

Environment and Climate Change Education Guide for ECCD Centres



EARLY CHILDHOOD CARE AND DEVELOPMENT PROGRAMME ECCD & SEN DIVISION
DEPARTMENT OF SCHOOL EDUCATION
MINISTRY OF EDUCATION AND SKILLS DEVELOPMENT BHUTAN

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CHAPTER

01

INTRODUCTION

Introduction

The escalating global climate crisis and environmental degradation pose unprecedented challenges to our planet and its inhabitants, with children being among the most vulnerable to its multifaceted impacts. In Bhutan, the preservation of nature and the well-being of its future generations are deeply rooted in the culture and developmental aspiration of the nation, for its harmony and sustainability.

This Environment and Climate Change Education (ECCE) Guide for ECCD Centres emerges as a critical tool, designed to equip the youngest children with the foundational understanding, values and resilience needed to navigate an uncertain future shaped by climate change and natural disasters. The book has been developed as a practical guide to support ECCD centres in implementing climate change and environment education for young children.

It is designed to complement the national ECCD curriculum framework by providing developmentally appropriate, hands-on and play-based learning activities that nurture children's environmental awareness, foster a sense of stewardship, instill environmental ethics and build emotional and social resilience to face climate related impacts and eventualities.

At the heart of this book lies the recognition that early childhood is a formative period for shaping values, attitudes and behaviors, when children are naturally curious and closely connected to their surroundings. This makes the early childhood period an ideal time to introduce environmental and climate-related learning that is grounded in care, empathy and a deep appreciation for nature. Cultivating these values in ECCD programmes through engaging activities can contribute to laying strong foundation for resilient, informed and environmentally conscious citizens.

The ECCD Activity Guide emphasises nature conservation, sustainable living and children's well-being in the face of increasing climate uncertainty. As Bhutan experiences the growing impacts of climate change, such as glacial lake outburst floods, erratic weather patterns, water scarcity and biodiversity loss, it is essential to prepare the youngest generation with the knowledge, skills and resilience to understand and respond to these challenges.

Purpose of the Activity Guide Book

This book is developed to equip ECCD facilitators with practical tools, creative activities and pedagogical guidance to integrate environment and climate change education into early learning programs for children aged 3 to 5 years. It is designed to support facilitators in delivering content that is developmentally appropriate, locally relevant and culturally grounded, enabling young children to develop awareness, positive attitudes and sustainable behaviors toward their natural surroundings. The book emphasizes active learning, play-based experiences and socio-emotional resilience, ensuring that environmental education is accessible and engaging for young learners.

Why Environment and Climate Change Education in ECCD

Young children are deeply connected to their environment through exploration and sensory experiences, making early childhood a critical period for developing positive environmental values and behaviors. Integrating environment and climate change education into ECCD is essential to:

- Cultivate a sense of wonder, respect and care for nature from an early age.
- Build foundational knowledge about ecosystems, weather patterns and natural resources that children interact with on a regular basis.
- Encourage socio-emotional skills such as empathy, responsibility and resilience in the face of environmental changes and challenges.
- Prepare children to understand and adapt to the realities of climate change in a supportive, age-appropriate manner.
- Support families and communities in promoting sustainable habits by linking home and centre-based learning.

Alignment with ECCD Curriculum

This ECCE Guide aligns with the ECCD Curriculum Framework which emphasizes holistic child development rooted in Bhutanese cultural values and national priorities. It supports the integration of environment-related learning outcomes across key developmental domains including cognitive, socio-emotional, language and motor skills. Furthermore, the guide book contributes to the national commitment to the United Nations Sustainable Development Goals, particularly SDG-4.2, which aspires to achieve inclusive and equitable quality early childhood education that includes environmental literacy; SDG 13, which focuses on Climate Action to empower young learners with knowledge and attitudes for climate resilience; and SDG 15, which deals with Life on Land, to promote biodiversity conservation and sustainable use of natural resources through early education. The guidebook, in general, aspires to support a coherent and strategic approach to nurturing environmentally conscious future generations, aligned with the National Curriculum Framework as follows:

Domain 6: Subdomain 4 -Environment and Climate Change Education

Climate change presents an urgent global challenge, with far-reaching consequences for present and future generations. While young children may not yet grasp the full complexity of the issue, early childhood is a vital stage to begin developing foundational awareness, positive attitudes and a sense of responsibility towards the environment. This sub-domain encourages children to develop empathy for the natural world, cultivate respectful and caring relationships with living things and practice environmentally responsible behaviours in age-appropriate ways. Through guided exploration and meaningful experiences, children can begin to internalize values that support sustainable living and climate resilience.

Learning area (s)	Learning statements		
	ECCD Y1 (age 3-4 years)	ECCD Y2 (age 4-5 years)	ECCD Y3 (age 5-6 years)
Nature Awareness	1UWc.01 Names plants/ animals/water. 1UWc.02 Points to sun/ rain. Ex: "This is a river!" (points).	2UWc.01 Groups living/non-living. Ex: <i>Moving, growing, etc.</i> 2UWc.02 Describes animal homes. Ex: where animals live: cows, Dogs, Cats	3UWc.01 Explains ecosystems in simple terms Ex: "birds eat insects, insects eat plants."
Weather & Seasons	1UWc.03 Identifies sunny/rainy days. Ex: Puts on gum boots when raining, and use umbrellas on sunny days	2UWc.03 Compares seasons. Ex: Snow falls in winter; it rains in summer. Flowers bloom in spring; leaves fall in Autumn.	3UWc.02 Predicts weather patterns. Ex: Dark clouds mean it is likely to rain.
Conservation Practices	1UWc.04 Turns off taps, after using, with reminder. Ex: switches off lights when not required.	2UWc.04 Reuses materials independently. Ex: Makes art from waste paper and plastic	3UWc.04 - <i>explain how people, animals and plants help each other - how animals and plants can be protected.</i> Ex: <i>Do not cut trees, so we can have good air to breathe; we cannot live without air; trees give us shade, etc.</i>

Waste management: (Degradable/ Non degradable)	1UWc.05 Sorts trash into bins with guidance. Ex: waste segregation into degradable, non-degradable, etc	2UWc.05 Identifies recyclables and reusable. Ex: Plastic bottles can be used to make new materials. Oil containers can be reused as flower pots	3UWc.05 demonstrates how degradable waste can be made into compost. <i>Demonstrate how non degradable waste can be productively utilized</i>
Impact of human activities on the Environment	1UWc.06 Notices litter. Ex: Waste pollutes water	2UWc.06 Names 2–3 activities/ actions that harm the environment Ex: smoke makes air dirty; plastic/ paper waste pollutes the environment	3UWc.06 Explains the harmful impacts of cutting plants. Ex: Cutting plants destroys animal homes.
Problem-Solving for Nature	1UWc.07 Picks up trash Ex: Helps clean up the centre / village	2UWc.07 Identifies environmental issues in the locality <i>Ex: Water pollution, littering, soil erosion</i>	3UWc.07 Designs / Demonstrates solutions to solve environmental issues Ex: Planting trees, proper waste disposal, growing flowers and plants
Climate Change Awareness and impact	1UWc.08 Recognizes extreme weather Ex: Today it is hot/ cold/ windy/ cloudy/ rainy	2UWc.08 Compares weather changes and their impact Ex: It is hot when the sun shines all the time; it is cold when it rains all the time	3UWc.08 Links fossil fuels to global warming. Links melting of snow to water source changes <i>Ex: Car smoke makes the air dirty; When there is more snowfall, there is more water</i>
Clean Energy	1UWc.12 Points to solar panels; Names energy efficient things; eg. electric cars, etc. Ex: Sun gives light.	2UWc.12 Explains solar power. Compares electric vehicles and other cars Ex: Uses a mirror to reflect and feel the heat of the sun	3UWc.12 Explains clean energy. Demonstrates how clean energy has lesser impact on the environment Ex: Hydro Electricity does not emit smoke like fuel wood.

Guiding Principles

The ECCD Activity book is guided by the following core principles to ensure effectiveness and appropriateness:

- Activities and content respect children's needs, interests and developmental stage, promoting active participation and joyful learning.
- Learning draws upon the local natural environment, cultural practices and community knowledge to make education meaningful and relevant, promoting Place based Education.
- Emphasis is placed on experiential learning and achievable actions that children can practice to care for their environment.
- Activities and approaches are tailored to the support holistic development of children aged 3–5, using play, stories, music, art and sensory experiences.
- Content integrates cultural values, language, traditions and spiritual perspectives on harmony with nature, supporting identity and belonging.

How to Use This Book

The Climate Change and Environment Education Activity Guide Book is structured around key themes relevant to national environmental and climate policies and context. Each theme includes a set of age-appropriate learning objectives and activities, materials needed and facilitation tips. The book is designed to be flexible, allowing ECCD facilitators to adapt and modify activities based on their local context, children's interests and available resources.

Facilitators are encouraged to explore the themes at their own pace and integrate them into existing routines, local events, storytelling sessions, and outdoor play and community engagement efforts. The book is a suggestive toolkit to spark curiosity, action and learning, so that it can evolve with the children and communities who use it. In essence, the guide book is a call to action to nurture environmentally responsible and climate-resilient citizens from the very beginning of life.

It is through playful learning and deep connection to place, that children can be equipped with knowledge and skills to not just survive but to thrive in an ever-changing world, rooted in the timeless values of compassion, harmony with nature and collective well-being.

Integrating environment and climate change education in ECCD effectively requires a shared commitment from facilitators, families and the wider community as follows:

ECCD Facilitators

- Act as key educators and role models, designing age-appropriate environmental activities that nurture curiosity, resilience and care for nature. They also forge collaboration with families and communities to extend learning beyond the centre.

Caregivers and Families

- Reinforce sustainable behaviours at home.
- Model eco-friendly practices and enrich children's learning
- Sharing traditional knowledge and engaging in centre-based activities.

Roles of ECCD Facilitators, Caregivers & Community

Community Elders and Local Leaders

- Contribute cultural wisdom, indigenous environmental knowledge, and lead community initiatives such as tree planting and clean-up campaigns, strengthening children's connection to their environment.

Together, partnerships among key stakeholders form a nurturing ecosystem that supports children's holistic development and promotes lifelong environmental stewardship.

CHAPTER

02

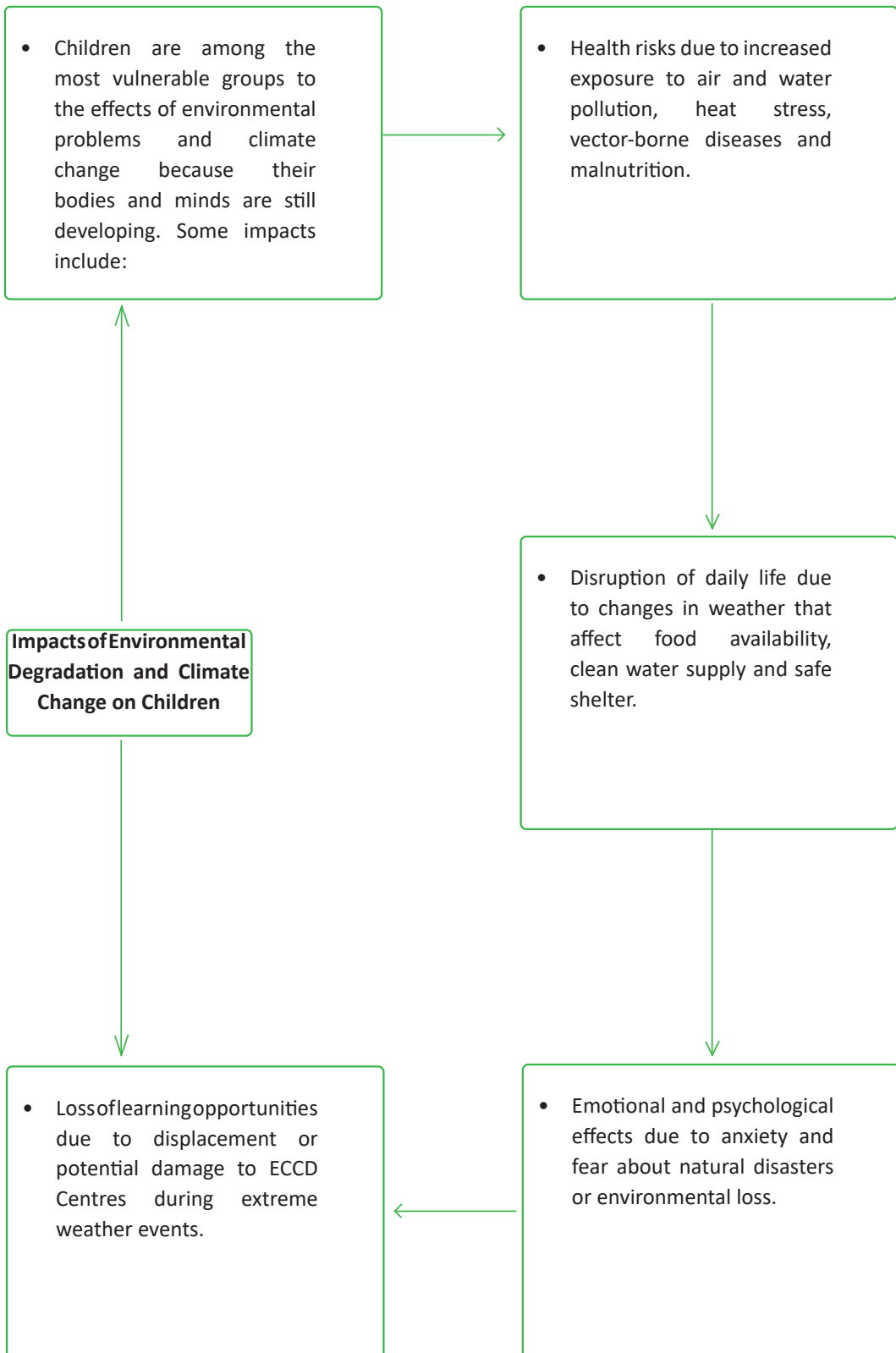
UNDERSTANDING ENVIRONMENT AND CLIMATE CHANGE FOR ECCD

2.1. What is the Environment?

The environment refers to everything around us, including the air we breathe, the water we drink, the land and forests, animals, plants and even the weather. It includes both natural elements such as rivers, mountains and trees and human-made surroundings such as homes, schools and outdoor spaces. For young children, the environment is their world of discovery and learning, where they explore through sight, touch, sound and movement. Understanding the environment means recognizing the interconnectedness of living and non-living things and appreciating how all parts depend on each other. This awareness helps children develop respect, care and responsibility for the world they live in and early experiences with nature can promote curiosity, joy and a sense of belonging that form the foundation for lifelong environmental stewardship.

What is Climate Change?

Climate change is the long-term change in weather patterns and temperatures that affects the earth's climate system. It happens because of natural processes and human activities such as burning fossil fuels, deforestation and pollution. These changes cause warmer temperatures, irregular rainfall, more extreme weather events like storms and droughts, and shifts in seasons. For young children, climate change may seem abstract, so it is important to explain it in simple terms that relate to their daily experiences. For example, adults might say: Sometimes the weather changes a lot and that can make it hard for plants, animals and people to live as they used to. We can help by caring for nature and using resources wisely. Teaching about climate change in early childhood encourages children to observe weather, seasons and nature's cycles, developing early awareness of how the earth is changing and what they can do to help.



Recognising these impacts highlights the urgent need to build resilience and adaptive capacity in young children, providing them with knowledge, coping skills and emotional support to navigate environmental changes safely and confidently.

Natural Environment and Climate Vulnerabilities

Bhutan is renowned for its rich biodiversity, pristine forests, glaciers, rivers and mountains, which are vital for the country's ecology, culture and economy. However, the country also faces specific environmental and climate vulnerabilities, such as:

- **Glacial Lake Outburst Floods (GLOFs):** Risks from melting glaciers causing sudden floods downstream.
- **Changing rainfall patterns:** Affecting agriculture, water supply and natural habitats.
- **Biodiversity loss:** Due to habitat fragmentation and climate shifts.
- **Soil erosion and landslides:** Increased by heavy monsoon rains and land use changes.

Local Environmental Wisdom and Indigenous Practices

Traditional knowledge and indigenous environmental practices offer invaluable guidance for sustainable living and environmental stewardship. These practices are deeply rooted in cultural and spiritual values, shaping how communities interact with the natural world. Sacred natural sites, such as mountains, rivers and forests, are revered as spiritual entities, deserving of respect and protection.

Community-based forestry and resource management practices exemplify collective responsibility, ensuring that the needs of both people and nature are balanced. Traditional farming and irrigation systems, developed over generations, are finely attuned to local conditions and climatic variations, demonstrating resilience and adaptability.

Incorporating local wisdom into early childhood education helps children connect culturally and spiritually to their environment, strengthening identity and motivating protective behaviours grounded in Bhutanese values. Furthermore, seasonal festivals and rituals celebrate the rhythms of nature and reinforce communal responsibility for environmental care.

The Role of ECCD in Building Climate-Conscious Citizens

ECCD programmes play a vital role in shaping young children's values, knowledge and behaviours related to the environment and climate resilience. Through age-appropriate learning experiences, these programmes lay the foundation for lifelong environmental awareness and action. They nurture a love and respect for nature, promoting empathy towards plants, animals and ecosystems. Children are encouraged to explore and observe the weather, seasons and natural phenomena, promoting curiosity and understanding of their surroundings. ECCD settings also support the development of socio-emotional resilience, helping children cope with feelings linked to environmental changes and natural disasters.

Positive environmental habits, such as saving water, reducing waste and planting trees, are taught through everyday routines and play-based activities. Importantly, ECCD centres engage families and communities, building a supportive network that reinforces sustainable practices both at home and in the wider community.

