

Phase II

Bengaluru Climate Action Club

Recap and Refresh

NOTE TO TEACHERS:

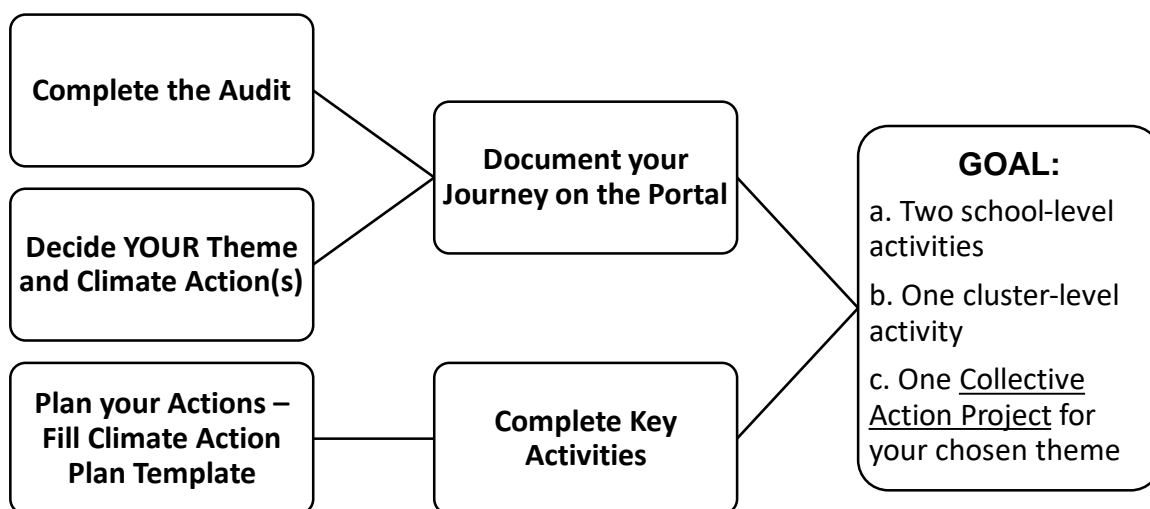
Welcome Back!

As a part of Phase 1, the following steps were completed:

1. Creating the Climate Action Club in your school
2. Naming the Club Name and creating the Logo
3. Introducing and getting familiar with the Climate Action themes of water, waste, energy and greening / biodiversity
4. Orienting the Club on the Audit Questionnaires on the four themes

If you have completed these tasks, kudos to your club! Highly appreciable!

Moving forward to the Phase 2 of this initiative, please keep the following points in mind to help you structure your work more effectively. The pages ahead in this handbook will guide you through the **next steps**.



1. Complete the Audit

- If the audits are not scored, kindly complete that task.
- Review all four audits with the Club and enable the Club to select the one theme your club will focus on this year as your school's intervention.

2. Decide your Theme & Climate Actions you will focus on

- Work together to think of practical ways to improve systems in your school towards more responsible use of resources and taking Climate Actions that make a sustained difference that is both noticeable and measurable

- *Example: If your school's monthly electricity bill is ₹5,000, explore ways to reduce it. Similarly, plan steps to lower waste generation, if that is the issue you would like to work on.*

3. Plan your Actions – Climate Action Plan Template

Once your theme is chosen, use the Climate Action Plan template to map out clear, actionable steps.

4. Document your Journey on the Portal

- Record *before* and *after* data and visuals of your intervention. This evidence is essential.
- Upload all required updates and information to the portal regularly. Remember, this earns points!

5. Complete Key Activities

- From the additional activities sheet, make sure to complete at least:
 - a) One school-level activity
 - b) One cluster-level activity
 - c) One Collective Action Project for your chosen theme
- Add these into your Climate Action Plan.

6. Involve your School Community

- Launch your drive! This could start with mindful awareness campaigns and move towards hands-on initiatives.
- Aim to make your school a better space and contribute to a better city!

As you progress through this handbook and continue to check the portal regularly, you'll be able to accomplish the above steps efficiently and with momentum. Wishing you all the very best for this new phase, we hope you enjoy the journey and lead your club towards making a difference!

Please Note: All the information, resources, and handouts you need will be available on the portal. Don't forget to upload your updates there as it the key to earning points for your club and your school and for us to learn better!

