BENGALURU

CLIMATE ACTION CLUBS

HANDBOOK FOR FACILITATORS

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Bengaluru Climate Action Club

A simple guide for hands-on climate action through activities, audits, and reflection

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July 2025

Teacher Facilitator Handbook 2025 – 2026

Welcome!

Dear Teacher Mentor,

Welcome to an exciting new initiative by the Bruhat Bengaluru Mahanagara Palike (BBMP) and the Government of Karnataka, the Bengaluru Climate Action Club!

Thank you for stepping forward to be a part of this vital campaign. Climate change is no longer a distant threat. It is a pressing reality impacting each one of us. If you reflect on how the environment looked when you were growing up and compare it to today, the changes are unmistakable. It is evident and unavoidable. This is exactly why we believe it is time to act, together.

As a teacher mentor, you play a pivotal role in inspiring and guiding students to become Climate Action Champions of Change. With your guidance, children will feel empowered to take small yet meaningful steps that can collectively make a big difference to our local ecosystems and the planet at large.

The Bengaluru Climate Action Club aims to create a vibrant space where students can *learn by doing,* through engaging activities, thought-provoking discussions, audits, hands-on exercises, and reflective reporting on themes such as Biodiversity (Greening), Water, Energy and Solid Waste Management. More than just learning about climate change, they will *experience* what it means to act for Bengaluru with hope and not with fear or anxiety, beyond textbooks and into the real world.

We believe that every child has the potential to make a change and to influence those around them.

We hope you find joy and fulfillment in facilitating your school's Climate Action Club as much as we did in creating it. This handbook is designed to guide you through each session, helping you spark curiosity, foster critical thinking, and ignite climate action in your school.

All the best!

Forming Your Climate Action Club

As the first step in this initiative, each school is expected to set up a Climate Action Club, a student-led group that will spearhead climate-focused activities and projects throughout the academic year.

Who can join?
Students from Grades 7, 8, 9, and 11 are eligible. Grades 10 and 12 are exempted due to their academic commitments. The club will consist of a maximum of 15 students, selected from across the eligible grades.

How are students selected?
Selection is based on a *Creative Expression Round*, where interested students respond to a prompt through artwork, writing, or other expressive formats. This is followed by reflective discussions to understand their motivation and interest in climate action. As a teacher mentor, you will lead this process with the support of two other teachers.

Here is a step-by-step guide to help ensure a smooth and organized process.

Step 1: Announce the Launch

1. Make a school-wide announcement in the eligible grades about the formation of the Climate Action Club.
2. Encourage students to participate in the Creative Expression Round to show their interest.

Step 2: Creative Expression Submissions

Ask interested students to submit creative responses to the following prompt:

> Prompt:
> *What would a place look like where people and nature get along well? Can you imagine a city, neighbourhood, or school where both people and nature are happy and healthy? What would you see, hear, or feel there?*

Submission formats may include:

1. A drawing or collage depicting a green city/neighbourhood/school
2. A short story, poem, or essay
3. A letter from the future or a conversation between generations
4. For students with different learning preferences, allow:
    a. Oral presentations
    b. Role-plays
    c. Group discussions

Timeline: Students should complete and submit their work within one week.

Step 3: Review and Shortlisting

1. Form an evaluation team consisting of yourself and two other teachers.
2. First, go through all the submissions. Then, hold a session where students get a chance to talk about their creations and reflect on their ideas together.
3. Go through each submission and assess:
    a. Creativity
    b. Originality
    c. Thoughtfulness
    d. Environmental values conveyed

Step 4: Reflective Discussion Rounds

1. Organize two interactive group sessions:
    a. Day 1: Grades 7 & 8
    b. Day 2: Grades 9 & 11

2. Discuss the following:
    a. What is your idea behind this creative submission?
    b. How does your idea show people and nature helping together?
    c. What message do you hope to send about nature and people living well together?
    d. What steps could be taken to make this vision a reality?

Please Note:
Allow each student enough time to speak. Use the scoring rubric provided to help with final selections.

Use the rubric below to assess alignment, creativity, and initiative.

Criterion	**Points**
Creativity and depth of vision	5
Relevance to sustainability	5
Clarity	5
Relevance to community	5
Integration of human and natural elements	5
Effort and Detail	5
Storytelling through visuals	5

Inclusion/justice	5
Total	40
Recommended score for Climate Club	**25-40**

Step 5: Final Selection Criteria

1. Choose 15 students
2. Ensure:
    a. At least 3 students from each eligible grade
    b. Equal gender representation
    c. That you are conscious of bias in selection - e.g. towards students who are already on stage a lot, are leaders in other capacities, are creative in expressions etc. but who may not necessarily be passionate about Climate Change and Climate Action

Step 6: Acknowledge All Participants

1. Inform students who were not selected that they are still part of the larger initiative.
2. Encourage them to support and collaborate with the club on its various activities.
3. Make every student feel valued and included.

Using This Handbook

This handbook is designed to make your role as a facilitator simple and effective. With just 20 to 30 minutes of preparation, you will be ready to confidently guide each session.

It provides clear step-by-step instructions for every activity, along with all the materials you will need to support student learning and teamwork.

Here is what is additionally included:

1. Student Handouts to support active participation
2. School Audit Questionnaires
3. Templates for the School Climate Action Plan to guide planning and documentation
4. Project Sheets for team-based Collective Climate Action Projects on key themes such as:
    a. Water
    b. Solid Waste Management
    c. Energy
    d. Biodiversity

With this toolkit, you will be well-equipped to lead your Climate Action Club and inspire meaningful student-led change in your school.

Here are some things that would help you understand the flow of the guide better:

- The content is written in a dialogue format to help you incorporate it seamlessly into your session.
- At the start of each section, you'll find an **'At a Glance'** overview to help you preview the session more effectively, along with a **'Materials Required'** section to help you stay prepared in advance.
- **The annexures referred to in the sessions will be uploaded to the portal with the same names. Please print them based on your class strength and use them during the session.**

Session-wise Overview

Session 1 - Welcome to the Bengaluru Climate Action Club!