This activity guide supports national vision for a sustainable future, where children grow up to be informed, caring and active citizens, prepared to contribute meaningfully to addressing environmental challenges and sustainability of natural resources.

CHAPTER

03

PEDAGOGICAL APPROACHES AND INTEGRATION STRATEGIES

3.1. Early Learning and Environmental Education

Understanding how young children learn is essential for designing effective environmental education. Early learning theorists such as Piaget, Vygotsky and Montessori, emphasise that children construct knowledge actively through interaction with their environment and social contexts. Other theories emphasize that:



Children learn best by doing and exploring, making meaning from hands-on experiences with nature and natural materials.



Learning is enhanced when children engage with peers and adults, sharing ideas about the environment and climate.



Early childhood is a time when children are naturally curious about living things, weather and natural phenomena, making it an ideal window for environmental awareness.

3.2. Developmentally Appropriate Practices for Climate Education

Young children have unique cognitive, emotional and social characteristics that influence how they understand complex topics such as climate change. Effective climate education for ages 3–5 requires:

- Using concrete, observable concepts rather than abstract terms. For example, focussing on ‘saving water’ rather than explaining carbon emissions.
- Introducing climate topics gently to avoid fear or anxiety, instead encouraging hope and empowerment.
- Employing play, stories, songs, art, music and movement to teach concepts.
- Promoting hands-on practice to build understanding and habits.
- Using local and national contexts, examples and values to make learning relevant.

3.3. Thematic and Integrated Learning: Connecting to the ECCD Learning Areas

Environment and Climate Change Education is most effective when integrated across multiple domains of learning rather than taught as isolated lessons. This approach supports holistic development and alligns with the ECCD Curriculum.

- Language and Communication: Reading nature stories, singing songs about animals and seasons and discussing observations.
- Cognitive and Creative Development: Sorting natural objects, understanding cause and effect (e.g., plants need water to grow) and problem-solving environmental challenges.
- Socio-Emotional Development: Encouraging empathy for living things, collaboration in group activities such as gardening and responsibility through daily eco-friendly routines.
- Physical Development: Outdoor play in natural settings, gardening and fine motor skills through nature crafts.
- Moral, Spiritual and Cultural Development: Respecting nature as part of Bhutanese culture, learning traditional stories about the environment and cultivating gratitude.

3.4. Inquiry-Based, Experiential and Nature-Based Learning

Young children learn most effectively through active exploration and inquiry. Facilitators can nurture this by encouraging curiosity, questioning, and reflection on real-life experiences. Asking open-ended questions—such as, ‘What do plants need to grow?’, stimulates thinking and dialogue. Hands-on activities like planting seeds, observing insects or collecting rainwater allow children to learn by doing.

Regular access to natural settings enhances sensory development, emotional well-being, and a sense of wonder. Activities such as nature walks, outdoor storytelling and play with natural materials foster deeper engagement with the environment and support holistic learning. Regular access to natural settings enhances sensory development, emotional well-being, and a sense of wonder. Activities such as nature walks, outdoor storytelling and play with natural materials foster deeper engagement with the environment and support holistic learning.

3.5. Indoor and Outdoor Learning Opportunities

Encourage a balanced mix of indoor and outdoor learning environments to enrich children's experiences and diverse learning needs by:

- Using natural materials in art and sensory tables, environmental books and posters and circle times with nature stories and songs. Indoor spaces can also host planting activities in pots or small gardens.
- Encouraging exploration of local plants, insects and weather phenomena through outdoor play by incorporating natural elements such logs, stones, sand and water for creative and physical engagement. Facilitate group activities such as gardening, composting and clean-up campaigns. Outdoor learning is particularly effective in enhancing children's physical health, motor skills and connection to nature.

3.6. Creating a Green and Climate-Friendly ECCD Environment

ECCD centres can model sustainable living through simple, cost-effective practices such as:

- Using Natural and Recycled Materials, furniture, toys and learning tools made from bamboo, wood, cloth or recycled items.
- Fixing leaking taps, using natural light, teaching children to turn off lights and taps, etc.
- Waste Reduction: Set up waste sorting bins, compost organic waste and encourage reuse of craft materials.
- Maintaining small gardens or potted plants where children can engage in planting and care routines.
- Involving families and communities in green initiatives such as tree planting or clean-up day.

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CHAPTER

04

GUIDELINES FOR ECCD FACILITATORS

4.1. How to Introduce Environmental Concepts to Young Children

Introducing environmental concepts to children aged 3 to 5 requires a gentle, engaging and age-appropriate approach that connects learning to their everyday experiences such as:



- Beginning by exploring children's immediate environment, plants, animals, weather and natural materials they can see and touch. Use simple language and concrete examples.
- Encouraging children to see, hear, smell, touch and sometimes taste to deepen their sensorial connection with nature.
- Asking open-ended questions such as, what do you notice about the trees? or how do you think the rain helps the plants? to stimulate thinking.
- Integrating environmental learning into daily activities such as watering plants, sorting waste or observing weather changes.

4.2. Talking about Climate Change

Climate change can be a challenging topic for young children due to its complex and sometimes alarming nature. Facilitators can communicate about climate change in ways that empower children by:

- Emphasising actions children and families can take, such as planting trees, saving water and caring for animals.
- Talking about changes in weather, caring for the earth and working together to keep nature healthy.
- Creating a safe space where children can express their thoughts and feelings about nature and climate.
- Highlighting that everyone can help make the world a better place through small, everyday actions.
- Using stories and narratives that model care and resilience to inspire positive emotions.

4.3. Promoting Emotional Resilience and Eco-Empathy

Developing socio-emotional skills alongside environmental knowledge enables children to respond constructively to environmental challenges by:

- Helping children name and manage feelings such as sadness or worry about environmental issues through play, art or storytelling.
- Encouraging children to think of simple actions they can take to help, promoting a sense of agency and empowerment.
- Promoting cooperation in group activities such as gardening or clean-up, reinforcing teamwork and shared responsibility.
- Recognizing children's efforts in caring for the environment

4.4 Using Storytelling, Songs and Local Folklore

Storytelling, songs and folklore are powerful pedagogical tools for environmental education that can be promoted by:

- Selecting stories that feature nature, animals, seasons or climate themes rooted in Bhutanese culture and traditions.
- Using expressive voices, puppets and props to bring stories alive and stimulate imagination.
- Using songs about trees, water and animals to reinforce messages and supporting memory through repetition and rhythm.
- Inviting children to tell their own stories, sing along or acting out scenes to deepen engagement.
- Discussing during storytelling, what the characters did to protect nature and how children can do the same

4.5. Involving Families and the Community

Family and community involvement strengthens the impact of environmental education and supports consistent learning outside the ECCD centre> This can be promoted by:

- Sharing information about environmental themes, activities and simple home practices through meetings, notes or social media groups.
- Encouraging families to join centre gardening, clean-up days or nature walks.
- Engaging village elders and community leaders to share indigenous environmental wisdom and cultural practices.
- Providing children with simple eco-friendly tasks or stories to share at home, reinforcing learning.
- Organising community events for Earth Day or local festivals that highlight environmental care.

4.6. Monitoring Children's Learning and Behavioural Changes

Observing and documenting children's progress helps facilitators tailor support and demonstrate impact by:

- Recording notes on children's curiosity, questions, actions and social interactions related to environmental learning.
- Noting increases in eco-friendly behaviours such as turning off taps, sorting waste or caring for plants.
- Using drawings, stories or simple conversations to help children express what they have learned or how they feel.
- Sharing children's progress and suggesting ways to reinforce learning at home.
- Using monitoring insights to adapting activities, revisiting concepts or providing additional support.

CHAPTER

05

LEARNING ACTIVITIES

This chapter forms the core of the guide book and includes the learning activities that ECCD Centres will use in the implementation of environment and climate change education in ECCD centres. It explores the critical role of various learning activities in the holistic development of children within ECCD centres. The introduction to ECCD learning activities is presented with the understanding that these activities are more than just play; they are intentionally designed experiences that lay the foundation for children's future academic, social and emotional success. Each component, indoor activities, outdoor activities, art, music and storytelling, and socio-emotional learning, serves a distinct yet interconnected purpose in supporting children's development and learning.

5.1. Indoor Activities:

These activities are significant for developing a child's cognitive, fine motor and problem-solving skills in a structured and controlled environment. Indoor play with blocks, puzzles and sensory bins, for example, encourages creativity and critical thinking while enhancing hand-eye coordination. These activities also support the development of concentration and independent learning, preparing children for more formal educational settings.

5.2. Outdoor Activities:

In contrast, outdoor activities are vital for a child's physical development and overall well-being. Playgrounds, gardens and open spaces allow children to run, jump and climb, improving gross motor skills, balance and coordination. Furthermore, outdoor play promotes connection with nature, encourages exploration and provides opportunities for social interaction and cooperation with peers, which are essential for building social skills and confidence.

5.3. Indoor Activities:

This component is the most critical for a children's long-term success. SEL activities are designed to help children understand and manage their emotions, develop empathy for others and build healthy relationships. Through role-playing, group discussions and guided interactions, children learn to share, take turns and resolve conflicts peacefully. The development of these skills in the ECCD setting provides a strong foundation for mental health, resilience and successful social integration in all aspects of life.

Activity Name

5.1.1. Mystery Bag

Activity Type

Indoor sensory and observation game

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

Understanding the World: Climate Change

Materials
Needed

- Mystery bag should contain natural items: leaf, small stick, smooth stone, pinecone, flower petal, seed pod (picture cards of the items)

- Mat for displaying items

Learning
Objectives

Promote curiosity and emotional connection to nature.

Instructions

1. Ask children to sit in a semi-circle.
2. Show them the mystery bag and explain that it holds surprise objects they'll explore using only their hands.
3. Ask one child at a time to feel an object inside the bag and encourage them to describe what they feel using sensory words:
 - Is it hard or soft?
 - Smooth, rough, bumpy, or squishy?
 - Big or small? Light or heavy?
4. Continue until all children have completed their turns.
5. Lead a group discussion by asking:
 - What is this object?
 - Where can we find it?
 - Which object did you like the most? Why?
6. Conclude with a reflection, encouraging children to share what they learned, how they felt during the activity.

Adaptation/
Extension/
Variations

- Invite children to collect safe, natural objects for future sessions
- Use a matching chart: object to picture with names
- Set up a "nature touch table" for ongoing exploration

Activity Name

5.1.2. Paint the Planet Green

Activity Type

Visual Arts & Environmental Awareness

Target Audience

Children aged 3–5 years

Alignment
with Curriculum

Understanding the World: Climate Change

Materials
Needed

- Paint
- Crayons
- Sketch Pens
- Markers
- Painting Brush

Learning
Objective

Encourage children to express care for the Earth through art and to identify at least one simple action they can take to protect the environment.

Instructions

1. Introduction:

- Show a picture of the Earth and ask: “What do you see? What do you love about nature?”

2. Art Activity:

- Give each child a circle drawing of the Earth.
- Let them paste natural objects and then color or paint the Earth using green, blue, brown, and yellow.
- Encourage children to paint trees, water, sun, and animals.

3. Discussion While Painting:

- Ask questions like: “What makes the Earth smile?” and “How can we help the Earth?”
- Encourage each child to share one small action they can do, such as watering plants, not wasting water, or picking up litter.

4. Reflection & Sharing:

- Let children share their drawings and talk about their “green actions” with the group.
- Each child says one small action (like watering plants, not wasting water, picking up litter).

Adaptation/
Extension/
Variations

- Children can take the drawing home and talk with parents about helping the Earth.
- Create a wall display called Happy Earth with their art and ideas.
- Older children can create a Green Promise Card by completing the sentence ‘I will help the Earth by...’ and adding their own drawing or words.

Activity Name

5.1.3. Little Climate Helpers

Activity Type

Puppet Storytelling & Environmental Awareness

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

Understanding the World – Caring for nature and our planet

Materials
Needed

- Socks or paper
- Plastic bags (for puppets),
- Recycled materials to make simple puppets: sun, cloud, tree, animals, boy/girl

Learning
Objectives

Help children understand and express simple ways of caring for the Earth through storytelling and puppetry.

Instructions

1. Making Puppets: Use socks, paper bags, or recycled items to create simple puppets (tree, sun, cloud, animals, little boy/girl).
2. Prepare a 3–5 minute simple puppet story that shows how to care for the Earth (e.g., turning off taps, planting trees, picking up trash, watering plants).
3. Gather the children and present the puppet show. Keep voices fun and simple.
4. After the show, ask questions like: “What did the tree need?” or “What did the little boy do with the trash?” What did Tashi do with the trash? Why do we need to take care of trees?

Let children hold the puppets and act out their own “help the Earth” ideas.

Adaptation/
Extension/
Variations

Invite children (in small groups) to use their puppets and continue the story or add their own ideas.

Activity Name

5.1.4. Arts from Nature(Collage)

Activity Type

Indoor Visual Arts

Target Audience

Children aged 3–5 years

Alignment
with Curriculum

- Understanding the world
- Creative Development

Materials
Needed

- Dried leaves, twigs, grass, bark, flower petals
- Reused paper or cardboard bases
- Non-toxic glue or glue sticks
- Scissors (safety scissors for children)

Learning
Objective

Recognize and reuse natural/recycled materials in art.

Instructions

1. Begin by showing samples of leaves, twigs, petals, and asking:
 - Where did these come from?
 - What do they remind?
2. Let children explore the textures and pick what they like.
3. Invite them to create an art collage using glue and materials.
4. Encourage them to share about what their collage is representing (e.g., a tree, a bird, a rainy day).
5. Display their work on a Nature and Climate Wall or Green Wall.

Adaptation/
Extension/
Variations

- Use recycled papers only
- Relate to seasons or climate changes (What happens to leaves in winter?)
- Talk about how using natural items helps us avoid plastic waste

Activity Name

5.1.5. Green Market

Activity Type

Puppet Storytelling & Environmental Awareness

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

Understanding the World – Climate Change Action

Materials
Needed

- Play money
- Reusable shopping bags (cloth or plastic)
- Pretend store setup (tables or shelves)
- Toy food or product pictures
- Green choices: fruits, vegetables, reusable bottles, cloth bags, wooden toys, plants
- Not-so-green choices: plastic bottles, junk food wrappers, plastic bags, toy cars made of plastic

Learning
Objectives

Understand that choosing reusable, natural, and low-waste items helps reduce climate change.

Instructions

1. Show two items (e.g., cloth bag vs. plastic bag) and ask: Which is better for the Earth? Why? Explain in simple words: “Green choices make less waste and keep our air and water clean.”
2. Give each child a reusable bag and play money.
3. Let them walk around the pretend store and buy 2–3 items.
4. Encourage children to choose green items (like cloth bags, fruits, reusable bottles).
5. After shopping, ask children the following questions:
 - What did you buy?
 - Which things help the Earth?
6. The facilitator links choices to climate action: “When we use less plastic and choose things we can use many times, we make less trash and keep the Earth cooler.”

Adaptation/
Extension/
Variations

Create a Green Choice Chart with pictures of what the children picked.

Activity Name	→	5.1.6. Arts from Waste
Activity Type	→	Creative Expression & Environmental Awareness
Target Audience	→	Children aged 3–5 years
Alignment with Curriculum	→	Understanding the World: Climate Change (Conservation)
Materials Needed	→	• Glue & tape • Scissors • Crayons or paint • Waste such as paper, bottle caps, old newspapers, cardboard, plastic containers, and fabric scraps
Learning Objective	→	Learn that waste materials can be reused to create new things, which helps protect the Earth.
Instructions	→	1. Collect clean and safe waste materials such as used paper, bottle caps, old newspapers, cardboard, plastic containers, and fabric scraps. 2. Show the children the materials and talk about how these are things we often throw away. 3. Explain that instead of throwing them away, we can use them to make beautiful art. 4. Encourage each child to choose some materials and use glue, tape, child-safe scissors, and crayons or paint to create their own artwork (e.g., collage, robot, flower, or house). 5. After finishing, let each child share what they made and how they reused waste materials. 6. Display the artworks together on a Green Wall or in an Eco-Friendly Corner to celebrate their creativity.
Adaptation/ Extension/ Variations	→	• Recycled Animal Parade: Children create animals from waste and have a mini parade. • My Reuse Box: Each child decorates a shoebox to take home and collect recyclable items with their family.

Activity Name

5.1.7. Bottle Cap Fun

Activity Type

Sorting & Classification

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

Mathematical Development: Counting, number recognition, sorting, matching

Materials
Needed

- Bottle caps of various colors and sizes
- Number cards (1–10) in Dzongkha and English
- Sorting trays or low boxes
- Paint or marker for adding numbers/symbols to bottle caps
- Optional: chalk, paper, or string for math games.

Learning
Objectives

Promote environmental awareness through creative reuse of waste materials

Instructions

1. Paint or write numbers (1–10) on some bottle caps.
2. Spread all bottle caps on the floor or a mat.
3. Introduce the number cards and ask children to place the matching number of caps under each.
4. Add challenges: sort by color, size, or caps with dots (like dice).
5. Ask: Which group has more? Which has less? Are any the same?
6. Let them make a cap line or cap train by arranging them in sequences.
7. Finish with a counting song or Dzongkha rhyme using the caps.

Adaptation/
Extension/
Variations

- Create bottle cap patterns to extend logical thinking
- Make a math necklace from bottle caps with holes
- Introduce simple addition/subtraction games
- Use chalk circles or leaves to add natural context

Activity Name

5.1.8. Water Drop Relay (Indoor Version)

Activity Type

Indoor – Group Movement Game

Target Audience

Children aged 3–5 years

Alignment
with Curriculum

Physical Development: Taking part in movement activities.