Best of Luck!

Session IV: Developing the Climate Action Plan

At a Glance:

Getting Started: <ul style="list-style-type: none"> Welcome and Introduction Quick Run through of the session 	10 Mins
Selecting Theme and Action Plan: <ul style="list-style-type: none"> Group Presentations (audit findings and scoring) Selection of Theme (Club decides together) Using the Climate Action Plan Template 	25 Mins
Review and Reflect Active Learning Cycle	10 Mins
Moving forward Collective Action Projects - Brief Introduction	10 Mins
Conclusion	5 Mins
Over the week: Groups do their Action Projects	

Materials required:

1. Filled Audit sheets as per group
2. Scoring Rubric of the audit (*if necessary: Annexure 1*)
3. Climate Action Plan Template for the club: *Annexure 2*
4. Climate-Collective Action Project (*Water and Us, Energy and Us, Urban Greening and Us, Solid Waste Management and Us*)

Getting Started

Step 1: Welcome and introduce

- Children, welcome back to our Climate Action Club!
- Before we move ahead, let's quickly recall what we did so far!
- Once our club was formed, what are some of the things we've done so far?

(Elicit responses: made our logo, chose our club name, formed groups, explored different themes, answered audit questionnaires, and any other activities your club has done.)

- Great work so far!
- We've completed an important first step. Now, it's time to go deeper and that is to use the audit findings to create real change in our school and, in turn, our city.
- Let us go step-wise. Shall we? *(Elicit responses)*

Step 2: Setting expectations, quick run-through

- Let me take you through what we will be doing in today's session:
 - Each group will present its audit findings for the vertical you worked on.
 - Once presentations are complete, the club will collectively select one theme to focus on for improvement in our school.
 - We will identify a few practical steps to take this action forward.
 - I will guide you in filling out the Climate Action Template.
 - You will also be introduced to a self-exploratory learning project.
 - With that, we will conclude today's session.
- Let us begin one by one. Do not panic! Everything will fall into place soon and we will be working towards making a change, if not big, a small one!

Selecting Theme and Action Plan

Step 1: Presentation of Audits by Groups

- I would like each group to come forward and share your findings with the class.
- Remember:
 1. Keep it short and clear
 2. Make sure every group member speaks
- Please answer these 3 questions:
 1. What is your audit score and which theme did you work on?
 2. What are your main takeaways from the audit?
 3. How was your experience doing the audit?

(Encourage quieter students to share and celebrate their efforts! Ensure to take notes which could be useful in the implementation of the action plan as well. Your role is key here!)

Step 2: Identify the Theme

(Once they have all completed presenting their audit findings.)

- Well done, everyone! Now, let's find out which theme scored the lowest because that's where we have the biggest opportunity to improve
- We could also choose one theme we would collectively like to improve and work on that as well. This is your time to make a decision!

(Please assist the students to make a decision on the theme to be chosen for the intervention)

- We will look at:
 1. Electricity usage *(monthly bill)*
 2. Water usage *(monthly bill)*
 3. Waste generated
 4. Number of plants and trees in our school
- Ask yourselves:
 1. What can we do to improve these numbers?
 2. How can our actions make our school climate-actions better – cleaner, more efficient and greener and therefore our Bengaluru better?
 3. What are the impacts it would cause to our climate and how can we make a difference?

(Give students a few minutes to discuss in groups. Be the moderator and make sure everyone has space to share their ideas)

Step 3: Climate Action Plan Template

- As a club, decide on:
 1. The theme you will focus on this year. *(Allow some discussion and finalise a theme)*
 2. Three goals to bring about change in the chosen theme. *(This will be further discussed in the Climate Action Template)*
 3. Possible challenges you might face in achieving these goals.
 4. People or groups whose help you would need.

(Write down all responses and this will be the foundation for your Climate Action intervention plan.)

- In order to document this better and in a structured manner, we have a Climate Action Plan Template. This would serve as the base on which many of our actions towards this intervention would be based on. *(You will find this as Annexure 2 at the end of the session)*

- Let us look through the template part by part together. *(Discuss the different parts of the Climate Action Template together as a club!)*
- **You will have about a week to design your Action Plan for your school.** Choose activities from the list provided and plan your intervention carefully. Remember to **back your plan with evidence from your audit, showing the changes you aim to bring about through your actions.** For example, you could carry the school's electricity bill for this month, or the one recorded on your audit report, and after working on reducing consumption, compare it with the bill at the end of your intervention. Keep it safe as proof of your impact!
- Once your plan is ready, use the following weeks to implement your Collective Action Projects, making real, effective changes in your school while spreading awareness all around!