This inaugural session marks the first gathering of all selected students, bringing them together as members of the Bengaluru Climate Action Club. The focus will be on introductions both to each other and to the broader purpose of this initiative. As the session sets the tone for the year ahead, it is important that students feel inspired, connected, and ready to make a meaningful difference. By fostering a strong sense of belongingness to the Club and in the power of teamwork from the outset, we aim to build a space where students feel supported and empowered to undertake climate actions together.

Session 2 - Introduction to Themes

In this session, students will be introduced to the four key focus areas of the club for the year: *Energy, Water, Solid Waste Management, and Urban Greening*. While these topics may already feature in their school curriculum, the session will provide perspectives to help them think critically and creatively about challenges in school and in Bengaluru, with a focus on change and action.

Session 3 – Introduction to Audit

Students will be oriented on conducting a *School Climate Audit*, a hands-on activity designed to help them identify how their school can help mitigate climate change within these four domains. This foundational exercise will guide the work of the club going forward.

Climate Action Plan Template - From Insights to Action

Based on the findings from their school audit, students will collaboratively select one focus area to address and begin developing a *Climate Action Plan* for their school. This plan will outline a series of practical steps, from awareness campaigns and low-cost interventions to engaging school leadership and mobilizing their peers. The aim is to empower students to take ownership of their environment, whether it is as simple as small ideas towards reducing the consumption of electricity or rethinking waste management practices. A pre-designed template will help structure their ideas into a clear, actionable plan.

Session 4 - Developing the Climate Action Plan

This session is dedicated to planning. Students will review the audit data and use the Climate Action Plan template to strategize effective, school-specific solutions within their chosen domain. The emphasis will be on collaboration, creativity, and critical thinking. This is where their ideas start turning into action, making it a pivotal point in the program.

Collective Climate Action Project (C-CAP) - Let's Get Moving!

With their plans in place, students now move into action mode. The **Collective Climate Action Project (C-CAP)** is a fun and engaging activity designed to complement their Climate Action Plan. It's a week-by-week mini-project that deepens learning through hands-on experience. Think of it as a practical challenge that enhances their understanding while keeping the momentum going. Teacher-mentor are encouraged to familiarize themselves with the project handout as it contains detailed instructions and is a great opportunity to support and learn alongside the students. Over

the next four weeks, students will implement their C-CAP while continuing work on their broader Climate Action Plan.

Session 5 - Orientation on Reporting on the Climate Action Plan

As students implement their Climate Action Plan, it is essential to document and reflect on the impact they have created. In this session, students will learn how to record their progress using a structured reporting template. They will compile their learnings, outcomes, and key insights, capturing the essence of their journey as Climate Action Change Agents. This session ensures that students not only understand the importance of documenting change but also feel a sense of accomplishment in seeing their efforts take shape.

Session 6 - Reflection, Recognition and Celebration

As the first year of the initiative comes to a close, this session offers a moment to pause, reflect, and celebrate. Students will revisit their journey from initial awareness to real-world action, consolidating their learnings and acknowledging the growth they have experienced. This reflection is not just a look back, but a springboard to carry their insights into the wider world.

As a teacher-mentor, your role will be to guide this reflection, recognize each student's contributions, and celebrate the collective achievements of the club. This closing session is also an opportunity to inspire continued involvement and encourage more students to join the movement in the coming year.

Session I - Introduction to Bengaluru Climate Action Club

At a Glance:

Welcome and introduction	5 Mins
Ice breaker activity	10 Mins
Formation of Groups	10 Mins
Quiz on Climate	5 Mins
Creating the Club logo and name	10 Mins
Brief introduction to BCAC	5 Mins

Skills and Learning outcomes:

Skills: Teamwork and collaboration

Outcomes: By the end of the session, children begin to feel a sense of ownership and accountability towards taking the initiative forward. The growing sense of group cohesion, along with the realization that their actions can lead to real change, becomes a powerful driver for the club's momentum.

Materials required:

1. One sided paper/ small sheets of paper - one per group
2. Annexure 1 for Facilitator Reference – Quiz on Climate Change

Welcome and Introduction!

Please note:

The first session will set the tone and classroom dynamics for the rest of the year. Your club needs to unlearn some old ways, and you too may need to do the same! These sessions are designed just for that.

Through this, students will understand the following:

1. Learning can happen in groups.
2. They will learn more from their peers and from their contributions to discussions than from you.
3. As the teacher-facilitator, your role is to enable them to build an understanding and you do not always need to have the answers!

Introduce yourself.

- Hello! Good morning/afternoon. My name is _____ and I teach *(mention your subject*) and I am excited to be the teacher-facilitator for this club!
- Before we dive in, I want to start by congratulating each one of you for stepping up and choosing to be part of this incredible initiative. It's truly inspiring to see such enthusiasm. I'm really excited to see what we can achieve together as a team. By taking this first step, you've already earned the title of Climate Change Warriors. Let us make a difference, together!
- Today, we're going to kick things off by getting to know each other a little better and do a fun activity that will set the tone for everything our club stands for. Are you ready to dive in? *(build in excitement)*

Ice Breaker Activity

This segment is for students to feel very comfortable and for them to interact with one another freely and hence keep the energy flowing.