Materials
Needed

- Two small cups per team (marked as water cups)
- Small bowls labeled source and water tank
- Blue beads or paper balls as water drops
- Floor-safe markers for relay lanes
- Rhythmic drum or bell

Learning
Objective

Understand that water is precious and must be saved.

Instructions

1. Set up a starting point (river source) and an endpoint (water tank) in a room.
2. Place small cotton balls in bowls at the source.
3. Children take turns scooping one cotton ball with a cup and walking carefully to the tank.
4. Keep going until all cotton balls are moved.
5. After the game, discuss: "Water is precious. Just like we passed it carefully in the game, we must use water wisely to help the Earth stay healthy."

Adaptation/
Extension/
Variations

- Use real water outdoors if possible with adult supervision
- Ask children how water is used at home and how they can save it
- Invite them to draw how they use water and talk about it

Activity Name

5.1.9. Picture Talk: A Journey of Water

Activity Type

Indoor – Language Development, Environmental Awareness

Target Audience

Children aged 3–5 years

Alignment with Curriculum

Understanding the world: Nature Awareness

Materials Needed

- Large printed pictures/posters of water sources (clouds, rain, rivers, taps, mountains)
- Real items (water bottle, bowl of water)
- Flashcards with simple water-related words (rain, river, tap, cloud)
- Floor mat for group sitting

Learning Objectives

Understand where water comes from and how it moves from nature to our homes.

Instructions

1. Show one picture at a time (cloud, rain, river, tap).
2. Ask children:
 - What do you see?
 - Where is the water coming from?
 - Let each child share what they think.
3. Put the pictures in order to show water's journey: cloud → rain → river → pipe → tap.
4. Talk about how water is precious and travels a long way to reach us.
5. End by asking: "Where do we get water at our home or centre?"

Adaptation/ Extension/ Variations

- Children can draw their own water story
- Include a short Bhutanese folktale about rivers or rain
- Invite children to create a mini skit using props and pictures
- Link the session with a field walk later to see a nearby water source (if possible)

Activity Name

5.1.10. Nurturing Our Druk Yul

Activity Type

Awareness through Role-play and Visual Exploration

Target Audience

Children aged 3–5 years

Alignment
with Curriculum

Understanding the World: Scientific Thinking

Materials
Needed

- Flashlight, picture of the sun
- Paper cutouts of appliances (TV, light bulb, fan, phone)
- Picture of a happy Earth and a sad Earth
- Badge
- Sticker or colored scarf

Learning
Objective

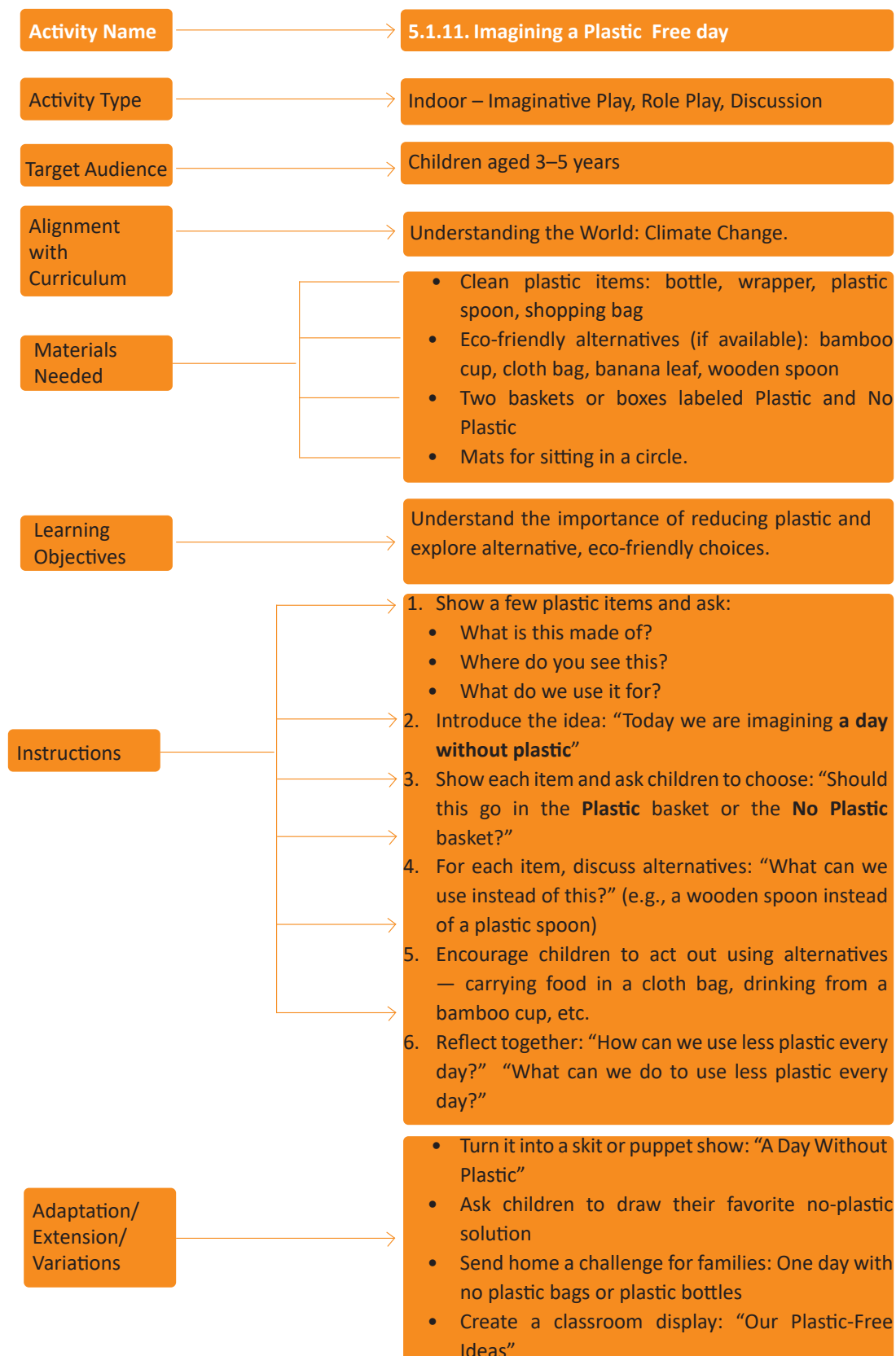
Understand when and why to turn off appliances not in use.

Instructions

1. Show two pictures: light on in daytime vs. light off. Ask: “Which saves power?”
2. Show appliance cutouts. Ask: “Does this use electricity? Should we turn it off?”
3. Hold up pictures of appliances (e.g., TV, light bulb, fan). Ask children to shout ON! or OFF! depending on the situation:
 - * Light on in a bright sunny room → OFF!
 - * Fan on while people are playing inside → ON!
 - * TV playing with no one watching → OFF!
4. Conclude by connecting the actions to the Earth: “Every time we turn off things not in use, we help the Earth stay happy and cool!”

Adaptation/
Extension/
Variations

- Ask them to check the lights at home and remind family members to save power.
- Let them color or draw happy and sad Earths.



Activity Name

5.1.12. Weather & Changing Climate: Dress the Doll for the Weather

Activity Type

Indoor – Dramatic Play, Matching Game, Weather Awareness

Target Audience

Children aged 3–5 years

Alignment with Curriculum

Social and Emotional Development: Making choices, responsibility
Understanding the World: Observing and responding to weather

Materials Needed

- Paper/cloth dolls (or laminated figures)
- Clothing cutouts: sweater, hat, boots, scarf, umbrella, etc
- Weather cards (sunny, rainy, cold, windy)
- Flannel board or flat surface

Learning Objective

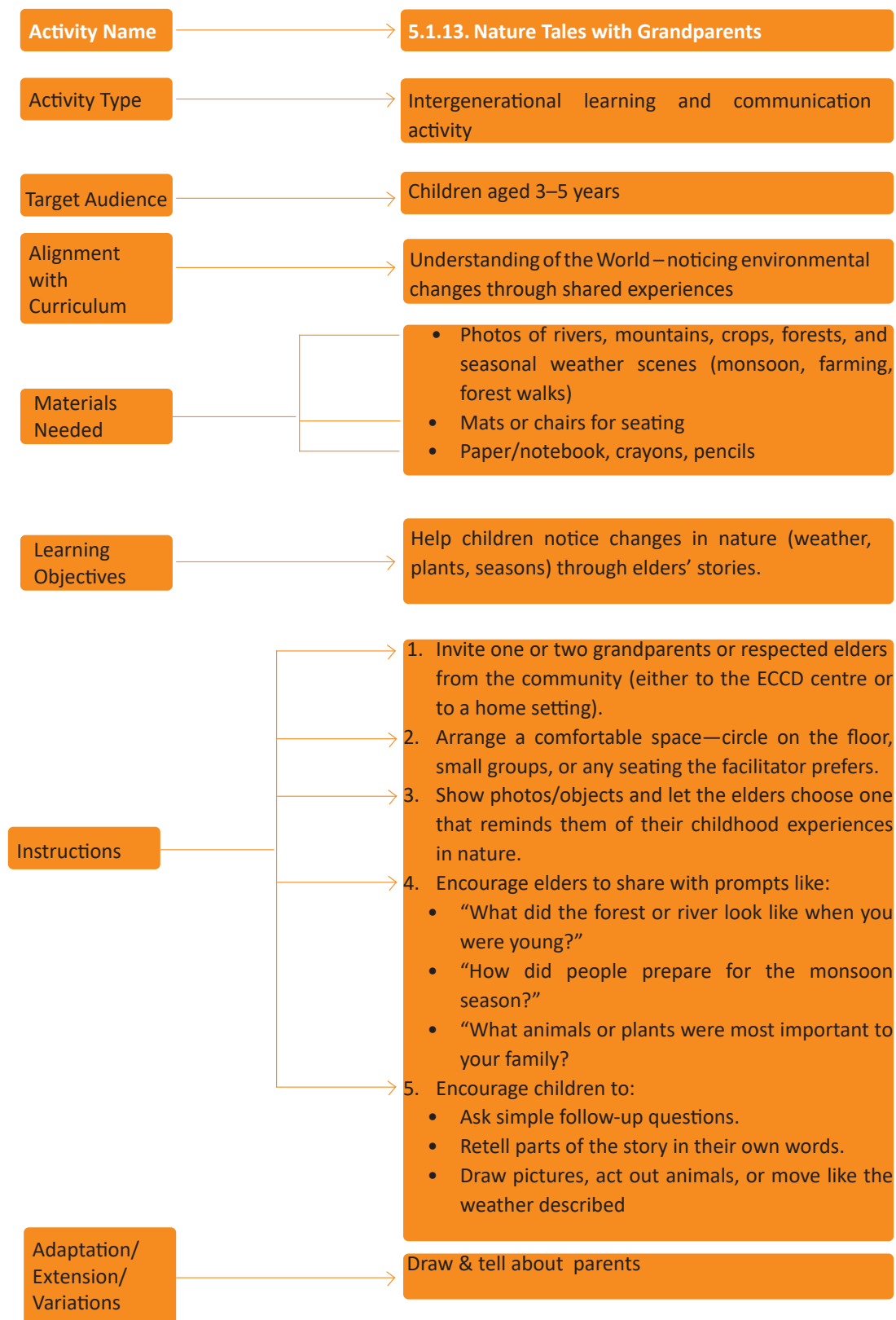
Help children recognize different weather types and select suitable clothing for each

Instructions

1. Talk about today's weather.
2. Show the doll and clothing items.
3. Display a weather card. Ask: "What should the doll wear for this weather?"
4. Let children dress the doll.
5. Discuss choices together.
6. Repeat with other weather scenarios.

Adaptation/ Extension/ Variations

- Include Bhutanese clothes (e.g., gho, kira) for cold weather.
- Make weather/clothing booklets.
- Let children design/draw their own outfits.
- Use real clothes and life-size doll cutouts.



Activity Name

5.1.14. Weather Chart & Calendar Board

Activity Type

Indoor – Daily Routine Integration, Observation and Recording Activity

Target Audience

Children aged 3–5 years

Alignment
with Curriculum

Understanding the World: Recognizing patterns, weather observation

Materials
Needed

- Large wall calendar board – Weather symbols (cloudy, sunny, rainy, windy, snowy)
- Days of the week, month cards – Stickers or Velcro pieces – Pointer sticker

Learning
Objective

Identify daily weather and develop observation skills.

Instructions

1. Begin each day with “What’s the weather today?”
2. Allow children to observe outdoors (from the window/verandah).
3. Choose and attach the correct weather symbol on the chart.
4. Update the day and date together.
5. Count how many sunny/rainy days over a week.
6. Discuss any patterns or changes noticed.

Adaptation/
Extension/
Variations

- Use Dzongkha and English terms for weather.
- Involve children in making the symbols themselves.
- Compare the weather in different Dzongkhags using photos.
- Create a rhyme or chant for calendar time.

Activity Name

5.1.15. Handprint Rainbow

Activity Type

Creative Art and Sensory Play

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

Promotes color knowledge and self-expression.

Materials
Needed

- Paints,
- Large paper
- Soap and towel

Learning
Objectives

Develop children's sensory and fine motor skills while exploring colors creatively.

Instructions

1. Show pictures of rainbows and discuss colors.
2. Prepare washable paints in rainbow colors.
3. Help children dip their hands in paint and press handprints in rows or arcs on paper.
4. Clean hands between colors and repeat with all rainbow colors.
5. Let the artwork dry and display it.

Adaptation/
Extension/
Variations

- Use footprints or finger dots for rainbow stripes.
- Add cotton balls for clouds.
- Sing rainbow songs during the activity.
- Let children make rainbows using footprints or finger dots instead of handprints.
- Add soft cotton for clouds or shiny glitter for raindrops to make it more fun and sensory.
- Connect the activity with songs, simple weather stories, or picture books about rainbows.

5.1.16. Little Hands can help the Earth

Activity Type	Song and Movement Activity
Target Audience	Children aged 3–5 years
Alignment with Curriculum	To support environmental awareness and responsibility (Science & Social Studies) Enhance language and communication skills (Language) Encourage expression through music and movement (Creative Arts)
Materials Needed	- Printed lyrics of the song - Visual aids (e.g., pictures of children turning off lights, planting trees) - Speaker or musical instrument (optional)
Learning Objectives	Promote environmental responsibility at an early age
Instructions	1. Introduce the song and its tune 2. Read and sing the song slowly while showing visuals. 3. Teach hand and body movements to go along with the lyrics (e.g., mimicking turning off a light, planting). 4. Repeat the song several times and encourage children to sing along. 5. Ask questions to reinforce the meaning of each line (e.g., “Why do we turn off the lights?”). 6. Let children draw or color an “Earth Helper” scene based on the song Little Hands Can Help the Earth (Tune: “If You’re Happy and You Know It”) <i>If you want to help the Earth, clap your hands! If you want to make it better, clap your hands! We can turn off all the lights, We can plant and do what’s right, If you want to help the Earth, clap your hands! (Repeat)</i>
Adaptation/ Extension/ Variations	- For younger children, use just the first few lines with actions. - Create a class “Earth Promise” chart with each child’s photo and one Earth-friendly action. - Involve parents in a “Home Helper Challenge” to apply the actions at home. - Combine with storytelling on Earth or Nature themes.

5.1.17. Let's Be Earth Heroes

Activity Type	Eco-Song Activity & Outdoor Creative Art
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Builds early environmental awareness - Enhances fine motor and observation skills - Supports language and rhythm development - Integrates ECCD domains: Physical, Language, Cognitive, Emotional, Creative
Materials Needed	- Large paper or chart - Crayons, markers, pencils - Natural or plastic objects (trees, animals, leaves, etc.) - A sunny day or a flashlight - Song lyrics: “Let’s Be Earth Heroes”
Learning Objectives	Support children in exploring shadows, practicing motor skills, and learning simple ways to care for the environment.
Instructions	- Place paper on a flat surface in sunlight or use a flashlight. - Help the child position an object and observe the shadow. - Trace the outline of the shadow and let children decorate it. - Introduce and sing the song together using fun gestures and movement Let us be Earth Heroes <i>Let’s be heroes, save the Earth, E-I-E-I-O!</i> <i>With a tree here and a plant there,</i> <i>Here a tree, there a plant, everywhere we care!</i> <i>Let’s be heroes, save the Earth, E-I-E-I-O!</i> <i>Let’s use less and not waste more, E-I-E-I-O!</i> <i>With a “no” to plastic, “yes” to reuse,</i> <i>Here reuse, recycle, everywhere reduce!</i>
Adaptation/ Extension/ Variations	- Let children act out the verses using props or puppets. - Invite children to add their own verses (e.g., “Turn off lights...”) - Combine this with a discussion on how they can be heroes at home. - Create a “Hero Wall” displaying their shadow art with eco-slogans. - Encourage families to sing this at home and send videos or pictures.

5.1.18. Shadow Drawing

Activity Type	Visual Expression & Nature Exploration
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Creative Development
Materials Needed	- Leaves, flowers, twigs, and other natural items - Large sheet(s) of paper or chart paper - Finger paints in different colors - Flashlight (if indoors) or natural sunlight (if outdoors) - Tape (to secure paper if needed) - Wet wipes/cloth for cleaning hands
Learning Objectives	Help children explore light and shadows creatively while developing fine motor skills and self-expression through finger painting.
Instructions	Gather Nature Items: Go on a nature walk to collect leaves, flowers, twigs, or other natural items with interesting shapes and textures. Set up the painting area: Spread out a large sheet of paper, or a few sheets taped together, on a flat surface. Provide finger paints in various colors. Create Shadows: Place the collected nature items on the paper and use a flashlight or the sun to create shadows from the objects. Finger Paint the Shadows: Guide the children to use their fingers to trace or fill in the shadow outlines with finger paint, exploring different colors and textures.
Adaptation/ Extension/ Variations	Let the paintings dry and then display them in the classroom/art corner to celebrate their creativity.