Note: You can be flexible. For example, your Club may select 2 climate themes or 2 climate actions from different themes. Assign Climate Action Projects accordingly and be flexible and responsive!

Active Learning Cycle

Step 1: Introduce

- Today, we will take a moment to look back at everything we have done so far as our school's Climate Action Club and reflect on the tasks we completed and the decisions we made along the way.
- Shall we begin? *(Elicit responses)*
- Display the Active Learning Cycle (ALC) diagram on the board or chart
- Do you see this diagram on the board? This is called the Active Learning Cycle.
- This is a useful tool that helps us think about what we did, what worked, what did not, and how we can improve next time
- This tool or systematic way of reflecting or reviewing is useful for anything we do, whether for climate action or anything else in life



Step 2: Plan and Do

- Let us list all the things we did to plan and carry out our climate activities and campaigns in school. *(Take them down on the board)*

Possible responses:

{Conducted an audit to identify the main problem (e.g., high electricity usage, excess waste), Selected a theme to focus on and jotted down some actionable steps to implement in the school climate action plan}

(Note responses on the board. Highlight that this stage is both planning and doing, the first step in the ALC. Allow students to think through this step.)

Step 3: Reflect and Review

- Guide students through a reflection on their intervention. You can ask the following questions.
 1. What went well during the process of the audit and selection of theme? *(e.g., good participation, visible changes in habits)*
 2. What didn't go as expected? Why? *(e.g., could not understand the questions well, lack of coordination etc)*
 3. How did your team work together and make decisions?
 4. Were there any unexpected results? *(positive or negative)*
 5. If you could do it again, what would you change?

(Facilitate an open discussion OR have students write in their notebooks. Summarise key lessons learned as a group, these will guide future projects.)

Step 4: Apply and Plan Again!

- By understanding where we can make changes, we can plan better the next time. Apply your reflections in the next steps and see the difference for yourself!
- What is one challenge you faced, and how did you overcome it?
- The cycle is a continuous one and allows space for constant improvement!
- Let me ask you this. What do you think of this cycle? Do you think you can use it anywhere in your daily lives? *(Elicit responses)*

Step 5: Using the ALC in Everyday Life

- The Active Learning Cycle is not just for climate action, but you can use it anywhere in life when you want to improve.
- Example – Exam Preparation

(Use the steps of the ALC, and the prompts below to elicit responses to help students apply the ALC)

1. Plan & Do: *Make a timetable, collect notes, study regularly.*
 2. Reflect & Review: *How did the exam go? Were you able to finish on time? Which parts were easy or hard?*
 3. Plan Again: *Next time, focus more on difficult topics, practise timed answers, revise earlier.*
- Other Everyday Examples:
 1. Sports Practice: *Plan training → play the match → review what worked/what didn't → adjust training.*
 2. Organising a School Event: *Plan activities → run the event → see what went well/what could improve → plan changes for next event.*

3. Hobbies: *Learning guitar, drawing, coding* → *try a method, review your progress, and improve.*

Step 6: Close

- If we keep using the Active Learning Cycle, not only will our climate actions get stronger, but we'll also get better at improving anything we put our mind to! Try and see it for yourself!

Introduction to Collective Action Project

A note for the educator:

The Climate Collective Action Project (CCAP) is a hands-on, student-led initiative designed to help young change makers take meaningful action for their city's environment. The project covers four key themes: Water, Solid Waste Management (SWM), Urban Greening, and Energy. Based on the topic each group selected in their earlier discussions on the audit, they will choose the same theme from the given themes and carry it through from start to finish.