- Guide and encourage active participation:
    - I request all the students to come in front of the class and make some space because for the next 10 minutes we will need some space around us and in between benches and chairs and in the aisles.
    - This will be simple. All you need to do is, walk around the classroom. I will tell you to start and once I say stop, you will stop wherever you are.
    - Make sure you listen to my instructions clearly. Let's begin. 3.. 2..1. START!
    - *(wait for 10 seconds)* STOP. Now form groups of 3. I should see groups of 3 students each. Make sure it is a mixed group.
    - *(look around and applaud their effort).* Good Job. Let us start again. Start walking! Make sure you look at one another and give your brightest smiles. No hitting and touching one another. *(wait for 10 seconds)* STOP!
    - Quickly form groups of 4 and arrange yourselves into a Capital letter A!
    - *(look around and applaud their effort)* Good Job everyone! One last time, let us start walking! When I say STOP, all of you will split into 4 and make 4 letters together. B, C, A, C.
    - *(wait for another 10 seconds and say...STOP)* STOP! Your time is up. Quickly come together in groups of 3 or 4, in such a way you can make 4 letters, B, C, A and C.
    - *(give them some time to figure it out and proceed by congratulating the team for their efforts)* Well done everyone! The energy is great and I hope you all continue to move forward like this all throughout.

    - Quickly get back to your places and settle down.
- Let them get back to their seats and settle down.
- Ask and elicit responses:
    - What did you feel?
    - What do the letters BCAC mean? Did you think of it?
    - BCAC stands for Bengaluru Climate Action Club; the club you are all a part of! We will get to know more about this soon.
    - Working in groups helps us understand each other better and builds your skills for collaboration & teamwork and that is exactly how this club will work as we move forward.
- There will be group discussions and some activities which you will have to do as a team as this club moves forward. Let us quickly break into groups!

Formation of Groups

Please note: Please form groups of 4 to 5 students each, depending on the total number of members in your club. If the club has 15 students, aim for at least 3 groups with 5 members each.

Make sure each group includes a healthy mix of students from different grades and try to balance the genders as well to keep the groups diverse and inclusive.

- To begin, you can use a simple counting method: have each student call out a number from 1 to 5.
- Once everyone has a number, all the 1s sit together, all the 2s together, and so on.
- After forming these initial groups, feel free to make adjustments to ensure each group follows the criteria mentioned earlier, balanced in both grade levels and gender.
- Once done, ask the students to sit separately in their final groups.
- Guide and encourage active participation:
    - For all future club sessions, you'll be sitting together in these groups. But before we move ahead, take a moment to look around, give each other a big smile and a cheerful 'hi', and quickly introduce yourselves!
    - You will be working together towards a bigger goal, so the better you know each other, the stronger your team will be!
- Give them some time to settle down

Quiz on Climate Change

- Use Annexure 1 to conduct a quick quiz on climate change

- This is just a warmup and you don't need to go into more details beyond what is in the Annexure!
- Seek responses and encourage sharing and honesty. End on a positive note and add:
    - It can be hard to feel hope when so much is happening to our planet isn't it? BUT …
    - More than ever, people in the world and in our own country are listening to science and taking action to stop climate change
    - Countries and states are making plans. Our own amazing city, Bengaluru has a Climate Action Plan, and our school is a part of it!
    - In the coming years, we will create a clean energy world in which both people and planet thrive. I feel the hope and I hope you feel hopeful too!
    - What can we all do to make this happen? That's what we are here to find out and so something about!

Creating the Club Logo and Naming the Club

- Guide and encourage active participation:
    - Let's move on!
    - Can I have 2 students to help me out? (give them the small sheets of paper and ask them to distribute one per group)
    - This activity is about the team getting to know each other better in a fun way! You have to work together as a team and listen to each other.
    - You will now decide a name for your club. Not just a name, you have to also make a logo for your club! You have to discuss, decide, draw and show it to the whole class!
    - Now before you start, there are some things you should keep in mind:
        - You are a part of a climate club, hence your logo and the name of the Club needs to show what we are here for climate action!
        - Make sure all your team members contribute and participate.
        - One of your logos and names would be selected to be the name for our school's climate action club! That is exciting, isn't it?
        - Hence put your creativity and thinking caps on!
    - You have 7 minutes to do this. Are you ready? *(elicit responses)*
    - Your time starts now!

- Wait for 7 minutes. This time, look around and see how the groups are working. Ensure to remind them to work as a group. After 7 minutes, ask students to quickly present their name and logo to the rest of the class, from where they are seated.
- Write down their club names on the board one by one as they present.
- Guide and elicit responses:
    - I would like each group to present their name and logo to the rest of the class. *(write them down as they present)*
    - *(Once they present, ask them to look at the board)* Great job, everyone! Those were some really creative suggestions for the club name. Now, here's how we'll finalize the name of our club:
    - All the suggested names are now on the board. Take a moment to read them and think about which one you like best.
    - Now, close your eyes for a few seconds and think quietly. Remember, each of you gets only one vote, so choose wisely and fairly. It doesn't have to be your group's name!
    - I'll read out the names one by one. When you hear the name you want to vote for, close your eyes and raise your right *hand*. This way, no one will see whom you are voting for!
    - The name with the most votes will become our official club name!
- If there is a tie, vote again for those names. Ensure the name with the maximum number of votes wins!

Brief introduction to BCAC

- Call out the name with the maximum number of votes and say,
    - Congratulations! You are all a part of the _____ *(add name of the club)* Climate Action Club! Can I hear the name loud and clear?
    - Welcome to the Climate Action Club! This is your space to come together, take small steps, and create a big impact.
    - Through this club, we'll explore different aspects of the environment and work as a team to drive a meaningful change.
    - We'll wrap up today's session here. For our next club session, do not forget to sit in your assigned groups. Great things are ahead, and we'll get there together!

Annexure 1:

Quiz on Climate Change
Teacher Reference to help in facilitation

Source: Adapted from https://www.earthday.org/the-climate-change-quiz/

1. **Which of the following is a greenhouse gas (GHG)?**

   A. CO2

   B. CH4

   C. Water Vapour

   D. All of the above

Explain / Add:

Correct Answer: Option D - All of the above

Greenhouse gasses may be a result of natural occurrence or human activity. These gasses include carbon dioxide (CO2), methane (CH4), water vapor, nitrous oxide (N2O) and ozone (O3)

Greenhouse gasses act like a heat-trapping blanket, making the Earth habitable for humans. However, human activities have increased emissions of greenhouse gasses into the atmosphere beyond what the Earth can support, resulting in climate change.

