NUSANTARA
Capital City of Indonesia

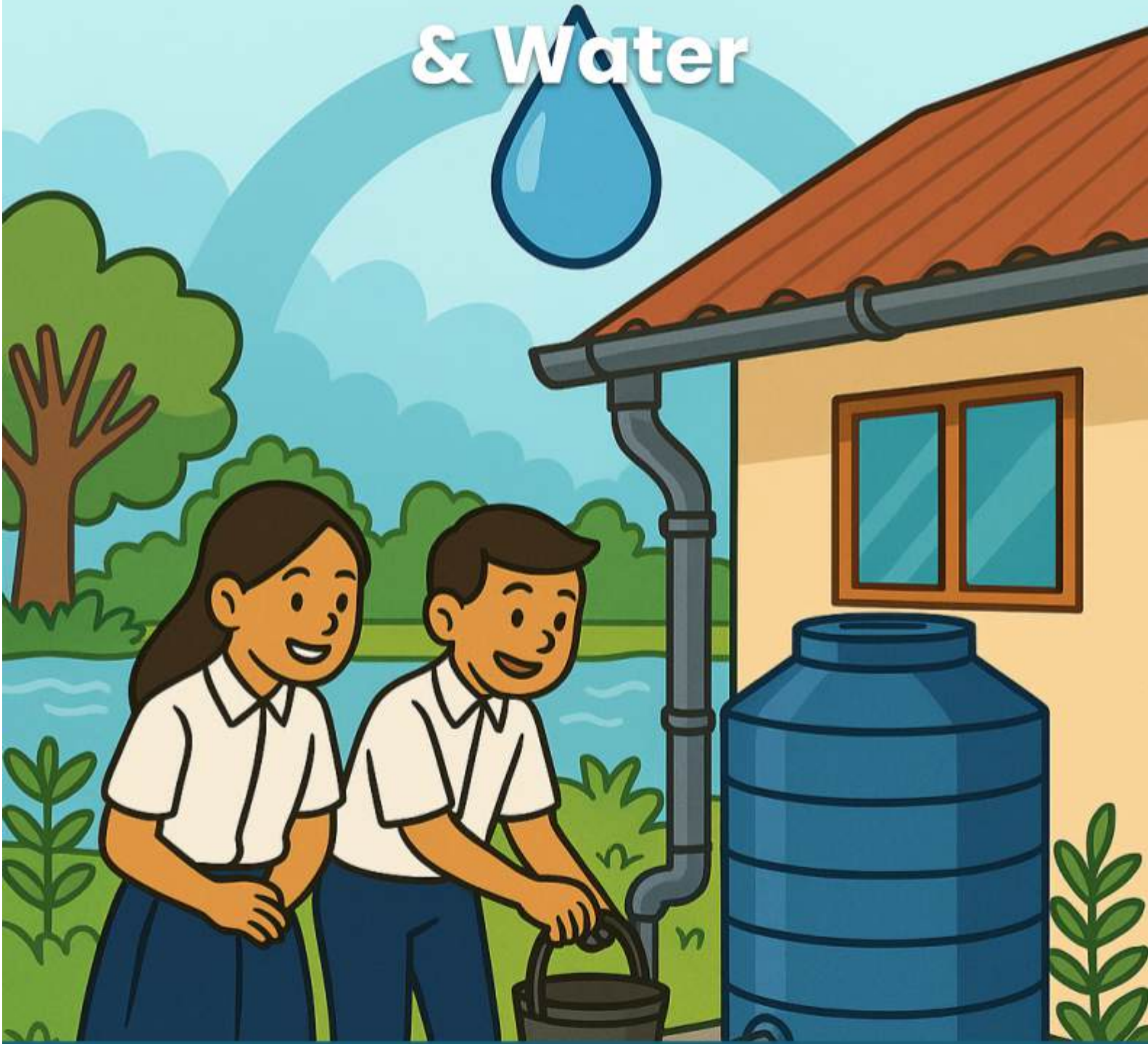
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BUILDING A CLIMATE-RESILIENT GENERATION SERIES

Climate Resilience & Water



Teacher's Guide for Junior Secondary School Grades 7–8

Prepared for the Nusantara Capital Authority • September 2025

Building Climate Resilience in Nusantara (IKN)

Welcome to the third handbook in the ***Nusantara Green Climate Resilience Education series.*** This volume is for **Secondary School (SMP) Classes 7–8**. These materials are part of a national effort to help young people in Nusantara learn and practice simple, powerful actions that conserve water, and strengthen climate resilience.

About Climate Resilience in IKN

Indonesia's new capital city, **Nusantara**, is envisioned as a living example of how people and nature can thrive together—built not only as the nation's administrative heart, but also as a global model for sustainability, resilience, and harmony with the environment.

Climate change and other environmental hazards already shape life across Indonesia. Heavy rains can quickly cause floods, long dry seasons bring water shortages, and pollution from waste or smoke damages rivers and air quality. These challenges affect schools, families, and communities every day. By learning smart water practices and preparedness skills, schools in Nusantara will help their students use water wisely, stay safe during droughts and floods, and grow into young leaders who can build a city that is resilient and sustainable.

The Purpose of This Series

The ***Nusantara Green Climate Resilience Education*** handbooks are designed to:

- **Equip teachers** with ready-to-use activities that make climate resilience engaging and practical for their students.
- **Show the connection** between daily water use and climate challenges such as floods, droughts, and pollution.
- **Encourage schools** to become role models in the community, sharing water-smart and climate-smart actions that others can follow.

A Message for Teachers

As a teacher, you are guiding your learners on their journey into caring for the Earth. Every question you ask, every small routine you reinforce, helps your learners understand that their actions matter. Your role is essential in raising a generation of students who are proud of their city, connected to their environment, and ready to face future challenges with confidence.

Thank you for leading this journey—step by step, habit by habit.

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About This Handbook

Aims of This Handbook

As part of the ***Nusantara Green Climate Resilience Education*** series, this handbook provides teachers with clear guidance, background knowledge, and classroom activities. Its purpose is to give you the confidence and tools to introduce learners to climate change and water conservation in ways that are simple, memorable, and meaningful.

