



PRESIDENCY SCHOOL BANGALORE SOUTH

(Affiliated to CBSE vide no. 830157)

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08 June 2026

ELENORE ECO MONTH ACTIVITIES AND COMPETITIONS

PSBS ECO MONTH INITIATIVE 2026

World Environment Day Theme: "Inspired by Nature. For Climate. For Our Future"

Dear Parents,

Greetings from Presidency!

At Presidency School Bangalore South, we remain committed to fostering a deep and enduring connection between our students and the natural world. In observance of World Environment Day 2026, we are delighted to launch Eco Month – Elenore, a month-long initiative dedicated to promoting environmental stewardship, climate responsibility and sustainable living.

This year's theme focuses on ecosystem restoration, environmental resilience and sustainable practices, while also introducing students to the innovative role of Artificial Intelligence (AI) in enhancing energy efficiency and supporting environmental sustainability. Through this initiative, we aim to nurture environmentally conscious individuals who are empowered to make responsible choices and contribute positively to a greener future.

Inauguration

Eco Month – Elenore will commence with a special assembly in celebration of World Environment Day. The assembly will highlight the importance of restoring ecosystems, addressing climate challenges, and embracing sustainable solutions. It will serve as an inspiring platform to encourage students and staff to become active participants in protecting and preserving our environment.

Eco Month Highlights

Throughout the month, students will engage in a diverse range of activities, competitions, awareness campaigns, and community-driven initiatives designed to foster eco-friendly habits and inspire meaningful action. These experiences will encourage students to think critically about environmental issues and become proactive advocates for sustainability.

We look forward to your continued support and partnership in nurturing responsible, environmentally conscious citizens who will help shape a more sustainable and resilient future for generations to come.



Warm Regards,

Dr. J Bhuvanewari
Director & Principal

ECO MONTH ACTIVITIES

| SL.NO | ACTIVITY | DATE | TIME | GRADE |
|-------|--|---------|------------|-------|
| 1 | <p>Topic: 'Nature Craft – Leaf Insect'</p> <p>Instructions:</p> <ul style="list-style-type: none">• Students will be provided with A4 sheets and leaves during the activity.• Use the leaves creatively to design and create an insect on the A4 sheet.• Arrange and paste the leaves neatly to form different parts of the insect.• Students may add simple details using pencils or crayons, if required.• Complete the craft within the allotted time.• Ensure the work is neat, original, and creative. <p>Materials required:</p> <ul style="list-style-type: none">• Colour crayons/ pencils/ sketch pens• Glue stick | 18.6.26 | CCA period | I |
| 2 | <p>Topic: 'Nature Craft – Leaf Insect'</p> <p>Instructions:</p> <ul style="list-style-type: none">• Students will be provided with A4 sheets and leaves during the activity.• Use the leaves creatively to design and create an insect on the A4 sheet.• Arrange and paste the leaves neatly to form different parts of the insect.• Students may add simple details using pencils or crayons, if required.• Complete the craft within the allotted time.• Ensure the work is neat, original, and creative. <p>Materials required:</p> <ul style="list-style-type: none">• Colour crayons/ pencils/ sketch pens | 18.6.26 | CCA Period | II |

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| | <ul style="list-style-type: none"> • Glue stick | | | |
| 3 | <p>Plant Detective: Nature's Green Pharmacy</p> <p>Instructions: Students will research a medicinal or useful plant found in their surroundings at home. During the activity period, they will create an Observation Record Journal to document the plant's features, uses, and other findings. Students will then present their observations and learning to the class. Students may bring a live medicinal plant, if available, to support their presentation.</p> <p>Observation Journal includes:</p> <ul style="list-style-type: none"> • Name of the plant • Parts that are used • Uses in medicine, food, hygiene or daily life • Health benefits • Interesting facts <p>Suggested Plants: Aloe Vera, Neem, Mint, Curry Leaves, Ginger, Turmeric, Lemon grass, Hibiscus Amla etc.</p> | 18.6.26 | CCA pd | III |
| 4 | <p>Topic: Leaf Investigation Lab</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Collect 5–10 different types of leaves and bring them to class along with a scrapbook. • Fallen leaves can be collected without harming the plant. • During the activity, create a Leaf Investigation Journal in your scrapbook. <p>Instructions for scrapbook making:</p> <ul style="list-style-type: none"> • Paste the leaf neatly. • Write the name of the plant/tree. • Record its colour, shape, size, and texture. <p>Observation Skills:</p> <ul style="list-style-type: none"> • Students compare leaves based on: Shape, Size, Vein patterns, Edges, Texture <p>Presentation:</p> | 18.6.26 | CCA pd | IV |