2. **Which of the following energy choices helps slow down climate change?**
   A. Burning coal to make electricity
   B. Using solar panels to power homes
   C. Running diesel generators during power cuts
   D. Using more air conditioners in summer

Explain/Add:

***Correct Answer: Option B** – Solar panels use renewable energy and reduce carbon emissions.*

3. **How does climate change affect our water systems?**
   A. It reduces rainfall in all places
   B. It causes both floods and droughts by changing rainfall patterns
   C. It purifies polluted water naturally
   D. It turns rivers into oceans

Explain/ Add:

***Correct Answer: Option** B – Climate change disrupts rainfall, leading to both water scarcity and excess.*

4. **What happens to ecosystems when the climate changes too fast?**
   A. All animals adapt easily
   B. Some species go extinct, disrupting food chains

C. Biodiversity increases quickly
D. Climate has no effect on ecosystems

Explain/Add:
***Correct Answer: Option** B – Rapid climate change can destroy habitats and cause species loss.*

5. **How can managing waste help reduce climate change?**
   A. Burying all waste deep in landfills helps reduce temperature
   B. Burning waste creates clean energy
   C. Composting organic waste reduces methane and builds healthy soil
   D. Dumping plastic in rivers helps it degrade faster

Explain/Add:
***Correct Answer: Option C** – Composting prevents methane emissions from landfills and supports soil ecosystems.*

6. **What is the Greenhouse effect?**

   A. When you paint your house green and become an environmentalist
   B. When you build a greenhouse
   C. When the gasses in our atmosphere trap heat and prevent it from escaping our planet

Explain / Add:
***Correct Answer: Option C** - When the gasses in our atmosphere trap heat and prevent it from escaping our planet*
The Earth receives solar radiation from the sun. Passing through the atmosphere, some radiation is absorbed by the Earth, while some is reflected back to space. When the exchange of incoming and outgoing radiation occurs, some of the radiation becomes trapped by gasses in the atmosphere. This creates a "greenhouse" effect and warms the planet.

7. **Which of the following is NOT a consequence associated with climate change?**

   A. The ice sheets are declining, glaciers are in retreat globally, and our oceans are more acidic than ever
   B. More extreme weather like droughts, heat waves, and hurricanes
   C. Rising global sea levels at an alarmingly fast rate - 17 centimetres (6.7 inches) in the last century alone and going higher

Explain/ Add:
Correct Answer: It's a trick question - all of the above are consequences of climate change!

Session II - Introduction to Waste, Water, Urban Greening and Energy

At a Glance:

Welcome and Activity: Web of Impact	15 Mins
Trail of Waste / Water / Energy Greening (group activity)	15 Mins
Reflection and Discussion	15 Mins
Taking pledges & conclusion	15 Mins

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
3. Group activity handouts (Annexure 3) – Each group receives one sheet and hence consider the strength of your club and be prepared!
4. Sticky Notes / Sheets of Paper (Remember to reuse paper)

Welcome and Activity: Web of Impact

- Hello children! Welcome to another session of the Climate Action Club! How do you all feel today? (elicit responses)
- From today, we are going to dive into some deep thinking for which I hope all of you will actively participate.

Option 1: Where there is space in classroom / just outside	**Option 2: Where there is space in front of the classroom**
• 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!	• 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!

- *(allow them to form a circle)* Great. I have a yarn of wool here.
- We will do a quick activity with this. It is going to be very simple.
- *(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**

Trails / Journeys of Waste (land), Water, Energy and Greening

Introduce group activity

- *(With encouragement and enthusiasm)* What we do in our homes, schools, streets or gardens, it all matters. This is why the Climate Action Club exists. When we act with awareness, the chain reaction we start can be one of healing, not harming!
- I will now distribute group-activity sheets to each group. Discuss, share your views, thoughts and concerns with each other in your group, complete the quiz and poem and be ready in 10 minutes!
- **Distribute theme-sheets to each group (refer Annexure 3) - one theme to each group. If there are more groups, you can give the same theme to more than one group.**
- *(Give groups 10 minutes, remind them after 5 minutes, don't disturb groups and assist only as needed and when asked)*

Reflection and Discussion

- I will move from group to group taking responses. Please share your poem and any one quiz question and answer from your group so we can all learn
- *(Spend 10 minutes, taking responses and appreciating groups)*

Pledge-taking and Conclusion

- I will now give you all a piece of paper/ sticky notes and you will all write two things.
    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.

(Distribute the sheets of paper/ sticky notes)

- While writing, also think about how you can work together to solve this in school. You have 1 minute to do so! 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!

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?

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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?

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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?

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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?

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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?

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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 CO_2 absorptions

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

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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

Annexure 3
Theme Sheets for Group Activity

JOURNEY OF WASTE

Compose a 2-line couplet or short poem that begins with…

"And all because we didn't take 10 seconds to separate our waste…."