5.1.19. Keeping the Air Clean

Activity Type	Experiential Learning – Clean Air Awareness
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Creative Development • Communication, Language and Literacy
Materials Needed	• Toy vehicles (cars, buses, bikes) or cut-out pictures • Chalk or tape to mark a road and walking path • Pictures of clean air (trees, sky, birds) and polluted air (smoke, traffic)
Learning Objectives	Help children understand that walking and cycling keep the air clean and healthy
Instructions	1. Show children two pictures: one of smoke from cars and one of fresh air with trees. Ask: Which one looks healthier? 2. Mark two paths on the floor: one as a “road with vehicles” and the other as a “walking and cycling path.” 3. Invite children to act out driving cars/buses on the road while others pretend to walk or ride bikes on the other path. 4. Pause and ask: Which path makes more smoke? Which one keeps the air clean? 5. Let children share how they come to school—by walking, bus, or car—and talk about which helps keep the air clean.
Adaptation/ Extension/ Variations	• Let children draw or color pictures of things that help keep the air fresh (trees, bicycles, walking). • Use simple breathing exercises: breathe in fresh air (deep breath) and pretend to cough in smoky air. • For younger children, act out “cars make smoke” vs. “walking makes fresh air” with hand movements. • For older children, discuss small actions like planting trees or turning off car engines.

Activity Name

5.1.20. Water Source Treasure Hunt

Activity Type

Caring for natural resources

Target Audience

Children aged 3–5 years

Alignment
with Curriculum

- Understanding the World
- Communication, Language and Literacy

Materials
Needed

- Picture cards of water sources river, snow, lake, pond, ice, rain, spring
- Small basket or bag
- Water spray bottle (optional for fun)

Learning
Objective

Help children identify different natural sources of water and understand where water comes from.

Instructions

1. Before the activity, hide picture cards of water sources around the play area.
2. Gather the children and tell children that we are going to search some pictures.
3. Let the children walk around and look for the hidden picture cards.
4. When a child finds a card, everyone stops.
5. Ask the child to show the picture to the group and say together: We get water from ... snow, river, pond
6. Repeat until all picture cards are found.

Adaptation/
Extension/
Variations

- Use Dzongkha and English terms for weather.
- Involve children in making the symbols themselves.
- Compare the weather in different Dzongkhags using photos.
- Create a rhyme or chant for calendar time.

Activity Name

5.1.21. Hot or Cold

Activity Type

Science and Nature Discovery

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

- Creative Development
- Personal, Social, and Emotional Development

Materials
Needed

- Pictures of sunny (hot) and snowy (cold) weather
- Real objects: ice cubes, warm water bottles, toys

Learning
Objectives

Understand the difference between hot and cold and choose appropriate clothing and actions for each type of weather.

Instructions

1. Briefly talk to the children about different types of weather
2. Show pictures of hot and cold weather and ask the children questions (How do you feel when it is hot?)
3. Sensory Play: Let the children touch objects that are warm and cold to explore the differences.
4. Weather Song: Teach a simple weather song (“Namlay Nima Shado”)

Adaptation/
Extension/
Variations

Pretend Play

- Let children to choose the dress according to the weather condition
- Weather Wall: Create a class chart to track daily weather using sun, snow, and rain icons.

5.1.22. The Weather is Changing Every Day

Activity Type	Interactive Weather Exploration
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Science (Weather and Seasons) - Language and Literacy - Observation and Critical Thinking
Materials Needed	- Weather chart with icons (sun, clouds, rain, snow, wind, etc.) - magnetic weather symbols for the chart - Small weather-related props (e.g., umbrella, sunglasses, mittens, etc.) - Drawing paper and crayons
Learning Objectives	Help children understand the different types of weather and how they change.
Instructions	1. Introduce the concept of weather: 2. Tell that the weather changes every day, sometimes it's sunny, other times it rains or snows. 3. Show the weather chart with the different weather symbols and explain each one. 4. Ask the children to observe the weather outside and identify what it is like today (e.g., Is it sunny? Is it raining?). 5. Let the children take turns placing the correct weather symbol on the chart for the day. 6. Engage in a short discussion about how the weather changes throughout the year and how it can affect what we wear or what we do (e.g., wearing raincoats when it rains, sun cap when it's sunny). 7. After the activity, have the children draw their favorite weather on a piece of paper. <i>The Weather is Changing Every Day</i> <i>(Tune: The Wheels on the bus go round and round)</i> <i>The weather is changing everyday.</i> <i>What can we do? What can we say?</i> <i>Save the water and plant a tree.</i> <i>That's how healthy the Earth can be!</i>
Adaptation/ Extension/ Variations	- Keep a weather journal where children can track the weather every day for a week. - Teach songs or rhymes related to weather (e.g., "Rain, rain, go away" or "The Sun is Shining"). - Introduce a simple experiment (e.g., making a rain cloud in a jar with shaving cream and food coloring).

5.1.23. Sunny Days and Rainy Skies

Activity Type	Weather Awareness through Song and Movement
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Understanding weather patterns (Science) • Language development through singing (Language & Literacy) • Creative expression and body movement (Creative Arts) • Building environmental awareness (Early Science Concepts)
Materials Needed	• Lyrics chart • Weather props (sun, cloud, umbrella, etc.) • Optional: musical instruments (drum, bells, rain stick)
Learning Objectives	Understand the difference between hot and cold and choose appropriate clothing and actions for each type of weather.
Instructions	1. Introduce the song “Sunny Days and Rainy Skies” to the children. 2. Sing the song using the tune of (tune of London Bridge). 3. Show props or visuals as each type of weather is mentioned. 4. Invite children to move like the weather (e.g., stretch like sunshine, sway like rain). 5. Repeat the song and allow children to take turns choosing weather props. 6. Discuss how the weather affects their day (e.g., playing outside, wearing raincoats). <i>Sunny Days and Rainy Skies</i> <i>Sunny days and rainy skies, Help the flowers grow up high. But too much sun, the Earth gets hot, Let's protect it, we must not stop. Use less plastic, walk to Centre, Saving Earth is nature's Mentor Help the plants and birds to stay, We can change the world today!</i>
Adaptation/ Extension/ Variations	• For younger children, help hold the pencil and trace together. • Introduce shadow puppets to extend storytelling. • Discuss what happens when there is too much sun or no rain. • Encourage parents to collect recycled materials for future nature crafts. • Display traced shadows in the classroom with climate care messages.

5.1.24. Our Earth, Our Home

Activity Type	Singing and Discussion
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Environmental Awareness - Language and Literacy - Social-Emotional Learning
Materials Needed	- Storybook or illustrated pictures of the Earth, animals, plants, and people - Globe or world map “Our Earth, Our Home” poster - Nature-related props (optional: leaves, rocks, small plants)
Learning Objectives	Nurture children’s sense of responsibility and care for the Earth as a shared home for all living beings.
Instructions	- Begin by introducing the concept of the Earth as a home for all living things. - Read a story or present an illustrated picture book that depicts the Earth, animals, and people living together. - Engage the children in a discussion after the story about the importance of taking care of the Earth (e.g., reducing waste, caring for plants and animals). - Show the globe or world map and talk about different regions of the Earth, pointing to areas where children might live. - Ask the children to share ways they can help take care of the Earth in their daily lives (e.g., planting a tree, picking up trash, conserving water). <i>Our Earth, Our Home</i> <i>Our Earth, our home, It’s so big and round.</i> <i>Trees and rivers all round.</i> <i>Keep it clean, don’t waste a thing.</i> <i>Plant a tree and let birds sing.</i> <i>Our Earth, our Home, we love it so,</i> <i>Let’s protect it, help it grow.</i>
Adaptation/ Extension/ Variations	- Create a simple “Earth Care Pledge” where children promise to take care of the Earth in small, meaningful ways. - Organize a nature walk to observe and appreciate the natural world firsthand. - Invite children to bring in nature items (leaves, flowers, rocks) to create an “Earth Treasure Box.”

5.2. OUTDOOR LEARNING ACTIVITIES

Activity Name

5.2.1. Leaf Exploration

Activity Type

Nature study

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

- Motor Skills: Coordination through physical activities and fine motor tasks.
- Emotional Regulation: Mindfulness practices and empathy.

Materials
Needed

- Fresh or dry leaves (different shapes & sizes)
- Thin white paper
- Crayons/water color

Learning
Objectives

Understand the difference between hot and cold and choose appropriate clothing and actions for each type of weather.

Instructions

1. Collect a variety of leaves from the environment.
2. Ask children to place one leaf on a flat surface with the vein side facing up.
3. Cover the leaf with a thin piece of paper.
4. Give each child a crayon and show them how to gently rub over the paper until the leaf's shape and veins appear.
5. Encourage children to notice the patterns, lines, and textures revealed by the rubbing.
6. Ask: "What do you see? Did you enjoy exploring the leaf? How is this leaf different from the others?"

Adaptation/
Extension/
Variations

- Try rubbing tree bark, rocks, or flowers to explore different textures.
- Use watercolors to color over the rubbings for a creative art activity.
- Encourage children to compare leaves and sort them by shape, size, or texture

Activity Name

5.2.2. Grow Your Tiny Planet

Activity Type

Care for Nature

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

- Mathematical Development
- Personal, Social, and Emotional Development

Materials
Needed

- Small pot with holes for drainage
- Small shovel or spoon
- Soil
- A tiny plant
- Watering can or small cup

Learning
Objectives

Understand that plants need soil, water, and sunlight to grow.

Instructions

1. Give each child a small pot and help them fill it with soil using a spoon or small shovel.
2. Show children how to carefully dig a small hole in the soil with their finger or a stick.
3. Gently place the tiny plant into the hole and cover its roots with soil, emphasizing careful handling.
4. Demonstrate how to sprinkle water gently over the soil without washing away the plant.
5. Encourage children to give their plant a name to build a sense of care and responsibility.
6. Position the pot near a sunny window or outside, explaining that plants need sunlight to grow.
7. Ask children to check their plant daily, water it lightly as needed, and notice any changes in growth.

Adaptation/
Extension/
Variations

- Decorate pots with eco-friendly paints.
- Measure the plant's height weekly with a ribbon.

Activity Name	→	5.2.3. Melting Ice Caps Exploration
Activity Type	→	Hands-on Science & Environmental Awareness
Target Audience	→	Children aged 3–5 years
Alignment with Curriculum	→	- Physical Development - Understanding the World
Materials Needed	→	2 large ice cubes 2 plates or trays - Warm water in a cup - Cold water in a cup - Toy animals. - Towel for spills
Learning Objectives	→	Help children understand that ice melts faster in warm places and that this affects animals' homes.
Instructions	→	1. Place one ice cube on each plate and label one as a cold place and one as a warm place 2. Ask children to predict: Which ice will melt faster? 3. Pour cold water on the "Cold Place" plate and warm water on the "Warm Place" plate, and let children observe the melting and discuss what they see. 4. Talk about how animals lose their homes when ice melts. 5. What can we do to help stop the ice from melting too fast?
Adaptation/ Extension/ Variations	→	- Pretend the melted plate is the ocean—children can rescue toy animals by moving them to the icy plate. - Use drawings or pictures of polar animals to extend the discussion. - Invite children to suggest Earth-friendly actions (turning off lights, walking instead of driving, saving water). - Sing a simple song about caring for the Earth while observing the ice.

Activity Name	→	5.2.4. 4R Treasure Hunt
Activity Type	→	Hands-on Environmental Play
Target Audience	→	Children aged 3–5 years
Alignment with Curriculum	→	• Creative Development • Mathematical Development
Materials Needed	→	• 4 labelled bins (Recycle, Reuse, Reduce, Refuse) • Safe, clean waste such as plastic bottles, paper, toys, and snack wrappers
Learning Objectives	→	Help children understand and practice the 4Rs—Recycle, Reuse, Reduce, and Refuse—through hands-on sorting activities.
Instructions	→	1. Scatter the clean waste items around the classroom or outdoor space. 2. Explain each bin: what items go in Recycle, Reuse, Reduce, and Refuse. 3. Invite children to “hunt” for items and place them in the correct bins. 4. After sorting, review together and discuss why each item belongs in its bin. 5. Encourage children to suggest ways they can practice the 4Rs at home or centre
Adaptation/ Extension/ Variations	→	• Use a timer to make it a fun race for older children. • Add picture cards for children who cannot read yet. • Create a “4R wall” where children can paste small drawings or labels for each category. • Include a discussion about how using fewer single-use items helps the Earth.

Activity Name	>	5.2.5. Let's Sort Our Trash!
Activity Type	→	Waste Sorting & Environmental Awareness
Target Audience	→	Children aged 3–5 years
Alignment with Curriculum	→	• Mathematical Development • Social & Social Emotional Development
Materials Needed	→	Three trash bins: • Green bin (organic) • Blue bin (recyclables) • Red bin (plastic and paper) • Toy or clean waste items.
Learning Objectives	→	Understand the importance of keeping the environment clean
Instructions	→	1. Instructions: Ask the children to sit in a circle. Show them the three bins and explain simply what goes into each one: • “Green bin is for food and plants.” • “Blue bin is for bottles and cans.” • “Red bin is for paper and plastic.” 2. Demonstration: • Hold up one item at a time and ask: “Which bin does this go into?” • Let children suggest before you place it in the bin. 3. Sorting Game: • Spread the toy or clean waste items on the ground. • Let each child pick one item at a time and put it in the correct bin. • Encourage all children to participate and cheer for each other. 4. Wrap-Up: • Talk briefly about why sorting trash helps keep our environment clean and happy.
Adaptation/ Extension/ Variations	→	• Encourage children to help sort waste at home with family. • Turn the sorting game into a fun relay race, where children run to sort items into the correct bins.

5.2.6. What Makes the Environment Dirty?



Activity Type	Environmental Awareness through Play & Exploration
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Understanding the World • Communication, Language, and Literacy
Materials Needed	• Have two bins labelled clean and dirty with a happy/sad earth face • Toy vehicle • Plastic wrappers, paper scraps. • Emotion cards with the face as Earth. • Chart paper and crayons
Learning Objectives	Understand that pollution negatively affects people, animals, plants, and the environment.”
Instructions	Set up two corners: One clean area and one dirty area. 1. Explore with the Toy Vehicle: • Let children drive the toy vehicle around both areas. • Ask, where do you feel good to drive car? Clean or dirty ground? 2. Pick and sort: • Ask children to pick up the trash from the dirty area. • Have two bins labelled clean and dirty with a happy/sad earth face • Let them sort it and put it in the bin.
Adaptation/ Extension/ Variations	Let Children make happy and sad faces of the earth using collage material.

5.2.7. Nature Hunt



Activity Type	Exploring Local Plants and Animals
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Moral, Spiritual, and Cultural Development - Communication, Language and Literacy Development
Materials Needed	- Picture cards of local plants and animals - A Nature Treasure Bag (small cloth or paper bags for collecting fallen items)
Learning Objectives	Children will observe and identify 3–5 common plants or animals in their local environment using their senses and guided exploration.
Instructions	1. Introduction - Begin with a short talk about nature and the living things around us. - Show picture cards of local plants and animals. - Say: “Let’s go outside and find some of these nature friends!” 2. Outdoor Exploration - Divide children into small groups. - Encourage them to use their senses: Sight – Look for colorful flowers, crawling insects, or birds flying. Touch – Feel rough leaves, soft petals, or dry grass. Sound – Listen for birds chirping, leaves rustling, or insects buzzing. 3. Treasure Bag Collection - Remind children to collect only fallen natural items (e.g., leaves, twigs, petals) in their treasure bags. - After the hunt, gather and discuss what they found.
Adaptation/ Extension/ Variations	- For Shy Explorers: Use a “bug hotel” (log with holes) to observe creatures safely. - Sit under a tree (Ask: Which plants are hairy? Did you see any birds flying?)

Activity Name

5.2.8. A Home for a Little Bird

Activity Type

Creative Nature Play

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

- Moral, Spiritual, and Cultural Development
- Creative Development

Materials
Needed

- Twigs, dry grass, leaves, small feathers, yarn
- Small container, bowl, or box
- Toy bird or paper bird

Learning
Objectives

Help children explore how birds build their nests and develop care and respect for nature.

Instructions

1. Collect natural materials that birds use to make nests, such as twigs, leaves, grass, and small sticks.
2. Discuss with the children how birds build their nests and what materials are needed.
3. Let the children use the collected materials to create their own nests.
4. Carefully place the completed nests in a tree near the activity area or center

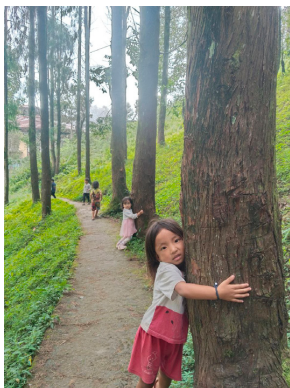
Adaptation/
Extension/
Variations

Draw and Talk:

- Let children draw the bird and its nest.
- Ask simple questions like, Where do birds sleep?
- What do birds eat?

5.2.9. Hugging the tree

Activity Type	Love for Nature
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Understanding the World - Mathematical Development
Materials Needed	Tree
Learning Objectives	Develop love and care for nature by exploring and appreciating trees.
Instructions	1. Take the children outside to an area with trees. 2. Ask each child to choose a tree they like. 3. Introduce the activity: • Say, “Today, we are going to show love to our trees because they give us clean air, shade, and homes for animals.” 4. Guide the children to gently hug their chosen tree and say, “Thank you, tree. I love you.” 5. Encourage them to listen closely by placing their ear against the trunk and noticing any sounds. 6. Give each child a paper heart or ribbon to tie on the tree as a special sign of love and care. 7. Reflection: Ask, “How did you feel when you hugged the tree?” and let children share their thoughts.
Adaptation/ Extension/ Variations	• Blindfold: One child in each pair is blindfolded. • Memory Recall: The blindfolded child is led back to the starting point using a different route. • Guessing Game: The blindfold is removed, and the child tries to identify the tree they explored.