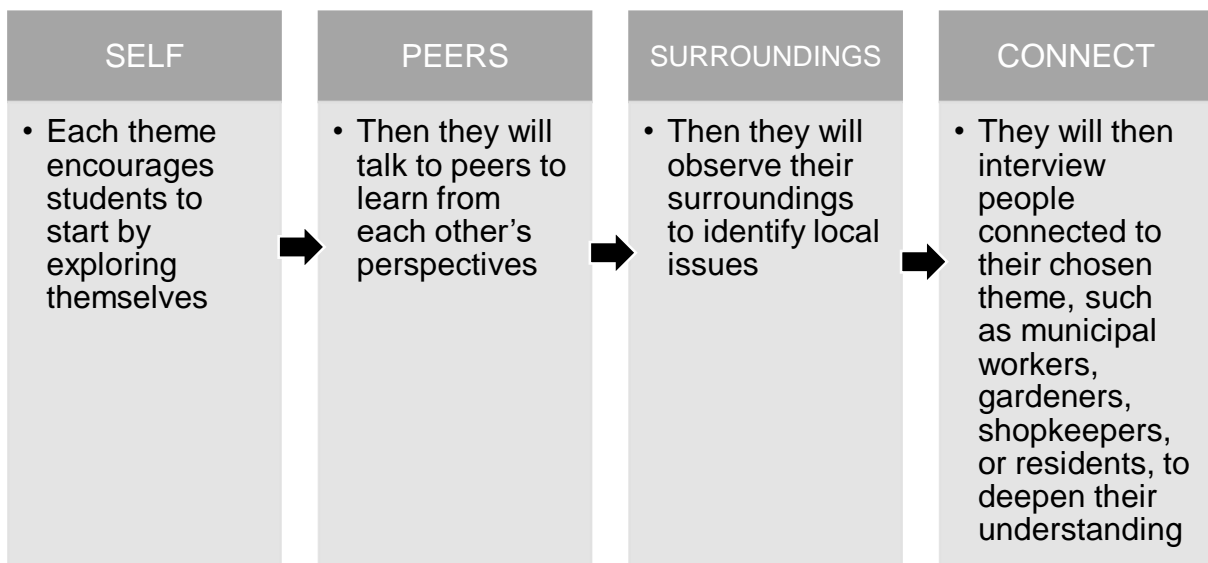
The projects are self-explanatory, requiring just mentorship from you!

The projects have clearly laid-out activities that guide students from exploration to action.

While the cards outline the process, it is up to each team to decide how they will coordinate and share responsibilities.

Through this process, students will develop a wide range of skills, teamwork, problem-solving, research, observation, critical thinking, communication, planning, and documentation, while also building confidence as active citizens.

The learning journey:



Each theme encourages students to start by exploring themselves. Next, they will talk to peers to learn from each other's perspectives, followed by observing their surroundings to identify local issues. They will then interview people connected to their

chosen theme, such as municipal workers, gardeners, shopkeepers, or residents, to deepen their understanding.

The next stage involves **group discussions to connect all their findings and plan an action in their school or community** based on what they have learned. They will document their project with before-and-after evidence, carry out their chosen intervention, and finally present their work, sharing their journey, results, and learnings with others.

As an educator, it is essential to encourage students to take ownership of their theme, ensure they follow the steps in sequence, and help them maintain a balance between creativity and feasibility. *The Projects are not just about completing a project but about building a mind-set where students see themselves as part of the solution.*

Climate Action Projects

Step 1: Introduce

- Students, along with the Climate Action Template about the vertical we have chosen as theme, there is also a student-led project that helps you achieve your chosen-climate action, deepening your knowledge and understanding
- It is a journey, where with a few steps, a few milestones and some actions you will lead **change** as a club, and make a difference around you, in your school and your neighbouring surroundings!
- If you need help, you can ask me. You have to implement this as a part of your Climate Action Plan. Completing these steps, uploading them on the portal on time and making a significant impact, will be recognised!

(Distribute the relevant CCAP based on the themes chosen. You can go through it with the students and assist them as and when required.)

Conclusion

- Students, I hope you are ready to pick up your tasks and make a change where it really matters!
- Wishing you all the best! For the next few weeks, you are going to drive the club forward! Let's make a difference together!

Annexures & Handouts

Note: Climate Action Projects are part of the kit and need to be downloaded separately

Annexure 1: Scoring Rubric

Scoring card:

Theme	Total Score
Energy	
Water	
Waste	
Urban Greening	

Rubric:

Score range	Performance level	What does this mean?
25–30	Excellent	Your school is doing a great job in this area! Most practices are in place and working well. Keep up the good work and continue to look for small ways to improve even more.
19–24	Good	Your school is on the right track. Some good practices are in place, but there's room to grow. Identify areas that can be improved and work together to make them better.
13–18	Needs Improvement	There are some efforts, but many practices are missing or not consistent. It's time to focus on making changes. Think about what steps can be taken to improve in this area.
0–12	Critical	This area needs immediate attention. Many important practices are missing. Start by learning more about this topic and plan actions to make significant improvements.

