



Activity Book catalog




(re)genürate

RegenÜrate’s educational packages include:

Student Activity Book: Each one contains five missions with practical, dynamic, and reflective activities. They invite students to explore the adversities that the Global Goals address, as well as the regenerative potential of local actions.

Facilitators’ Guidebook: Aimed at those who accompany students (teachers, families who homeschool, community educators, etc.). They facilitate planning, support smooth implementation of sessions, and promote a deeper understanding of each mission.

Impact Evaluation: A mechanism for personalized feedback that evaluates the learning process, developing life skills, managing emotional intelligence, and the ability to execute actions in support of the Global Goal targets. The form can be accessed via QR code so that each student can evaluate their learning and so institutions can discover the impact of regenerative education.

All packages are also available in Spanish (with two versions available, ones that employ a non-binary language and others with a standard inclusive language).

They can also be personalized to student needs, for example, according to their learning contexts, functional diversity, availability of materials, learning modalities (at home, in-person, virtually), among others.

Contact us for all your needs!

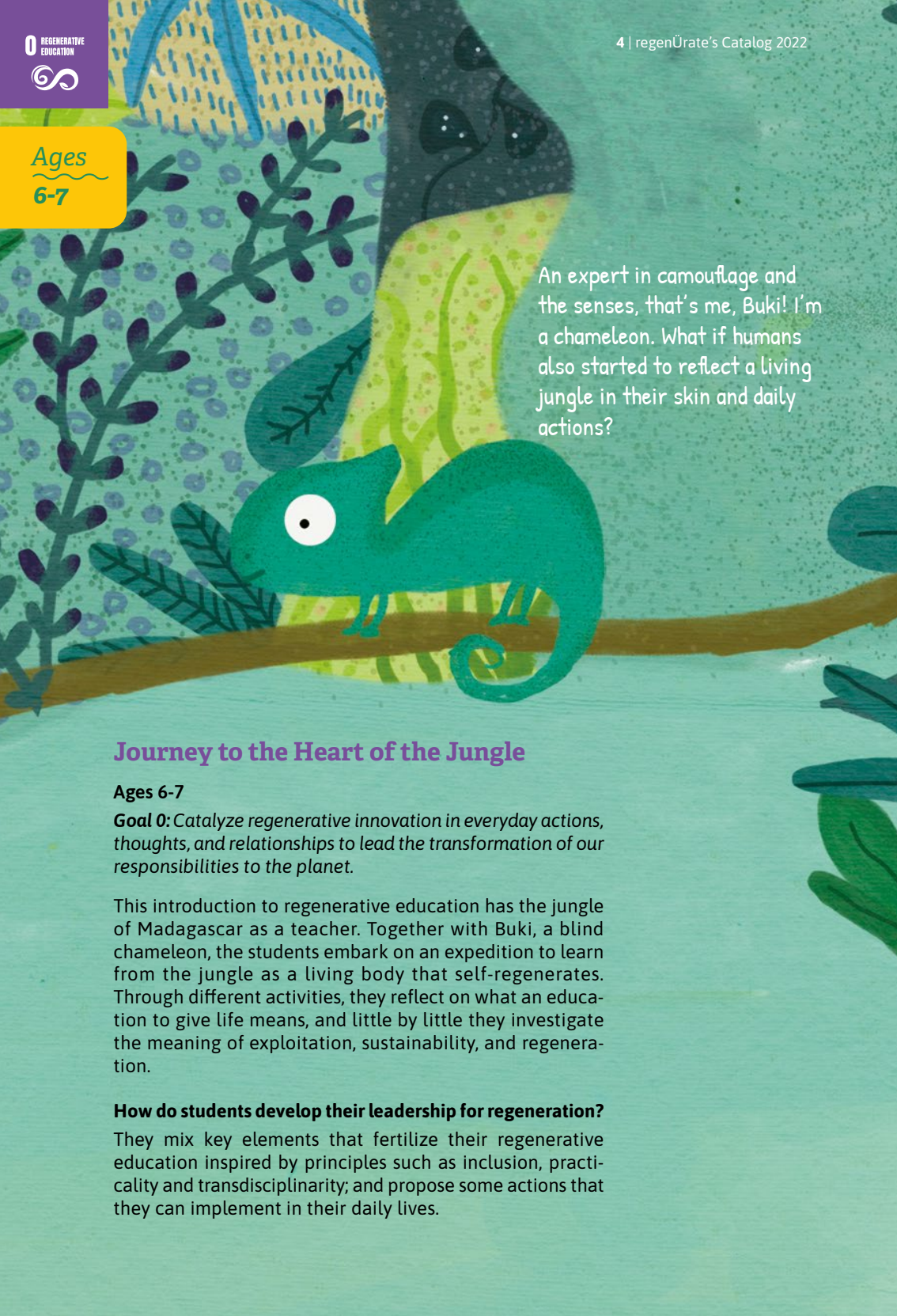
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Ages