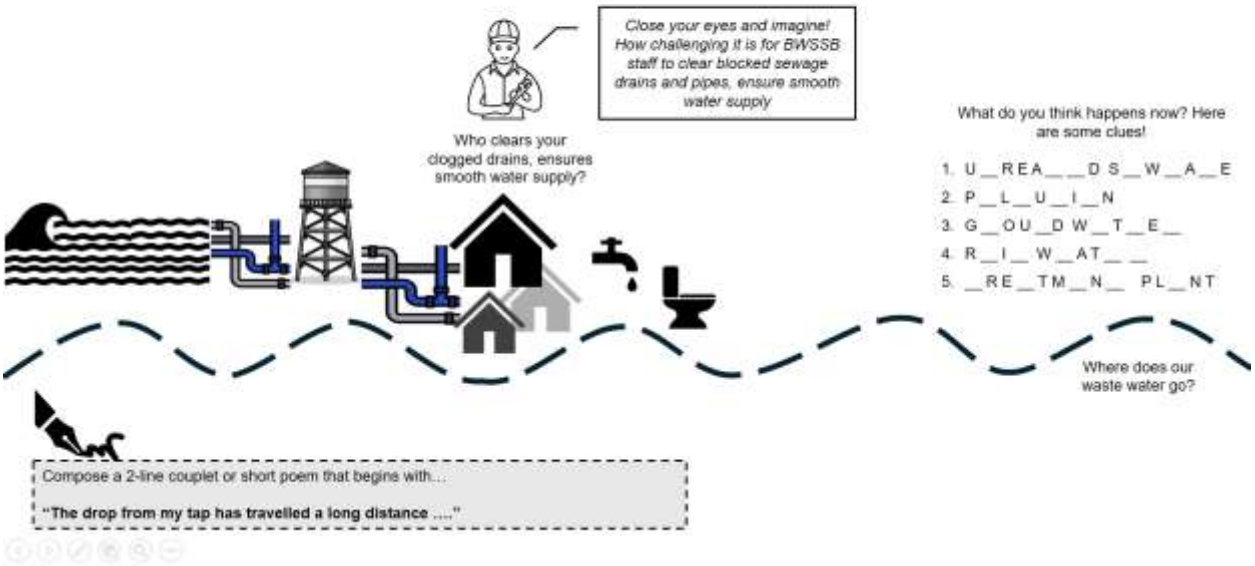
WASTE-WISE: QUIZ

1. Bengaluru generates around _____ tonnes of waste daily
2. Organic/wet waste forms the **largest percentage**, often around **__% or more** of household waste
3. How many functional landfill sites are there currently within BBMP's jurisdiction?
4. While Bangalore aims for 100% source segregation, what is the reported approximate percentage of waste that is actually segregated at the source by households?
5. What is the dedicated helpline for waste-related complaints?

Answers

1. **5,000 to 6,000 tonnes**
2. **50% – 60%**
3. Reports indicate that only about **30%** of waste is consistently segregated at the source. We need to do our bit at home!
4. There is only **one primary functional landfill**, **Mitiganahalli**, within BBMP's jurisdiction. Efforts are on to identify more landfills.
5. 9448197197

JOURNEY OF WATER



WATER-WISE: QUIZ

1. The primary source of drinking water for Bengaluru is the _____ River and water travels ___ kilometers to reach our city
2. In Bangalore we need to dig borewells at _____ feet to _____ feet to find water
3. Sewage water needs to be treated in STPs or Sweage Treatment Plants. How many STPs does Bangalore have?
4. Where is Bangalore's treated / untreated water released?
5. The _____ is the government agency primarily responsible for water supply and sewerage services in Bengaluru city.

Answers

1. Cauvery. The approximate distance from the primary drawing point on the Cauvery River (near Thorekadanahalli or T.K. Halli in Mandya district) to Bengaluru is around **95 to 100 kilometers (60-62 miles)**
2. Historically, borewells might have struck water at a few hundred feet (e.g., 100-400 feet). However, due to depletion, new borewells in Bangalore are commonly drilled to depths of 300 to 800 feet in many areas, particularly the outskirts and heavily dependent regions. borewells are now being drilled to 1200 to 1800 feet, and in some extreme cases, even 2000 feet or more to find water. Efforts are on and we must do more to recharge our ground water!.
3. Bengaluru has around 33 operational STPs. However, the city generates more sewage than its current treatment capacity and untreated water is polluting our lakes and rivers. Efforts are on to build more STPs and increase capacities of STPs and we need to do more
4. Lakes and valleys such as the Vrishabhavati valley, Koramangala and Challaghatta (K&C) valleys, and Hebbal-Nagawara valley. This is done with the intention of rejuvenating lakes and recharging ground water.
5. BWSSB (or Bengaluru Water Supply and Sewerage Board)

The Living Calendar – A Year of Nature in Bengaluru

Bangalore, often called the "Garden City," is renowned for its diverse tree cover, which includes both native and exotic species that contribute to its seasonal beauty. The city's tropical savanna climate allows for a variety of trees to flourish and display vibrant blooms throughout the year.

January–February:

The Quiet Bloom

The year begins with cool, dry weather. But nature is already stirring. The **Flame of the Forest** (*Butea monosperma*) bursts into orange flames, drawing early butterflies like the **Common Cerulean**. **Rosy Starlings**, migratory birds from Central Asia, gather in city treetops. Waterbirds still visit lakes like Ranganathittu and Madwala.

Trivia:
Which orange-flowered tree blooms in winter and attracts butterflies?

March–May:

The Big Burst of Colour

As temperatures rise, trees celebrate with colour. **Tabebuia rosea** paints the streets pink in March — like Bengaluru's own cherry blossom. Then **Gulmohar** erupts in fiery red, and **Copper Pod** carpets roads in gold. These trees attract pollinators and nesting birds. **Butterflies** start appearing more frequently.

Trivia:
Which tree gives Bengaluru its cherry blossom look in March?

June–September:

The Rains Arrive - Life Explodes

With the southwest monsoon, the city turns lush. **Millingtonia hortensis** spreads sweet white flowers. **Butterfly numbers rise** steadily as their host plants flourish. Insects multiply, feeding birds, frogs, and reptiles. Lakes overflow. **Peacocks dance**. Nature is alive.

Trivia: *When does butterfly diversity peak in Bengaluru?*

September–November:

The Butterfly Migration

A special event: Thousands of butterflies — **Blue Tigers**, **Common Crows**, **Lemon Pansies** — migrate south, passing through Bengaluru. They rest on flowering trees, school gardens, and green spaces. It's a rare, magical sight that lasts a few weeks — a natural parade in the sky.

