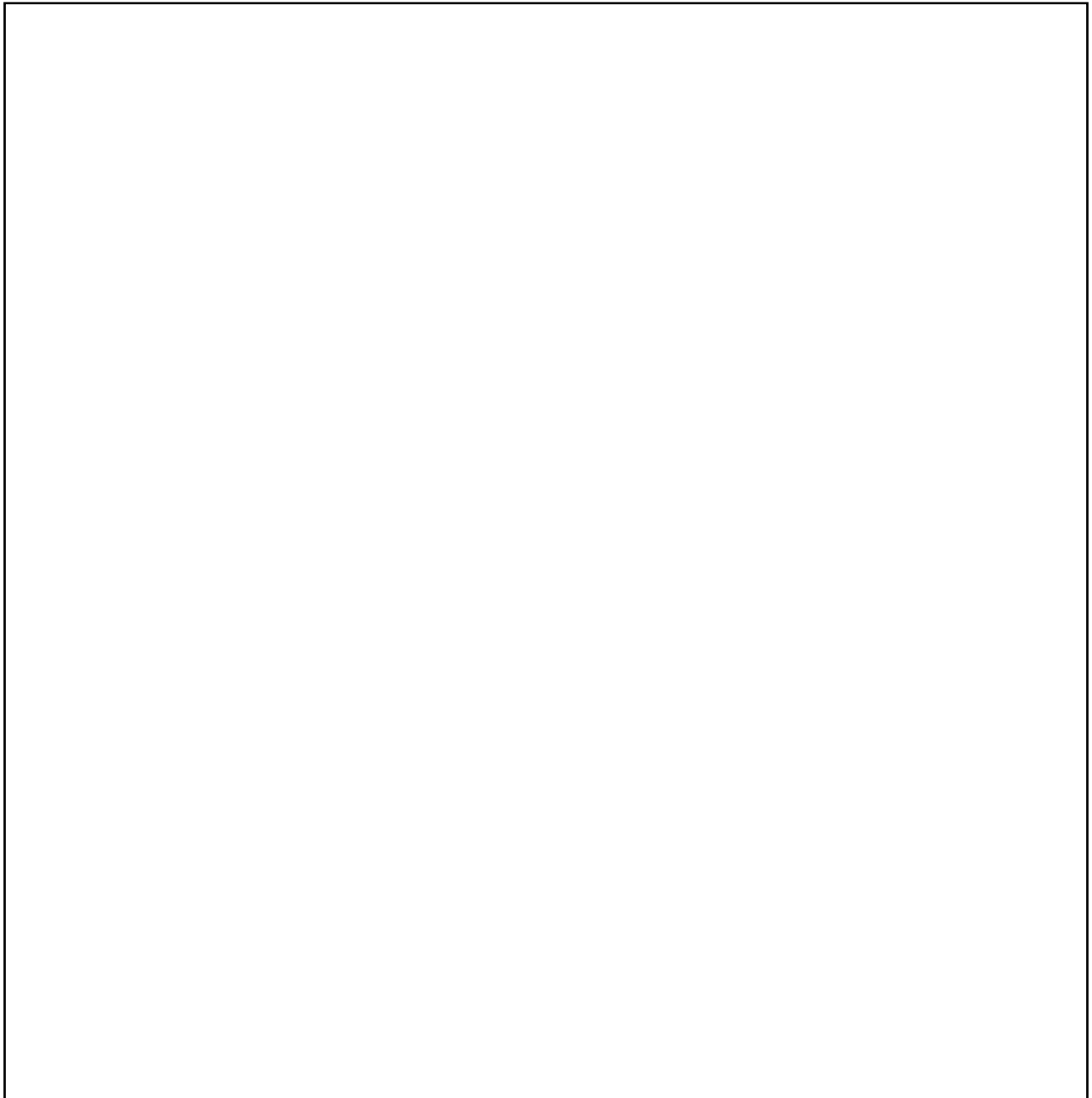
***I WILL TEAM UP TO TEACH OTHERS***



# 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.**

**Get your family together to teach some friends a few words of a different language.**

**Clean your room with help from a sibling or a friend.**

**I will team up  
to save water**



A woman with curly hair and a young girl are smiling and watering plants together. The woman is standing behind the girl, and they are both looking at a potted plant. The scene is set indoors with large windows in the background, suggesting a bright, sunny day. The text is overlaid on a semi-transparent dark box in the lower-left corner of the image.

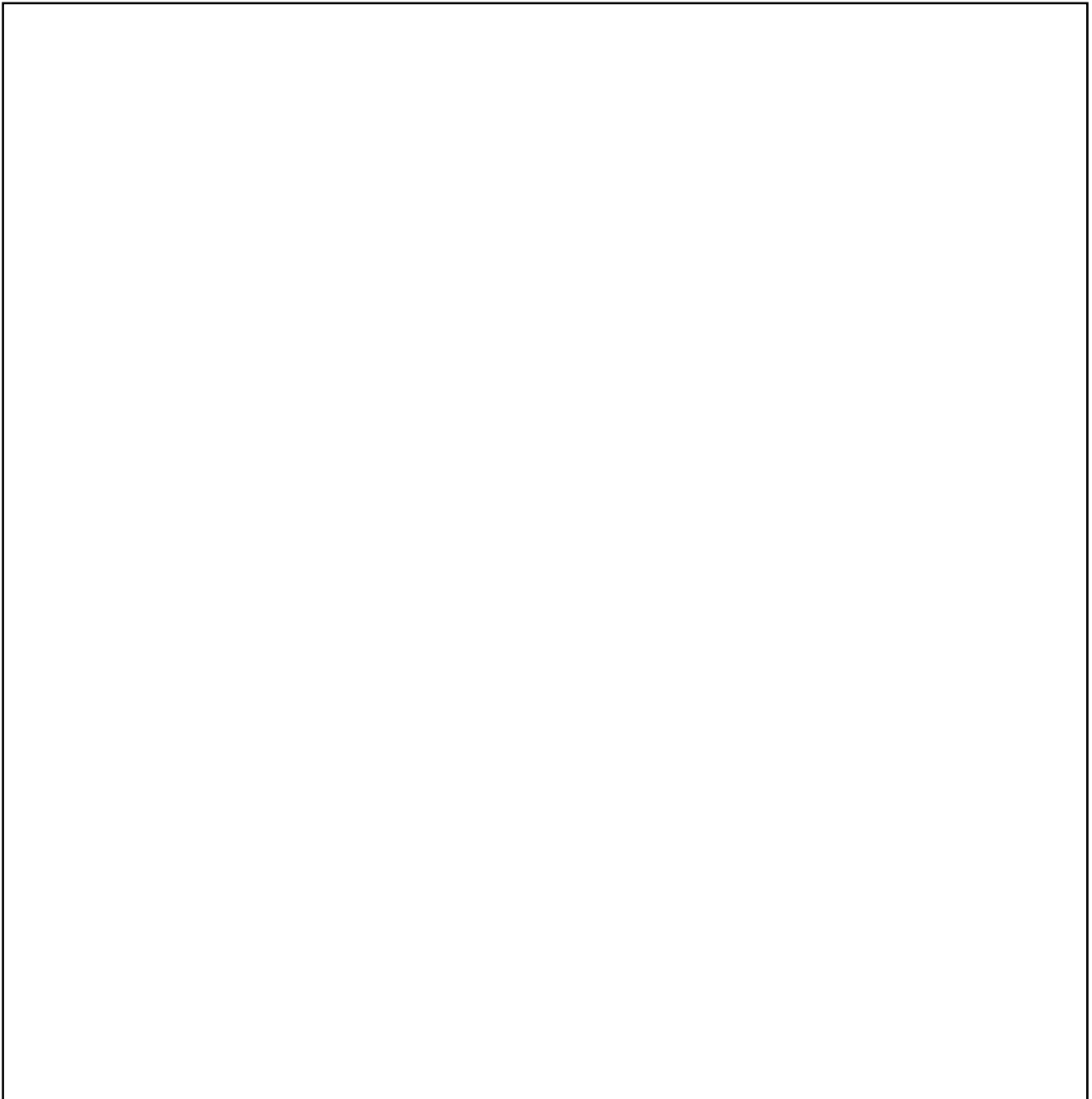
**MY MOTHER GIVES ME  
THE WATER SHE USES  
TO WASH VEGETABLES.  
I USE IT TO WATER  
OUR PLANTS**

**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.**

**Share stories with your friends about why water is important and why you need to save it.**

**Play games such as tag, hide and seek, or Simon says with your friends. Say “no” to water toys!**

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

A woman with long brown hair, wearing a light-colored cardigan over a patterned top, is smiling as she hangs a white cloth on a clothesline. A young girl with dark curly hair, wearing a white long-sleeved shirt and a blue apron, is standing next to her, also holding a white cloth. The clothesline is filled with white laundry, and the scene is set outdoors in a sunny, warm environment with a wooden structure in the background.

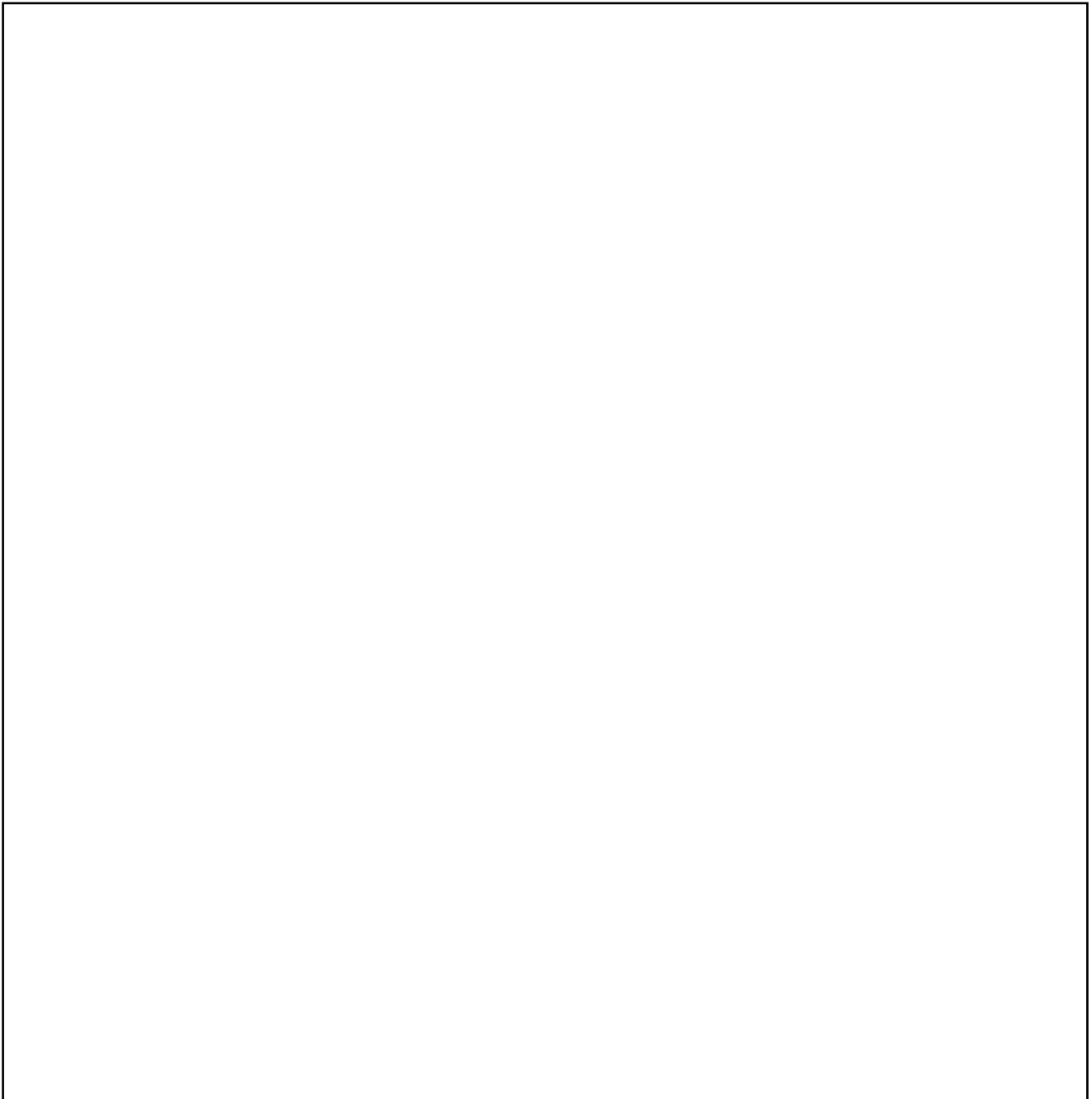
***THE SUN DRIES OUR  
CLOTHES FOR US***

***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  
“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.**

**Talk to your friends about how the sun makes plants grow and provides food.**

**Participate in group storytelling about nature and clean energy.**

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



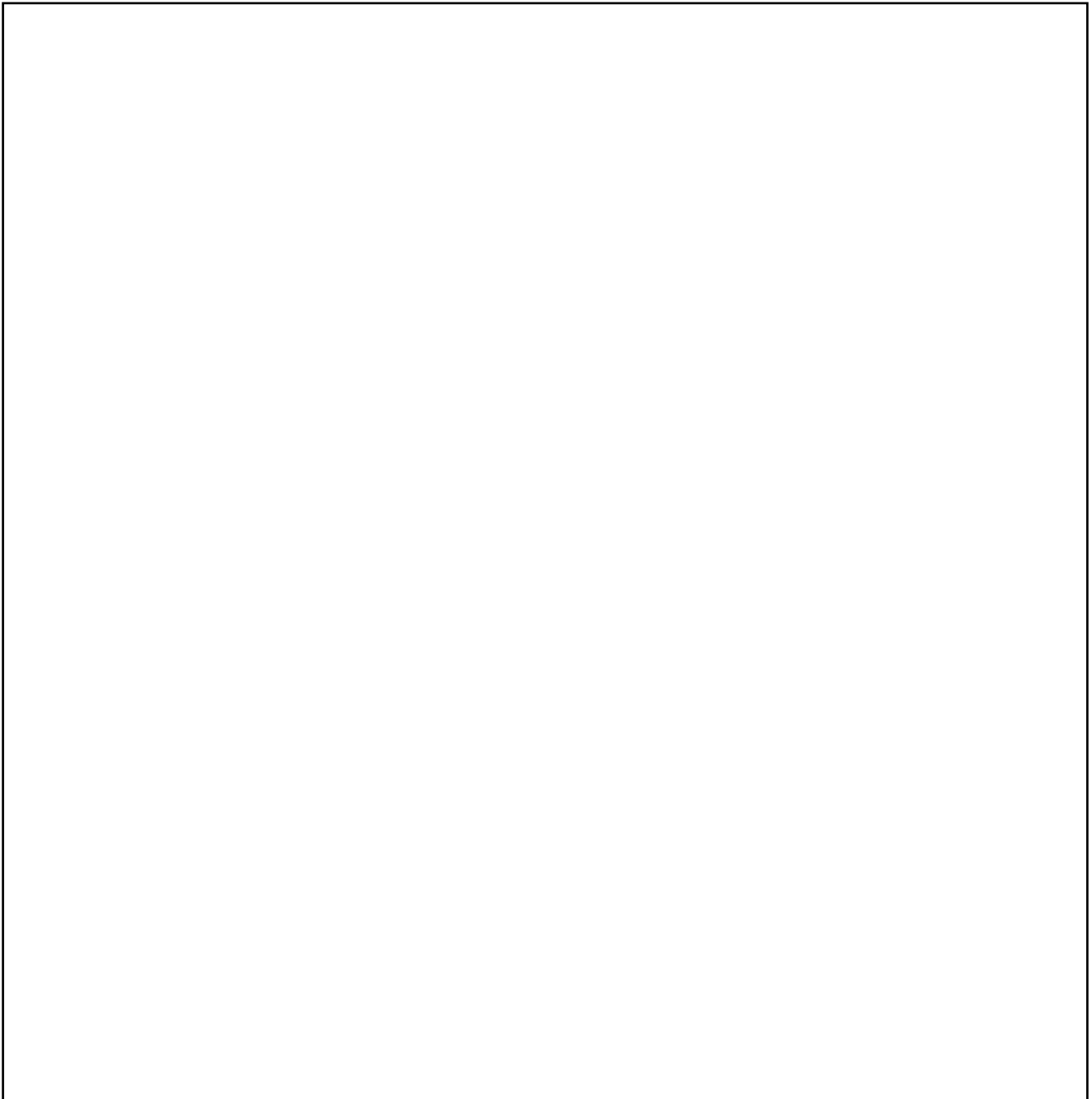
***SUPERHEROES PLANT  
TREES TO FIGHT CO2***