Specifically, this handbook will help you guide students to:

- **Understand Climate Change in Nusantara** – recognize how changes in rainfall and temperature affect water supplies, causing both floods and droughts.
- **Practice Smart Water Use** – learn daily habits that save water, reduce waste, and protect local water sources at home and in school.
- **See Water as a Climate Issue** – understand that conserving and protecting water is not only about avoiding shortages, but also about strengthening resilience to both droughts and floods in their communities.

How to Use This Handbook

You don't need to be an expert in climate change or water conservation to use this handbook — the guidance here will help you explain key ideas in simple, age-appropriate ways. By using this handbook, you will be able to:

- Gain information on **climate change and water challenges** in Nusantara, along with common misconceptions, in clear language to share with your learners.
- Use **discussion prompts** to start short conversations that connect water conservation and preparedness to your learners' daily lives.
- Facilitate **step-by-step activities** with clear objectives and reflection questions.
- Optionally, extend learning with **student-led and community projects**.
- Apply **evaluation tools** to check learning outcomes and celebrate progress.

Each activity follows the same format—**Objective** → **Preparation** → **Steps** → **Reflection Questions** → **Learning Outcome**—so you can easily see how to prepare, what to do, and how to guide reflection.

Why Use Creative Learning Activities?

Young learners understand best when they can **see**, **do**, and **feel**. These activities are designed so that students can:

- **See** clear examples of water challenges and solutions.
- **Do** practical tasks like tracking water use, solving problems, or creating campaigns.
- **Feel** proud when they choose actions that help their community save water and prepare for climate impacts.

Activities make learning memorable, fun, and physical. They are not just games—they are the building blocks of climate resilience. When your learners practice habits like turning off taps, fixing leaks, or reusing water wisely, they:

- Use less water every day.
- Reduce risks from both drought and flooding.
- Protect their families, school, and community.

By making lessons active, you help learners connect everyday water choices to the bigger picture of building a **climate-resilient Nusantara**.

How to Facilitate Creative Learning Activities

The activities in this handbook are **climate-smart, hands-on, and play-based**. Each one is supported by activity sheets and designed to be simple, visual, and enjoyable for young learners. Your role is to guide your learners step by step so they can connect everyday actions with using water wisely and building resilience.



Getting Ready

Take a little time to prepare before a class begins. Review the associated materials, prepare some questions for discussions. Print any associated activity sheets, gather needed props and arrange the space so that all learners can see and take part.

Framing Activities



You may want to start your sessions with a short story or a simple question to catch your learners' attention and link the activity to the local context, recent events, or their daily lives. For example, you might ask: *"What happens if people waste water during a long dry season?"*



Reflection and Connection

After a session, spend a few minutes reflecting together. Ask questions such as: *"Why is it important to save water?"* Aim to connect their answers to climate resilience, for example: how conserving water reduces drought risk or helps communities prepare for floods.

Celebrate Success



Encourage your learners to celebrate good choices with claps and cheers! Display their creative work and posters in your classroom, or around the school. Praise efforts and remind your learners that small actions make a big difference both at school and at home.



Your Students as Ambassadors

Whenever possible, use a homework format or encourage your learners to take their creative projects outcomes home so that their families and community members can see, appreciate, and take part in the lessons they are bringing from school.

Work Together as a School

Climate-smart water habits are stronger when the whole school community is involved. Share ideas and experiences with other teachers, and celebrate collective action through events such as a "Water Conservation Day." Encourage your students to share what they have learned.



Remember: Students learn best when they are **active, praised, and can see the results of their actions.** By linking everyday water choices to climate resilience, you help them take their first steps toward becoming guardians of their community and the Earth.

Topic Orientation

About Climate Change & Water Conservation

Climate Change – The Challenge

Climate change means long-term changes in weather caused mostly by human activities such as burning fuels, cutting forests, and poor land use. In Nusantara, these changes can already be seen in daily life. Heavy rains can quickly cause floods, long dry periods bring droughts and water shortages, and pollution makes rivers unsafe. Extreme events such as floods and droughts are becoming more frequent and more severe.

For your learners, these big issues should be explained through their own experiences, such as taps running dry in the dry season, puddles turning into floods after storms, or smoke and rubbish polluting water sources.

Water – More Than Just a Resource

Water is not only for drinking or cleaning. Poor water use adds to climate change impacts and makes communities less safe.



Water and the Climate Cycle
Climate change disrupts rainfall, bringing heavier floods in some places and longer droughts in others. Wasting water increases pressure on this fragile balance.



Water and Energy Use
Supplying clean water uses a lot of energy for pumping and wastewater treatment. Therefore, when water is wasted, extra energy is used, leading to more emissions.



Water and Resilience
Floods worsen when drains are blocked and rivers polluted. Communities that conserve water, protect forests, and keep waterways clean are stronger and safer against disasters.

Solutions – What We Can Do in Schools



Save Water Every Day
Turn off taps tightly, fix leaks quickly, and use buckets instead of running hoses. Small actions add up.

Use Water Wisely
Reuse water when possible—for example, leftover water for plants or cleaning. Never waste what can still be used.



Protect Water Sources
Keep rivers, drains, and wells free from rubbish and chemicals. Clean water is precious and must be cared for.

Harvest Rainwater
Collect rainwater in tanks or buckets for washing, gardening, or emergencies. Stored water helps in dry seasons.



Plant and Protect Trees
Trees and forests help keep water in the ground, prevent floods, and reduce drought impacts.

Be Flood and Drought Aware
Know safe actions during floods and shortages, and remind learners that water-smart habits protect families and schools.

Common Misconceptions & Clarifications

Children, and even adults, sometimes hold misleading ideas about water and climate. As a teacher, you can gently guide your learners toward better understanding. For example, many learners believe that water is endless and cannot run out.

You can remind them that wasting water today can mean shortages tomorrow, especially during dry seasons.