Fun Fact:
The **butterfly migration** peaks **from September to early November** — especially after good rains.

October–December: Rest, Reflect, Replenish

- As rains ease, flowers keep blooming. **Colville's Glory** and **Indian Cork Tree** continue to decorate the city. **Migratory birds** like pelicans and ducks arrive at wetlands. **Butterflies** are everywhere, especially in gardens. Nature settles down, completing its yearly circle.
- **Trivia:**
  1.Which white-flowering tree blooms after the rains in September–October?
  2. What happens when rains fail or come late?

But What If the Rain Fails?

Bengaluru depends on the rhythm of the rains. When the **monsoon is delayed** or too short:

- Trees don't flower or fruit properly.
- **Butterfly life cycles are disrupted** — caterpillars can't survive.
- **Birds don't nest**, or they migrate away.
- Lakes dry early, and **migratory birds don't return**.
- Heat increases, energy use for cooling rises, and **human discomfort grows**.

Rain isn't just water — it's the **trigger for all life** to wake up, grow, reproduce, and thrive.
Without it, the **chain of life breaks** — from seeds to butterflies to birds to us.

A Nature Trivia Answers

January–February: The Quiet Bloom

Trivia cue: *Which orange-flowered tree blooms in winter and attracts butterflies?*
Answer: *Flame of the Forest* (*Butea monosperma*)
Butea monosperma typically flowers in late winter (January–March) and attracts pollinators like butterflies and birds. It's especially stunning in dry deciduous patches around Bengaluru.

March–May: The Big Burst of Colour

Trivia cue: *Which tree gives Bengaluru its "cherry blossom" look in March?*
Answer: *Tabebuia rosea* (Pink Poui / Pink Trumpet Tree)
Tabebuia rosea starts blooming around February–March and is widely admired for its pink blooms that give a "cherry blossom" appearance to avenues like Cubbon Park and Lalbagh.

June–September: The Rains Arrive — Life Explodes

Trivia cue: *When does butterfly diversity peak in Bengaluru?*
Answer: *Post-monsoon months, especially September–October*
Many studies and local surveys confirm that butterfly activity and diversity peak **after the rains**, due to lush vegetation and nectar availability. Some peak sightings may begin in late August and continue through October.

October–December: Rest, Reflect, Replenish

Trivia cue: *1. Which white-flowering tree blooms just after the rains in September–October?*
Answer: *Millingtonia hortensis* (Indian Cork Tree)
This tree begins blooming **just after the rains**, around late September and October, with fragrant white tubular flowers, especially noticeable in morning hours.

2.What happens when rains fail or come late?
Trees don't flower; butterflies can't complete their life cycle; birds may not nest; lakes dry up; biodiversity suffers.

GREEN-WISE QUIZ

1. The famous _____ was commissioned by Hyder Ali in 1760 and later completed by his son Tipu Sultan.
2. Cubbon Park, also known as Sri Chamarajendra Park, covers an area of approximately _____ acres in the city center.
3. Established in 1970, _____ is a prominent green space in Bangalore that includes a zoo, a snake park, and offers safari rides.
4. The city of Bangalore experiences a typical _____ climate, which contributes to its lush tree cover and mini-forests.
5. While Bangalore had approximately 68.2% green cover five decades ago, it has now reduced to less than _____ due to rapid urbanization.

Answers

1. The famous Lal Bagh Botanical Garden was commissioned by Hyder Ali in 1760 and later completed by his son Tipu Sultan. Bangalore enjoys many locally gardens.
2. Cubbon Park, also known as Sri Chamarajendra Park, covers an area of approximately 300 acres in the city center.
3. Established in 1970, Bannerghatta National Park is a prominent green space in Bangalore that includes a zoo, a snake park, and offers safari rides.
4. The city of Bangalore experiences a typical tropical savanna climate, which contributes to its lush tree cover and mini-forests. The city has plans to develop more mini forests!
5. Historically, Bangalore's earliest patches of trees included sacred grove forests known as Devarakadu found near lakes. Many lakes are being restored!
6. While Bangalore had approximately 68.2% green cover five decades ago, it has now reduced to less than 2 9% due to rapid urbanization. We need to do more!

OUR CITY'S ENERGY

Bangalore's power comes from a diverse portfolio dominated by a mix of thermal (primarily coal), hydroelectric, and increasingly, renewable sources like solar and wind, all managed within the state's larger power generation and distribution network.

Thermal Power

- Coal-fired plants: These are a significant contributor to Karnataka's energy mix, providing a stable base load. Major thermal power stations include Raichur Thermal Power Station (RTPS), Bellary Thermal Power Station (BTPS), and Yermarus Thermal Power Station (YTPS).
- Diesel and Gas-fired plants: While less prominent than coal, these also contribute to the thermal power generation.

Central Generating Stations (CGS):

- Karnataka receives a share of power from central government-owned power stations, which can include both thermal and nuclear plants. The Kaiga Atomic Power Station, located within Karnataka, is one such source of nuclear power.

Hydroelectric Power

- Karnataka has a strong history of hydroelectric power generation, with the Shivanasamudra Hydroelectric Project being India's earliest major station for commercial operations (commissioned in 1902).
- Key hydroelectric projects are built across rivers like Sharavathi (e.g., Sharavathi Generating Station, one of the largest), Kali (e.g., Nagjhari), Kaveri, Krishna, Tungabhadra, and their tributaries. Other important stations include Shimsha, Mahatma Gandhi Hydroelectric Station, Bhadra, and Supa Dam.