**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 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.**

**With your parent's help, plant a new sapling.**

**Plant seeds with your friends and water them every day. Note down in your journal how many days it takes for the seeds to sprout.**

**I will team up to  
manage waste**



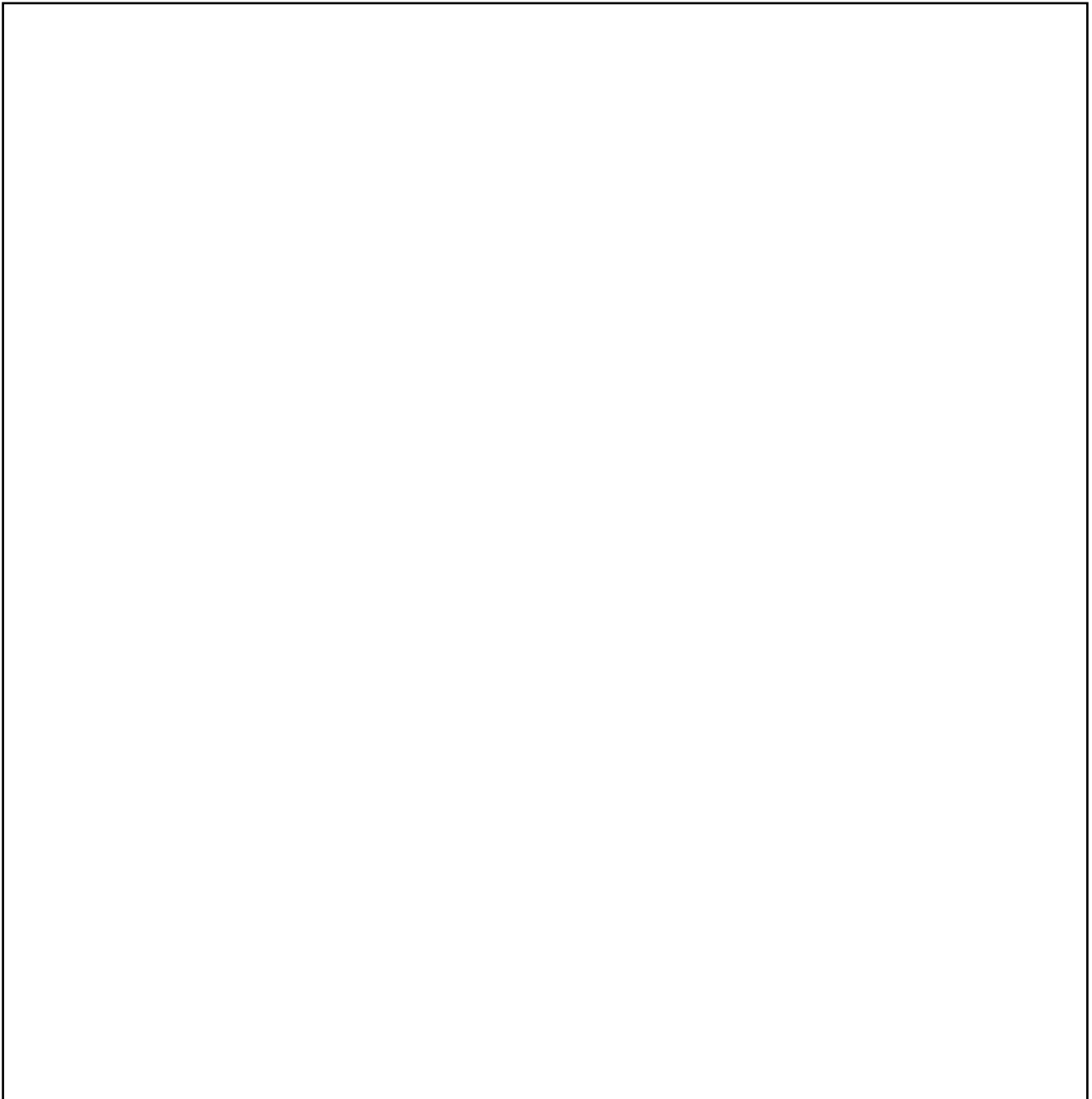
**MY FAMILY SORTS OUR  
FOOD WASTE AFTER  
EVERY MEAL**

**I WILL TEAM UP TO MANAGE WASTE**

# Activity checklist

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

What activity would that be?



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.**

**Create a recycling superhero poster to encourage recycling in your neighbourhood.**

**With your friends, design and make a recycling bin for your building.**



**I will team up  
to grow food**

A man and a woman are working together in a field at sunset. The woman, on the left, is wearing a light-colored, long-sleeved dress and is holding a large bundle of straw. The man, on the right, is wearing a light-colored shirt and pants and is kneeling on the ground, working on the straw bundle. The background is a bright, hazy sunset over a field. The overall mood is peaceful and collaborative.

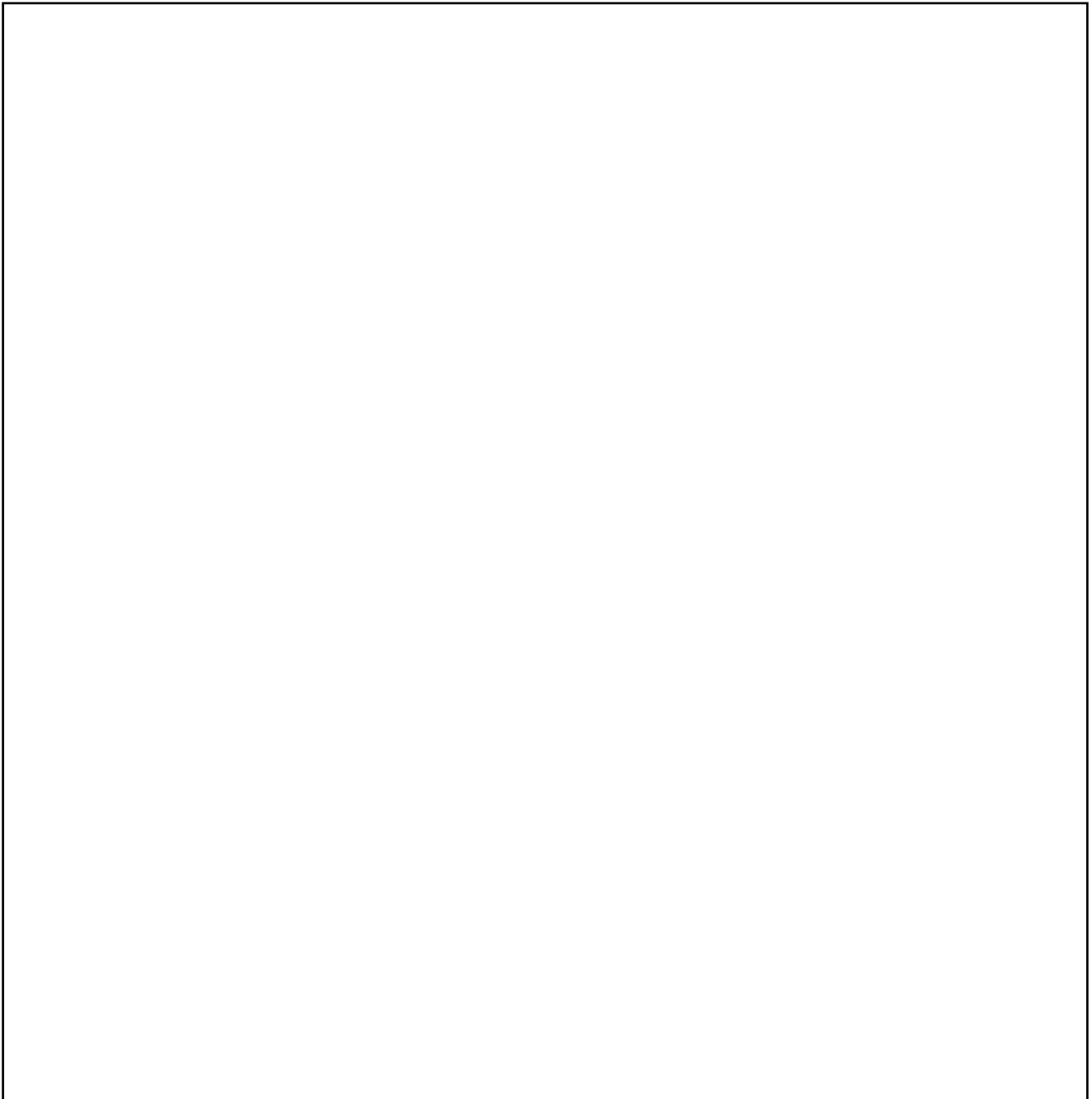
**WE WILL FIND KINDER  
WAYS TO KEEP THE  
BIRDS AWAY FROM  
CROPS**

**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.**

**Discuss with your parent or teacher why it is important to eat vegetables.**

**Help your parent clear up after dinner.**

**I will team up to  
protect biodiversity**





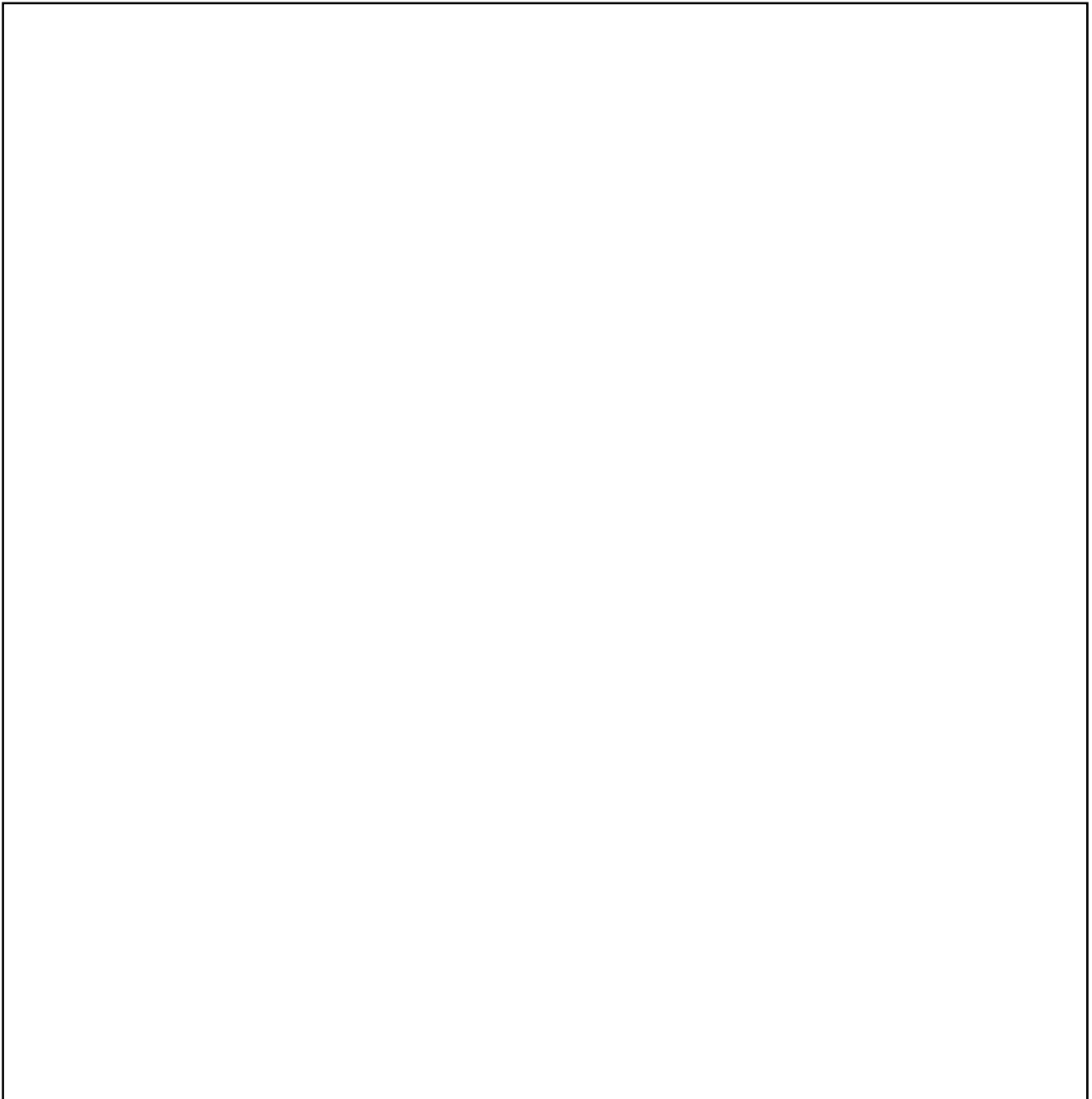
**WORMS ARE FRIENDS  
OF THE SOIL**

**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 that could be done to protect 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.**

With a group of friends, create a story about animals and plants.

Look at the birds in your garden or outside your window. Observe how they look, what they eat, the times of the day you see them, and how they sound.