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| | <ul style="list-style-type: none"> • In what ways did this activity help you become a better observer? • * Which observation surprised you the most during this activity? | | | |
| 5 | <p>Topic- 'Food festival with purpose'</p> <p>Students will prepare and present one healthy food item (which is homemade and not junk food) at the food festival.</p> <p>They must explain:</p> <ul style="list-style-type: none"> • Name of the dish • Ingredients used • Nutrients present • Health benefits • If any resemblance to traditional food from any state or region. <p>Students can decorate their stall with charts, labels, simple science facts and can wear traditional attire related to their dish/theme.</p> | 19.6.26 | CCA period | V |
| 6 | <p>Topic- 'Making of Herbarium'- Discovering Plant Diversity Through Herbarium Collection"</p> <p>Materials Required:</p> <ul style="list-style-type: none"> • 5-10 plant leaves/ a branch with leaves and flower (from different plants) • Old newspapers • Heavy books • A4 sheets or scrapbook • Glue • Pencil and ruler • Labels <p>Instructions:</p> <ul style="list-style-type: none"> • Collect 5 different leaves/ branches from plants found around your home, school, and neighbourhood. • Ensure leaves are already fallen or pluck only one leaf / cut or collect a fallen branch without harming the plant. • Place the leaves/ twig between newspaper sheets and press them inside a heavy book for 5-7 days. • Paste the dried leaves/ twig neatly on separate pages. <p>Below each leaf, write:</p> | 12.6.26 | CCA period | VI |

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| | <ul style="list-style-type: none"> • Common Name and Scientific name. • Leaf Shape • Colour • Place of Collection • One Use of the Plant <p>Create a cover page with the title “My Herbarium Collection.”</p> | | | |
| 7 | <p>Topic- ‘Calculating Carbon footprint’- My Carbon Footprint: Small Actions, Big Impact!</p> <p>Duration: 40–60 minutes</p> <p>Materials Required:</p> <ul style="list-style-type: none"> • Carbon Footprint Worksheet will be given. • Pencil/Pen • Calculator (optional) | 12.6.26 | CCA period | VII |
| 8 | <p>Topic- ‘Creating infographic on environment-based’</p> <p>Theme: <i>Environment Awareness Through Infographics</i></p> <p>Suggested Topics: Students may choose any one of the following:</p> <ul style="list-style-type: none"> • Zero Waste Lifestyle • Climate Change and Its Impact • Wildlife Conservation • Human Health and the Environment • Global Warming • Greenhouse Effect • Plastic Pollution • Water Conservation • Air Pollution • Sustainable Living • Renewable Energy • Biodiversity Conservation <p>Instructions:</p> <ol style="list-style-type: none"> 1. Select one environmental topic. 2. Research and collect accurate information from reliable sources. 3. Create an infographic on A3 chart paper. 4. Include: <ol style="list-style-type: none"> a. A catchy title b. Relevant facts and statistics c. Causes and effects d. Environmental impact | 12.6.26 | CCA period | VIII |

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| | <p>e. Practical solutions or actions f. Images, icons, charts, or illustrations</p> <p>5. Use concise text and visual elements rather than lengthy paragraphs.</p> <p>6. Ensure all information is scientifically accurate and age appropriate.</p> <p>7. Mention sources of information at the bottom of the infographic.</p> <p>Time Limit:</p> <ul style="list-style-type: none"> • Preparation: 3–5 days • Presentation (optional): 2–3 minutes per student/team <p>Materials Required:</p> <ul style="list-style-type: none"> • A3 chart paper • Sketch pens/ colour pencils • Ruler • Printed pictures or drawings • Glue and scissors | | | |
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ECO MONTH COMPETITIONS

| SL.NO | COMPETITION | DATE | TIME | GRADE |
|-------|--|---------|------------|-------|
| 1 | <p>Topic- 'My Medicinal Plant – Show and Tell'</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Choose a medicinal plant and learn about it at home. • Students may bring a live plant, leaf, or a picture of the plant for the presentation. • Introduce the plant by sharing: <ul style="list-style-type: none"> a. Its name b. One or two medicinal uses c. Why it is important d. Speak clearly and confidently during the presentation. • The presentation should be brief (1–2 minutes). <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Knowledge of the Plant • Presentation Skills | 25.6.26 | CCA period | I |