How to use this rubric?

1. Complete the questionnaire by answering all 15 questions for each theme (Energy, Water, Waste, Urban Greening) by selecting "Yes," "Sometimes," or "No."
2. Calculate your score by assigning points to each answer (Yes = 2 points, Sometimes = 1 point, No = 0 points) and total them for each theme.
3. Use the total score to determine your performance level in each theme by referring to the rubric.
4. Each group has to discuss their scores and their learnings from the same Audit.
5. Once this is complete, the club decides to work on the theme that requires attention.
6. In the coming sessions, they have to develop the School Climate Action Plan too.

Annexure 2: My School Climate Action Plan

Part A – School details

- School Name: _____
- Teacher Mentor: _____
- No. of Students in Club: _____
- Date: _____

Part B – From audit to action

1. One issue or challenge we found from our audit

2. One good practice we found from our audit

3. Which C-CAP theme are we choosing?

☐ Energy ☐ Water ☐ Waste ☐ Greening

4. Why we chose this theme: _____

5. How did we decide?

Part C – Our Actions

From our audits, we identified these issues that we would like to address in collaboration with our school.

#	Theme	What we want to fix (issues)	Who will lead this from our Club?	By When will we solve / fix this?	Who will upload progress and photos on the website

Part D – Our reflections

- What will success look like for us?
- How will we share what we did with the rest of the school? With our parents?

Tick what you will do from among these ideas below - you can do many of these things and increase your impact!

Use the list of activities as a guide and the online portal to strengthen your school's Action Plan. Make sure to actively participate in school-level and cluster-level events, as well as in the Collective Action Projects.

Please Note: Do not forget to upload your progress regularly on the portal as this helps track and understand the initiative better. Consistent uploads will also earn your valuable points!

STUDENTS	PARENTS	COMMUNITY (with trusted adults always)	MEDIA and SOCIAL MEDIA
Assembly Talk	PTA Awareness Stall	Neighbourhood march	Press releases
Stall or campaigns in school	Letters to Parents	House visits	Inviting media to events in school

Awareness posters	Parent Newsletter	Any other idea	Sharing with BBMP Climate Action
Class to Class campaign	Any other idea		Timely Uploads on website of school and BBMP
			Online posters, posts, articles, etc
Any other idea			Any other idea

Session V: Reflecting on our Climate Action Journey

At a Glance:

Welcome	5 Mins
Web of Impact	15 Mins
Staying positive	20 Mins
Circle of Hope	05 Mins

Objective:

To reflect on our climate action journey, celebrate our collective efforts, and conclude with hope, positivity, and a renewed commitment to continue small yet powerful actions. As we close this initiative, the aim is to carry forward a mindful and active journey together.

Materials Required:

1. 30 chits with cues/prompts (Annexure 1 and 2) – Cut them out as chits
2. Yarn of Wool for the Web of Impact Activity

Welcome

- Ask the questions below and elicit responses, keeping discussions positive and hopeful
 - What has been your favourite moment in this journey so far?
 - How has this experience changed the way you think about the environment?
 - What is one action you want to continue doing even after this project ends?
- Well done, Climate Warriors! Your dedication and hard work in this club have been truly inspiring. I know this experience has opened your minds to think bigger and deeper about our surroundings and the city we call home because it has opened my mind too! Let us not stop here - our actions can and will make a difference!

End with a round of applause for the club's efforts in planning and carrying out the climate intervention. Appreciate their hard work and teamwork in trying to make a real difference in their school

Web of Impact

15 MIN

- Children, do you remember the very first day of our club? We started our journey by weaving a web together. Back then, that web showed us how all our actions, big or small, are connected to each other, to our city, and to our Earth.
- Today, we weave the web once more.