Common Misconception	Clarification
"Water will always be there when we need it."	Water is limited. In dry seasons, rivers and wells can run low, so saving water is essential.
"Floods only happen because of heavy rain."	Heavy rain is one cause, but blocked drains, deforestation, and poor planning make floods much worse.
"Leaving the tap running isn't a big deal."	Every drop counts. Running taps waste litres of water that could be used for drinking or washing.
"Dirty water is only unsafe if it looks bad."	Even clear water can carry germs and chemicals. Clean water must always be protected and tested.
"Forests have nothing to do with water."	Forests store rain, keep rivers flowing, and prevent droughts and floods. Protecting trees protects water.
"Saving water is only about saving money."	Conserving water reduces risks from drought and flood and helps communities stay resilient.
"One person saving water makes no difference."	When many people save water together, the impact is huge—protecting supplies for schools and families.
"Pollution only harms people nearby."	Polluted water flows downstream. Even faraway communities can suffer from rubbish and chemicals in rivers.

Creative In-Class Activity Examples

Please note that the activities included in this handbook are examples designed for specific learner levels. Teachers are encouraged to adapt them as they wish, and create their own activities to suit the needs of their class and grade level.

Creative Learning Activity Flow

The activities in this handbook are designed to follow a natural learning flow.

Each learning session can start with a short in-class discussion that helps learners connect the topic to their everyday lives. This is followed by a hands-on activity using provided, photocopyable activity sheets, where learners can explore new habits in fun and engaging ways. An evaluation activity is included to help teachers measure what students have learned at the conclusion of this book.

Guidance on how to use all the materials needed for these steps, such as discussion points, activity sheets, and evaluation tools, is provided below.

In-Class Discussions

Short discussions help your learners connect their own experiences with the bigger idea of climate resilience. These conversations should be simple, lively, and no longer than five minutes. A well-guided discussion can prepare learners for the activity ahead or help them reflect afterwards.

When beginning a conversation, keep it practical and close to your learners' lives. Show them something familiar, such as a water bottle, a dripping tap, or a bucket, and let them share what they already know. Talk about things they see every day—taps left running, puddles after heavy rain, or dry ground in the hot season.

It is often more effective to ask than to tell. Questions like *"What happens if we leave the tap running when it is not needed?"* invite your learners to think and respond. Celebrate their answers, and encourage them to share habits they already practice at home. Always close by linking discussion to a clear action they can take, for example: *"Today we will learn how to use less water."*

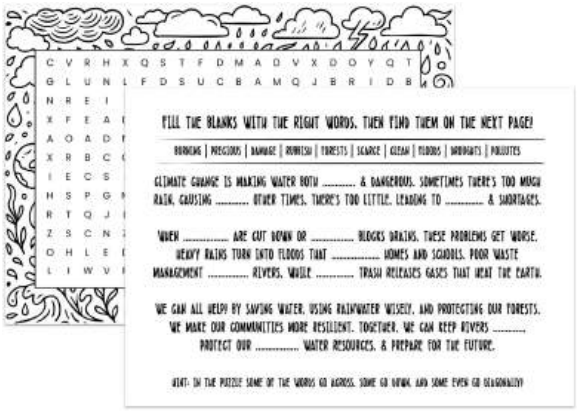
Tips for guiding discussions:

- **Keep it visual** – use real objects or pictures.
- **Use everyday examples** – connect to things your learners see and know.
- **Ask open questions** – encourage thinking and sharing.
- **Celebrate ideas** – clap, cheer, and praise contributions.
- **Link to action** – finish with one clear habit the class will practice.

Each activity in your handbook comes with some suggested discussion points, feel free to also design your own based on current events and situations at the time of delivering your classes.

Activity 1: Fill in the Blanks Story and Word Search

Objective Learners understand that climate change makes water both scarce and dangerous, and that small actions can help protect communities.



Preparation

- Photocopy enough story sheets and word search sheets (see 'Creative Activity Sheets') for all your learners.
- Make sure pencils are available.

Optional Discussion Prompts for this Activity

- What happens if people waste water during a long dry season?
- What happens when drains are blocked during heavy rain?
- How can forests help protect rivers and water sources?

Instructions

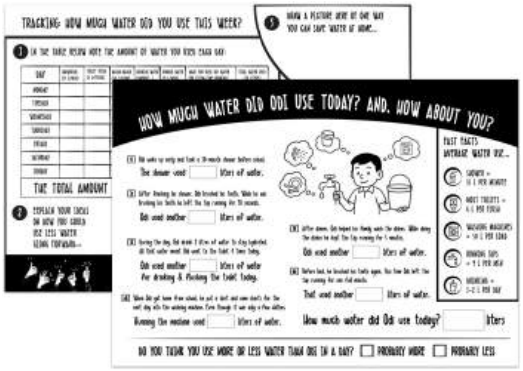
1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Hand out the story sheets and read the first lines aloud together: *"Climate change is making water both … and dangerous."*
3. Show your learners how the words at the top of the page can be used to fill in the blanks in the story. Ask them to complete the story by writing the correct words in the spaces.
4. When everyone is finished, review the answers together as a class by reading the full story aloud.
5. Next, give out the word search sheets. Explain that all the missing words from the story are hidden in the puzzle.
6. Learners work to find the words in the grid. When the puzzle is complete, review the words again as a class to reinforce spelling and meaning.
7. Emphasize the key message: climate change makes water challenges worse, but conserving and protecting water helps build resilience.

Reviewing this Activity

See the 'Answer Key' section for answers to this activity sheet.

Activity 2: Odi's Water Use

Objective Learners calculate how much water is used in everyday activities, recognize wasteful habits, and begin to track their own water use.



Preparation

- Make enough copies of the Odi's Water Use sheet and the homework tracking sheet (see 'Creative Activity Sheets') for all your learners.
- Make sure pencils are on hand.

Optional Discussion Prompts for this Activity

- Which activities at home use the most water?
- Do you think showers or washing machines use more water?