**I will be entrepreneurial  
in teaching others**



***SOMETIMES TEACHERS  
CAN ALSO LEARN  
FROM US***

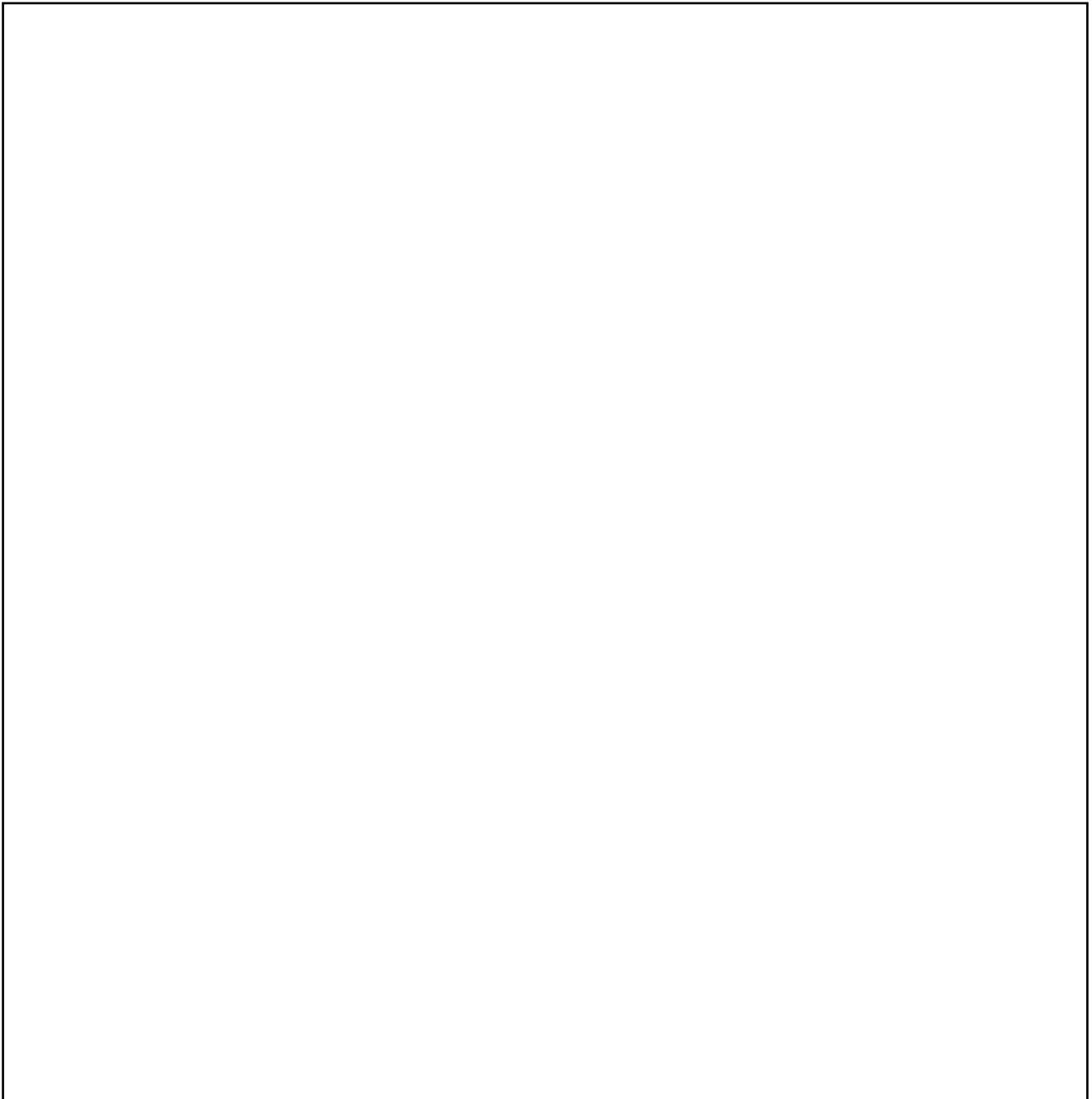
***I WILL BE ENTREPRENEURIAL IN  
TEACHING OTHERS***



# 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.**

**Make bookmarks from old newspapers and share them with your friends and siblings.**

**Organise a game where you and your friends teach each other your favourite dance moves.**

**I will be entrepreneurial  
towards saving water**

***I MADE MY FIRST  
LEMONADE WITHOUT  
WASTING ANY WATER!***

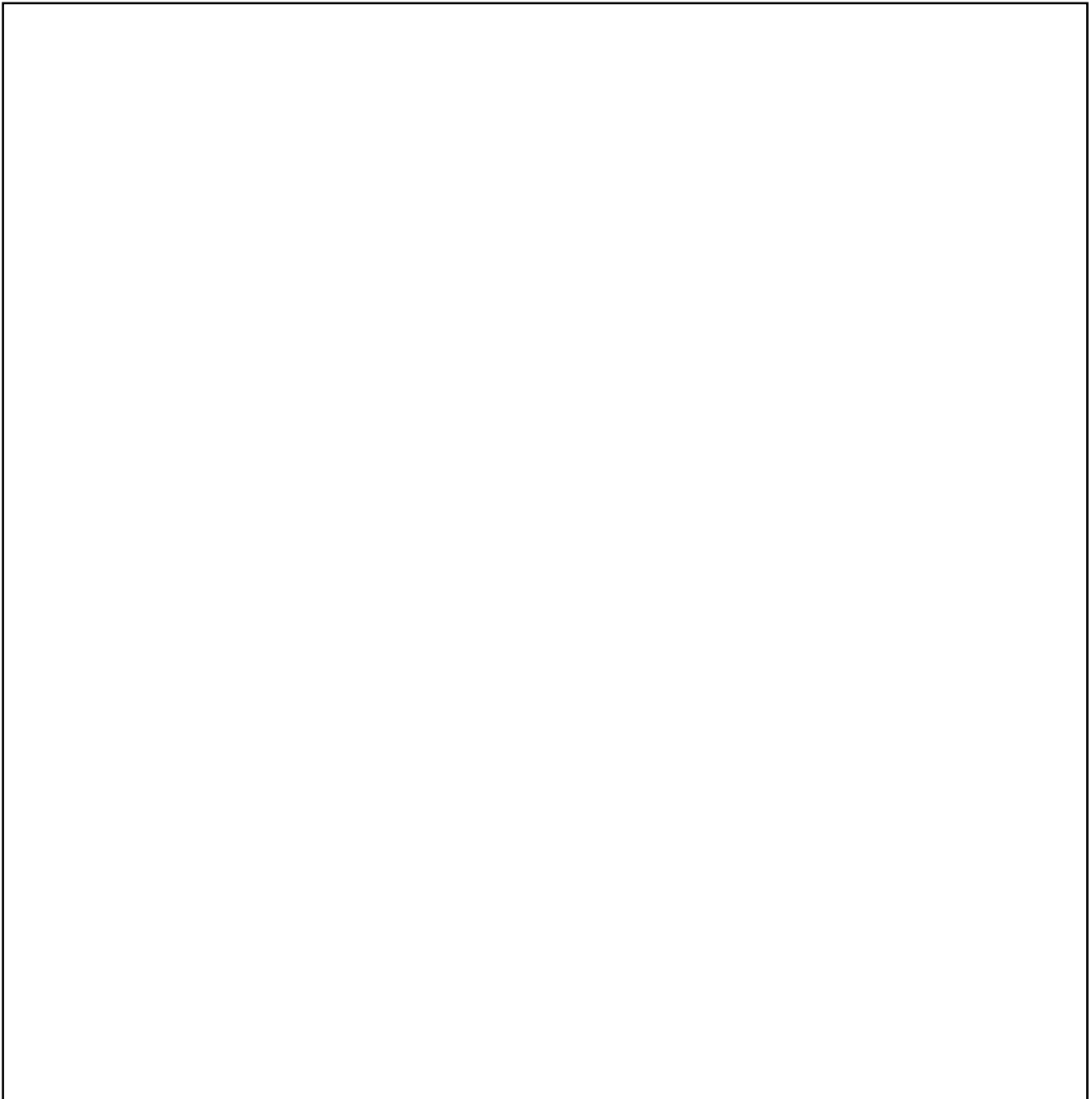
***I WILL BE ENTREPRENEURIAL  
TOWARDS SAVING WATER***



# Activity checklist

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

What activity would that be?

A large, empty rectangular box with a thin black border, intended for the user 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 being entrepreneurial towards saving water!**

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

Whenever it rains, put empty bottles out to fill. Bring them in and share them with your family members to use for various household chores.

With the help of your parent, find out the amount of water that each plant in your home needs. Make sure every day the plants get the water they need - not too much and not too little!

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



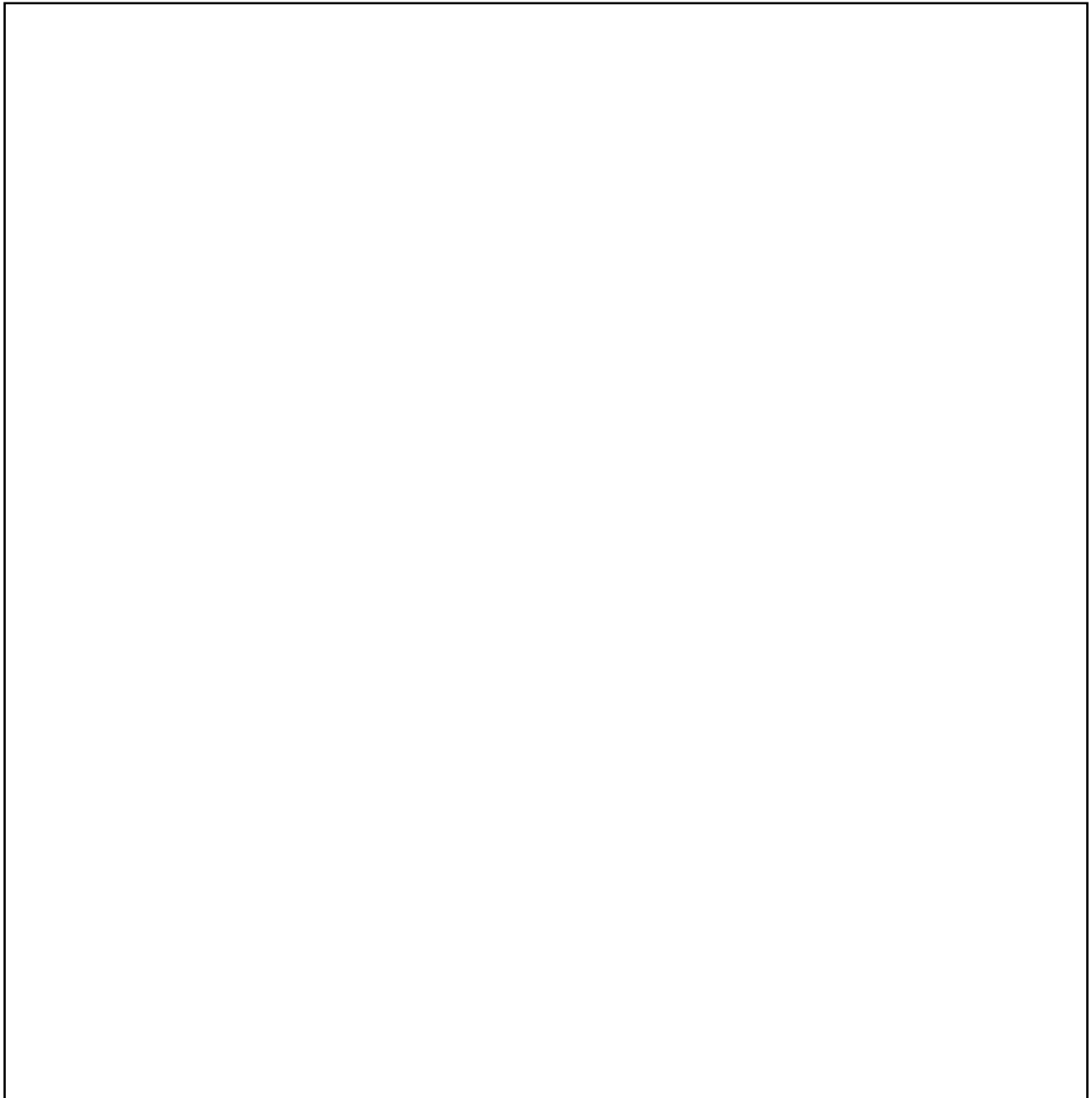
*I MADE A WATER  
WHEEL WITH THE  
STICKS I FOUND AT  
HOME!*

*I WILL BE ENTREPRENEURIAL  
TOWARDS USING CLEAN ENERGY*

# Activity checklist

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

**What activity would that be?**



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

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

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



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

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

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

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

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

Ask your parent what food item you can heat up outside in the sun, and put it out.

Exchange your toys with your friends instead of buying new ones.

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



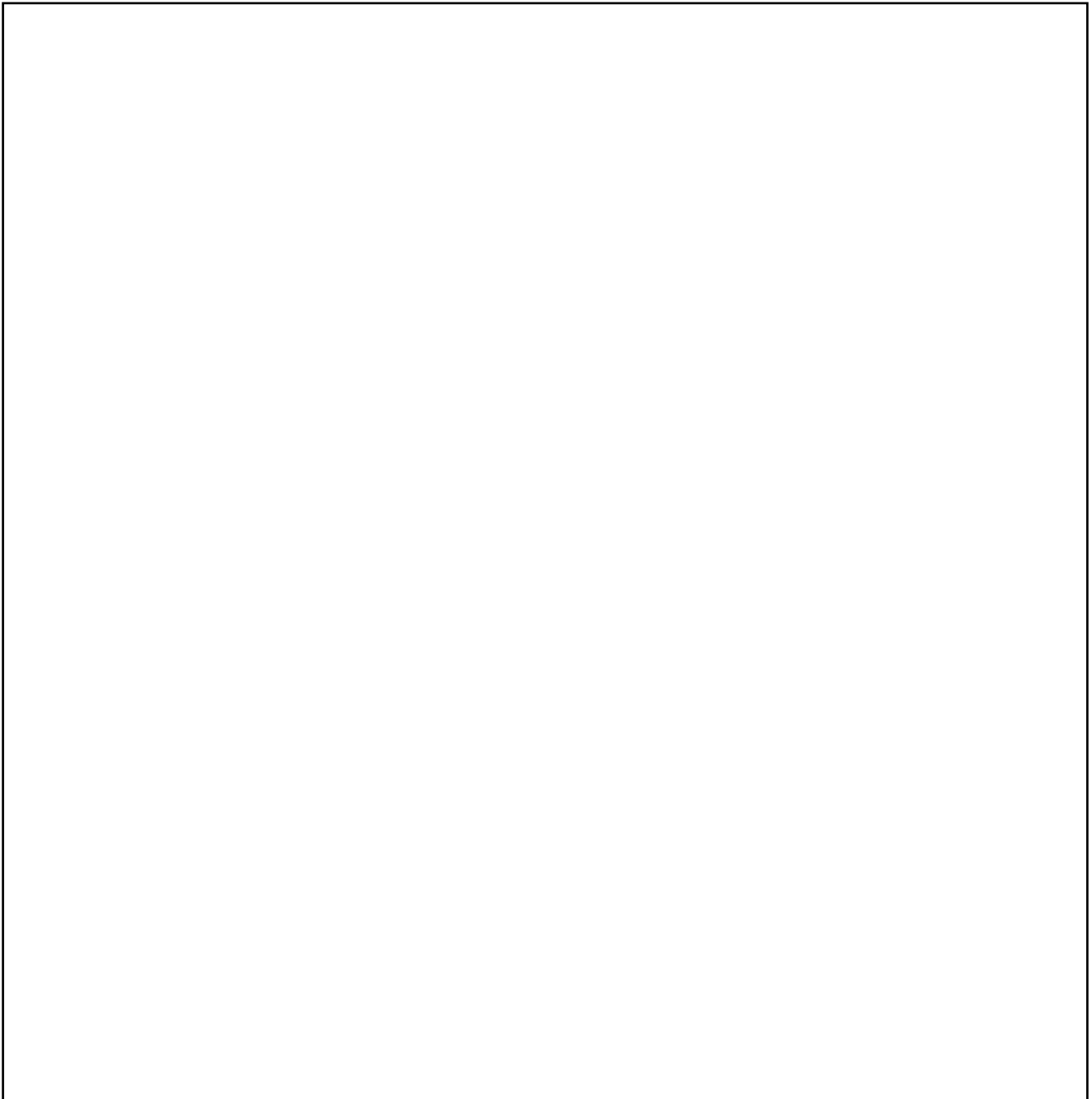
***I WILL GROW PLANTS  
THAT NEED LESS  
WATER***