<p><u>Option 1: Where there is space in classroom / just outside</u></p> <ul style="list-style-type: none"> Before I move on, I would like all of you to come in front, push all the tables and chairs behind and form a circle. Make sure you are all jumbled. You are all a team and I would like to see that teamwork here! 	<p><u>Option 2: Where there is space in front of the classroom</u></p> <ul style="list-style-type: none"> Before I move on, I would like 15 of you to come in front, and form a circle. Make sure you are all jumbled. You are all a team and I would like to see that teamwork here!
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- (allow them to form a circle)* Great. I have a yarn of wool here.
- (carefully and clearly instruct the students)* I have 30 different chits in this box/bowl. Each one of you have to take one chit, read what is written and tell me **what this action most impacts in our city – your options are - water, energy, land or greening**
- Once you answer, you will hold the strand of wool and throw the yarn to another student in the circle. Is everyone clear about this? *(elicit responses)*
- Let us begin then!
- Give each student a chit, allow them to read it out aloud and answer. Continue the activity for 10 minutes or until you finish 30 chits whichever is sooner**

(Slowly you would see a web forming. Once all the students have participated. Move on by asking the following questions and elicit responses.)

- What do you all see here? What does this web mean? *(elicit responses)*
- All the impacts you spoke about, good or bad, are ultimately affecting whom? *(elicit responses and carry forward the discussion)*
- Take a look at the web we've created. Each of you holds a part of this. And so does the Earth. Every choice whether small or big is connected to each other and to our city and earth.
- When you chose to plant a tree or burn plastic, it did not just stay in your hands. It travelled.
- End the activity and ask the class to settle down**

Staying positive

15 MIN

- Children, we've done so many fun activities together in this club, haven't we? *(elicit responses)*
- Now, I need one of you to volunteer - someone with a loud, clear voice to read a story for the class. The rest of us will listen carefully, and afterwards, I'll ask

you to share what you understood and what lesson you'd like to take away from it. (pick a confident reader so everyone can hear well)

- Student to READ:

There was once a girl named Ananya who lived in a town where the river was slowly drying up. She loved the river. It was where children played, where farmers watered their fields, and where families gathered in the evenings.

One day, she noticed plastic and waste floating on the surface. People shrugged and said, *"It's always been this way. Nothing can change."* But Ananya felt something stir inside her.

She remembered her values. Her grandmother had always told her: *"Respect for nature is respect for life."* That value became her foundation. Even when no one praised her or believed in her, she held onto it.

Ananya set herself a small goal: each day, she would collect five pieces of plastic from the riverbank. She told herself, *"Even a little is better than nothing."*

She celebrated her small wins. The first day she filled a bag, she smiled. The second day, a passer-by noticed and joined her. Each bag of waste removed felt like a victory. Soon, she found others who also cared. A group of students in her school formed a little volunteer circle.

They aligned with each other, inspired and inspiring one another. What was once a lonely task was becoming joyful teamwork. There were days when Ananya worried: *"What if the river never heals? What if our work is too small?"* But then she reminded herself: *"What matters is what I can do today."*

She learned to stay present, focusing on the action of now rather than worrying about tomorrow. And whenever she felt tired, she would sit by the river and remember why she had started. She remembered her reasons: this river was her childhood, her community's life. She wanted future generations to play, farm, and laugh along its banks too. To her, she was staying true to who she was- staying true to her values and what made her feel good inside!

Of course, there were tough moments. One day, she slipped and dropped a whole bag of collected waste back into the water. She felt frustrated and foolish. But instead of scolding herself, she whispered, *"It's okay, setbacks do happen. I'm trying, and that matters."*

She was kind to herself, instead of harsh. With time, the town began to notice. The water looked clearer. The fish returned. People felt hopeful again.

It was not perfect. The river still had challenges, but Ananya had learned something powerful:

Perseverance is what keeps hope alive. Perseverance is like a little ant carrying food to its home. Even if the food drops, the ant doesn't give up. Step by step,

it keeps going until it reaches the top. Even small actions, grounded in values and fuelled by kindness and courage, can ripple outward to create change.

And so the river, and the people, began to heal, one act of hope at a time.

- How did you like this short story, students? (*elicit responses*)
- Can you tell me some brief learnings you can take away from this story you just heard? (*elicit responses and guide the students to connect with the story and reflect on the positive lessons it offers*)
- Great! Like Ananya, when we stay true to our values, celebrate small wins, work with others, and keep going even though things aren't always ideal, we create ripples of hope. Every little action we take, just like each drop of water, can help bring life back to the river and to the world we live in!
- And importantly, it is also about staying true to who we are and what makes us feel good inside!