Instructions

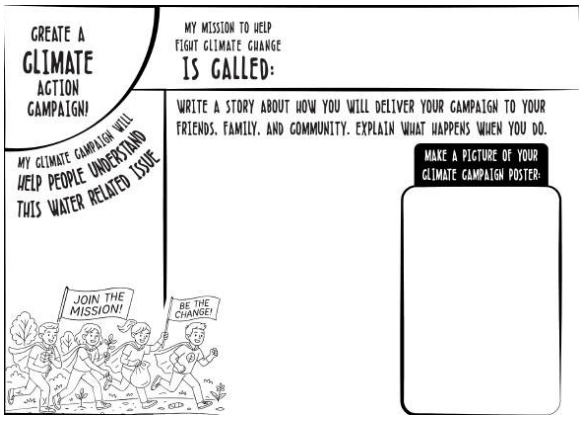
1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Hand out the Odi story sheet and read through the story as a class.
3. Show learners the fast facts (litres used per minute or per activity) and explain how to use them for calculations.
4. Ask learners to calculate the total amount of water Odi used in one day by filling in the blanks.
5. When everyone is finished, review the answers together as a class, adding up Odi's daily total.
6. Lead a short discussion: *"How could Odi have used less water?"* Encourage practical suggestions (turning off taps, full laundry loads, shorter showers).
7. For homework, give out the tracking sheet. Explain that students should record their own water use for one week (showering, toilet flushing, washing, drinking, etc.). Let your learners know they *can estimate the amounts of water used by counting buckets or minutes*

Reviewing this Activity

See the 'Answer Key' section for answers to this activity sheet.

Activity 3: Water Campaign

Objective Learners design and present a simple campaign to raise awareness about a water issue connected to climate change.



Preparation

- Photocopy enough campaign sheets (see 'Creative Activity Sheets') for all your learners.
- Provide pencils, markers, or crayons if available.

Optional Discussion Prompts for this Activity

- What water problems do people face because of climate change?
- How can you spread good messages in our community?

Instructions

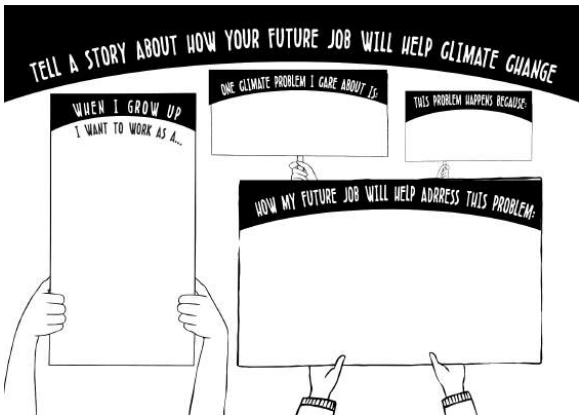
1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Hand out the campaign sheets.
3. Explain that learners will choose a water issue (such as wasting water, pollution, drought, or flooding) and build a campaign around it.
4. Students should design a campaign poster in the space provided, using drawings and simple slogans.
5. In the writing section, ask learners to describe how they would share their campaign with others—through posters, class presentations, or at home with their families.
6. When complete, invite a few learners to share their posters and campaign ideas with the class.
7. Display the finished posters in the classroom or around the school to spread awareness.

Reviewing this Activity

See the 'Answer Key' section for answers to this activity sheet.

Evaluation Activity: My Future Job

Objective Learners demonstrate understanding of climate change and water challenges by imagining how their future career could help address these issues.



Preparation

- Photocopy enough evaluation sheets (see 'Creative Activity Sheets') for all your learners.
- Make sure pencils are available.

Optional Discussion Prompts for this Activity

- What jobs use a lot of water or help protect water?
- How could someone's work help reduce the impacts of floods or droughts?
- Why is it important to think about climate change in the future?

Instructions

1. Begin with a short discussion using one of the prompts above.
2. Hand out the evaluation sheets.
3. Explain that learners will need to:
    - Identify a climate problem related to water.
    - Explain while it happens and why it matters.
    - Imagine a future job they would like to do that can help with the problem they identified.
    - Describe how their job will help solve the problem or make their community more resilient.
4. When they are finished, collect the sheets for evaluation.

Grading this Sheet

To grade this sheet, you can give points for: correctly identifying a water-related climate problem, having a clear link between the problem and the future job they describe, effort, clarity and creativity.

Optional Extension Activities

The following are some examples of activities that extend learning beyond the classroom and connect directly to challenges faced in Nusantara and across Kalimantan. They encourage your learners to take responsibility, involve their families and the community, and show how water-smart habits reduce real risks such as floods, droughts, and pollution.

Even small projects can make a difference! With teacher support, learners can lead activities that grow into long-lasting habits for the whole school.

Student-Led Project Ideas

Mini Water Audit

Invite your learners to team up and conduct a survey of their school. They can earn points for identifying and fixing and leaky taps, running hoses, or other sources of wasted water. In groups, they present their findings and explain what they did or suggest practical solutions for saving water at school.

Resilience Link: Builds problem-solving skills and shows how saving water in daily routines strengthens resilience.

Rainwater Demo

Learners build a simple rainwater collection model (e.g., bottles, buckets, funnels) and explain how collecting rainwater can help during dry periods.

Resilience Link: Reinforces the idea that harvesting and storing water builds resilience to drought.

Tips for Teachers: Encourage your learners to share their project progress during class meetings or assemblies. Set up a progress board to track achievements. As their confidence grows, invite them to present their strategies to other classes or at school events so their ideas spread



Connecting with Community

The following optional activities give learners the chance to connect with local expertise and see real-life examples of climate and water conservation solutions.

Guest Speaker Event

Invite a guest speaker, such as a community member, activist, or environmental worker that is involved with water conservation efforts, to share their knowledge and experience about a specific topic related to water protection, water conservation or wise water management.

Community Water Walk

Take learners on a short walk with a local water official, NGO worker, or community leader to visit a nearby river, drain, or well. The guide can explain how climate change affects local water supplies and what the community is doing to protect them.

Tips for Teachers: Involve learners in choosing the guest or visit, and prepare them with guiding questions. Keep the session short and interactive. Afterwards, ask: *"What new thing did you learn? How can we use this in our school or community?*

Answer Keys for Activity Sheets

(FOR TEACHER REFERENCE)

FILL THE BLANKS WITH THE RIGHT WORDS. THEN FIND THEM ON THE NEXT PAGE!