***I WILL BE ENTREPRENEURIAL  
TOWARDS REMOVING CO<sub>2</sub> 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.**

**Talk to your parents or teachers about recycled materials and their importance.**

**Paste images of trees and flowers to make a storybook about how trees help to clean the air.**

**I will be entrepreneurial  
towards managing  
waste**

*MY TOYS COME FROM  
THE USED THINGS AT  
HOME*

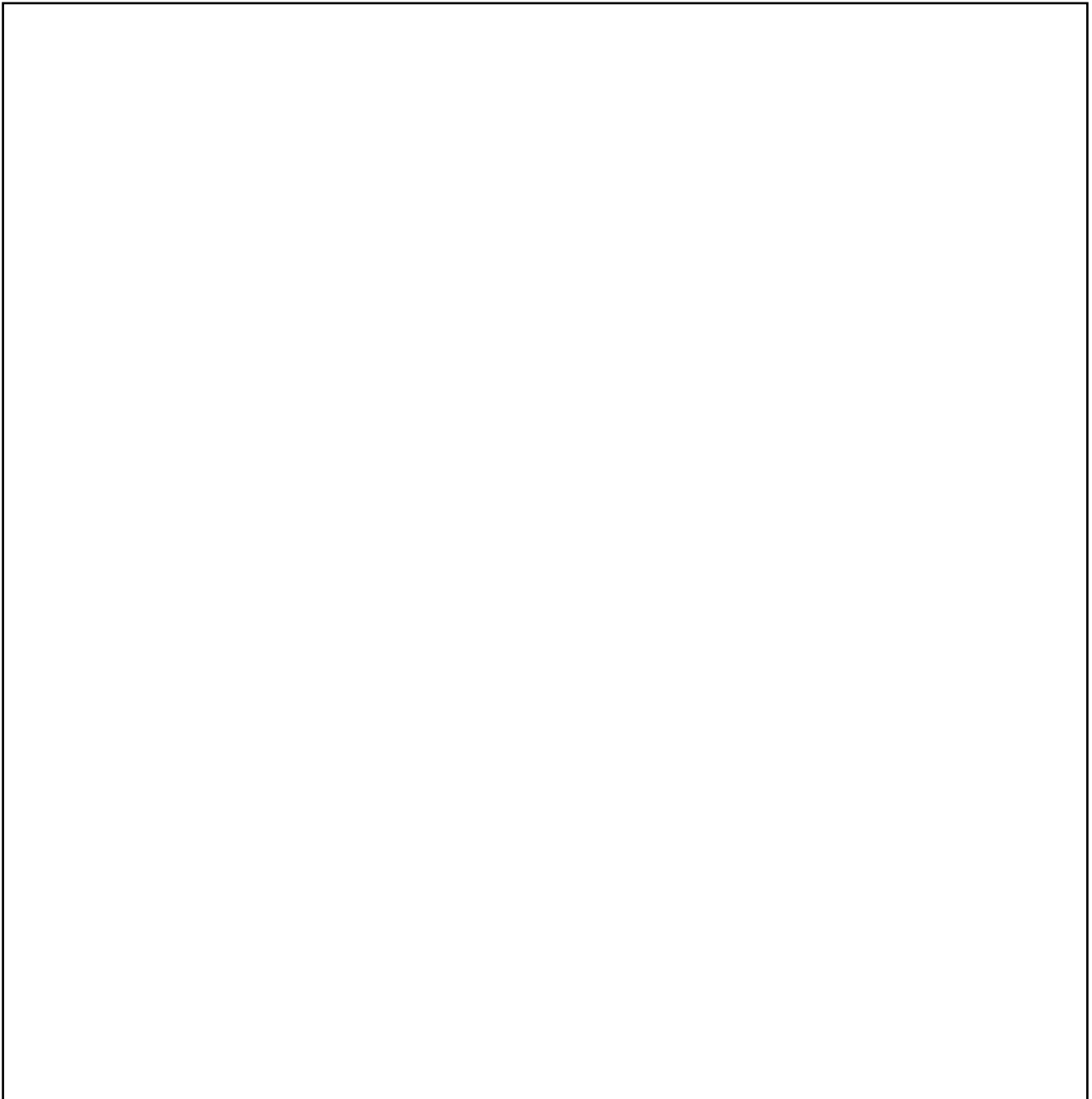
I WILL BE ENTREPRENEURIAL  
TOWARDS MANAGING WASTE



# 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.**

With the help of your parent, make items using materials at home that are no longer needed, and gift them to your friends.

Make paper planes from old newspapers at home for your friends, and play along with your friends.



**I will be entrepreneurial  
towards growing food**

**MY VEGETABLE  
GARDEN IS MY  
RESPONSIBILITY**

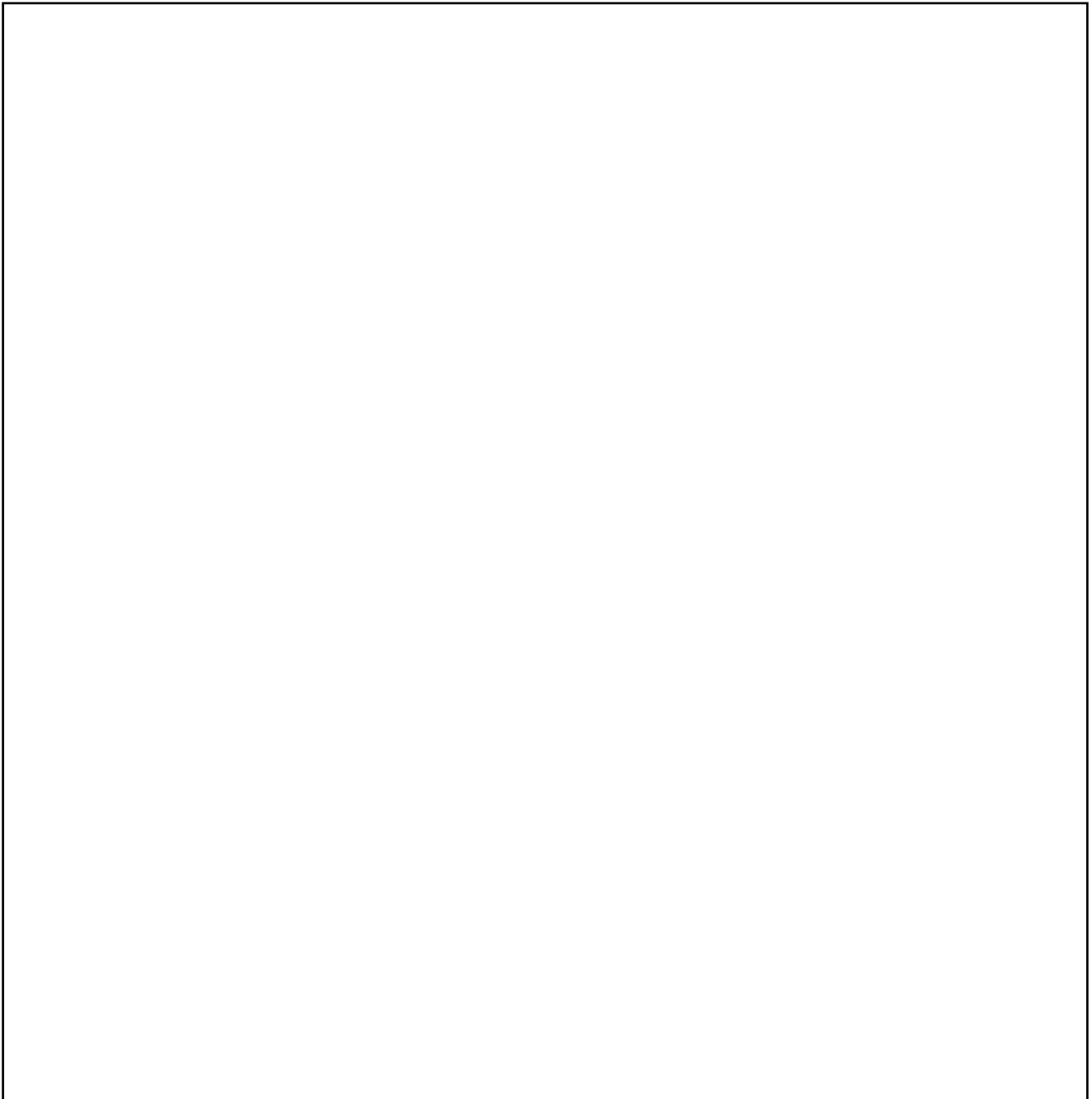
I WILL BE ENTREPRENEURIAL  
TOWARDS GROWING FOOD



# 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  
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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 being entrepreneurial towards growing food!**

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

With your parent, go to the local market and pick the vegetables you like to eat so your parent can purchase them.

At home, play a game where you show your parent a food item, and your parent needs to tell you whether that food needs to be stored in the kitchen or refrigerated!

**I will be entrepreneurial  
towards protecting  
biodiversity**



*VISIT THE SHELTER TO  
TAKE CARE OF THE  
ANIMALS THERE*

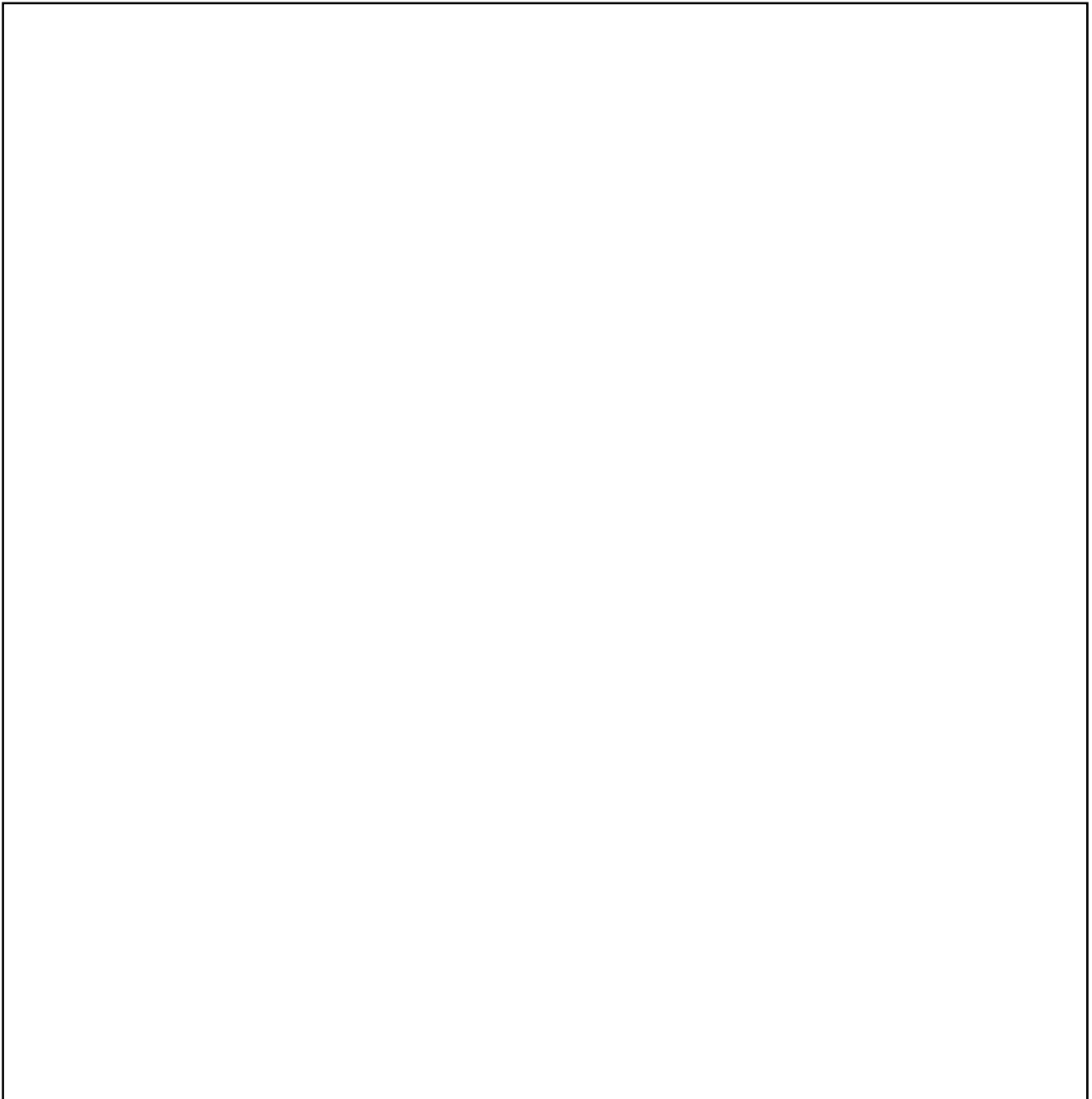
*I WILL BE ENTREPRENEURIAL  
TOWARDS PROTECTING BIODIVERSITY*



# 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?**



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.**

**Grow plants from seeds with assistance from your elders.**

**With the help of your parent, take the appropriate amount and type of food leftover from your meal every day and keep it outside for the ants and bugs to feast on.**

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

A photograph of two young children, a boy and a girl, sitting on a large sheet of paper outdoors. They are both focused on drawing with their hands. The boy is on the left, wearing a blue t-shirt, and the girl is on the right, wearing a light-colored t-shirt. They are both looking down at their work. The background is a bright, open outdoor space, possibly a beach or a park, with a blurred figure of another person in the distance. The lighting is warm and golden, suggesting late afternoon or early morning. The text is overlaid on the bottom left of the image.