Renewable Energy Sources (Non-Conventional Energy - NCE

- Solar Power: This includes large solar parks like the Pavagada Solar Park, as well as an increasing number of rooftop solar installations on residential and commercial buildings within Bangalore itself.
- Wind Power: Wind farms, particularly in districts like Chitradurga, Davangere, and Hassan, contribute significantly to the renewable energy mix.
- Biomass Power: Utilizing agricultural waste and other organic sources.
- Mini and Small Hydro Projects: Smaller-scale hydroelectric projects.

POWER-WISE QUIZ

1. The primary government-owned company responsible for generating electrical power in Karnataka, which supplies Bangalore, is _____.
2. Bangalore Electricity Supply Company Limited (BESCOM) is responsible for power _____ in Bangalore Urban, Bangalore Rural, and several other districts.
3. The earliest major hydroelectric generating station for commercial operations in India is the erstwhile Mysore State (now Karnataka), commissioned as early as 1902, is at _____.
4. Bengaluru alone consumes approximately _____ of Karnataka's total electricity.
5. Karnataka has achieved a significant milestone by crossing the 2030 renewable energy generation target, with over _____ of the state's total installed power capacity coming from renewable energy sources.

Answers

1. The primary government-owned company responsible for generating electrical power in Karnataka, which supplies Bangalore, is Karnataka Power Corporation Limited (KPCL).
2. Bangalore Electricity Supply Company Limited (BESCOM) is responsible for power distribution in Bangalore Urban, Bangalore Rural, and several other districts.
3. The earliest major hydroelectric generating station for commercial operations in India was the erstwhile Mysore State (now Karnataka), commissioned as early as 1902, is at Shivanasamudra.
4. Bengaluru alone consumes approximately 23% of Karnataka's total electricity.
5. Karnataka has achieved a significant milestone by crossing the 2030 renewable energy generation target, with over 70% of the state's total installed power capacity coming from renewable energy sources.

Session III - Introduction to Audit

At a Glance:

Introduction	5 Mins
Step Wise Instruction for Audit	15 Mins
Distribution of Audit questionnaires	10 Mins
Got questions and Scoring Rubric	15 Mins

Materials Required:

1. Audit Questionnaires: Annexure 1A, 1B, 1C, 1D

Introduction

- Now that you've been introduced to the four key themes, it's time to explore how you can make a real difference in and around your school.

- Students, what are the four different themes? *(Elicit responses: Energy, Waste, Urban Greening/Biodiversity and Water)*

What is your task?
In your teams, you will each take up one theme and answer 16 questions related to it.

- 15 questions will have simple *Yes / No / Sometimes* answers.
- 1 question will be descriptive, where you'll share your thoughts or observations in detail.

What do you need to do?
Walk around your school, observe carefully, and discuss the questions as a team. Make sure everyone understands the questions and answers them honestly and thoughtfully.

Why does this matter?
Your responses will help your team choose one main theme to focus on something you all believe can create real impact in your school and community.

- As members of the Climate Action Club, this marks the beginning of your journey as change makers. Let's get started! *(build some excitement)*

Steps to Complete Your Audit and Create Change

- This is a crucial step for the continuation of the works of this club and hence I would want you all to listen to the following instructions clearly. Are you ready? *(Elicit Responses)*

Step 1: Choose Your Audit
Pick an audit questionnaire based on your group's interest (e.g., water, waste, energy or urban greening).

Step 2: Understand the Questions
Sit together as a group and go through each question. Make sure everyone understands what each question is asking.

Step 3: Complete the Audit
You have one week to complete the questionnaire. Divide tasks if needed, and be thorough and honest in your answers.

Step 4: Reflect as You Go
While filling out the audit, note down any thoughts or ideas you have about changes that can be made in your school or at home.

Step 5: Score Your Audit
Once you've completed the questionnaire, use the scoring rubric provided to calculate your score across all audit areas.

Step 6: Choose Your Theme for Action
Based on your scores and reflections, pick a theme your club will work on together to bring positive change to your school and surroundings.

Please Note:

- ✓ **Once you've clearly explained the steps involved in conducting the audit, assign the different audit themes to the groups based on their interests.**
- ✓ **Each group should be responsible for one theme: Water, Waste, Energy, or Biodiversity, so that all four themes are covered across the class.**
- ✓ **Make sure that each group takes on a different theme, rather than having multiple groups work on the same audit**

Distribution of the Audit Questionnaires

You can now distribute the audit questionnaires.

- Look through all the questions. Read them as a team.
- Let me know if you need any help to understand any question. Once you have completed the questionnaire, we can score them together.

Let them go through the questionnaire.

Please Note:

- ✓ ***If the students feel stuck at any point while reading the questions, help them understand the questions better.***
- ✓ ***In the next class, you can all score the questionnaire together.***

Quick Queries

If your students bring forth questions, please clarify them during this time and conclude the session.

- I hope you all have success in this endeavour and that you take a step forward to making our climate better!
- In our next class, we'll review and score the questionnaires together, reflect on our findings, and decide on one theme to focus on as a team. Good luck, and see you soon!

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 1A:
Energy Audit Questionnaire

Objective: Assess energy sources, consumption patterns, efficiency and key behaviours

Questionnaire

	Questions	Yes	Sometimes	No
Source	Does your school get electricity from BESCOM?			
	Does your school use any renewable energy sources like solar or wind?			
	During power cuts, does your school have a clear backup plan that everyone knows?			
Consumption	Are lights and fans used only when needed in classrooms?			
	Do most students and teachers travel to school using low-energy transport (like walking, cycling, or shared vehicles)?			
	Does the school kitchen use energy-efficient stoves or practices to save fuel?			
	Are classrooms built to stay cool or warm naturally (without using too much energy for fans or heaters)?			
Infrastructure	Are there fans, lights, or air conditioners in your classrooms and common spaces like the library or office?			
	Are these appliances energy-efficient (for example, LED lights or 5-star rated fans)?			
	Are there shaded or safe areas for walking and cycling to school?			
	Are the electrical appliances checked and maintained regularly?			