BURNING | PRECIOUS | DAMAGE | RUBBISH | FORESTS | SCARCE | CLEAN | FLOODS | DROUGHTS | POLLUTES

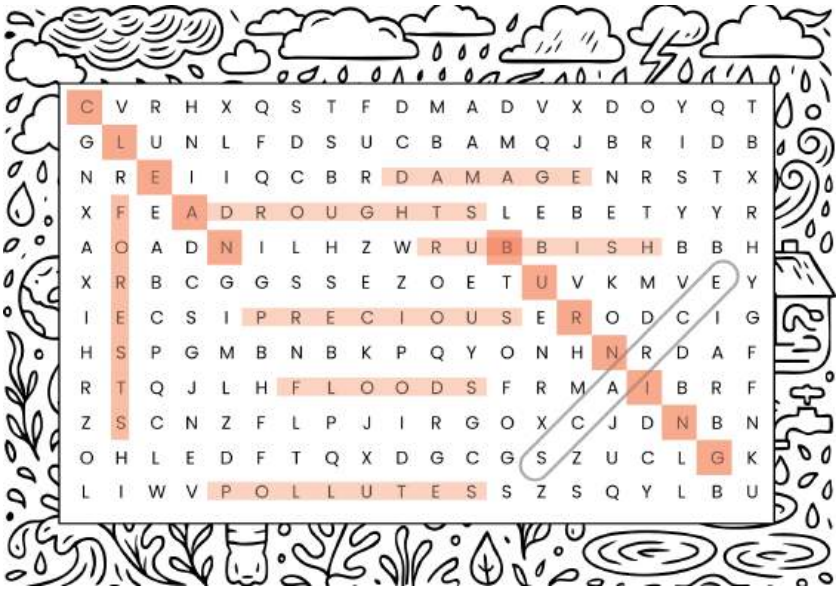
CLIMATE CHANGE IS MAKING WATER BOTH ...SCARCE... & DANGEROUS. SOMETIMES THERE'S TOO MUCH RAIN, CAUSING ...FLOODS... OTHER TIMES, THERE'S TOO LITTLE, LEADING TO ...DROUGHTS... & SHORTAGES.

WHEN ...FORESTS... ARE CUT DOWN OR ...RUBBISH... BLOCKS DRAINS. THESE PROBLEMS GET WORSE. HEAVY RAINS TURN INTO FLOODS THAT ...DAMAGE... HOMES AND SCHOOLS. POOR WASTE MANAGEMENT ...POLLUTES... RIVERS. WHILE ...BURNING... TRASH RELEASES GASES THAT HEAT THE EARTH.

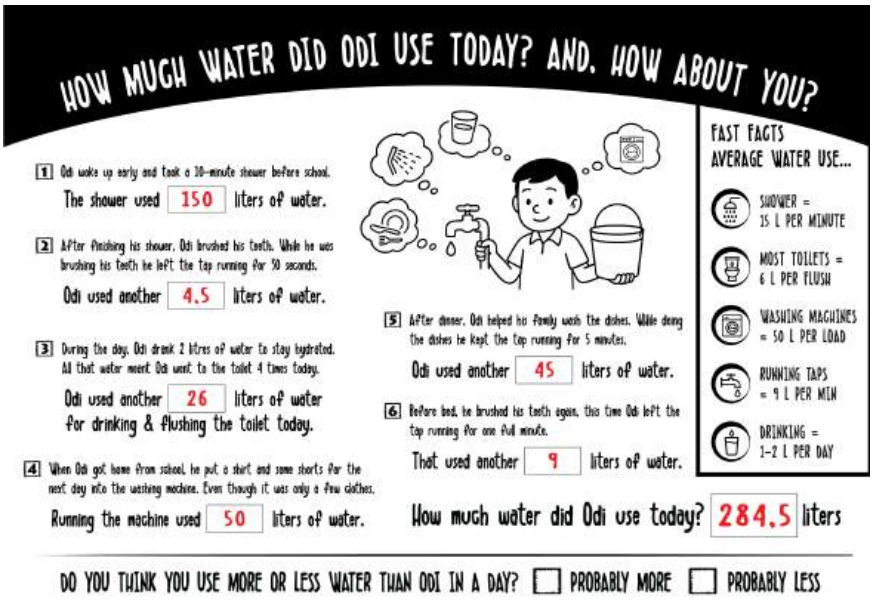
WE CAN ALL HELP! BY SAVING WATER, USING RAINWATER WISELY, AND PROTECTING OUR FORESTS. WE MAKE OUR COMMUNITIES MORE RESILIENT. TOGETHER, WE CAN KEEP RIVERS ...CLEAN... PROTECT OUR ...PRECIOUS... WATER RESOURCES, & PREPARE FOR THE FUTURE.

HINT: IN THE PUZZLE SOME OF THE WORDS GO ACROSS, SOME GO DOWN, AND SOME EVEN GO DIAGONALLY!

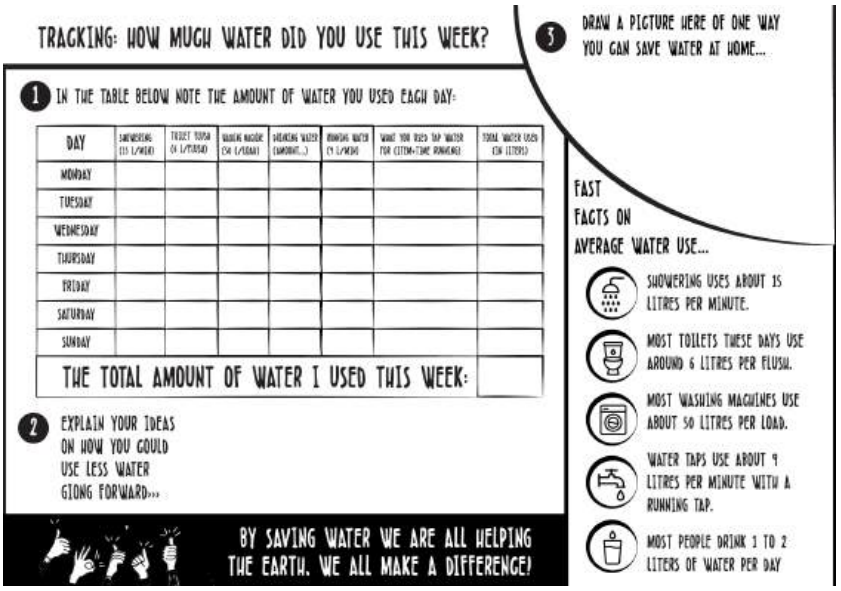
Your learners should fill in all the blanks using the correct words from the word bank to complete the story, as shown above.