***I TAUGHT MY FRIEND  
THAT WE CAN USE MUD  
TO MAKE ART***

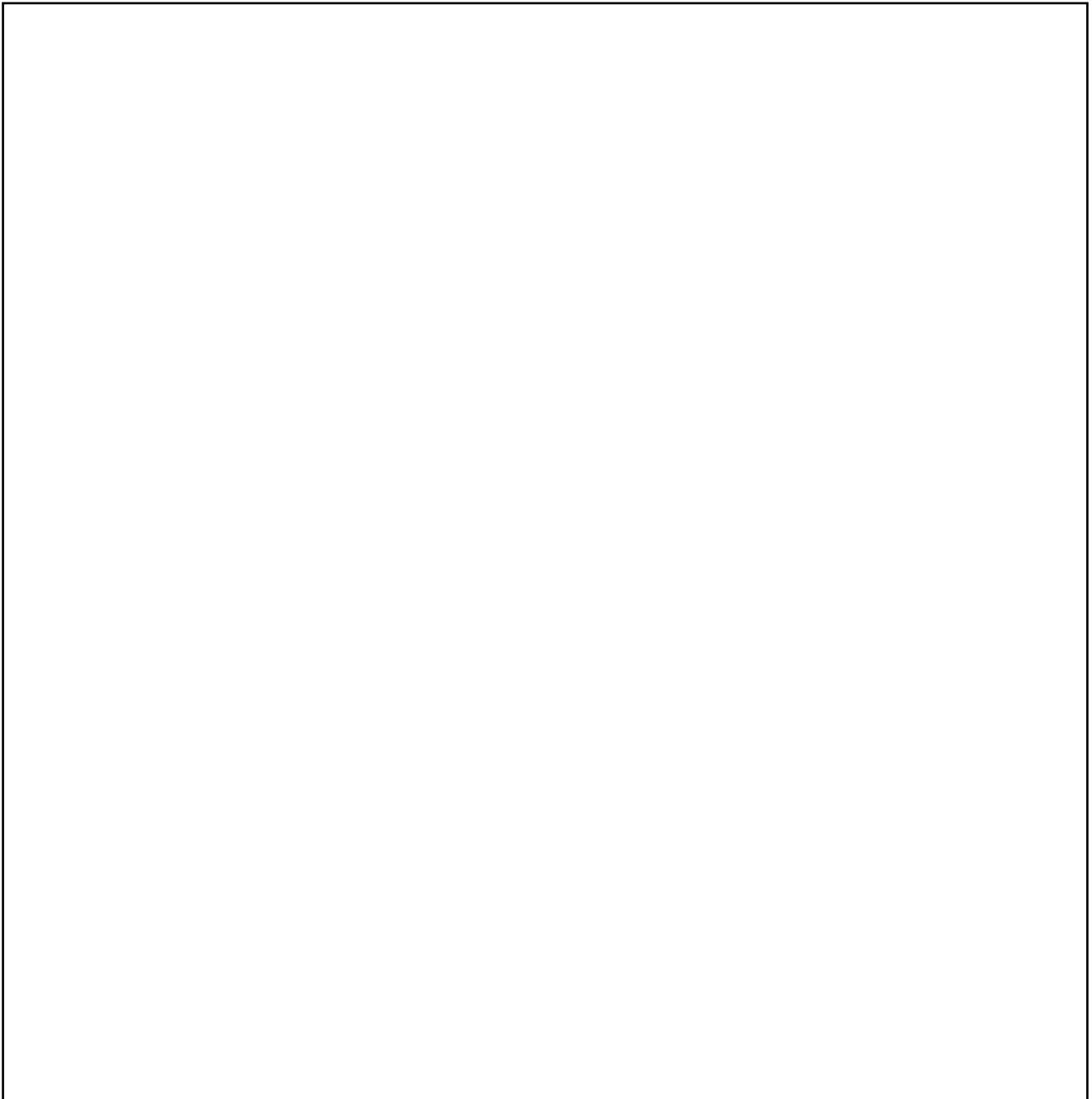
***I WILL USE CREATIVE ARTS TO  
TEACH OTHERS***



# 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?

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 using creative arts to teach others!**

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

**Teach your siblings or friends how to draw their favourite animal.**

**Teach your friends and siblings to make recycled bottle dolls.**

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

A young boy and a young girl are sitting at a table, focused on painting old t-shirts. The boy, on the left, is wearing a white t-shirt with a yellow flower and a pink heart. The girl, on the right, is wearing a white t-shirt with a yellow and blue design. They are surrounded by various art supplies like paint bottles and brushes. The background shows a bright, indoor setting with a sofa and a potted plant.

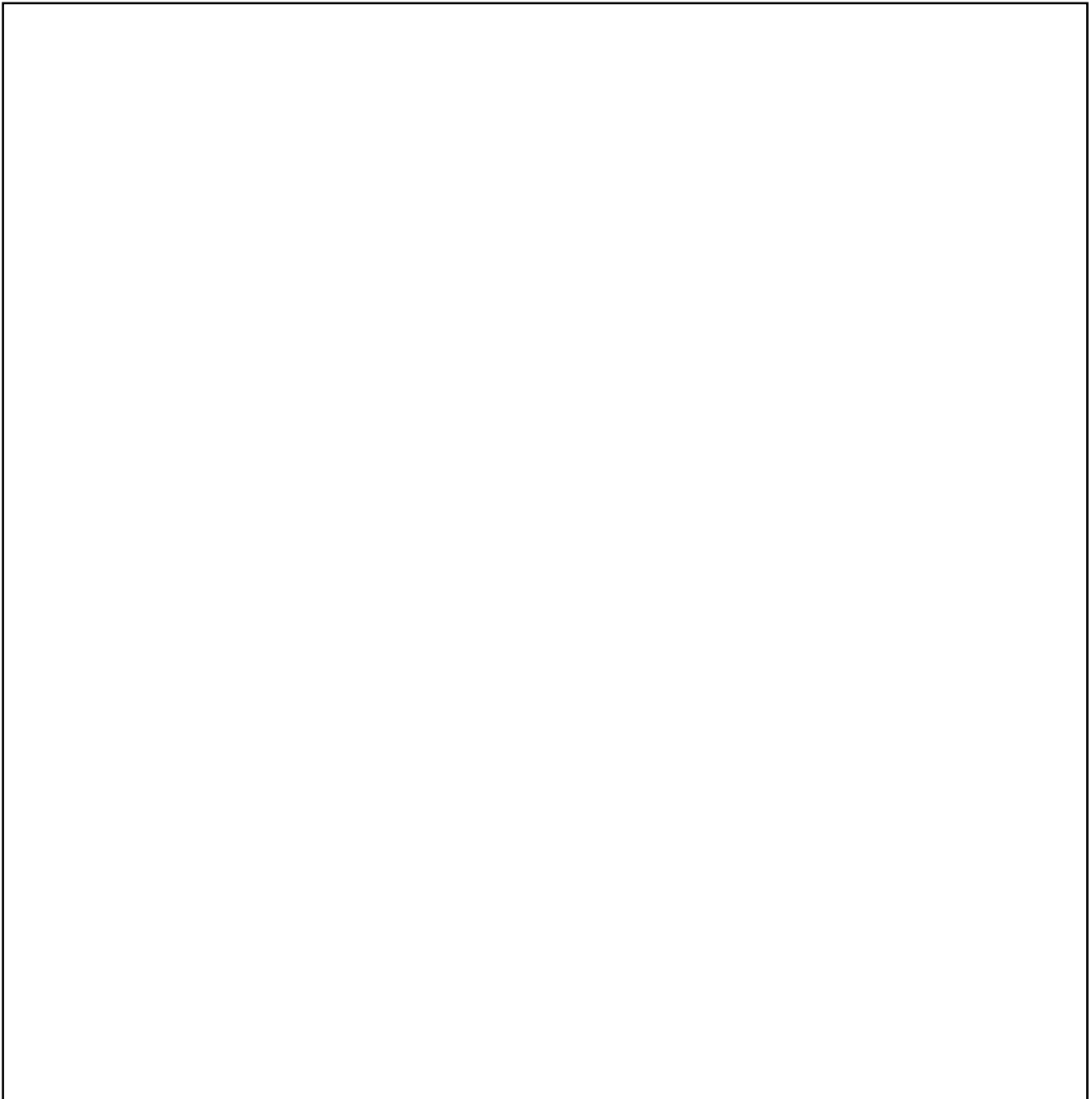
*I PAINT MY OLD  
T-SHIRTS AND WEAR  
THEM AGAIN INSTEAD  
OF BUYING NEW ONES*

*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.**

**Make “water saver” badges to hand out to your friends and neighbours, to teach them about saving water.**

**Place signs made on newspapers around the house to remind everyone to close all taps fully.**

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



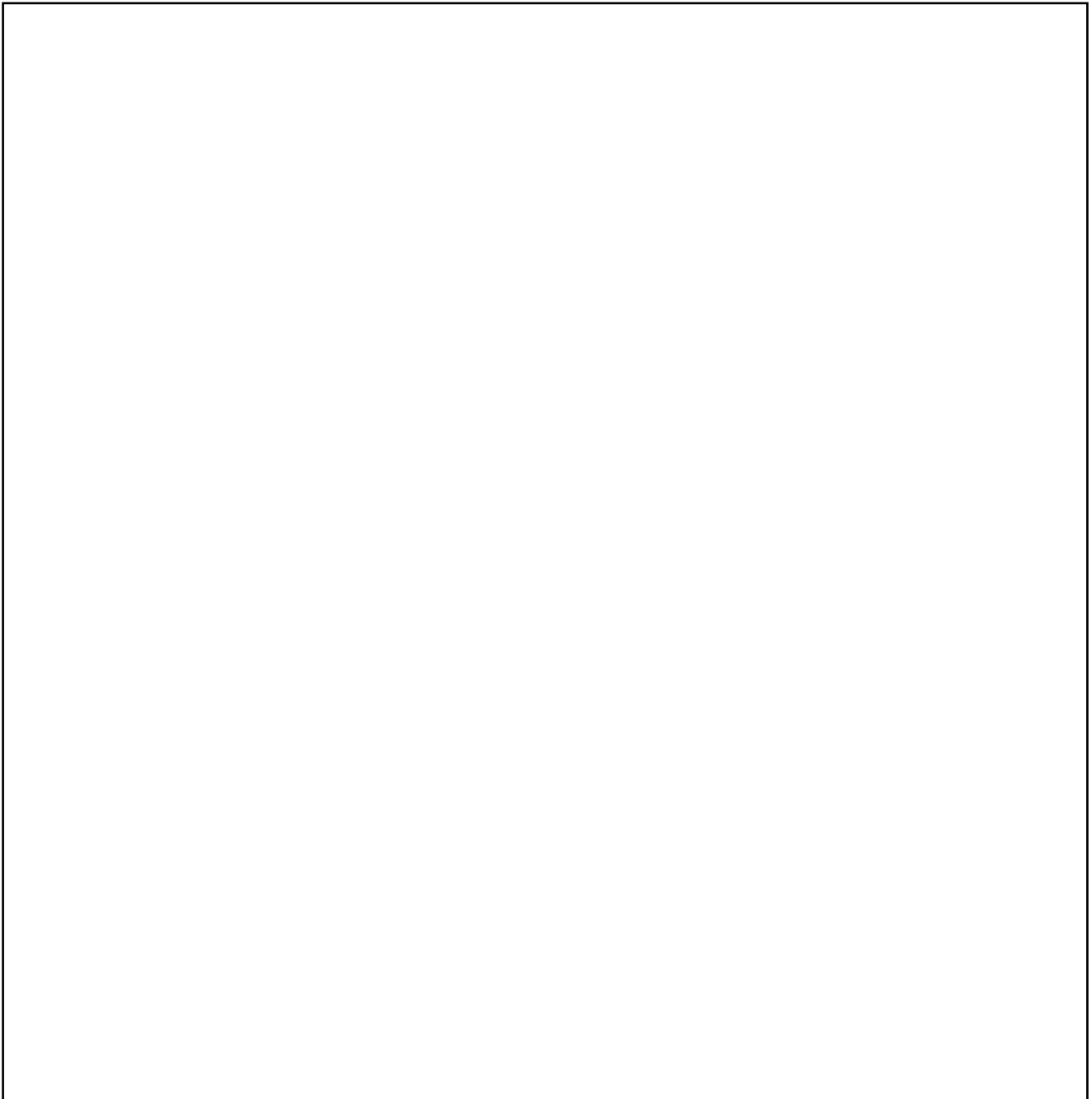
**WE USED AN OLD  
WHEEL TO MAKE A  
WATER TURBINE**

**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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**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.**

With the help of your parent, fold pieces of old newspaper into paper fans. Gift them to visitors who come to your home in the summer.

Draw pictures of the sun and wind, and discuss the energy they produce with your parent or teacher.