"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world." - Desmond Tutu, Nobel Peace Prize Winner 1984

Pledge-taking

- This is an activity we began with at the start of our journey. As we come to a close, I'd love for us to experience it again and see how far we've come.
- I will now give you all a piece of paper/ sticky notes and you will all write two things. Do you remember what it was?
 1. Personal Change
 2. Collective Change
- *Personal Change* is an action you will pledge to take on a personal level.
- *Collective Change* can be an idea you could do together as a team.
- *Think of all the 4 areas of climate action and that will guide you – water, waste, energy and biodiversity*

(Distribute the sheets of paper/ sticky notes)

- As you write, also think about how you can keep working together to make a difference, in your school, at home, and in your surroundings. You have one minute... your time starts now!

(After one minute)

- Take some responses and enable for shared commitment and end on a note of hope and optimism and end the session!

Circle of Hope

05 MIN

- Good Job students! I am glad to have heard your journeys so far. But before we end this session, I would like all the students to come together in one circle.
- **Everyone, place your right hand in the centre of the circle.**
- As our very own club, we're going to take a short pledge together. Are you ready? (*Bring in the excitement and enthusiasm required as this is the last step of the club!*)
- *Follow this after me,*
We promise to care, we promise to strive,
To keep our city green, clean, and alive.
With hearts united and actions strong,
Together we'll make our city belong.
- Give each member of this club a 'High-Five' and a 'Tap' on their shoulder to appreciate them for their efforts too!
- This ends our session here! Remember what you have learnt and make sure to strongly hold onto the pledge you took!
- Our work and time in the Club means we are climate action champs for life!
- All the best!

Annexure 1

Cues for the Web of Impact Activity: Print as Chits for Distribution

1. Used the lift to go one floor up

Climate Impact: Decreases Energy and Carbon Emissions

Q: What does it impact? Water, Waste, Land or Energy?

2. Participated in a community clean-up

Climate Impact: Collectively worked on Climate Action

Q: What does it impact? Water, Waste, Land or Energy?

3. Turned off tap while brushing

Climate Impact: Saved water and lowered energy needed to treat and pump it.

Q: What does it impact? Water, Waste, Land or Energy?

4. Removed plant and cemented the area

Climate Impact: Fewer trees to absorb carbon and more heat trapped in the area.

Q: What does it impact? Water, Waste, Land or Energy?

5. Burned plastic waste in an empty plot

Climate Impact: Released toxic gases and greenhouse emissions.

Q: What does it impact? Water, Waste, Land or Energy?

6. Bought snacks wrapped in layers of plastic

Climate Impact: Contributed to more plastic waste and fossil fuels

Q: What does it impact? Water, Waste, Land or Energy?

7. Threw garbage in water drain

Climate Impact: Polluted waterways, harming aquatic life and ecosystems.

Q: What does it impact? Water, Waste, Land or Energy?

8. Shared seeds and saplings with others

Climate Impact: Encouraged green spaces and better carbon absorption.

Q: What does it impact? Water, Waste, Land or Energy?

-
9. Installed a tap aerator to save water

Climate Impact: Conserved water and energy

Q: What does it impact? Water, Waste, Land or Energy?

-
10. Left the fan and light on after leaving the room

Climate Impact: Conserved energy

Q: What does it impact? Water, Waste, Land or Energy?

-
11. Unplugged devices when not in use

Climate Impact: Reduced energy use and carbon footprint

Q: What does it impact? Water, Waste, Land or Energy?

-
12. Upcycled an old T-shirt into a bag

Climate Impact: Reduced textile and emission waste

Q: What does it impact? Water, Waste, Land or Energy?

-
13. Harvested rainwater at school

Climate Impact: Reduced water demand and built resilience to droughts.

Q: What does it impact? Water, Waste, Land or Energy?

-
14. Chose to walk or cycle to a nearby place

Climate Impact: Reduced carbon emissions and footprint

Q: What does it impact? Water, Waste, Land or Energy?

-
15. Created a mini garden using recycled pots

Climate Impact: Increased green cover and reused waste.

Q: What does it impact? Water, Waste, Land or Energy?