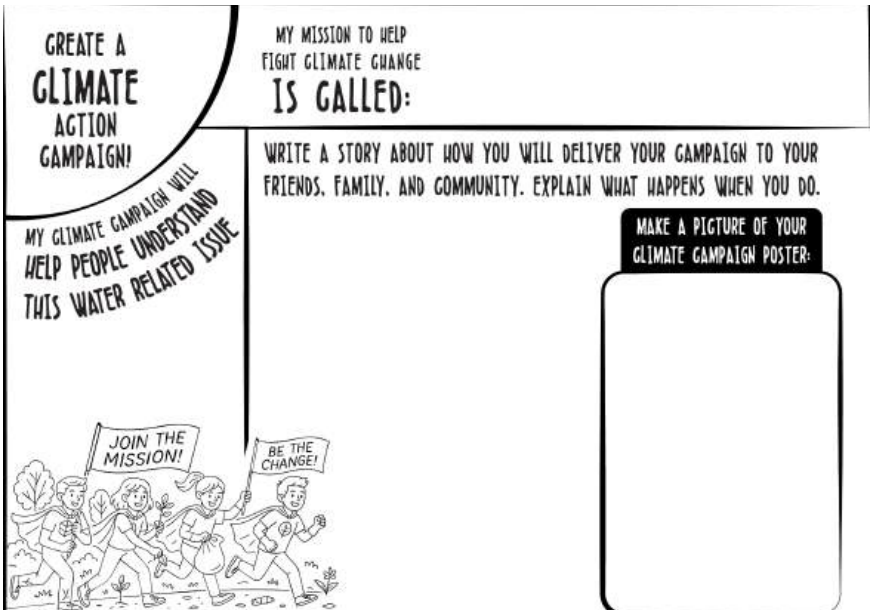
Your learners should find all of the missing words from the story in the puzzle grid, as shown above.



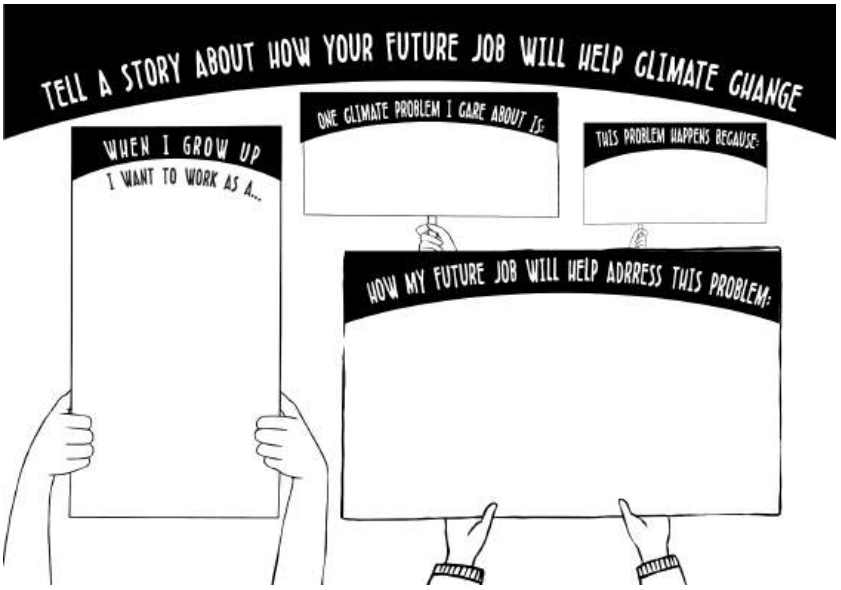
Your learners should calculate the correct amount of water Odi used for each activity and add up his total daily water use.



Your learners should record their own water use across the week in each category: showering, flushing, drinking, washing, and taps. At the end of the week, they add up their totals to see how much water they personally used.



Your learners should identify a water-related problem, design a campaign poster or message, and describe how they would share it with others. Campaigns may focus on issues like wasting water, pollution, drought, or flooding.



For grading, you may give credit for three parts: naming a water-related problem, explaining the cause correctly, and showing understanding when describing how their future job could help. Teachers are encouraged to adapt grading based on the level, effort, and creativity of their learners.

Creative Activity Sheet Masters

(FOR PHOTOCOPYING)

FILL THE BLANKS WITH THE RIGHT WORDS. THEN FIND THEM ON THE NEXT PAGE!