**I will use creative  
arts to remove  
CO<sub>2</sub> from air**

***I MAKE PLANT  
POTS OUT OF OLD  
CONTAINERS***

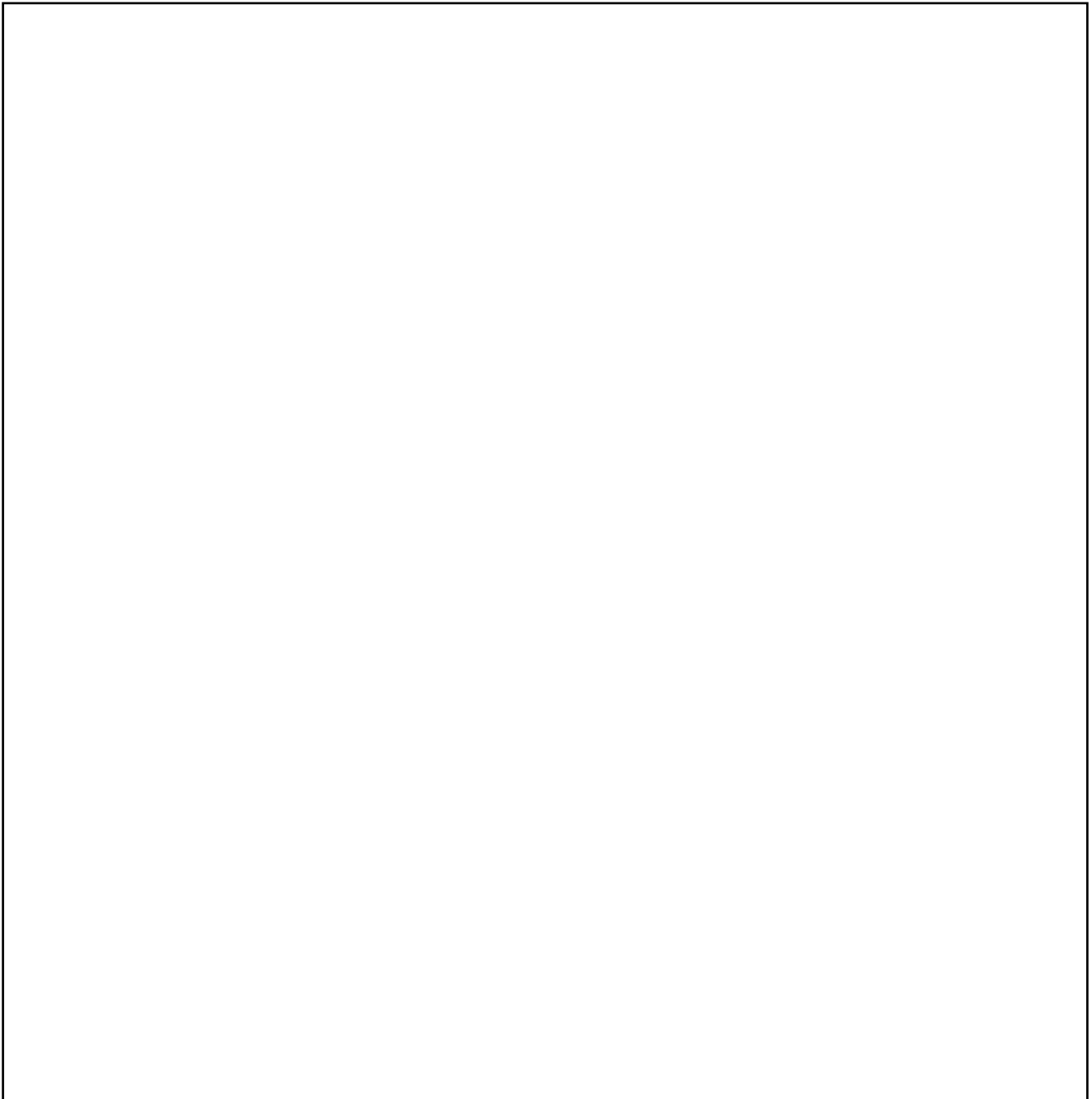
***I WILL USE CREATIVE ARTS TO  
REMOVE CO<sub>2</sub> FROM AIR***



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

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

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

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



**That's it! Get started on using creative arts to remove CO<sub>2</sub> from air!**

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

**Paint a picture that represents the beauty of the natural world.**

**Use both sides of a piece of paper for your drawings. The less paper you use the more you save trees that remove CO<sub>2</sub> from the air!**

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

***EVEN NABIL FAWZI  
MIGHT NOT KNOW  
WHICH BIN TO USE IF IT  
IS NOT LABELLED***

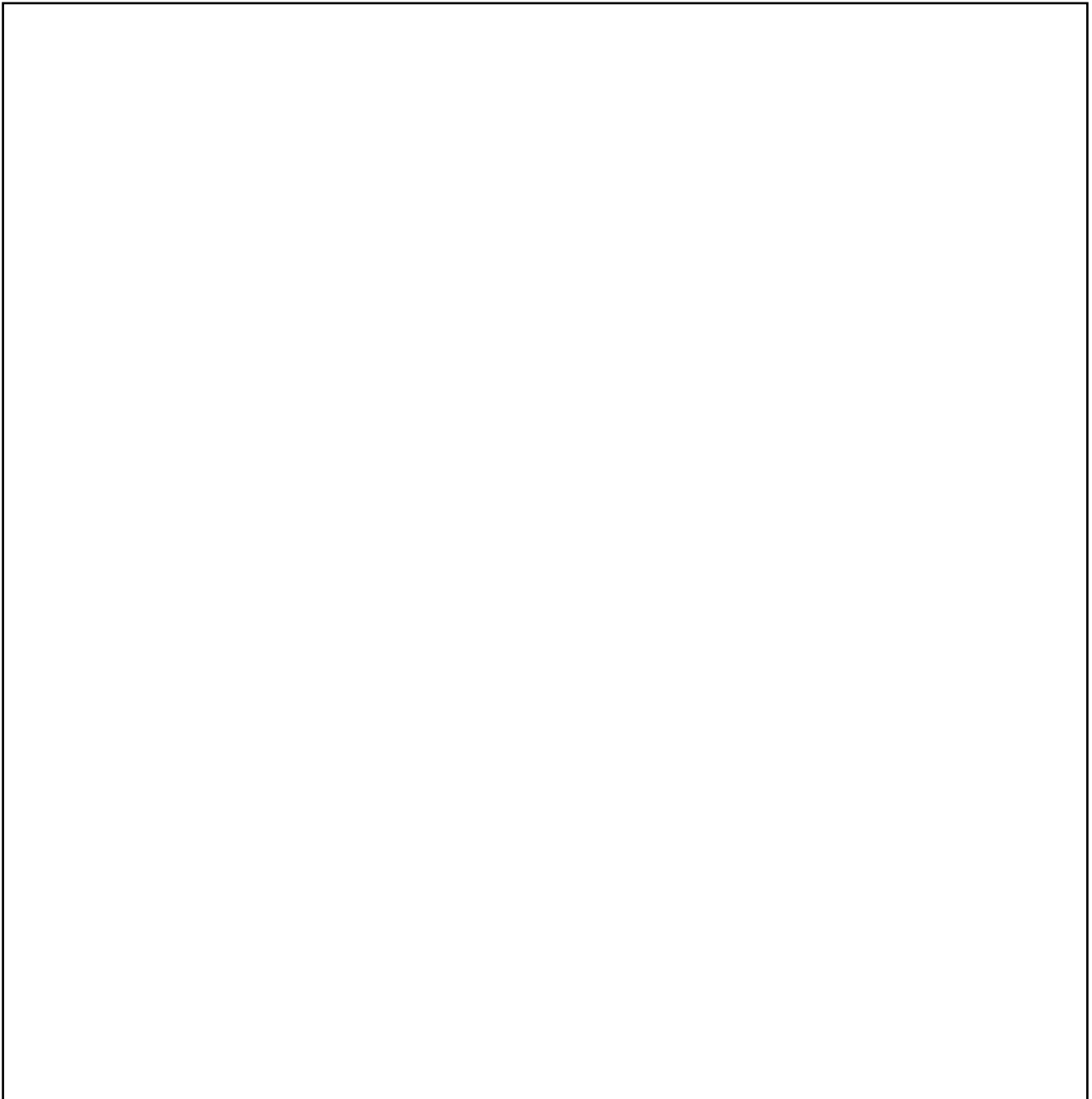
***I WILL USE CREATIVE ARTS TO  
MANAGE WASTE***



# Activity checklist

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

What activity would that be?



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**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.**

**Make a colourful collage using recycled magazine cut outs.**

**Create a drawing or painting to tell your friends about waste management.**



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



*I WILL PLANT HERBS  
IN COLOURFUL POTS*

*I WILL USE CREATIVE ARTS TO  
GROW FOOD*

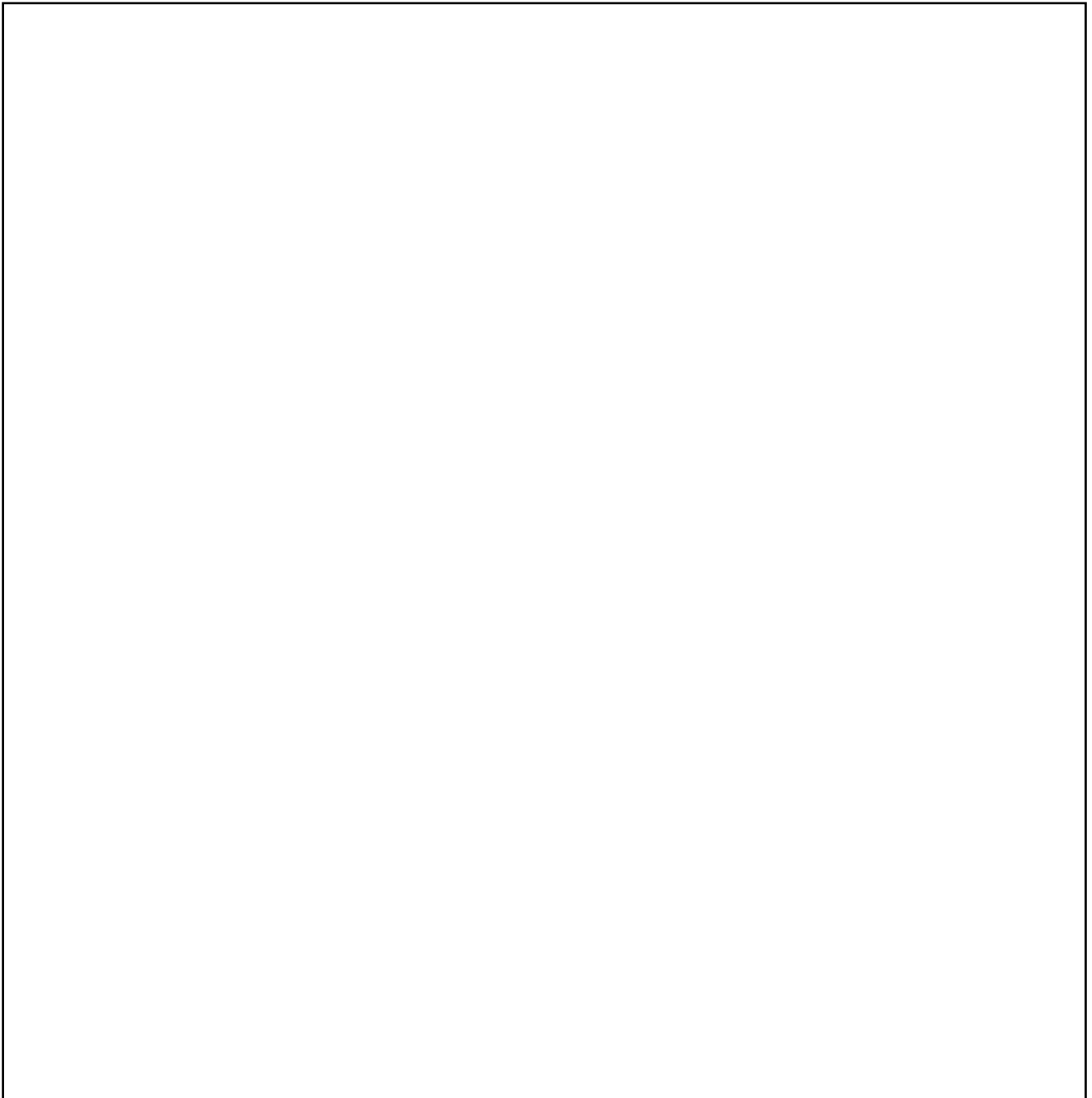




# Activity checklist

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

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**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.**

Take a plant colouring book. Simultaneously, plant a seed. As the seed grows into a plant, colour each part starting with the seed, then the roots, stem, leaves, and finally, the fruit or vegetable.

Make your garden colourful by painting rocks, or making signs leading to the garden.

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





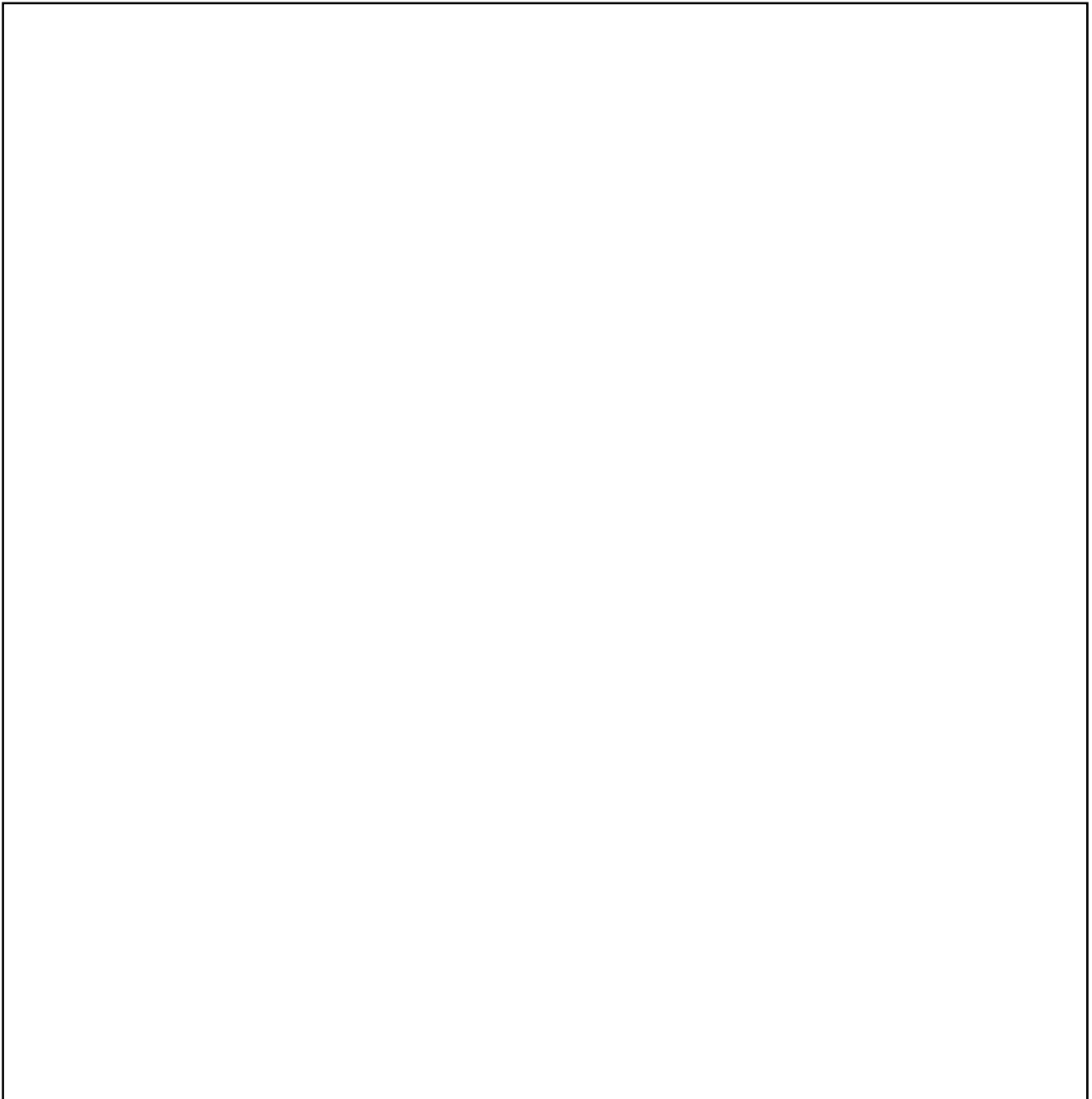
***I MADE UP A STORY  
ABOUT PROTECTING  
ANIMALS!***

**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  
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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 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.**