5.2.10. Leaf Printing Fun

Activity Type	Nature Art and Creative Printing
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Supports fine motor skills, nature awareness, and creativity
Materials Needed	Leaves, paint, paper, brush or sponge.
Learning Objectives	Express creativity through printing
Instructions	1. Collect clean leaves of different shapes. 2. Spread newspaper on the table. 3. Paint one side of a leaf with washable paint. 4. Press the painted side onto paper and lift gently. 5. Let the prints dry.
Adaptation/ Extension/ Variations	• Use big leaves and offer support to children who may need help pressing or painting. • Encourage children to make patterns or mix colors for creative designs. • Connect the activity with nature walks—let children collect their own leaves. • Extend the activity by printing on cloth bags or greeting cards for family. • Facilitators or parents can talk to children about the names of trees and leaves. • Children can use the prints to make greeting cards or decorate classroom walls. • For younger children, adults can help with the painting and pressing steps. • Example: Tashi, age 4, painted many leaves and made a bright collage showing different leaf patterns.

Activity Name

5.2.11. Bottle Cap Art

Activity Type

Creative Art and Craft

Target Audience

Children aged 3–5 years

Alignment
with
Curriculum

Encourages reuse and recycling awareness.

Materials
Needed

- Bottle caps,
- Glue,
- Cardboard,
- Markers.

Learning
Objectives

Help children explore how birds build their nests and develop care and respect for nature.

Instructions

1. Collect and clean bottle caps of various colors.
2. Plan a design or pattern on paper or board.
3. Glue bottle caps onto the surface to create the design.
4. Allow to dry and share the artwork.
5. Display their artwork for everyone to see.

Adaptation/
Extension/
Variations

- Use different sizes and colors of caps to help children create patterns and sort them.
- For younger or special needs children, provide pre-glued designs or double-sided tape.
- Talk about the importance of recycling and how art can be made from waste.
- Work together to make a group artwork or wall mural using the caps.
- Create group murals with bottle caps.
- Sort and count caps by color before art.
- Tell stories about the art created.
- Example: Dorji, age 5, made a butterfly with blue and yellow bottle caps and explained how recycling helps the earth.

5.2.12. Re-cycle Song

Activity Type	Song with Movement and Environmental Awareness
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Environmental Awareness • Music and Movement • Social Responsibility
Materials Needed	• Song lyrics poster • Visual aids for recycling (e.g., pictures of paper, plastic, glass, and tin) • Recyclable items for demonstration (optional)
Learning Objectives	Develop children’s awareness of recycling by encouraging positive environmental behaviors and understanding how to reduce waste.
Instructions	Introduce the concept of recycling: Explain how recycling helps the Earth by turning old things into new things. 1. Teach the Recycle Song, a simple, repetitive tune that talks about different recyclable materials (e.g., paper, plastic, glass, and tin.). 2. Encourage children to sing along, using hand movements or actions for each material (e.g., mime throwing paper in the recycling bin, twisting a bottle for plastic). 3. After singing, hold up pictures of recyclable materials and ask the children to identify which bin they go into (e.g., blue bin for paper, green bin for glass). 4. Incorporate rhythm by using simple percussion instruments to keep time while singing. 5. End the activity by having the children sort some items into “recycling” and “non-recycling” categories. Recycle Song (Tune:- “ Row, row, row your boat”) Sort, sort, sort your trash, Paper, Plastic, Tin Keep the Earth so clean and bright, Let’s all do our bit! Sort, sort, sort the waste, Paper, plastic, tin! Keep our valley fresh and green, Let’s all join and win! Pick, pick, pick it up, Don’t just let it stay. Help our forests, hills, and streams, Clean them every day! Share, share, share the task, With your friends at play. Working as a happy team, We help in every way.

5.2.13. Shadow Tracing with Song – “The Weather on the Earth

Activity Type	Outdoor Art & Climate Awareness Song
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Develops fine motor skills and hand-eye coordination • Promotes language, rhythm, and memory through song • Integrates ECCD domains: Cognitive, Physical, Language, Creative Expression
Materials Needed	• Large sheets of paper • Crayons, pencils, or markers • Small toys or natural objects (trees, animals, leaves) • Outdoor space with sunlight or flashlight for indoor version • Printed or memorized lyrics of the climate song
Learning Objectives	• Children will develop motor skills by tracing and coloring • Children will understand basic causes and effects of climate change • Children will build vocabulary and awareness through singing
Instructions	1. Take children outdoors on a sunny day (or use a flashlight in a darkened room). 2. Place an object on the paper and help children trace its shadow. 3. Allow them to color or decorate the traced image. 4. Discuss how the sun makes the shadow and why it moves. 5. Sing the climate song together using actions for better engagement. The Weather on the Earth (Tune: The Wheels on the Bus) The weather on the Earth goes up and down, Up and down, up and down. The weather on the Earth goes up and down, Because of climate change! The ice at the poles is melting fast, Melting fast, melting fast. The ice at the poles is melting fast, Because it's getting warm
Adaptation/ Extension/ Variations	• Add movement to the song: children can sway, melt like ice, or show the sun rising. • Create more verses together (e.g., “The animals lose their homes...”). • Use shadow tracing with ice-shaped or animal-shaped toys to spark conversation. • Extend with a picture book on climate change for young learners.

5.2.14. Shadow Tracing with Song – “Sun, Wind, and Rain”

Activity Type	Outdoor Environmental Art & Music Activity
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Understanding the World • Creative Development
Materials Needed	• Large paper or chart • Pencils, crayons, or markers • Small toys or natural objects (leaf, plant, sun shapes) • Outdoor space with sunlight (or a flashlight) • Printed lyrics for the song
Learning Objectives	Understand how sun, wind, and rain contribute to Earth’s wellbeing
Instructions	1. Find a sunny spot outside (or use a flashlight inside). 2. Help the child place an object on paper to cast a shadow. 3. Guide them to trace the outline, then color or decorate it. 4. Gather the group and sing the song together Sun, Wind, and Rain (Tune: Baa Baa Black Sheep) <i>Sun, wind, and rain, can you help us too?</i> <i>Yes sir, yes sir, that’s what we do!</i> <i>Sun gives light, and wind can blow,</i> <i>Rain will help the gardens grow.</i> <i>Use us right, don’t pollute the sky,</i> <i>We’ll keep Earth clean—give it a try</i>
Adaptation/ Extension/ Variations	• Encourage children to create hand motions for sun (shine), wind (blow), and rain (fall). • Add a second verse with local weather elements (e.g., clouds, mist). • Create a classroom display with traced shadows and the song lyrics. • Use weather flashcards to support vocabulary development. • Ask parents to take children outside to observe real sun, wind, and rain in action.

5.2.15. “If You See a Plastic Bottle”

Activity Type	Outdoor Art & Clean-Up Song Activity
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Physical - Language
Materials Needed	- Drawing paper or recycled chart paper - Pencils, crayons, or markers - Plastic or natural toys/objects to trace - Sunlight or a flashlight for shadow creation - Printed or memorized lyrics of the song
Learning Objectives	Help children develop awareness of environmental care by combining art with actions to reduce litter.
Instructions	1. Invite children outdoors on a sunny day or use a flashlight indoors. 2. Place a plastic bottle, paper, or toy on the paper to cast a shadow. 3. Help the children trace and decorate the shadow. 4. After tracing, gather the group and sing the clean-up song The Re-cycling Song (Tune: “If You’re Happy and You Know It”) <i>If you see a plastic bottle, pick it up! (clap, clap)</i> <i>If you see some paper, fold it up! (clap, clap)</i> <i>If you want to save the Earth,</i> <i>Help to show it what it’s worth,</i> <i>If you see some garbage, clean it up! (clap, clap)</i>
Adaptation/ Extension/ Variations	• Add gestures: bending down, folding, tossing in a (pretend) bin. • Do a short clean-up walk after the activity with children and parents. • Create a recycling station in the classroom using color-coded bins. • Let children add their own verses using other types of litter (e.g., cans, wrappers). • Include a reflection circle: “What did you do today to help the Earth?”

5.2.16. “Cool the Earth”

Activity Type	Outdoor Art & Eco-Action Song
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Language • Creative Development
Materials Needed	• Paper or recycled chart • Pencils, crayons, markers • Small objects like plants, trees, bicycles, sun shapes • Sunny space or flashlight for shadow activity • Lyrics to the song “Cool the Earth”
Learning Objectives	Help children understand and express ways to care for the Earth through shadow art and group singing.
Instructions	1. Choose a sunny space or a dark room with a flashlight. 2. Help children position objects to cast shadows on the paper. 3. Let them trace and decorate the shadows. 4. Bring the children together to sing the song using actions and discussion Cool the Earth <i>We can help to cool the Earth, Cool the Earth, cool the Earth, We can help to cool the Earth, Let's work together!</i> <i>Plant a tree and save some light, Walk or bike, it feels so right! We can help with all our might, Let's save our planet</i>
Adaptation/ Extension/ Variations	• Encourage children to act out each line (e.g., pretending to plant a tree or ride a bike). • Invite families to participate in a “Cool the Earth” pledge activity. • Add a reflection time: “What can you do to cool the Earth?” • Turn the shadow tracings into posters with eco-messages. • Extend with a class planting project (tree, flower, or garden).

5.2.17. Barefooting

Activity Type	Sensory Play
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Physical Development
Materials Needed	• A safe outdoor area (grass, soil, sand, leaves) • Wet wipes or a small basin of water to clean feet afterwards
Learning Objectives	Develop children’s connection with nature through sensory exploration while fostering care and respect for the environment.
Instructions	• Let children gather together and say: • “Today we are going on a special adventure with our feet. We will feel the earth and listen to what it tells us.” • Safety First: Talk about safety (walk slowly, stay together, and watch where we step). • Demonstrate: The facilitator removes shoes and walks barefoot slowly, showing how to step gently and carefully. • Explore: Allow children to walk barefoot on different natural surfaces (grass, soil, leaves, sand). Encourage them to pause and notice the textures and temperatures. • Reflect: Ask open-ended questions: • “How do your feet feel while walking?” • “What is under your feet?” • “Does it feel warm like the sun, or cool like the shade?” • “Did you enjoy the adventure?” • Closing: Share with the children that by feeling the earth with our feet, we remember to take care of it—because the earth takes care of us.
Adaptation/ Extension/ Variations	• Gardening Barefoot: Involve children in planting seeds or trees barefoot, helping them connect caring for the earth with feeling it directly. • Nature Art: Children collect safe natural materials with their hands/feet (leaves, petals) and make a simple collage. • Walk on different surfaces: Take a walk on safe, natural surfaces like a grassy lawn, a sandy beach, or a forest path, noticing the different sensations”

5.2.18. Tree Climbing Adventure

Activity Type	Nature-Based Gross Motor Exploration
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Physical Development - Understanding the World
Materials Needed	Tree
Learning Objectives	Children become socially responsible and show respect for the environment.
Instructions	1. Take the children outside to a safe tree with strong, low branches. Ask them to remove their shoes to feel the ground and tree bark. 2. Show them how to notice safe branches for climbing. Remind them to ask for help if unsure. 3. Encourage climbing slowly, one step at a time, using both hands and feet. 4. Pause to listen to the sounds around—rustling leaves, chirping birds, buzzing insects. 5. Ask children open-ended questions: • How does the bark feel? (rough/smooth, warm/cool) • Can you see something new from up there? • How many branches can you count? 6. Emphasize that climbing is about exploring and noticing, not about going too high.
Adaptation/ Extension/ Variations	• Tree Planting: Children plant a sapling and learn how trees help keep the air clean. • Creative Expression: Draw or paint the tree they climbed. • Imaginative Play: Pretend to be animals that live in or around trees.

5.3.1. Who Am I? Belonging to My Family and Nature

Activity Type	Identity-building and Nature Connection
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Developing Self-Regulation & Developing Responsibility and Identity
Materials Needed	• Name cards • Family photos or family picture charts • Nature visuals (cow, leaf, flower, tree, stone) • Drawing papers and crayons • Mats
Learning Objectives	Help children recognize themselves as part of their family and the natural world while expressing their personal likes and experiences.
Instructions	1. Let children sit in a circle and say: <i>“Today we are going to talk about ourselves, our families, and the nature we see around us.”</i> 2. Sharing name and origin: Give each child a name card. Invite them one by one to say: <i>“My name is _____. I am _____ years old. I am from _____.”</i> Encourage them to also share one thing they like about coming to the ECCD center. 3. Family connection: Show family photos or picture charts (mother, father, siblings). Ask guiding questions: <i>Who is in your family? “Who do you like to play with at home?”</i> 4. Nature connection: Show nature visuals (leaf, flower, cow, stone, tree). Briefly explain each. Then ask: <i>Which one do you like the most? “Why do you like it?”</i> 5. Creative activity: Give paper and crayons. Ask children to draw themselves with their family and their favorite nature item. Younger children can choose and match picture cards instead of drawing. 6. Sharing circle: Invite each child to show their drawing or chosen pictures. Ask them to tell you about their family members and the nature item they like most.
Adaptation/ Extension/ Variations	• Use gestures or local dialects for non-verbal/shy children • Extend the community walk to spot familiar nature elements

5.3.2. What do I like about nature and people?

Activity Type	Expression of preferences and feelings
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Building relationships with Others and Nature
Materials Needed	• Picture cards of people (family, friends) • Animals and nature scenes • Emoji cards showing basic emotions (happy, sad, excited, surprised) • Soft toys or nature items
Learning Objectives	• Express positive feelings about people and nature
Instructions	1. Let children sit in a circle and ask: <i>“What do you like about nature? Can you tell us what makes you happy?”</i> Encourage children to share examples like rain, flowers, sunshine, or animals. 2. Picture Exploration: Give each child a picture card of a person or nature item. Ask: <i>“Which one do you like? Why do you like it?”</i> 3. Expressing Preferences with Emojis: Show emoji cards and help children match their feelings with the picture. For example: <i>“I like this flower.”</i> or <i>“I feel happy when I play with my friend.”</i> 4. Creative Expression (Role Play/Puppet Talk): Let children use soft toys, puppets, or nature items to show and talk about things they like in nature or among friends. Encourage them to use emoji’s to express feelings. 5. Sharing and Celebration: Let children share their choices with the group. Celebrate all preferences and feelings to build a sense of belonging and appreciation for nature and people.
Adaptation/ Extension/ Variations	• Allow non-verbal children to point or use picture cards • Encourage drawing of the favorite person & nature

5.3.3. Exploring Emotions Through Faces and Nature

Activity Type	Visual exploration and matching
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Language Development
Materials Needed	- Emotional face cards - Nature images (sunny day, rainy weather, windy)
Learning Objectives	Connect nature (e.g., dark clouds, sunshine) with feelings
Instructions	1. Show a face card and ask: What feeling is this? 2. Match face cards to nature pictures (e.g., windy = sad) 3. Children look in mirrors and try to copy expressions 4. Talk about how the weather and environment can affect mood 5. Close with a song about feelings and nature: Example Song: Nam lay Nima shaday...a tsa tsa
Adaptation/ Extension/ Variations	Use real nature objects or go outside to observe sky/weather



5.3.4. My Feeling Tokens

Activity Type	Emotional Recognition and Expression
Target Audience	Children aged 3–5 years
Alignment with Curriculum	• Developing Responsibility and Identity • Managing Feelings and Behaviour
Materials Needed	• Paper pieces • Crayons, markers, or stickers • Emoji or emotional face charts (happy, sad, angry, surprised, calm) • Mats for sitting
Learning Objectives	Enable children to identify and express emotions while fostering empathy for nature and others
Instructions	<u>1. Let children sit in a circle:</u> • “Today we are going to play with our feeling tokens and talk about our emotions!” <u>2. Creating Feeling Tokens:</u> • Give each child a foam shape or paper circle. • Help them draw or stick faces showing different emotions: * happy, * sad, * angry, *surprised, * calm. <u>3. Emotion Sharing Game:</u> • Place tokens in a small bag or basket. <u>4. Children take turns picking a token, naming the emotion, and sharing a short story:</u> • “I felt happy when I played with my friend.” <u>5. Connecting to Nature</u> • Ask: “Do trees or animals feel happy or sad? What can we do to make them happy?” <u>6. Closure:</u> Review all tokens and emotions. Praise children for sharing and caring for nature and friends.
Adaptation/ Extension/ Variations	• Use leaves, shells, or other natural items as tokens. • Add new emotions gradually. • Include group storytelling with the tokens to reinforce empathy.