Key behaviour	Do students know what kind of electricity the school uses?			
	Are students and teachers reminded to turn off lights and fans when leaving a room?			
	Are there posters or messages in school that talk about saving electricity?			
	Have students and teachers suggested ideas to reduce energy use in the school?			
	Total			

Qualitative questions:

- What is the average monthly electricity bill?
  Amount: _____ (in Rupees)
  Electricity Consumed: _____ (in kWh/Units)

  (Don't forget to grab the electricity bills for the last 3 months!)

- List the top 5 highest energy-consuming appliances or equipment.
  _____
  _____
  _____
  _____
  _____

- How does your school use energy during a typical day? What changes would you suggest to save energy and help fight climate change?

  _____
  _____
  _____
  _____
  _____
  _____

Annexure 1B:
Water Audit Questionnaire

Objective: Evaluate water sources, usage, conservation and key behaviours

Questionnaire

	Questions	**Yes**	**Sometimes**	**No**
Source	Does the school have rainwater harvesting systems installed and functioning?			
	Has your school faced water shortage issues in the past year?			
	Is the primary source of water in your school clearly known (e.g., bore well, municipal supply, tankers			
Usage	Are taps left running when not in use (e.g., while washing hands or during cleaning)?			
	Is water used efficiently in the school garden or sports field (e.g., drip irrigation or watering in the morning)?			
	Is water reused in any way (e.g., for gardening or cleaning)?			
	Are students and staff encouraged to bring reusable water bottles instead of buying packaged water?			
	Are water-saving devices (like low-flow taps or aerators) installed anywhere in the school?			
Conservation	Are there leaking taps or pipes in classrooms, toilets, or the canteen?			
	Does the school measure and monitor its water consumption regularly? Is this data available or visible to students?			
	Is the school trying to reduce its water bills by conserving more?			

	Are staff and cleaning teams trained to use water efficiently?			
Key behaviour	Are there signs or posters around the school reminding people to save water? Are they effective?			
	Has the school ever talked about water conservation during assemblies or class discussions?			
	Are water-related responsibilities assigned to student clubs or eco-groups?			
	Total			

Qualitative Questions:

- What is the average monthly water bill?
  _____ (in Rupees)

- What is the total water storage capacity on campus?
  _____ (in Litres)

- How is water used, wasted, saved, and managed in your school? What does this reveal about your school's preparedness to tackle water scarcity and climate change and what suggestions do you have to improve it?

_____
_____
_____
_____
_____
_____

Annexure 1C:
Waste Audit Questionnaire

Objective: Analyse waste generation, segregation, disposal and key behaviours

Questionnaire

	Questions	Yes	Sometimes	No
Generation	Does the school generate a lot of plastic waste (like wrappers, covers, bottles)?			
	Does the school buy supplies in bulk to avoid excessive packaging?			
	Is leftover food from the canteen reused or donated?			
	Are paper and cardboard reused (for art, rough notes, etc.) instead of being discarded after one use?			
Segregation	Are there separate bins for dry and wet waste on the school premises?			
	Are the bins properly labelled and easy for everyone to understand and use?			
	Are students taught the difference between wet and dry waste? Are students managing their waste responsibly?			
Disposal	Is composting of wet waste done on the premises?			
	Is garden/leaf waste composted (instead of being burned)?			
	Do classrooms have a paper recycling system?			
	Are there any upcycling projects using waste material (like planters or art installations)?			

	Does the school have a vision or plan to become a low-waste or zero-waste campus?			
Key behaviour	Are there posters, announcements, or campaigns that remind people to manage waste properly?			
	Do you treat the housekeeping staff with kindness and compassion every day?			
	Total			

Qualitative Questions:

- What is the approximate quantity of waste generated daily?

  _____ (in Kg per day)

- What type of waste is generated in the highest quantity?
  - Dry Waste
  - Wet Waste

  Any specific reasons for the above answer?

  _____
  _____
  _____
  _____
  _____
  _____

- Do students think their actions with waste matter in the bigger picture of the environment or climate? Why or why not?

  _____
  _____
  _____
  _____
  _____
  _____

Annexure 1D:
Urban Greening Audit Questionnaire

Objective:
To assess the school's green spaces by considering not just the presence of plants, but also the biodiversity they support. Students will observe both flora (plants) and fauna (animals), understand how they are interconnected, and explore how these relationships function together to form habitats.

Questionnaire

	Questions	Yes	Sometimes	No
Green cover	Are there different kinds of plants (trees, shrubs, herbs, grasses, climbers) in or around? your school?			
	Are there any big shady trees in the school yard or nearby streets?			
	Are plants growing in many areas, like corners, walls, footpaths, or fences?			
	Do those plants grow well without too much care or watering?			
	Are there empty spaces nearby (like walls or open land) where more plants can grow?			
Biodiversity	Do you see insects, birds, or animals around the plants in school or outside?			
	Do you see signs of animals (like nests, chewed leaves, droppings, spider webs)?			
	Are butterflies, bees, or bugs seen near flowering plants?			
	Do any birds or insects come back often to the same place?			
	Do students draw, write, or talk about the animals they notice?			
Key behaviour	Do animals use plants nearby for food, water, or shelter?			

	Are there spots where many plants and animals are seen together?			
	Has your school created or planned a space (like a butterfly garden, bird corner, bug hotel)?			
	Do students learn or share ideas about how plants and animals help each other?			
	Has your class or school made a map showing where nature is most alive?			
	Total			

Qualitative Questions:

- Total no. of trees on the campus.

  Native Trees: _____

  Non Native Trees: _____

- How much space is available for greening? (playground, backyard, frontage, etc.)

  _____

- If your school had no trees, what animals or birds do you think would disappear?

  _____
  _____
  _____
  _____
  _____
  _____