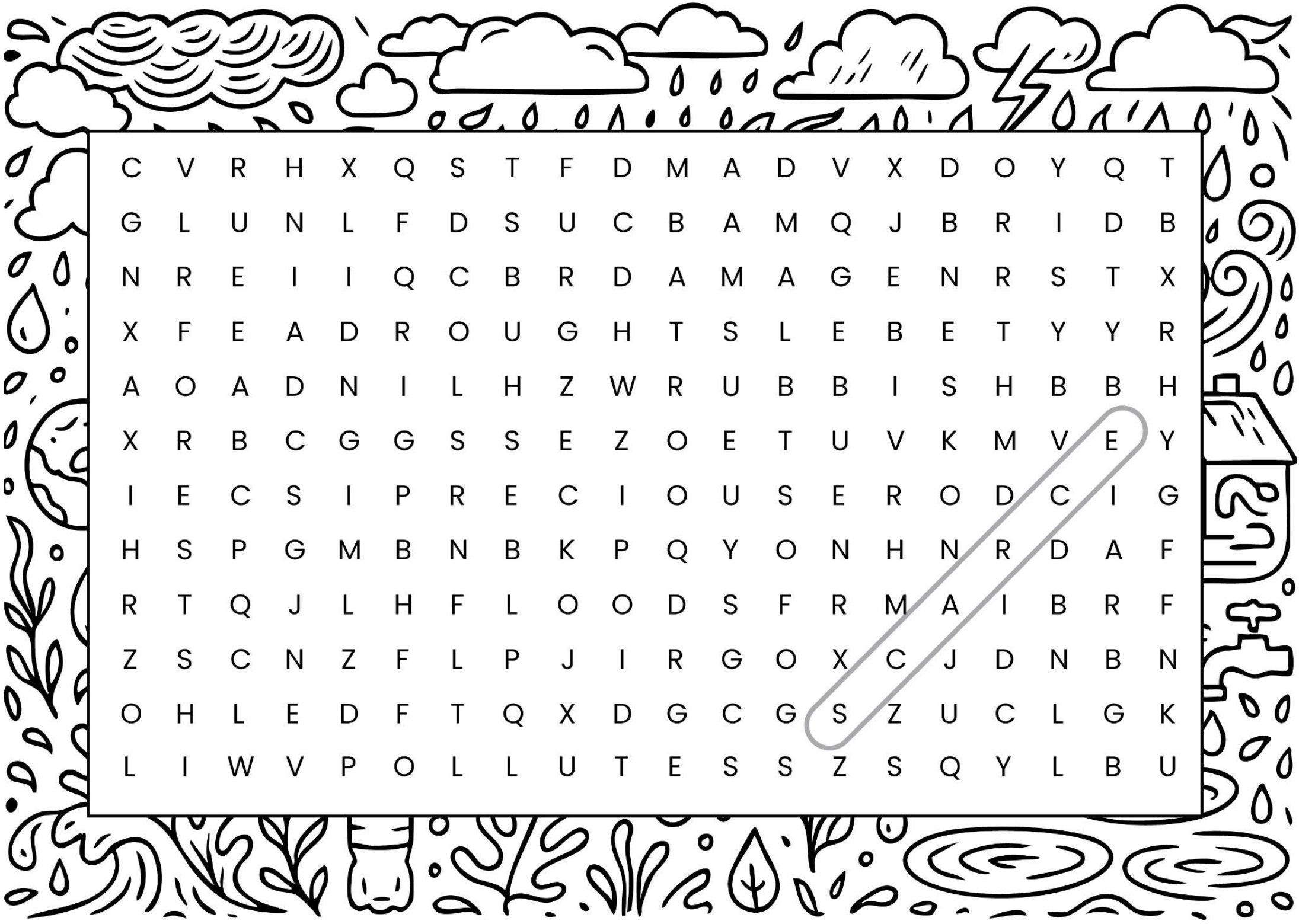
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CLIMATE CHANGE IS MAKING WATER BOTH ..... & DANGEROUS. SOMETIMES THERE'S TOO MUCH RAIN, CAUSING ..... OTHER TIMES, THERE'S TOO LITTLE, LEADING TO ..... & SHORTAGES.

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WE CAN ALL HELP! BY SAVING WATER, USING RAINWATER WISELY, AND PROTECTING OUR FORESTS. WE MAKE OUR COMMUNITIES MORE RESILIENT. TOGETHER, WE CAN KEEP RIVERS ....., PROTECT OUR ..... WATER RESOURCES, & PREPARE FOR THE FUTURE.

HINT: IN THE PUZZLE SOME OF THE WORDS GO ACROSS, SOME GO DOWN, AND SOME EVEN GO DIAGONALLY!


C V R H X Q S T F D M A D V X D O Y Q T
G L U N L F D S U C B A M Q J B R I D B
N R E I I Q C B R D A M A G E N R S T X
X F E A D R O U G H T S L E B E T Y Y R
A O A D N I L H Z W R U B B I S H B B H
X R B C G G S S E Z O E T U V K M V E Y
I E C S I P R E C I O U S E R O D C I G
H S P G M B N B K P Q Y O N H N R D A F
R T Q J L H F L O O D S F R M A I B R F
Z S C N Z F L P J I R G O X C J D N B N
O H L E D F T Q X D G C G S Z U C L G K
L I W V P O L L U T E S S Z S Q Y L B U

HOW MUCH WATER DID ODI USE TODAY? AND, HOW ABOUT YOU?



1 Odi woke up early and took a 10-minute shower before school.

The shower used ☐ liters of water.

2 After finishing his shower, Odi brushed his teeth. While he was brushing his teeth he left the tap running for 30 seconds.

Odi used another ☐ liters of water.

3 During the day, Odi drank 2 litres of water to stay hydrated. All that water meant Odi went to the toilet 4 times today.

Odi used another ☐ liters of water for drinking & flushing the toilet today.

4 When Odi got home from school, he put a shirt and some shorts for the next day into the washing machine. Even though it was only a few clothes,

Running the machine used ☐ liters of water.

5 After dinner, Odi helped his family wash the dishes. While doing the dishes he kept the tap running for 5 minutes.

Odi used another ☐ liters of water.

6 Before bed, he brushed his teeth again, this time Odi left the tap running for one full minute.

That used another ☐ liters of water.

How much water did Odi use today? ☐ liters

FAST FACTS AVERAGE WATER USE...

- SHOWER = 15 L PER MINUTE
- MOST TOILETS = 6 L PER FLUSH
- WASHING MACHINES = 50 L PER LOAD
- RUNNING TAPS = 9 L PER MIN
- DRINKING = 1-2 L PER DAY

DO YOU THINK YOU USE MORE OR LESS WATER THAN ODI IN A DAY? ☐ PROBABLY MORE ☐ PROBABLY LESS

TRACKING: HOW MUCH WATER DID YOU USE THIS WEEK?