5.3.5. Our Friends, Our Home (Nature)

Activity Type	Music and movement with values focus
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Building Relationships Developing Self-Confidence
Materials Needed	• Rhythm instruments (e.g., tambourines, shakers) • Visuals of nature and friends • Lyrics posters • Open space for movement
Learning Objectives	Support children in recognizing and expressing emotions while encouraging empathy for nature and others.
Instructions	1. Greeting: Begin with a simple, joyful clapping rhythm to welcome children and set a positive, engaging tone. 2. Introduce the Song: Teach the nature-themed song line by line (e.g., “We love trees, we love rain...”). Repeat each line clearly so children can follow easily. 3. Add Movements: Connect each line of the song with simple actions: • Waving hands for wind • Hugging self for friends • Stretching hands up for trees or flowers This helps children connect physically and emotionally to the lyrics. 4. Group Participation: Invite all children to sing and move together. Encourage active participation and enjoyment through repetition and rhythm. 5. Reflection: End with a circle reflection: “What do you love most about nature and your friends?” Let children share freely to reinforce values of care and belonging. <i>Sha la ne ha lay me sha ha lay sha</i> <i>Sha la halay thridu nyima sha</i> <i>Sha lay thridu mash ana</i> <i>Nub ge gangri karmo mezhuu way</i> <i>Nub ge gangri karmo mazhu na</i> <i>Chu la kew se nyenpo me baap bay</i> <i>Chu la kew se nyenpo mabaab na</i> <i>Tsho la yam tsho yum tsho me kheel way</i> <i>Tsho la yam tsho yum tsho makeeel na</i> <i>Shing la tsenden dangmo me key way</i> <i>Shing la tsenden dangmo makey na</i>

Bja la khuju nyenpo chha sa mey
 Bja la khuju nyenpo machha na
 Choe dang drawei sunkay me go way
 ha la ne ha lay me sha ha lay sha
 Sha la halay thridu nyima sha
 Sha lay thridu nyima mash ana
 Nub ge gangri karmo mezhuu way
 Nub ge gangri karmo mazhu na
 Chu la kew se nyenpo me baap bay
 Chu la kew se nyenpo mabaab na
 Tsho la yam tsho yum tsho me kheel way
 Tsho la yam tsho yum tsho makeel na
 Shing la tsenden dongpo me key way
 Shing la tsenden dongpo makey na
 Bja la khuju nyenpo chha sa mey
 Bja la khuju nyenpo machha na
 khuju henbi sunkay me go way

Adaptation/
Extension/
Variations

- Use simpler lyrics or slower tempo for younger children
- Include dance or outdoor singing sessions



5.3.6. Positive and Difficult Feelings

Activity Type	Storytelling and discussion
Target Audience	Children aged 3–5 years
Alignment with Curriculum	- Managing Feelings and Behaviour - Developing Responsibility and Empathy
Materials Needed	- Picture book or big book with emotional situations (e.g., sharing, losing a toy, helping nature) - Emotion/flash cards (happy, sad, worried, proud) - Animal or nature puppets (optional) - Crayons and paper for drawing
Learning Objectives	Guide children in understanding different feelings and connecting them to caring for others, animals, and the environment.
	1. Storytelling – Read the Story: Introduce the story Dema and the Lost Puppy (or similar). Read it aloud slowly, showing pictures or big book illustrations. 2. Pause and Discuss Feelings: After each scene, ask: • “How do you think Dema feels now?” • “How do you think the puppy feels?” 3. Use Emotion Cards: Show emotion cards and invite children to choose the one that matches the character’s feeling. Repeat with different scenes: sad, worried, happy, proud. 4. Link to Caring for Nature: • Ask: “How would you feel if an animal or a tree was hurt?” • “What can we do to help animals, plants, or our environment feel safe and happy?” • Discuss small climate-positive actions like planting trees, saving water, or keeping the garden clean. • Encourage them to share their drawings and talk about actions that make nature and friends happy. Note: (ECCDF should prepare a flash card/Big book to tell a story) Dema and the Lost Puppy <i>Dema was a happy little girl who loved playing in the garden. One sunny morning, she heard a soft crying sound. Behind a bush, she found a tiny puppy, all alone and shivering. Dema felt sad. “Oh no! You’re lost,” she whispered, gently picking it up.</i> <i>She looked around. No one was nearby. Dema started to feel a little worried. “What if he’s hungry? What if no one comes for him?” She gave the puppy some cookies and wrapped him in a warm towel. The puppy wagged its tail and licked her hand. Dema felt happy again. Later that day, a boy came running. “Have you seen my puppy?” he asked, with tears in his eyes. Dema smiled. “He’s safe now!” She handed the puppy back, and both the boy and puppy were so joyful. As the puppy left, Dema felt a little sad, but also very proud. She had helped someone and that felt really good.</i>
Adaptation/ Extension/ Variations	- Children draw or color how Dema felt in different scenes - Use animal puppets to retell from the puppy’s point of view.

5.3.7. When Do We Feel Happy, Sad, or Worried

Activity Type	Reflection and sharing circle
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Developing Self-Regulation & Maintaining Health and Self-Care.
Materials Needed	• Emotion cards • Earth picture • Puppets
Learning Objectives	Identify feelings of concern and joy for Earth and others
Instructions	1. Show pictures: dirty river vs. clean park/playground, sad person vs. happy person 2. Ask children: How would you feel if this was your playground? 3. Children hold up emotion stones 4. Discuss what we can do to feel better (e.g., pick up trash, help a friend) 5. End with a puppet saying: Let's care for people and Nature
Adaptation/ Extension/ Variations	Younger children can respond using thumbs up/down or emotion objects

5.3.8. Bingo

Activity Type	Emotional awareness
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Managing Feelings and Behaviour
Materials Needed	A set of Emotion Bingo cards showing facial expression icons, Calling cards and Bingo markers.
Learning Objectives	Help children recognize, name, and express basic emotions, while developing empathy, social-emotional skills, and effective communication
Instructions	1. Divide children into groups (with 3-4 members) 2. Give each group a bingo card. 3. Have a stack of calling cards ready with matching emotions. 4. Quickly review each emotion 5. Show a calling card or name an emotion. 6. Children cover the matching square on their bingo cards with a marker. 7. The first group to get three in a row (horizontal, vertical, or diagonal) shouts Bingo! and wins. 8. Reflect: After a bingo, ask the winner: Which emotions did you mark? How can you tell someone feels that way? • Emotion charades: after playing Bingo, engage children in acting out emotions to reinforce recognition. • Facilitator note: The facilitator can have a weather card and an emotion calling card to learn about climate.
Adaptation/ Extension/ Variations	• Emotion charades: after playing Bingo, engage children in acting out emotions to reinforce recognition. • Facilitator note: The facilitator can have a weather card and an emotion calling card to learn about climate.

5.3.9. Feeling Angry or Upset: Caring for Ourselves and Nature

Activity Type	Emotional regulation and expression
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Developing Self-Regulation & Managing Feelings and Behaviour
Materials Needed	• Emoji cards showing emotions (* happy, * sad, * angry, * surprised, * calm) • Drawing paper and crayons • Calm-down corner items: cushions, soft toys, sensory bottles, coloring materials, calming music • Optional: small plant or nature object for reflection
Learning Objectives	Connect feelings to caring for others and the environment
Instructions	1. Identify Feelings: Show emoji cards and ask: <i>“Which emoji shows anger?”</i> Discuss briefly how anger feels in the body. 2. Storytelling – Pema’s Balloon: Read the story: <i>Pema had a red balloon. It popped! Pema felt angry *. He wanted to shout. But he took a deep breath * and hugged his teddy *. “I feel better now,” said Pema *.</i> 3. Discussion: Ask children: <i>“Have you ever felt angry or upset? What do you do when this happens?”</i> Introduce the calm-down corner with cushions, soft toys, sensory bottles, and coloring materials. 4. Link to Caring for Nature: Show a small plant or picture of nature. Ask: <i>“How would we feel if a plant or animal was hurt?”</i> Encourage reflection: <i>“Even when we feel upset, we can calm down and still take care of nature and our friends.”</i> • Creative Expression: Children draw or color how they feel when angry or frustrated using emojis. Encourage them to include caring actions for nature (watering plants, picking up litter, helping animals). 5. Practice Calming Strategies: Practice deep breathing, hugging soft toys, or watching sensory bottles. Reinforce using emojis to show how they feel before and after calming down.
Adaptation/ Extension/ Variations	• Use puppets for role-play with younger children. • Older children can act out calming strategies in pairs.

5.3.10 How Do Others Feel When We Shout or Hurt?

Activity Type	Empathy building and social-emotional learning
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Developing Self-Regulation & Building Relationships
Materials Needed	Handprint cut-outs of feelings/expressions, tree poster/chart, happy/sad face cards, soft plant, dry leaf, toys representing people and nature. Flash card to tell stories
Learning Objectives	Practice gentle behavior and kind words
Instructions	1. Share two short stories: one about shouting at a friend, one about stepping on a flower. Example story: <i>Pema Shouts at Her Friend</i> <i>Pema and Sonam were building a block tower. Sonam knocked it down by mistake. Pema shouted, "Go away!" Sonam felt sad and walked off. Pema saw her friend crying. She felt sorry. Pema said, "I'm sorry, Sonam." They hugged and built the tower again</i> <i>NOTE: Use Flash cards to tell the stories</i> <i>Kinley Steps on a Flower</i> <i>Kinley was running in the garden. Oops! She stepped on a flower. The flower bent and looked sad. Kinley felt bad. She said, "Sorry, flower." Then she poured some water. Next time, she walked carefully.</i> 2. Ask children: "How did the friend/flower feel?" Use face cards to guide responses. 3. Introduce "kind hands": children add handprint cutouts to a tree poster when they do kind acts. 4. Let children feel textures of dry leaf and fresh plant and discuss being gentle. 5. Practice gentle greetings to classmates, plants, or toys.
Adaptation/ Extension/ Variations	• Use role-play with puppets or traditional Bhutanese animal stories. • Extend to caring for classroom plants or community spaces.

5.3.11. Nature Therapy

Activity Type	Outdoor mindfulness and emotional regulation
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Developing Self-Regulation
Materials Needed	Natural objects (leaves, stones, flowers, sand), mats or cloth for sitting, optional calming music
Learning Objectives	Build mindfulness by focusing on senses
Instructions	1. Take children outdoors and have them sit quietly. 2. Invite them to close their eyes and listen to nature sounds. 3. Let children touch natural objects and describe how they feel. 4. Practice deep breathing. 5. Ask how they feel after the activity. 6. Share what helps them feel peaceful.
Adaptation/ Extension/ Variations	• Bring natural objects indoors if outside isn't available. • Older children can make a "calm kit" from natural items. Example: • Smooth stone – to hold when feeling upset • Feather – to gently stroke and feel soft - Leaf – to observe gently or listen to its soft crunchy sound - Flower – to smell and feel calm - Small stick – to tap lightly or draw shapes in the air

5.3.12. Mini Forest Walk

Activity Type	Emotional Regulation and Nature Connection
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Managing Feelings and Behaviour & Developing Self-Regulation
Materials Needed	• Natural items found outdoors (leaves, smooth stones, flowers, twigs) • Small baskets or containers for collecting items • Mat or cloth for sitting • Emoji or feeling cards (optional) • Calm nature sounds or soft background music (optional)
Learning Objectives	Develop awareness and appreciation of nature
Instructions	1. Introduction: Ask children to sit in a circle and say: <i>“We are going to take a slow walk in nature and see, hear, and touch all the wonderful things around us. We will also notice how nature makes us feel.”</i> 2. Nature Walk: Walk slowly and quietly with the children in a garden, school yard, or nearby natural area. • Encourage listening to birds, wind, or leaves. • Invite children to gently touch flowers, leaves, stones, and twigs. 3. Calm Breathing: Pause during the walk or at a quiet spot. Teach children to take slow, deep breaths, saying: <i>“Breathe in... Breathe out... Feel calm like the trees and flowers.”</i> 4. Collect and Observe: Give children small baskets or containers to collect a few natural items they like. Ask: <i>“Which item makes you feel happy? Which one makes you curious?”</i> 5. Reflection: Sit on a mat or cloth and invite children to share: • <i>“What did you hear, see, or feel?”</i> • <i>“Which part of nature made you feel calm or happy?”</i> Optionally, children can match their feelings to emoji cards.
Adaptation/ Extension/ Variations	• Repeat the activity indoors using collected leaves, flowers, or stones if outdoor space is limited. • Encourage children to use calm breathing or notice nature at home to help them feel relaxed. • Older children can describe or draw their favorite nature item and how it makes them feel.

5.3.13. Animal Emotions

Activity Type	Empathy and emotional recognition
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Building Relationships: Recognizes feelings in others;
Materials Needed	Emotion cards (sad, hurt, happy), pictures of animals, puppets or stuffed animals
Learning Objectives	Develop caring attitudes
Instructions	1. Show emotion cards and pictures of sad or hurt animals. 2. Tell a story about an animal or friend who feels sad. Story: Katu the Little Puppy <i>Katu was a small, fluffy puppy. One day, her best friend, Tashi, went to school and forgot to say goodbye. Katu sat by the door all day, feeling very sad. Her tail didn't wag. Her ears drooped. When Tashi came back, he saw Katu looking down. "Oh no! I forgot to say goodbye!" he said, hugging Katu. Katu wagged her tail again and gave a happy bark.</i> 3. Ask children how they can tell someone is sad or hurt. 4. Role-play caring actions, like gentle touching or kind words. 5. Discuss ways to help when they see someone or an animal sad or hurt. Use local Bhutanese animal stories or real-life examples from the community.
Adaptation/ Extension/ Variations	Use local Bhutanese animal stories or real-life examples from the community.

5.3.12. Mini Forest Walk

Activity Type	Cooperative play and environmental care
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Building Relationships: Shares and cooperates with others
Materials Needed	Leaves, twigs, pinecones, stones, feathers, flowers, seeds, and dirt.
Learning Objectives	Understand importance of helping friends and nature
Instructions	1. Go on a Nature Walk Invite children to collect natural items like leaves, sticks, stones, petals, pinecones/seeds/fruits from the ground, —encourage sensory exploration: touch, smell, notice texture. 2. Set Up Loose-Part Art Area Provide trays or papers and display the collected materials. Let children freely arrange these into collages—animals, faces, landscapes—or create imaginative stories. 3. Encourage Open-Ended Play Offer time for free play—children manipulate, build, adjust, and redesign their creations. This promotes creativity, problem-solving, and self-expression. 4. Invite Sharing After play, gather as a group. Ask: What does your artwork tell us? How did it feel to use these materials? Did you work with friends? What did you decide together? This reflection supports emotional expression, empathy, communication, and cooperation.
Adaptation/ Extension/ Variations	Using clay or mud, children press leaves, flowers, or bark to make textured impressions, then turn pieces into character faces or bug sculptures using added sticks or feathers. Great for sensory art and bonding feelings to creations.

5.3.15. Being Thankful

Activity Type	Gratitude practice and environmental awareness
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Developing Responsibility and Identity: Appreciates natural resources
Materials Needed	Thank you cards, pictures of water, trees, animals, simple musical instruments
Learning Objectives	Express thanks to people and nature
Instructions	1. Talk about things to be thankful for: water, trees, animals, and people. <i>Water: "I'm thankful for water because it keeps me healthy and lets me take a nice bath after playing."</i> <i>Trees: "I'm thankful for trees because they give us fresh and yummy fruits like apples."</i> <i>Animals: "I'm thankful for animals like cows that give us milk."</i> <i>People: "I'm thankful for people like my parents who take care of me and teachers who help me learn."</i> 2. Help children make thank you cards or drawings. 3. Sing simple thank-you songs together. <i>Eg: Khadrichoe Kencho sum for the beautiful world. For the sun and the blue blue sky. And the flowers and the trees(facilitator can compost Kadriche songs on the nature)</i> 4. Discuss ways to care for these gifts from nature. 5. Encourage children to say "Thank you" daily.
Adaptation/ Extension/ Variations	Use local songs or prayers of gratitude from Bhutanese culture.

5.3.16. Sharing is loving

Activity Type	Social skills development and environmental responsibility
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Building Relationships
Materials Needed	Shared toys, resource usage posters, pictures showing waste and conservation
Learning Objectives	Learn to use materials and resources responsibly
Instructions	1. Prompt meaning of sharing and its importance. 2. Practice sharing toys by taking turns. 3. Show pictures of wasting (Eg: Leaving half of your lunch uneaten) vs. saving (Eg: Taking only what you can eat and finishing it) 4. Role-play scenarios of using resources wisely. 5. Encourage children to tell stories about sharing and caring.
Adaptation/ Extension/ Variations	Organize a resource-saving challenge (E.g, toy swapping a day, finish your plate, One tissue, one time).

5.3.17. Little Hands Can Help: – Keeping Our World Clean

Activity Type	Group clean-up and sorting game
Target Audience	Children aged 3–5 years
Alignment with Curriculum	Building Relationships & Developing Self-Regulation
Materials Needed	• Recyclable items (clean paper, plastic, cans) • Bins labeled: Organic, Recyclable, Trash • Gloves, tongs/sticks • Posters/images of clean vs. dirty environments
Learning Objectives	Foster a sense of responsibility for the environment.
Instructions	1. Begin with a story or discussion about a clean and dirty place. Story Title: “Lemo’s Two Parks” Lemo, the bear went to play. The first park was dirty—trash everywhere, no birds, no friends. “It feels sad,” said Lemo. The second park was clean—flowers, birds, and happy children. “It feels nice!” said Lemo. Lemo told his friends, “Let’s keep our places clean and happy!” Note: Use Flash card to tell the story 2. Show how different types of waste should be sorted. 3. Let children collect and sort items into correct bins. 4. Reflect as a group on why this matters.
Adaptation/ Extension/ Variations	Adaptation: Use picture labels and color codes for non-readers. Extension: Start a weekly “Clean Earth Day” led by children.

CHAPTER

06

CREATING A GREEN ECCD CENTRES

A green ECCD centre promotes sustainable practices while nurturing children's love and respect for nature, by using natural or recycled materials for toys and furniture, conserving energy and water, reducing waste, and incorporating gardens or green spaces. ECCD centres can model environmentally responsible behaviour by involving children in simple, hands-on eco-friendly activities, such as planting, composting or recycling, to promote lifelong habits of care and stewardship. Engaging families and communities further strengthen these efforts, creating a shared commitment to sustainability from the earliest years. Creating a green ECCD centres involves making environmentally responsible choices in daily operations, learning environments and community engagement. Here are some practical steps:

6.1. Use Natural and Recycled Materials

- Choose toys, furniture and learning materials made from bamboo, wood, cloth and other natural or recycled items.
- Encourage creative reuse of everyday materials (e.g. cardboard boxes, bottle caps) in art and play.