**At home, draw your favourite animals.**

**Make a colourful collage of animals using old magazines.**

**I will experiment  
to teach others**



**WE USED OIL AND SALT  
TO SEE HOW THEY MIX  
WITH WATER!**

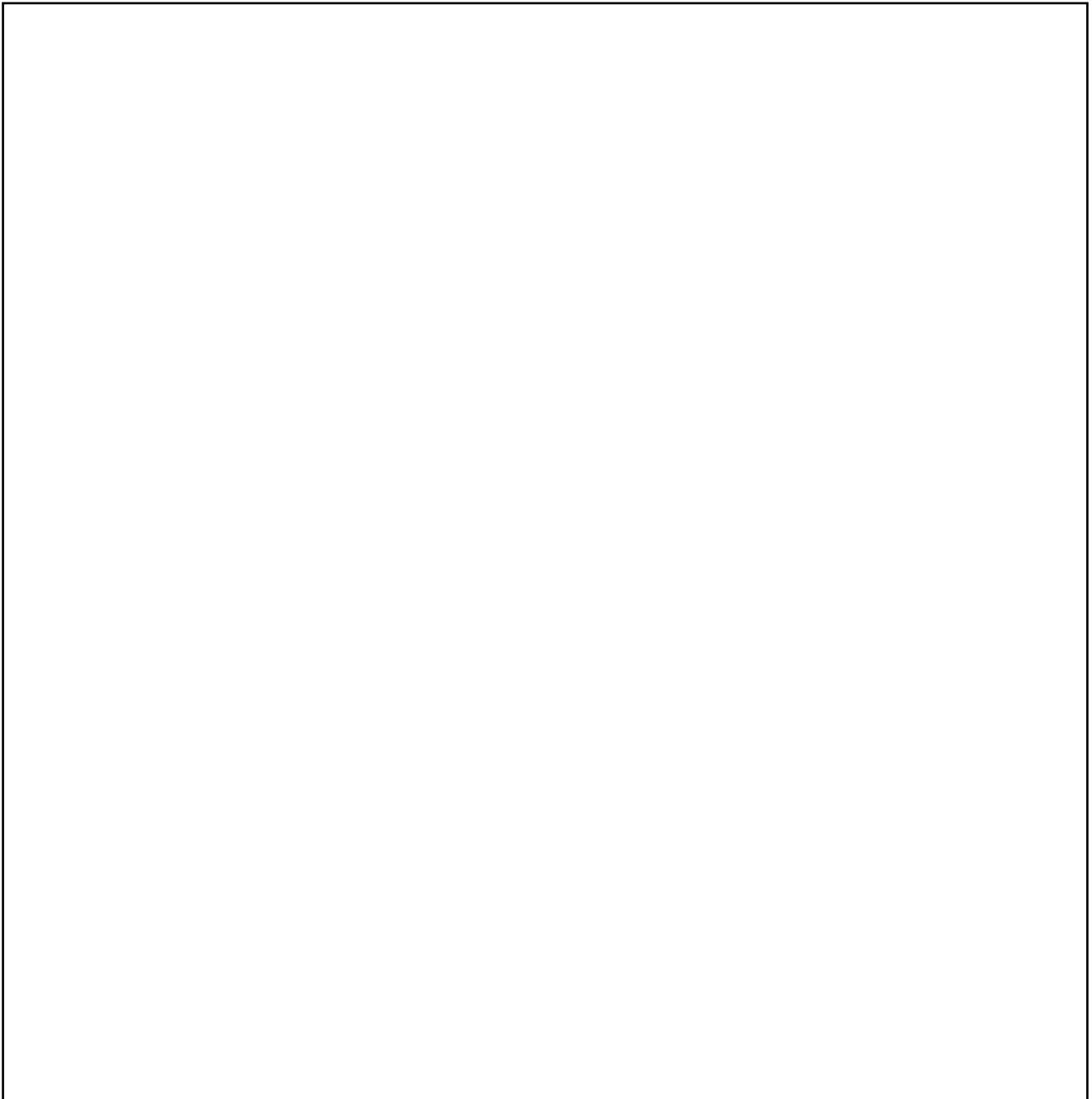
**I WILL EXPERIMENT TO TEACH OTHERS**



# 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  
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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 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.**

Check what colour you get by mixing 2 of your favourite water colours, and show it to your parent.

Observe what happens to an ice cube when you keep it out in the sun, and share what you saw with a friend.

**I will experiment  
to save water**



***I WILL FINISH BATHING  
WITHIN 5 MINUTES!***

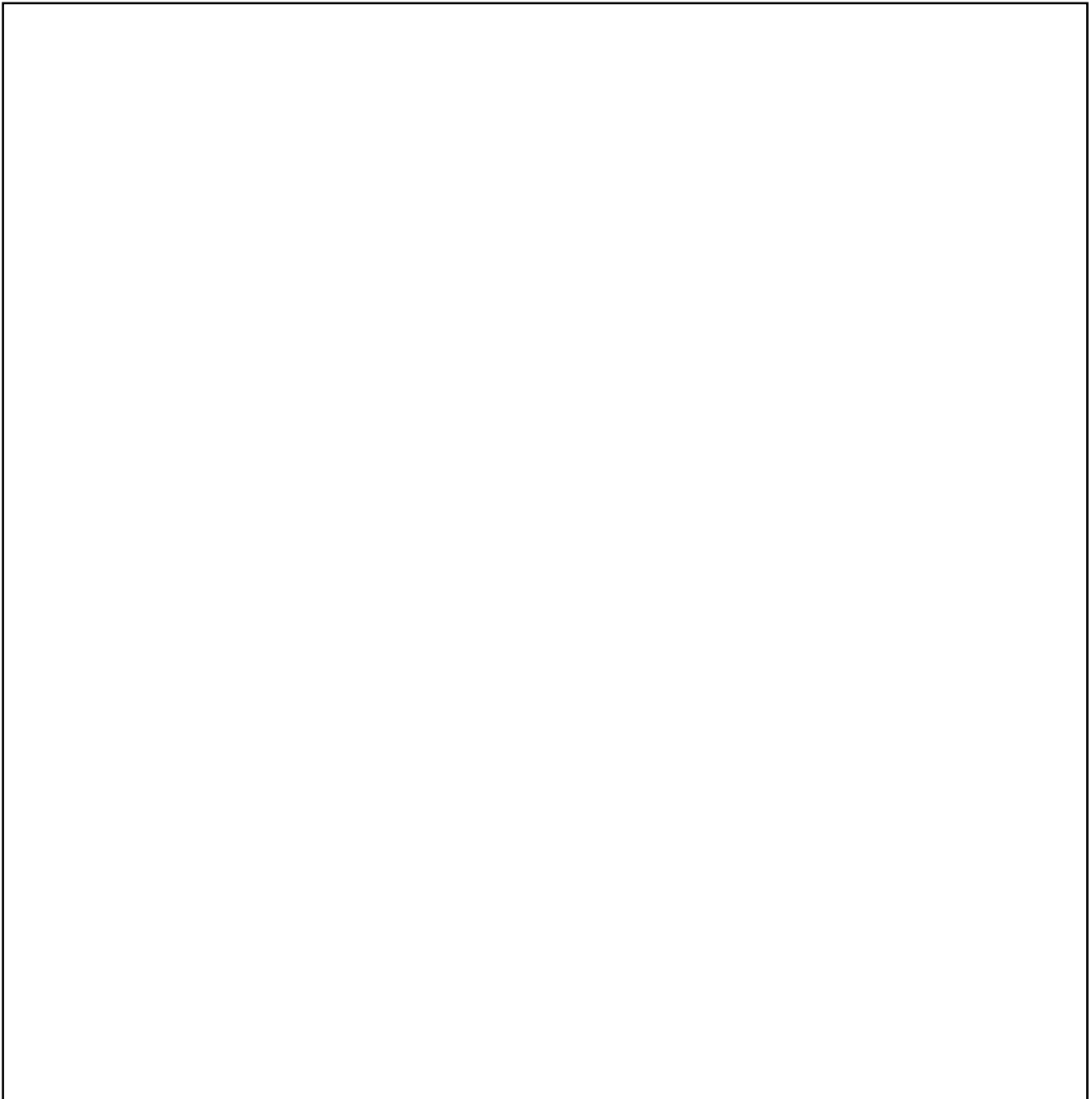
***I WILL EXPERIMENT TO SAVE WATER***



# 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.**

Every day when you return home from school, check how much water is left over in your water bottle. If there is no water left then say "Hurray!"

See if you can brush your teeth using only 1 cup of water.

**I will experiment to  
use clean energy**

*THE SUN AND THE  
PRISM MADE MY WALL  
COLOURFUL WITHOUT  
ANY PAINT*

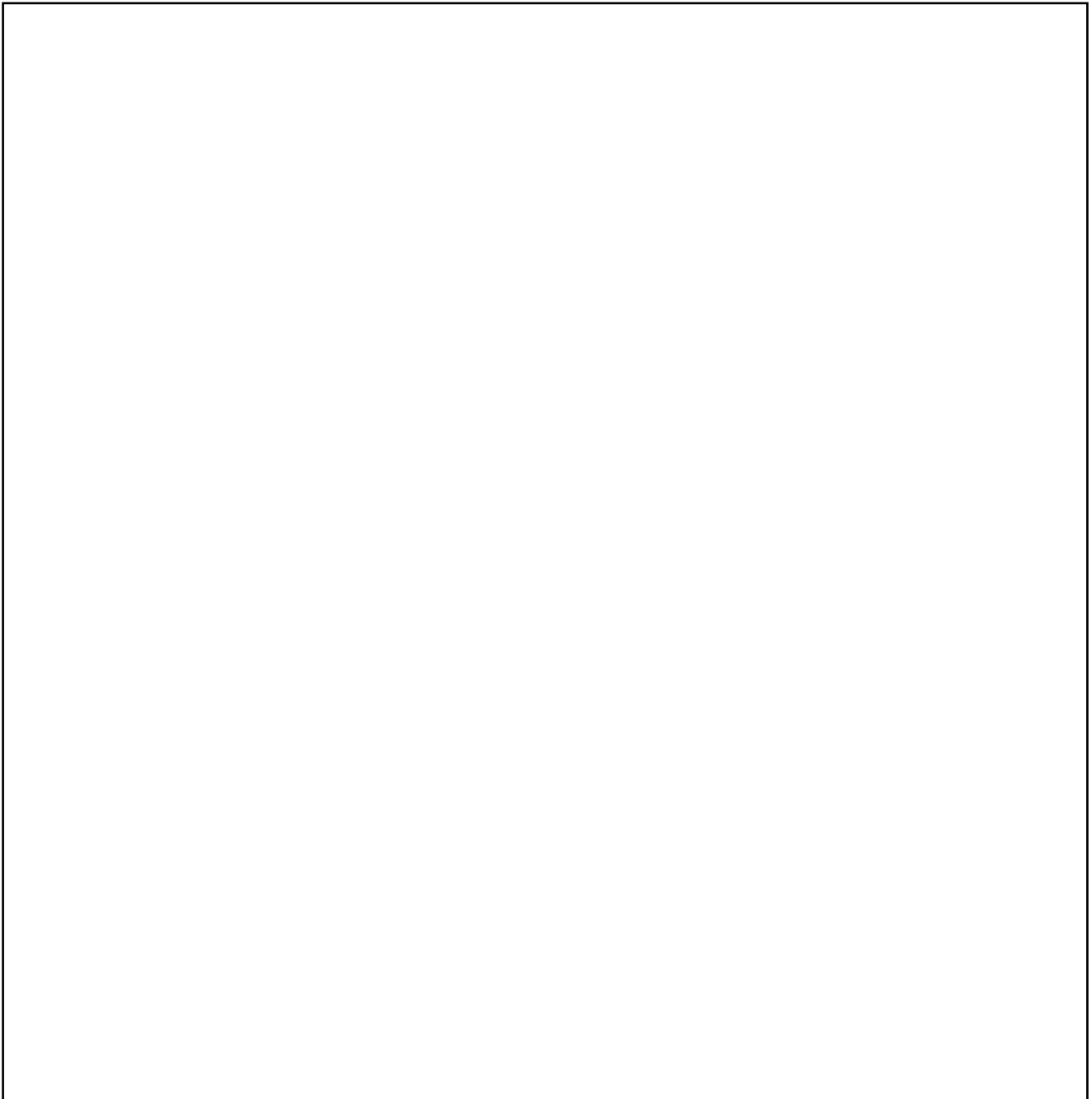
*I WILL EXPERIMENT TO USE  
CLEAN ENERGY*



# 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?



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

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**Impact is the effect that your activity will have on people, planet and communities. Will the activity have a lasting and deep impact on 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 a small mirror in sunlight and watch how it reflects light.

With the help of your parent, make or purchase a pinwheel. Set up the pinwheel outside your window. Check how windy it is every day by observing if the pin wheel rotates or not.

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



*TOO MUCH*



*JUST RIGHT*



*PLANTS NEED THE  
RIGHT AMOUNT OF  
WATER TO GROW WELL*

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

*TOO LITTLE*

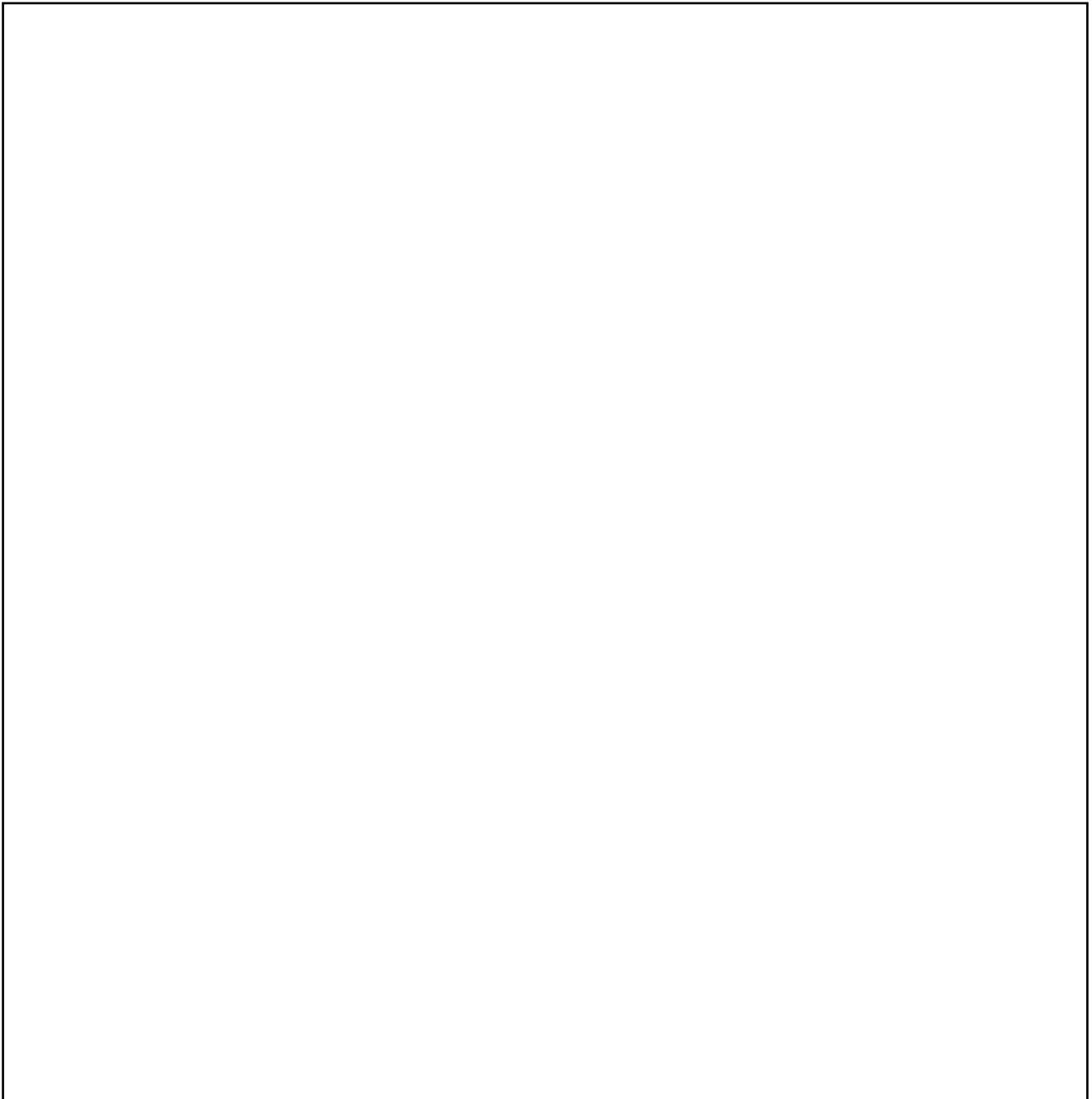




# Activity checklist

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?