-
16. Used a hose to wash the car / bike / cycle

Climate Impact: Wasted Water

Q: What does it impact? Water, Waste, Land or Energy?

-
17. Kept the AC on at 18°C for hours

Climate Impact: Created more emissions and wasted energy

Q: What does it impact? Water, Waste, Land or Energy?

- 18.** Removed the potted plants that are too hard to manage

Climate Impact: Lost cooling benefits and CO₂ absorptions

Q: What does it impact? Water, Waste, Land or Energy?

- 19.** Spread awareness about saving water in your building

Climate Impact: Reduced water/energy and carbon emissions

Q: What does it impact? Water, Waste, Land or Energy?

- 20.** Threw a plastic wrapper on the road

Climate Impact: Litter contributes to pollution and harms wildlife.

Q: What does it impact? Water, Waste, Land or Energy?

- 21.** Used public transport instead of a private vehicle

Climate Impact: Reduced fuel consumption and energy

Q: What does it impact? Water, Waste, Land or Energy?

- 22.** Recharged batteries using solar power

Climate Impact: Used solar power and relied less on regular electricity.

Q: What does it impact? Water, Waste, Land or Energy?

- 23.** Carried cloth bags to the market

Climate Impact: Cut down on single use plastics and pollution.

Q: What does it impact? Water, Waste, Land or Energy?

- 24.** Cut a tree to make space for parking

Climate Impact: Reduced carbon absorption and increased heat.

Q: What does it impact? Water, Waste, Land or Energy?

- 25.** Left the tap running while brushing

Climate Impact: Wasted water and energy used for supply/ treatment.

Q: What does it impact? Water, Waste, Land or Energy?

26. Planted a tree with friends on your street

Climate Impact: Worked together to create cooling

Q: What does it impact? Water, Waste, Land or Energy?

27. Adopted a public tree and watered it regularly

Climate Impact: Enabled better recycling and reduced landfill emissions.

Q: What does it impact? Water, Waste, Land or Energy?

28. Segregated waste into wet and dry at home

Climate Impact: Enabled better recycling and reduced landfill emissions.

Q: What does it impact? Water, Waste, Land or Energy?

29. Carried my own water bottle

Climate Impact: Avoided plastic waste and fossil fuel based production

Q: What does it impact? Water, Waste, Land or Energy?

30. Celebrated a zero-waste birthday

Climate Impact: Reduced landfill contribution and climate impact from consumption.

Q: What does it impact? Water, Waste, Land or Energy?

Annexure 2

Cues for the Web of Impact Activity

Teacher Reference to help in facilitation

	Action	Impact
1	Used the lift to go one floor up	ENERGY
2	Participated in a community clean-up	LAND
3	Turned off tap while brushing	WATER
4	Removed plant and cemented the area	GREENING
5	Burned plastic waste in an empty plot	AIR, LAND
6	Bought snacks wrapped in layers of plastic	LAND, WATER
7	Threw garbage in water drain	WATER
8	Shared seeds and saplings with others	GREENING
9	Installed a tap aerator to save water	WATER
10	Left the fan and light on after leaving the room	ENERGY
11	Unplugged devices when not in use	ENERGY
12	Upcycled an old T-shirt into a bag	WATER, LAND, ENERGY
13	Harvested rainwater at school	WATER
14	Chose to walk or cycle to a nearby place	ENERGY
15	Created a mini garden using recycled pots	GREENING
16	Used a hose to wash the car / bike / cycle	WATER
17	Kept the AC on at 18°C for hours	ENERGY
18	Removed the potted plants – too hard to manage	GREENING
19	Spread awareness about saving water in your building	WATER
20	Threw a plastic wrapper on the road	LAND
21	Used public transport instead of a private vehicle	ENERGY
22	Recharged batteries using solar power	ENERGY
23	Carried cloth bags to the market	WATER, LAND, ENERGY

24	Cut a tree to make space for parking	GREENING
25	Left the tap running while brushing	WATER
26	Planted a tree with friends on your street	GREENING
27	Adopted a public tree and watered it regularly	GREENING
28	Segregated waste into wet and dry at home	LAND
29	Carried my own water bottle	LAND. ENERGY
30	Celebrated a zero-waste birthday	LAND, ENERGY, WATER

Core Working Group supporting the Bengaluru Climate Action Clubs