6.2. Conserve Energy and Water

- Use natural light and ventilation where possible.
- Fix leaking taps and encourage children to turn off lights and water after use.
- Use energy-efficient bulbs and appliances.

6.3. Reduce, Reuse, Recycle

- Set up labelled bins for waste separation (organic, recyclable and general waste).
- Start a compost bin for food scraps and garden waste.
- Reuse craft and classroom materials wherever possible.

6.4. Create Green Spaces

- Establish a small garden or use potted plants to teach children about plant care and growing food.
- Grow plants and vegetables regularly in innovative ways, if there is no space for garden, and have children nurture and observe plant growth.
- Involve children in gardening routines like watering, weeding and harvesting.

6.5. Incorporate Environmental Learning

- Include nature walks, outdoor storytelling and exploration in daily activities.
- Use songs, games and stories that promote environmental awareness and care for the plane

6.6. Model Sustainable Practices

- Demonstrate eco-friendly behaviours such as carrying reusable bags or bottles.
- Celebrate eco-themed days (e.g. World Environment Day) with relevant activities.

6.7. Engage Families and Communities

- Involve parents and community members in clean-up drives, tree planting and green initiatives.
- Invite elders to share traditional environmental knowledge and practices.

CHAPTER

07

COMMUNITY ENGAGEMENT & LOCAL ACTION

The values that children develop in ECCD centres are strengthened when families and communities are actively involved. Young children learn best when environmental messages are consistently reinforced at home and when they witness the adults around them caring for nature together. Children naturally imitate the behaviours of those closest to them, making the actions of parents, caregivers and community members especially influential. Simple habits such as saving water, not littering or reusing materials are more likely to take root when modelled both at home and in the wider community.

Community elders and local leaders also play a vital role, sharing traditional environmental knowledge that deepens children's understanding and connection to their cultural heritage. A whole-community approach not only demonstrates shared responsibility but also nurtures a collective culture of care and sustainability, laying strong foundations for environmentally conscious citizenship from an early age.

7.1. Promoting Community Involvement

7.1.1. Encouraging habit building at Home:

Encourage families to adopt simple green habits at home. Distribute a 'Home Habits Card' that children can take home and discuss with caregivers. Examples:

- Turn off the tap when brushing teeth
- Bring your own bag when shopping
- Feed kitchen scraps to chickens or compost
- Walk short distances instead of driving

7.1.2 Invite Village Elders (wisdom keepers)

Host storytelling or sharing sessions with local elders, farmers, forest rangers or monks. Themes could include:

- Traditional ways of protecting water sources
- Local plants and their uses
- Seasonal rhythms and signs in nature
- Spiritual stories about harmony with nature

7.1.3 Organise a Monthly Community Clean & Care Day

Bring together parents, ECCD facilitators and community members for a monthly event where everyone helps:

- Clean public spaces (paths, grounds, streams)
- Plant trees or flowers
- Repair or develop play materials using local resources
- Make compost pits or recycle bins

7.1.4 Eco-Exhibition or Green Fair

At the end of a term or year, showcase children's learning with an event for families and the village to raise awareness and invite local leaders or schools to learn from the centre's green efforts and include:

- Art from recycled or natural materials
- Puppet shows or role plays about nature
- Displays of garden projects or compost

Celebrate Environmental Days Together:

Mark national or international days with child-friendly activities:

- World Environment Day (June 5) – Tree planting, poster making
- Social Forestry Day (June 2) – Invite forestry officials
- Water Day, Earth Day, Clean Bhutan Day – Performances or clean-up drives
- Traditional Bhutanese seasonal festivals–Link to local environmental customs
- Provide families with a calendar of 'Eco-Activities' they can take part in throughout the year.



CHAPTER

08

**MONITORING AND
DOCUMENTATION**

Monitoring and documentation are essential to ensure the effective integration of climate change and environmental education in ECCD centres. Regular observation, recording and reflection help facilitators assess how children engage with environmental concepts and whether learning goals are being met. Simple tools such as observation checklists, learning journals, photos and portfolios can capture children's participation in nature-based activities, their understanding of sustainability practices and the development of eco-friendly habits. Facilitators should also document community involvement, green initiatives and changes in the learning environment. This ongoing process not only supports curriculum planning and improvement but also provides valuable evidence for reporting progress and sharing best practices with families, communities and education authorities.

8.1. Observation Checklists

Observation checklists are practical tools for facilitators to systematically note children's emerging environmental knowledge, attitudes and behaviours during daily activities. These checklists can focus on key indicators such as:

- **Eco-Behaviours:** Actions like watering plants, sorting waste, turning off taps, picking up litter and sharing eco-friendly habits with peers.
- **Empathy for Nature:** Expressions of care and concern for animals, plants and the environment, such as comforting a wilting plant or rescuing an insect.
- **Curiosity and Inquiry:** Asking questions about natural phenomena, exploring outdoors enthusiastically and engaging in problem-solving activities related to nature.

Facilitators can use simple rating scales (e.g., observed frequently, sometimes, rarely) or anecdotal notes to capture these behaviours. Regular observation helps track progress, identify areas needing support and personalize learning experiences.

8.2. Reflective Journal for Facilitators

Reflective journaling supports facilitators in critically examining their teaching practices, children's responses and the overall learning environment. Templates could include prompts such as:

- What environmental activities worked well today? Why?
- How did children show interest or curiosity about the environment?
- Did any child demonstrate empathy or take eco-friendly actions? Provide examples.
- What challenges did I face in integrating climate education? How did I address them?
- What can I improve or try next time to enhance children's environmental learning?

8.3. Portfolio Documentation (Drawings, Stories, Projects)

Portfolios are valuable collections of children's works that showcase their learning journey and understanding of environmental concepts. Portfolios also serve as tangible evidence of learning and can be shared with families to celebrate children's progress and foster home-school connections.

Examples include:

- **Drawings and Artwork:** Illustrations of plants, animals, weather, or recycling activities.

- **Stories and Observations:** Children's verbal or written stories about nature experiences, weather changes or climate action.
- **Projects and Displays:** Photos or records of gardening, composting or clean-up activities facilitated by the centre.

8.4. Listening to Children about Nature

Incorporating children's perspectives is essential to responsive and meaningful environmental education. Strategies to capture child voice include:

- **Guided Conversations:** Engage children in discussions about their favourite natural things, what they have learned or how they feel about nature.
- **Draw and Tell:** Invite children to draw pictures related to nature or climate and explain their drawings in their own words.
- **Child-led Exploration:** Allow children to lead nature walks or inquiry activities, expressing their interests and questions.
- **Feedback and Suggestions:** Create opportunities for children to share ideas on how the centre can be greener or what activities they enjoy most.

8.5. EECCD Centre Self-Assessment Tool

A self-assessment tool helps ECCD centres evaluate their practices, environment and policies related to sustainability. Key areas could include:

- **Resource Use:** Efficiency in water, electricity and material consumption; use of eco-friendly and recycled materials.
- **Waste Management:** Presence of waste segregation bins, composting systems and efforts to reduce single-use plastics.
- **Green Spaces:** Availability and maintenance of gardens, plants or natural play areas.
- **Learning Environment:** Integration of environmental themes in the curriculum, displays and daily routines.
- **Community Engagement:** Involvement of families and local community in environmental activities and education.

The tool can use a checklist format with rating scales (e.g., fully implemented, partially implemented, not yet implemented) to identify strengths and areas for improvement. Regular self-assessment promotes a culture of continuous development towards a sustainable ECCD environment.

8.6. ECCD Facilitator Competency and Self-Assessment

This framework outlines the essential competencies for ECCD facilitators in integrating environmental and climate change education and SEL into their teaching practices. The framework is structured into three domains: Knowledge, Skills, and Practice.

i. Knowledge

Facilitators should demonstrate understanding of Environment & Climate Change in:

- Basic concepts of climate change, sustainability and environmental conservation.
- Local and global environmental challenges (e.g., waste management, biodiversity loss).
- Bhutanese cultural values related to nature, harmony and traditional ecological knowledge.
- Age-appropriate environmental education strategies for young children.

Socio-Emotional Learning (SEL)

- Core SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).
- The role of nature and outdoor play in emotional regulation and social development.
- Strategies to foster empathy, cooperation and environmental responsibility in children.

ii. Skills

Facilitators should be able to Environment & Climate Change to:

- Integrate environmental themes into daily lesson plans (e.g., weather, seasons, recycling).
- Use storytelling, songs, and local folktales to teach respect for nature.
- Model and teach eco-friendly behaviors (e.g., saving water, reducing waste).
- Design and facilitate outdoor learning and nature-based play activities.
- Engage children in hands-on activities (e.g., gardening, caring for plants/animals).
- Collaborate with parents and communities on environmental initiatives.

Socio-Emotional Learning (SEL)

- Create a supportive classroom climate that encourages emotional expression and cooperation.
- Use nature-based activities to promote mindfulness, resilience, and teamwork.
- Guide children in resolving conflicts and making responsible choices related to the environment.
- Document and reflect on children's SEL and environmental learning progress.

iii. Practice

In Environment & Climate Change, Facilitators should consistently:

- Use recycled/natural materials for teaching and play.
 - Maintain a nature/weather corner to encourage observation and dialogue.
 - Practice waste reduction, segregation, and recycling in the ECCD centre.
 - Involve children in sustainability projects (e.g., composting, tree planting).
- Stay updated on environmental education trends and resources.

iv. Socio-Emotional Learning (SEL)

- Model empathy, patience and positive social interactions.
- Encourage children to express feelings and care for living things.

- Integrate SEL into daily routines (e.g., group discussions, cooperative play).
- Reflect on and adapt teaching strategies to support children's emotional and environmental growth.

v. Self-Assessment & Professional Growth

Facilitators should:

- Regularly self-assess using tools like the provided checklist.
- Seek training and peer collaboration to improve competencies.
- Share best practices with colleagues and the community.

This framework ensures that ECCD facilitators holistically nurture environmentally conscious, emotionally intelligent, and socially responsible young learners.

ANNEXURE:A

ECCD FACILITATOR SELF- ASSESSMENT TOOL: ENVIRONMENT, CLIMATE CHANGE AND SOCIO-EMOTIONAL LEARNING (SEL)

This self-assessment tool helps facilitators reflect on their competencies in integrating environmental and climate change education and socio-emotional learning into their ECCD practices. This tool aligns with the Competency Framework for ECCD Facilitators, ensuring a holistic approach to environmental education and socio-emotional development.

Instructions:

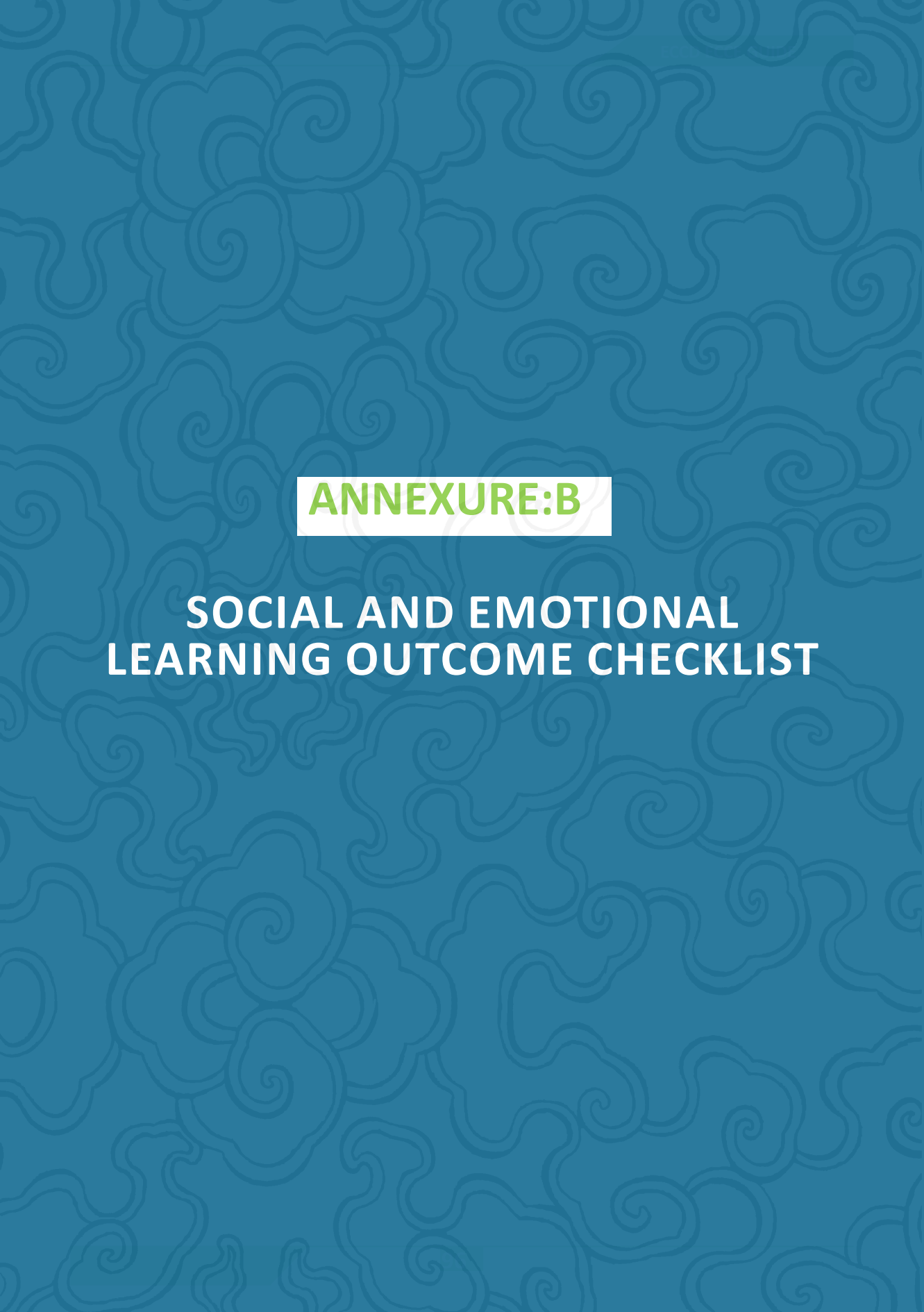
- Read each statement and mark the response that best reflects your current practice:
 - A (Always) | S (Sometimes) | R (Rarely) | N (Never)
- Use the results to identify strengths and areas for growth.

1. Knowledge

Statement	A	S	R	N
I understand key concepts of climate change, sustainability, and environmental conservation.				
I am aware of local and global environmental issues (e.g., waste, biodiversity).				
I incorporate Bhutanese cultural values about nature and harmony into teaching.				
I know age-appropriate strategies to teach environmental awareness to young children.				
I understand the core principles of socio-emotional learning (SEL).				
I recognize how nature-based activities support children's emotional and social development.				

Statement	A	S	R	N
I integrate environmental themes into daily lessons (e.g., weather, recycling).				
I use stories, songs, and folktales to teach respect for nature.				
I model eco-friendly behaviors (e.g., saving water, reducing waste).				
I design and facilitate outdoor/nature-based learning activities.				
I engage children in hands-on environmental care (e.g., gardening, composting).				
I collaborate with parents/community on environmental initiatives.				
I create a supportive classroom climate for emotional expression.				
I use nature-based play to promote mindfulness and teamwork.				
I guide children in conflict resolution and responsible decision-making.				
I document and reflect on children's SEL and environmental learning.				

Statement	A	S	R	N
I use recycled/natural materials for teaching and play.				
I maintain a nature/weather corner for observation and discussion.				
I practice waste reduction, segregation, and recycling in the centre.				
I involve children in sustainability projects (e.g., tree planting).				
I stay updated on environmental education resources.				
I model empathy, patience, and positive social interactions.				
I encourage children to express feelings and care for living things.				
I integrate SEL into daily routines (e.g., group discussions).				
I reflect on and adapt my teaching to support children's growth.				
I document and reflect on children's SEL and environmental learning.				