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| | <ul style="list-style-type: none"> • Creativity • Clarity and Organization | | | |
| 2 | <p>Topic- 'My Medicinal Plant – Show and Tell'</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Choose a medicinal plant and learn about it at home. • Students may bring a live plant, leaf, or a picture of the plant for the presentation. • Introduce the plant by sharing: <ul style="list-style-type: none"> a. Its name b. One or two medicinal uses c. Why it is important d. Speak clearly and confidently during the presentation. • The presentation should be brief (1–2 minutes). <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Knowledge of the Plant • Presentation Skills • Creativity • Clarity and Organization | 25.6.26 | CCA period | II |
| 3 | <p>Topic- 'Save the Earth Bookmark Design'</p> <p>Theme: "Every Page Can Save a Tree"</p> <p>Task: Design a bookmark with a slogan and illustration.</p> <p>Time: 30–45 minutes</p> <p>Materials required: Bookmark template, colours.</p> <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Creativity • Slogan • Artwork • Overall Design | 25.6.26 | CCA period | III |
| 4 | <p>Topic- 'Save the Earth Bookmark Design'</p> <p>Theme: "Every Page Can Save a Tree"</p> <p>Task: Design a bookmark with a slogan and illustration.</p> <p>Time: 30–45 minutes</p> | 25.6.26 | CCA period | IV |

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| | <p>Materials required: Bookmark template, colours.</p> <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Creativity • Slogan • Artwork • Overall Design | | | |
| 5 | <p>Topic: ‘Eco Superhero Challenge’</p> <p>Theme: <i>“Draw and colour a picture of your Eco Superhero in action.”</i> Imagine a superhero who combines the power of Artificial Intelligence (AI) with a love for the environment to make the Earth a greener and cleaner place.</p> <p>Include the following:</p> <ol style="list-style-type: none"> 1. Name – [Examples: EcoBot, Nature Ninja AI] 2. Powers – [Examples: Detects pollution using AI sensors, Finds lost animals with smart drones] 3. Guidelines: <ul style="list-style-type: none"> • Use an A3 sheet or chart paper. • Include both drawings and written descriptions. • Use colours and labels wherever possible. • Ensure all sections are clearly visible and easy to read. <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Creativity & Originality • Environmental Message • Communication & Confidence • Relevance to Theme • Overall Presentation | 12.6.26 | CCA period | V |

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| 6 | <p>SLOGAN WRITING-'AI for a Greener Tomorrow' The slogan should be:</p> <ul style="list-style-type: none"> • Short and catchy • Meaningful and creative • Related to both AI and environmental protection <p>Students may use:</p> <ul style="list-style-type: none"> • Colours and simple illustrations. • Slogans must be appropriate, positive, and easy to understand. • Maximum word limit: 10-15 words. <p>Plagiarism or copied slogans will not be considered.</p> <p>Materials to be carried:</p> <ul style="list-style-type: none"> • A4 size chart paper • Pencil and eraser • Sketch pens / crayons / colour pencils • Scale <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Relevance to theme • Creativity and Originality • Clarity of Message • Catchiness • Presentation | 19.6.26 | CCA period | VI |
| 7 | <p>AI IN SCIENCE – POSTER MAKING</p> <p>Materials Required:</p> <ul style="list-style-type: none"> • A3 Size Chart paper • Pencil and eraser • Colour pencils / crayons / sketch pens / paints • Scale and black marker <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Relevance to theme • Creativity and Originality • Scientific understanding • Visual presentation and layout • Clarity of message | 19.6.26 | CCA Period | VII |
| 8 | <p>DEBATE - AI VERSUS HUMAN CREATIVITY</p> <p>Instructions for Participants:</p> | 19.6.26 | CCA period | VIII |

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| | <ol style="list-style-type: none"> 1. Participants may speak for or against the topic. 2. Each participant/team will be given: <ol style="list-style-type: none"> a. 3–4 minutes for the main speech b. 1 minute for rebuttal/question round 3. Participants should: <ol style="list-style-type: none"> a. Present clear arguments supported with examples, facts, or real-life applications. b. Maintain respectful language and formal debate etiquette. c. Avoid reading directly from paper/mobile devices. 4. Use of statistics, current developments in AI, examples from art, music, education, science, or technology is encouraged. 5. Participants should focus on: <ol style="list-style-type: none"> a. Originality of thought b. Logical reasoning c. Clarity of expression <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Content & Relevance to Topic • Clarity of Ideas & Logical Arguments • Communication Skills & Fluency • Creativity & Originality of Thought • Rebuttal / Response to Opponent | | | |
| <p>9 & 10</p> | <p>Sustainable "Reels" & Short Films: Debunks environmental myths or showcases a "day in the life" of a zero-waste.</p> | <p>Submission date: 22.6.26 Upload in the link: Sustainable \u0027Reels</p> | | <p>IX & X</p> |

Category 1: Environmental Myth Busters

Students create short videos debunking common environmental myths such as:

- “One person cannot make a difference.”
- “Biodegradable means it disappears instantly.”
- “Paper bags are always eco-friendly.”
- “Recycling solves all waste problems.”
- “Climate change does not affect us locally.”