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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 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.**

Check how sunlight affects your indoor plants by placing them in the sun 1 day, and in the shade the next.

Blow a balloon and touch it. Does it feel warm or cold? Discuss with your teacher.

**I will experiment  
to manage waste**

A photograph of Superman in his blue and red suit, looking down at several clear plastic water bottles on a table. The background shows a beach scene with people and umbrellas. A semi-transparent grey box with white text is overlaid on the right side of the image.

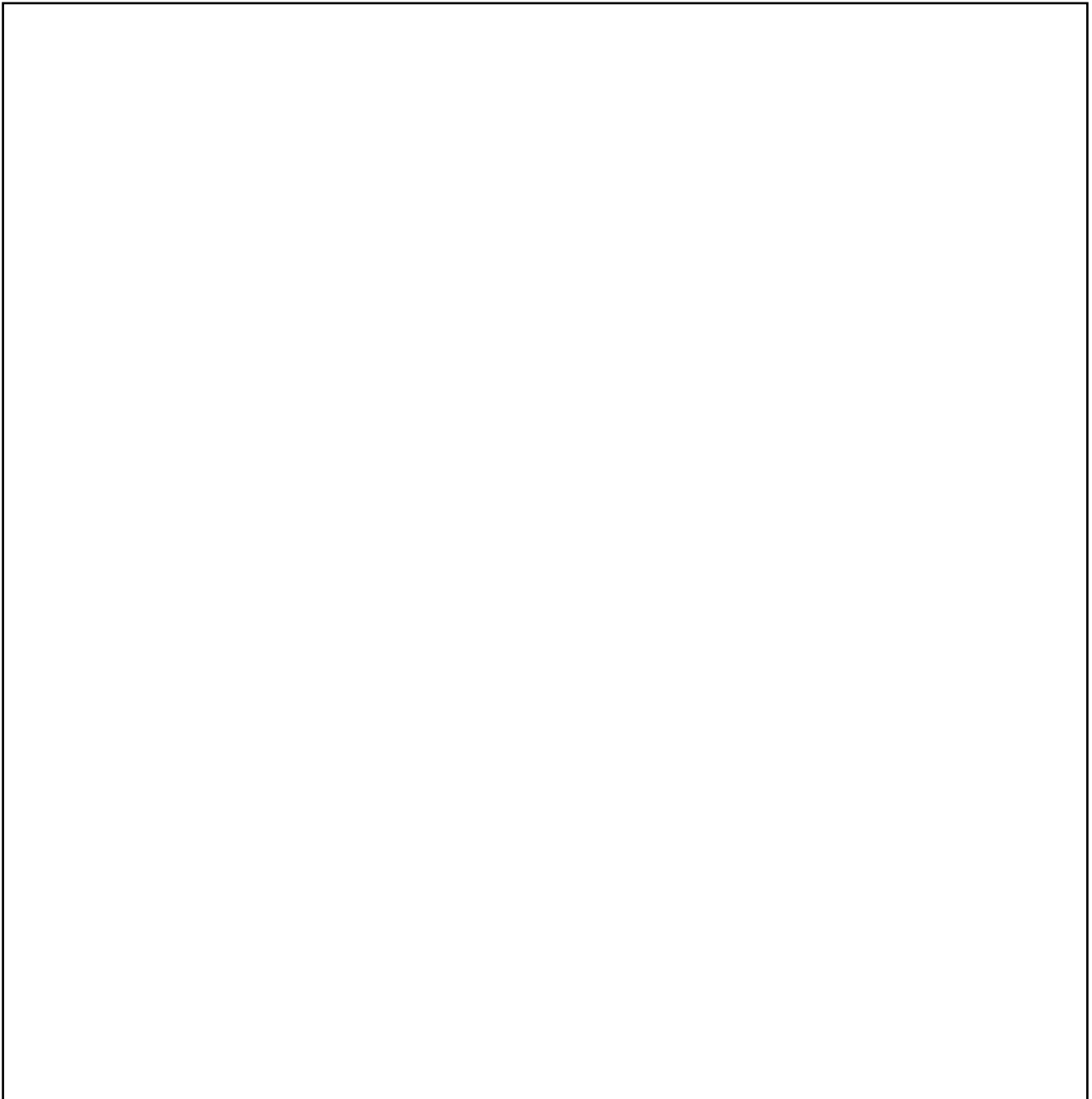
*NABIL FAWZI SORTS  
PLASTICS BEFORE  
DISPOSING OF THEM*

*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?



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Day after day?

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question on the previous page.

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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 experimenting to manage waste!**

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

Observe how long it takes for different types of waste to break down in the natural environment (e.g., a banana peel vs a plastic bottle).

With the help of your parent, weigh the amount of waste generated by your home by putting the garbage bag on your kitchen weighing scale every day. Write down the number every day in your notebook.



**I will experiment  
to grow food**

**WE USE THE BOTTOMS  
OF ONIONS AND  
LETTUCE TO GROW  
OUR OWN FOOD!**

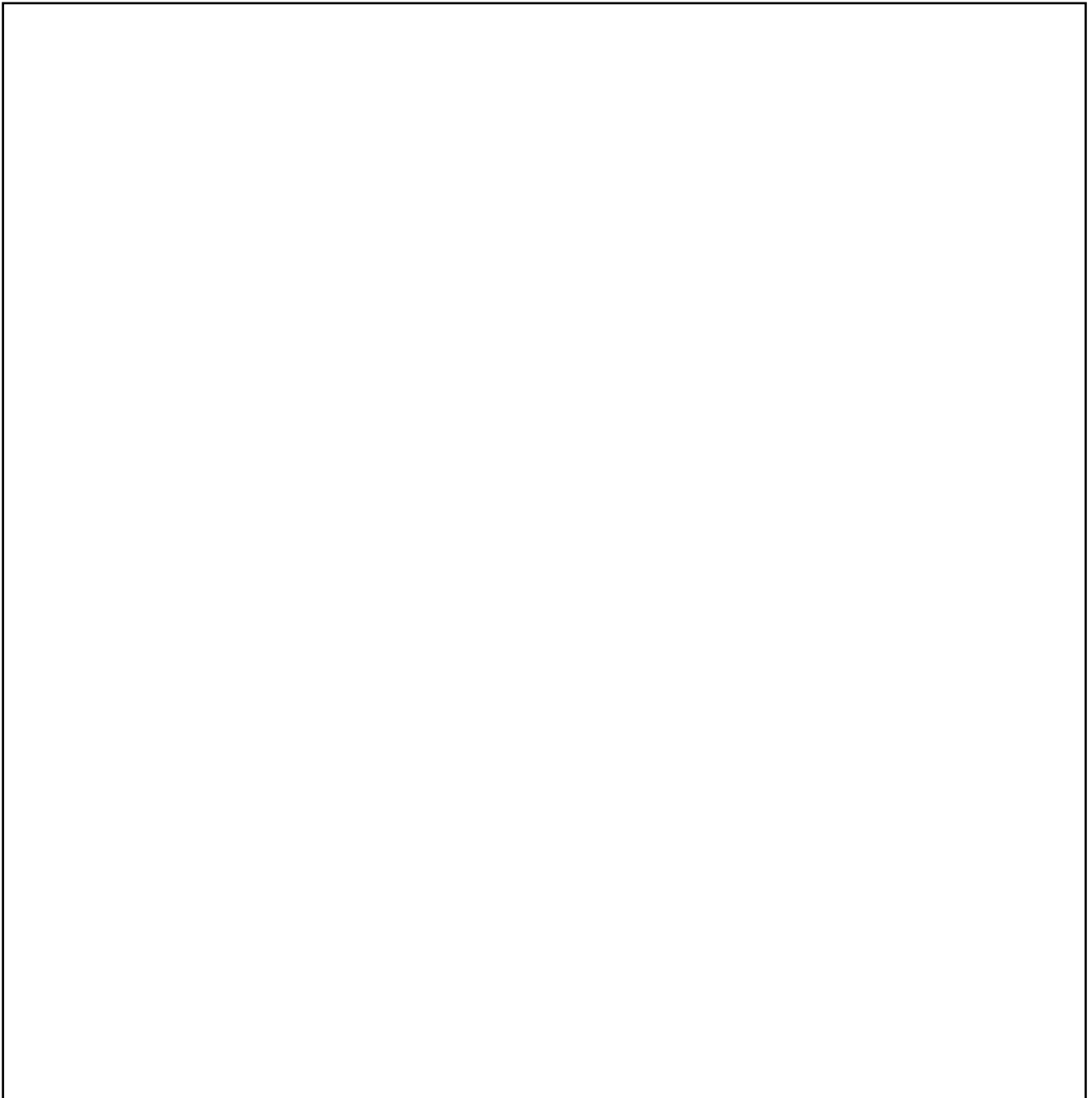
**I WILL EXPERIMENT TO GROW FOOD**



# Activity checklist

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What activity would that be?



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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.**

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

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

Ask a grown-up the name of the vegetables that grow in your country.

With the help of an elder, make your own mini-garden in an egg crate by adding soil and seeds. Take care of the seeds, and transfer them to the garden or pots once they sprout.

**I will experiment to  
protect biodiversity**





***THE LITTLE BIRDIE  
LOVES THE HOME I  
BUILT FOR HER***

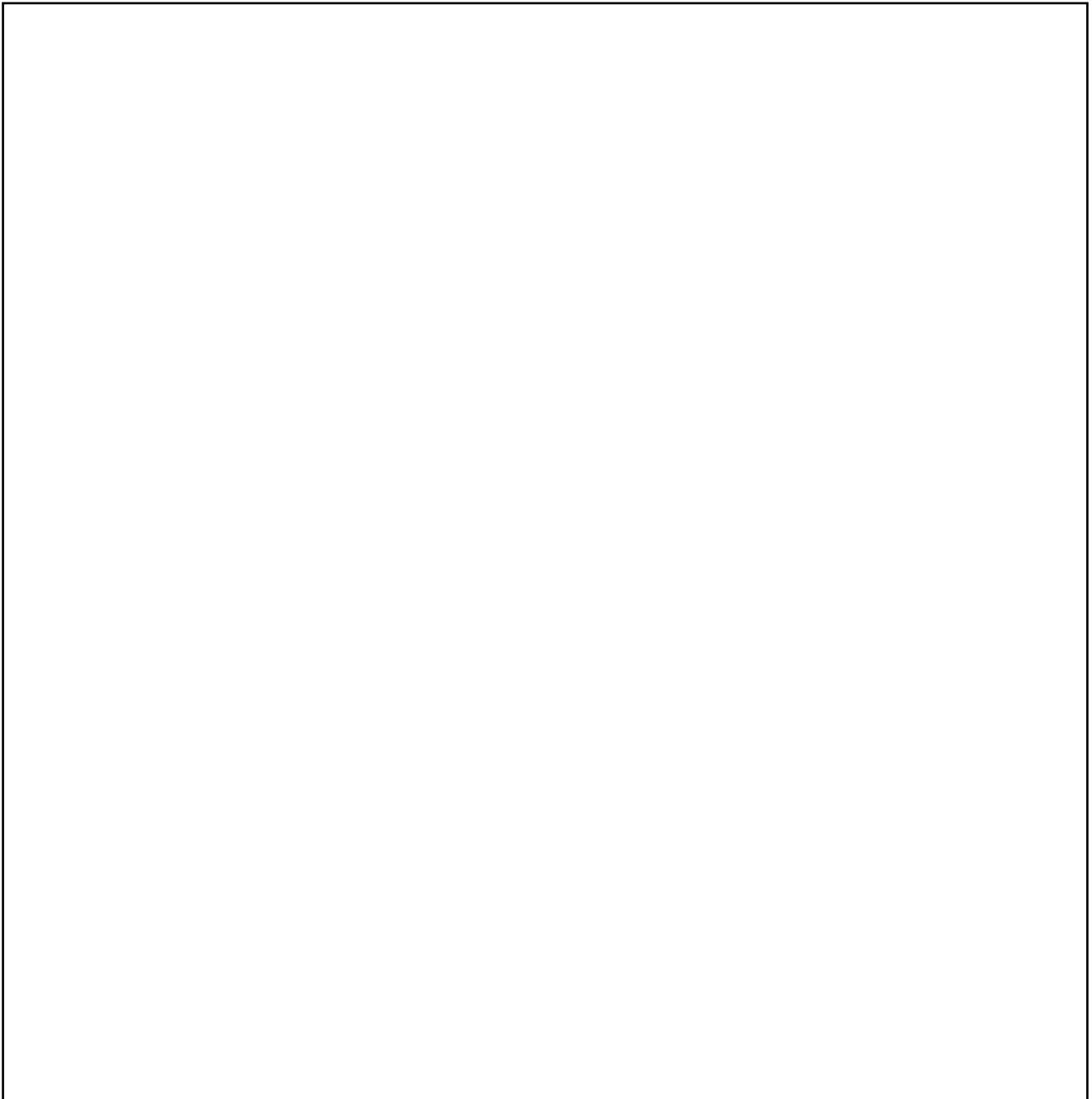
**I WILL EXPERIMENT TO PROTECT  
BIODIVERSITY**



# Activity checklist

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

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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 experimenting to protect biodiversity!**

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

With your parent or teacher's assistance, collect different types of soil to touch, and discuss.

Grow a small plant from a seed and record its daily growth.