1 IN THE TABLE BELOW NOTE THE AMOUNT OF WATER YOU USED EACH DAY:

DAY	SHOWERING (15 L/MIN)	TOILET FLUSH (6 L/FLUSH)	WASHING MACHINE (50 L/LOAD)	DRINKING WATER (AMOUNT...)	RUNNING WATER (9 L/MIN)	WHAT YOU USED TAP WATER FOR (ITEM+TIME RUNNING)	TOTAL WATER USED (IN LITERS)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							
THE TOTAL AMOUNT OF WATER I USED THIS WEEK:							

2 EXPLAIN YOUR IDEAS ON HOW YOU GOULD USE LESS WATER GIONG FORWARD›››



BY SAVING WATER WE ARE ALL HELPING THE EARTH. WE ALL MAKE A DIFFERENCE!

3 DRAW A PICTURE HERE OF ONE WAY YOU CAN SAVE WATER AT HOME...

FAST FACTS ON AVERAGE WATER USE...

- SHOWERING USES ABOUT 15 LITRES PER MINUTE.
- MOST TOILETS THESE DAYS USE AROUND 6 LITRES PER FLUSH.
- MOST WASHING MACHINES USE ABOUT 50 LITRES PER LOAD.
- WATER TAPS USE ABOUT 9 LITRES PER MINUTE WITH A RUNNING TAP.
- MOST PEOPLE DRINK 1 TO 2 LITERS OF WATER PER DAY

CREATE A CLIMATE ACTION CAMPAIGN!

MY MISSION TO HELP FIGHT CLIMATE CHANGE IS CALLED:

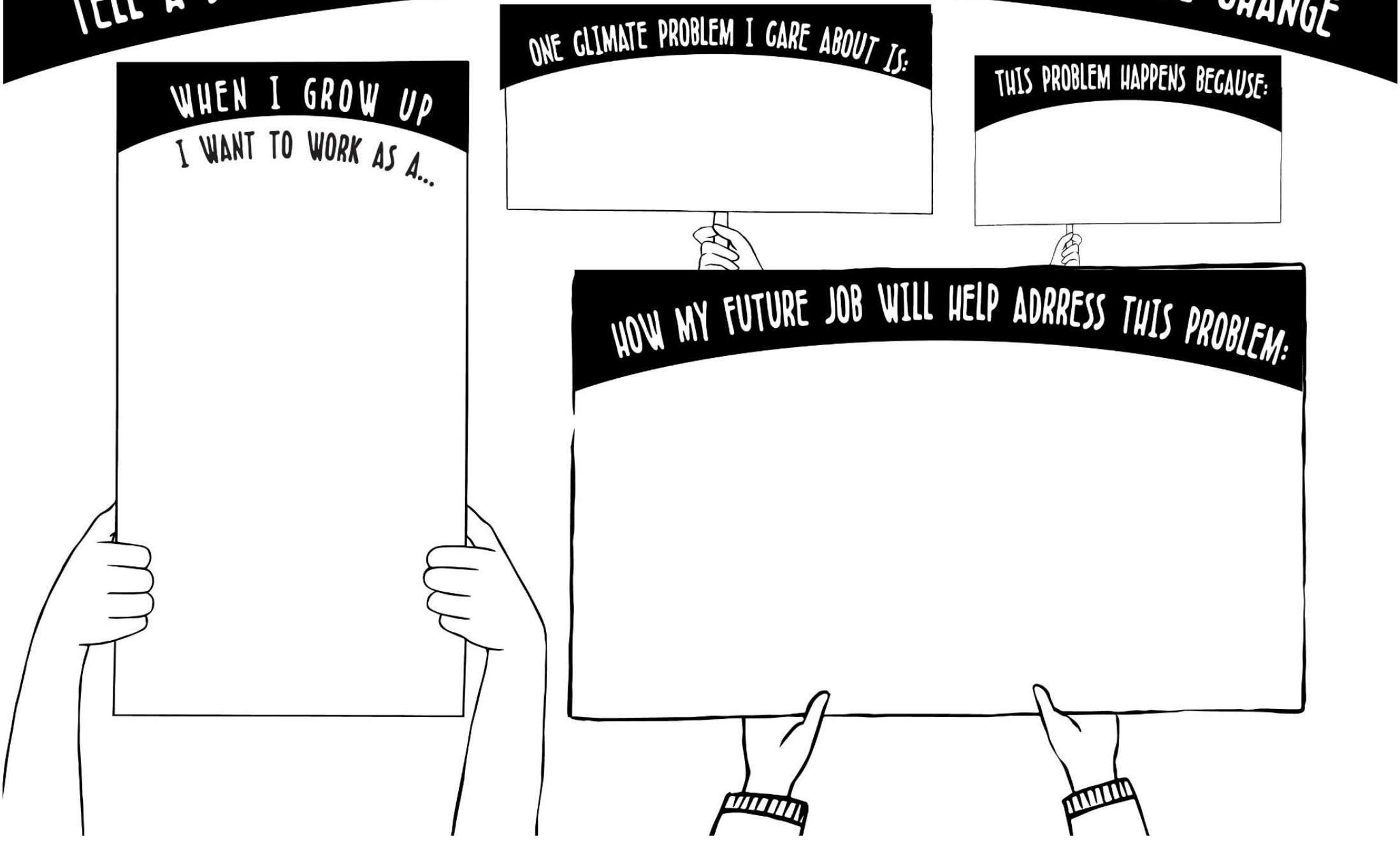
MY CLIMATE CAMPAIGN WILL HELP PEOPLE UNDERSTAND THIS WATER RELATED ISSUE

WRITE A STORY ABOUT HOW YOU WILL DELIVER YOUR CAMPAIGN TO YOUR FRIENDS, FAMILY, AND COMMUNITY. EXPLAIN WHAT HAPPENS WHEN YOU DO.



MAKE A PICTURE OF YOUR CLIMATE CAMPAIGN POSTER:

TELL A STORY ABOUT HOW YOUR FUTURE JOB WILL HELP CLIMATE CHANGE



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NUSANTARA
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Nusantara Capital Authority Office,
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