ANNEXURE:B

SOCIAL AND EMOTIONAL LEARNING OUTCOME CHECKLIST

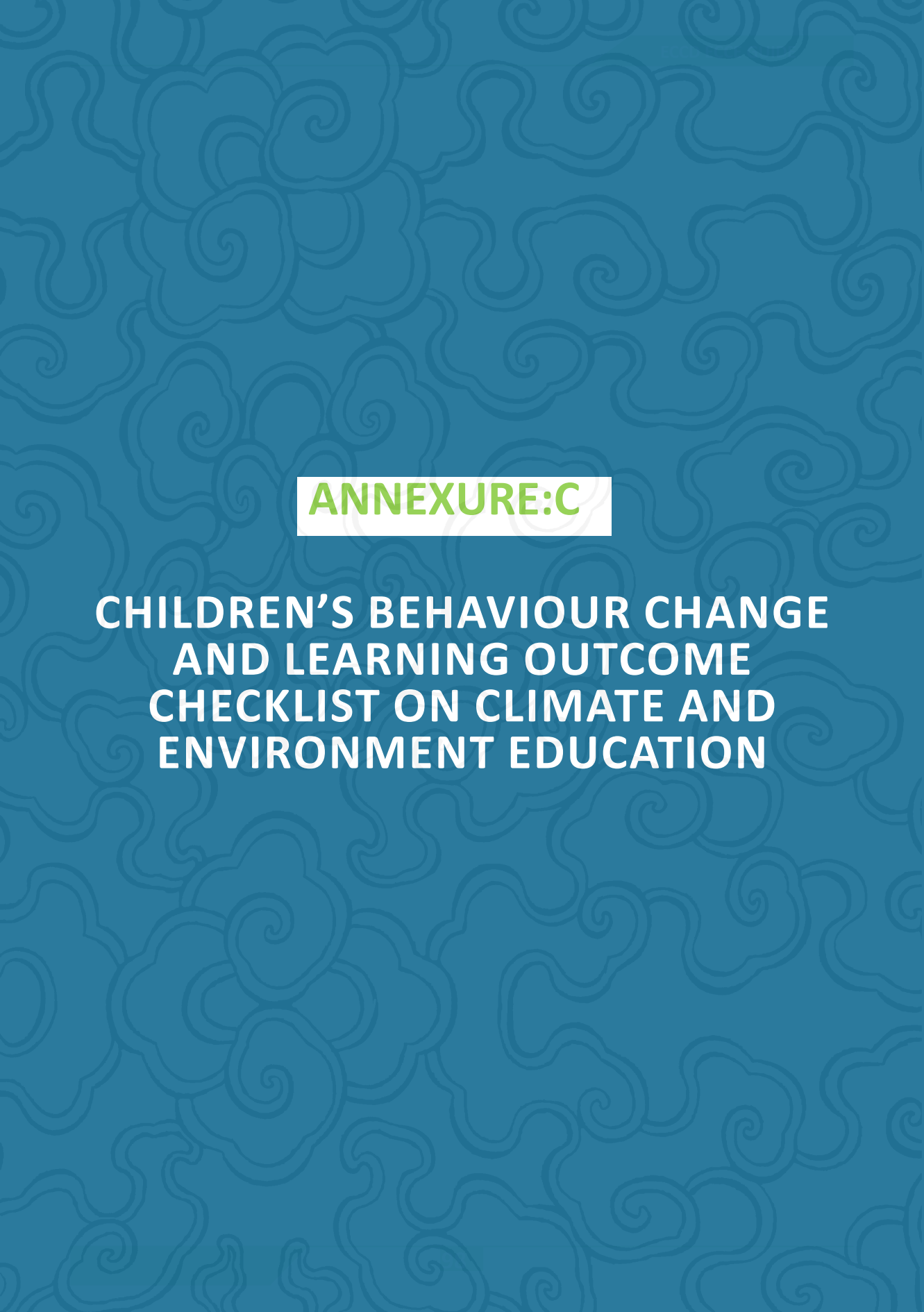
This checklist is designed to help ECCD facilitators observe and assess children's development in the area of social and emotional learning. It includes key competencies such as self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making.

Instructions:

Observe children over time and indicate the level of demonstration for each outcome:

Consistently (C) Sometimes (S) Rarely (R) Not Yet (N)

Social and Emotional Learning Outcome	C	S	R	N
Self-awareness				
Recognises and labels own feelings (e.g., happy, sad, angry, scared)				
Demonstrates self-confidence in trying new tasks or speaking in a group				
Expresses personal preferences, likes, and dislikes appropriately				
Self-regulation				
Manages strong emotions in appropriate ways (e.g., calming down when upset)				
Follows rules and routines with minimal guidance				
Waits for turn and shares toys or materials with others				
Social awareness				
Shows concern and empathy for others (e.g., comforting a peer who is upset)				
Understands and respects differences among people (e.g., language, ability, background)				
Responds positively to praise and feedback				
Relationship skills				
Engages in cooperative play and group activities				
Initiates and maintains friendships with peers				
Uses polite language (e.g., please, thank you, sorry) in interactions				
Responsible decision-making				
Makes simple choices and understands consequences (e.g., tidying up toys after play)				
Seeks help when needed from adults or peers				
Shows increasing independence in personal care tasks (e.g., dressing, eating)				



ANNEXURE:C

CHILDREN'S BEHAVIOUR CHANGE AND LEARNING OUTCOME CHECKLIST ON CLIMATE AND ENVIRONMENT EDUCATION

This checklist is designed to help ECCD facilitators observe and document changes in children's knowledge, attitudes, and behaviours related to climate change and environmental education. It supports formative assessment and programme reflection, ensuring that children are developing environmental awareness, empathy for nature, and sustainable habits.

Instructions:

Observe children over time and indicate the level of demonstration for each item:

Consistently (C), Occasionally (O), Rarely (R), Not Yet (N)

Learning Outcome / Behaviour Indicator	C	O	R	N
Shows curiosity about nature and asks questions about the environment				
Identifies and names local plants, animals, weather, and seasons				
Participates actively in nature walks, gardening, or outdoor learning activities				
Shows care for living things (e.g., plants, insects, animals) through gentle handling and observation				
Demonstrates responsible behaviour such as not littering and reusing materials				
Understands simple environmental messages from stories, songs, or classroom discussions				
Talks about environmental issues (e.g., pollution, waste, changing weather) in simple terms				
Suggests or engages in simple eco-actions (e.g., watering plants, turning off taps/lights)				
Expresses feelings such as wonder, love, or concern for the natural world				
Collaborates with peers in environment-related group activities or projects				
Uses natural and recycled materials creatively during play or art activities				
Can explain the purpose of centre greening efforts (e.g., why we have a garden or recycle)				
Participates in storytelling, drama, or role-play activities on environmental themes				
Connects environmental learning to home (e.g., talks about plants/animals seen at home or village)				
Demonstrates gradual development of environmental values like empathy, responsibility and stewardship				

ANNEXURE:D

OBSERVATION CHECKLIST: INTEGRATION OF CLIMATE CHANGE AND ENVIRONMENT EDUCATION IN ECCD CENTRES

Purpose:

To guide facilitators, supervisors, and programme officers in monitoring and supporting the effective integration of climate change and environmental education into the curriculum, daily routines, learning activities, centre management, and community engagement in ECCD centres.

Domains Covered:

1. Curriculum Integration
2. Learning Environment and Resources
3. Teaching and Learning Practices
4. Child Participation
5. ECCD Centre Management and Operations
6. Family and Community Involvement
7. Documentation and Reflection

1. Curriculum Integration

Indicator	Observed ✓ X	Notes
Environmental and climate change concepts are included in lesson plans and thematic units		
Curriculum promotes awareness of local ecosystems, seasons, and biodiversity		
Activities align with Bhutanese GNH values and cultural practices related to nature		
Sustainable practices (reuse, recycling, saving water) are part of daily learning		
Stories, songs, and rhymes used include environmental messages		

2. Learning Environment and Resources

Indicator	Observed ✓ X	Notes
Nature-based learning areas are present (e.g. garden, nature corner, outdoor space)		
Recycled or natural materials are used in learning resources and play		
Visual displays promote environmental messages (posters, charts, children's artwork)		
Books and materials reflect climate, nature, and environmental themes		

3. Teaching and Learning Practices

Indicator	Observed ✓ X	Notes
Families are oriented on ECCD centre's environmental initiatives		
Parents participate in community greening activities with the centre		
Local knowledge and traditional environmental practices are shared with children		
Community members are invited for environment-related events and story-telling		

4. Child Participation

Indicator	Observed ✓ X	Notes
Environmental learning and activities are recorded in children's portfolios or journals		
Progress and learning outcomes related to environment are tracked		
Facilitators reflect on and adapt their practices based on observations		
Environmental activities are documented through photographs or display boards		

5. Centre Management and Operations

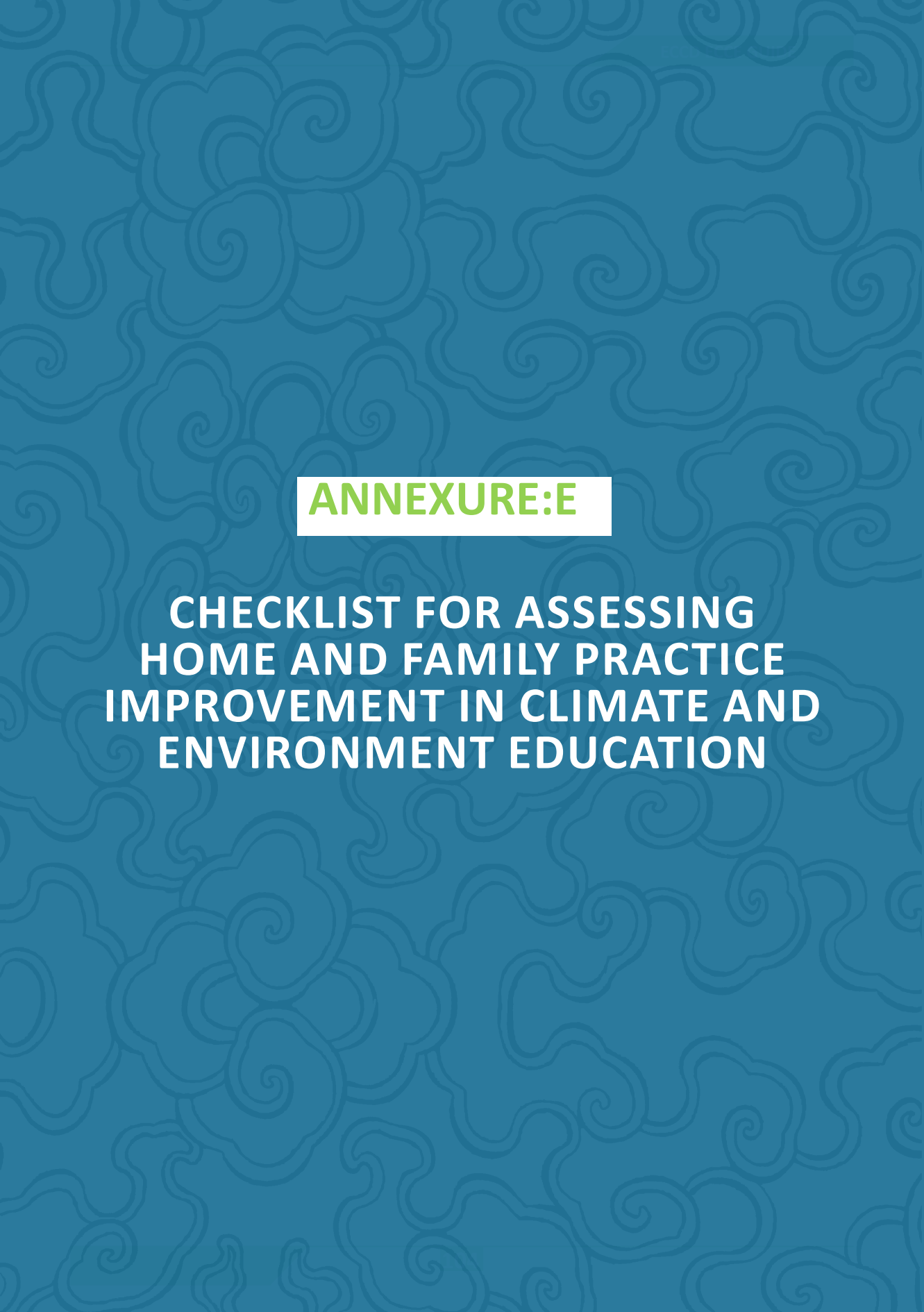
Indicator	Observed ✓ X	Notes
Centre has waste segregation (wet/dry), composting or recycling practices		
Rainwater harvesting or water-saving measures are in place		
Energy-saving practices (natural lighting, limited plastic use) are observed		
Centre observes green protocols (no burning, no littering, minimal use of plastic)		

6. Family and Community Involvement

Indicator	Observed ✓ X	Notes
Families are oriented on ECCD centre's environmental initiatives		
Parents participate in community greening activities with the centre		
Local knowledge and traditional environmental practices are shared with children		
Community members are invited for environment-related events and storytelling		

7. Documentation and Reflection

Indicator	Observed ✓ X	Notes
Environmental learning and activities are recorded in children's portfolios or journals		
Progress and learning outcomes related to environment are tracked		
Facilitators reflect on and adapt their practices based on observations		
Environmental activities are documented through photographs or display boards		



ANNEXURE:E

CHECKLIST FOR ASSESSING HOME AND FAMILY PRACTICE IMPROVEMENT IN CLIMATE AND ENVIRONMENT EDUCATION

Purpose:

This checklist helps facilitators and ECCD programme staff assess how families are adopting and reinforcing climate and environment education practices at home. It also guides follow-up discussions with parents and caregivers to strengthen home-centre linkages in promoting sustainable behaviours.

Instructions:

Assess the presence and frequency of these practices in the home environment based on conversations, observations, or caregiver feedback:

Yes (Y) Sometimes (S) Not Yet (N)

Home/Family Practice Indicator	Y	S	N
Parents talk with children about nature, weather, or local environmental issues			
Family uses reusable bags, bottles, and containers regularly			
Waste is separated at home (e.g., wet/dry waste, composting organic waste)			
Home environment avoids open burning and littering			
Water-saving practices are followed (e.g., turning off taps, using leftover water for plants)			
Energy-saving practices are followed (e.g., switching off lights/appliances when not in use)			
Children are encouraged to participate in gardening or caring for plants at home			
Natural or recycled materials are used at home for children's play or craft			
Parents support centre's environmental initiatives (e.g., tree planting, waste cleanup)			
Traditional knowledge and values about living in harmony with nature are shared with children			
Family celebrates or participates in local environmental events or rituals			
Environmental learning from ECCD centre is discussed or reinforced at home			
Children are observed practicing eco-friendly habits at home (e.g., no littering, saving resources)			
Parents express interest or seek guidance in supporting environmental education at home			

Introduction to the Resource Kit

The early childhood years are a time of wonder, curiosity and discovery. Every day, young children explore the world around them with open hearts and eager minds. They notice the rain falling on leaves, the ants marching across the path, the butterfly resting on a flower and the warmth of the sun on their faces. In these simple moments of observation lies the foundation for a lifelong relationship with nature.

The Resource Kit for Implementation of Climate Change Education in ECCD Centres has been developed to support ECCD facilitators, centre leaders and community partners, in nurturing that relationship. It is a practical companion to the Environment and Climate Change Education Guide for ECCD Centres, transforming the guide's principles and activities into ready-to-use materials that can be immediately integrated into daily routines, play-based learning and centre operations.

Why this Kit Matters?

Bhutan is a nation deeply committed to environmental conservation, guided by the wisdom of Gross National Happiness. The preservation of our forests, rivers, mountains and biodiversity is not merely a policy goal, but a cultural and spiritual value passed down through generations. Yet, as climate change brings rising temperatures, erratic weather, melting glaciers and new challenges to our communities, we must prepare even our youngest citizens to understand, adapt to, build resilience and help address these changes.

Children aged 3 to 5 are among the most vulnerable to climate impacts, yet they are also among the most capable of developing empathy, wonder and positive environmental habits when given the right support. Research shows that early childhood is an ideal window for shaping values, attitudes and behaviours that last a lifetime. The aim of early orientation in climate and environment education in ECCD centres, is not to overwhelm children with frightening facts, but to empower them with simple actions, joyful experiences and a deep sense of connection to the natural world.

What the Kit Contains?

This Resource Kit brings the ECCE Activity Guide to life through a collection of practical, hands-on materials organized into five main sections:

Section I: Children’s Learning Activities Kit provides everything you need to facilitate indoor, outdoor and socio-emotional learning activities. From sensory exploration with mystery bags to role-playing in the Green Market, from sorting waste to planting tiny seeds, each activity is designed to be developmentally appropriate, play-based and culturally grounded in Bhutanese values.

Section II: Storytelling Resources offers illustrated story cards featuring original tales such as Dema and the Lost Puppy, Pema’s Balloon and Lemo’s Two Parks, alongside guidance for using traditional Bhutanese stories to teach respect for nature. Each story includes discussion prompts that build empathy, emotional resilience and environmental awareness.

Section III: Creative Ideas & Tools includes song cards with familiar tunes, daily routine integration guides, eco-promise certificates, a seasonal activity calendar and traditional knowledge cards that connect children to indigenous wisdom about living in harmony with nature.

Section IV: Advocacy Materials equips you to engage families, community leaders and policymakers. Parent brochures, community briefs and policy infographics clearly communicate why climate education in ECCD matters and how everyone can contribute.

Section V: Infographics for Quick Reference provides visual summaries of key concepts, including the Green ECCD Centre Wheel, age-appropriate climate concepts, the 4Rs for young children, signs of progress and talking about climate without fear, all designed for easy display and sharing.

Section VI: Resource Kit Packaging Recommendations offers guidance on assembling physical and digital versions of the kit, including low-cost and no-cost alternatives as measures of sustainable practice.

How to Use the Kit?

The kit is designed to be flexible, adaptable and practical. You do not need to use every activity or material at once. Begin where you are:

- **Start small:** Choose one activity that fits your daily routine, perhaps the morning weather chart or a nature song during circle time.
- **Follow the children's interests:** If a child shows curiosity about insects, extend the Nature Hunt activity. If another child is worried about a wilting plant, use the Grow Your Tiny Plant activity to explore what plants need.
- **Integrate, don't add:** Environment and Climate education does not need to be a separate lesson. Use the daily routine integration cards to weave eco-friendly actions into handwashing, snack time and outdoor play.
- **Engage families:** Send home the parent brochure, share the home habits card, and invite caregivers/parents to participate in community clean-up days, tree planting and parenting education sessions
- **Adapt to your context:** Use the low-cost alternatives guide to create materials from what you have. Replace purchased items with collected natural objects. Modify activities to reflect your local environment, such as the plants, animals and weather patterns that children see every day.

A Shared Responsibility

Integrating climate change and environment education into ECCD is not the work of facilitators alone. It requires a shared commitment from families, communities, elders, local leaders and policymakers. This kit includes advocacy tools specifically designed to build that wider circle of support.

When a child learns to turn off the tap at the ECCD centre and then reminds their parents to do the same at home, the learning becomes lasting. When a village elder shares a traditional story about protecting the sacred forest, the child's connection to culture and nature deepens. When a local leader participates in a clean-up day with ECCD children, the message is clear, that caring for the Earth is everyone's responsibility.