Category 2: Zero-Waste Lifestyle Reel

Students showcase:

- A day in the life of a zero-waste student/family
- Sustainable school habits
- Eco-friendly alternatives
- Reuse and upcycling practices
- Plastic-free lunch or shopping routine

Guidelines for Participants:

Duration

- Reel: **30–90 seconds**
- Short Film: **1minute.**

Format

- MP4 preferred
- Vertical format for reels (9:16)
- Horizontal or vertical for short films

Team Size

- Individual or group (maximum 4 students)

Important Rules

- Content must be original.
- Avoid copyrighted music unless royalty-free.
- Use factual environmental information.
- No offensive or inappropriate content.
- Students may use voiceovers, captions, interviews, or animation.

-Short films\ Grade 9 and 10 (Mention the class and participant name)

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| | <ul style="list-style-type: none"> • Include a title slide and student/team details. <p>Suggested Creative Ideas:</p> <p>Reel Ideas</p> <ul style="list-style-type: none"> • “What’s in My Zero-Waste Bag?” • “Plastic-Free School Challenge” • “5 Eco Swaps in 30 Seconds” • “Truth vs Myth: Recycling Edition” • “Before and After: Sustainable Classroom” <p>Short Film Ideas</p> <ul style="list-style-type: none"> • A student transforms their home into a zero-waste household. • Future Earth vs Present Earth storytelling. • Mock interview with “Mother Earth.” • Documentary on local waste management. • Eco-superhero saving the environment through small actions. <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Relevance to Theme • Creativity & Originality • Environmental Awareness / Accuracy • Storytelling & Message Delivery • Technical Quality (editing, audio, visuals) • Impact & Engagement | | | |
| <p>11 & 12</p> | <p>AI for the Planet: Use AI tools to create solutions like chatbots for mental health, support related to climate anxiety or machine learning models to monitor carbon emissions and track deforestation.</p> <p>Participants will develop and present an AI-based solution that addresses an environmental challenge such as climate change, carbon emissions, deforestation, biodiversity loss,</p> | <p>Submission 22.6.26 AI tools to create solutions -Gr 11 and 12 (Mention the class and participant name)</p> | | <p>XI & XII</p> |

waste management, water conservation, or climate anxiety. Examples include:

- AI chatbot for climate anxiety support and environmental awareness
- Carbon footprint monitoring system
- AI model to detect deforestation from satellite images
- Smart waste segregation assistant
- Water conservation monitoring tool
- Air quality prediction system
- Biodiversity identification app

**Competition Format:
Presentation and
Demonstration**

Each participant/team will:

1. Present their AI solution (3–5 minutes).
2. Demonstrate a prototype, model, app, chatbot, dashboard, poster, or concept design.
3. Answer questions from the judges (2–3 minutes).

Total Time: 5–8 minutes per participant/team.

Instructions

1. Participation may be individual or in teams of 2–4 students.
2. The project must address a genuine environmental issue.
3. Participants should clearly explain:
 - a. The problem being addressed
 - b. How AI is used in the solution
 - c. Expected environmental impact
4. Working prototypes are encouraged but not mandatory.

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| | <p>5. Students may use AI tools, coding platforms, design software, or simulations.</p> <p>6. All content must be original and sources should be acknowledged.</p> <p>7. Participants must bring their presentation on a laptop, tablet, or as a printed display.</p> <p>Judgement criteria:</p> <ul style="list-style-type: none"> • Understanding of Environmental Problem • Innovation and Creativity • Application of AI Technology • Feasibility and Practicality of Solution • Presentation and Demonstration • Environmental Impact | | | |
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SOCIAL CAMPAIGN AND AWARENESS DRIVE:

| THEME - "Inspired by Nature. For Climate. For Our Future" | VENUE | PARTICIPANTS | JULY |
|---|---|---|------------------------------|
| Save life - Give way to Ambulance (Awareness of creating an ambulance corridor) | BANNERGHATTA ROAD- URU -VEGA CITY MALL- JP NAGAR JUNCTION | STUDENTS (Compulsory): Grade 6-12 PARENTS TEACHERS | Date will be intimated soon. |

Participation is key to the success of initiatives centred on ecosystem restoration and sustainable living. All students are expected to actively take part in the planned activities and competitions, as these are an integral part of their learning journey. Through this, we aim to build awareness about restoring and protecting our environment, encouraging every student to take responsibility and contribute meaningfully towards a more sustainable future—both within the school and beyond.