6-7



An expert in camouflage and the senses, that's me, Buki! I'm a chameleon. What if humans also started to reflect a living jungle in their skin and daily actions?

Journey to the Heart of the Jungle

Ages 6-7

Goal 0: Catalyze regenerative innovation in everyday actions, thoughts, and relationships to lead the transformation of our responsibilities to the planet.

This introduction to regenerative education has the jungle of Madagascar as a teacher. Together with Buki, a blind chameleon, the students embark on an expedition to learn from the jungle as a living body that self-regenerates. Through different activities, they reflect on what an education to give life means, and little by little they investigate the meaning of exploitation, sustainability, and regeneration.

How do students develop their leadership for regeneration?

They mix key elements that fertilize their regenerative education inspired by principles such as inclusion, practicality and transdisciplinarity; and propose some actions that they can implement in their daily lives.

Mission 1

Create a color palette to explore regenerative education.

Mission 2

Explore the relationships human beings have with their natural environment.

Mission 3

Evaluate how exploitative activities impact ecosystems.

Mission 4

Encourage sustainable actions that can be implemented in daily life.

Mission 5

Connect with regeneration to give more life to the planet.



Some activities

- Design a living jungle
- Board game to trace exploitative relationships
- Model of lungs
- Craft of Buki the chameleon
- "Touch-o-scope": box of surprise textures



Some materials

- Art supplies and construction paper
- Yellow, orange, and red fabric
- Different textured materials (cotton, sandpaper, soft fabric)
- Wax paper or tracing paper, cellophane paper, aluminum foil
- Shoebox with lid, 2 hoses, and wooden skewer

What areas and disciplines are we strengthening?

- Global geography
- Ecology
- Mathematics
- Anatomy and health
- Sustainability
- Arts and creative expression
- Colombian Sign Language (LSC)





Tales of Love and Care

Ages 6-7

Goal 03: *Guarantee a healthy sex life and promote sexual well-being.*

Roma, a curious tortoiseshell cat, accompanies students with crafts, games, and purrs to help them find the value of respecting intimacy, developing hygiene habits, strengthening affectional bonds, and germinating self-love to later expand to others. It is an invitation to approach sexuality as a core idea that covers taking care of one's body, dealing with emotions, strengthening healthy affectional relationships, and the use of actions and words of affirmation.

How do students participate in the regeneration of "education for sustainable development and global citizenship" (Target 4.7)?

They make a megaphone to demand respect for their personal space, create a personal cleaning tool for the shower, work on the capacity to imagine their future from their point of view, and craft to recognize the value of human and animal diversity.

I'm Roma, a meticulous, independent, and affectionate cat. What self-care habits can humans learn with my company?



Mission 1

Discover and celebrate bodily diversity.

Mission 2

Investigate my self-care and hygiene habits.

Mission 3

Strengthen affectional bonds that I have with others.

Mission 4

Explore different reproduction processes in nature.

Mission 5

Reinforce respect for all bodies and their individual characteristics.



Some activities

- Creation of characters and explorations of textures
- Crafts to explore the body
- Protective blanket
- Micro stories about consent and the life of cats
- Board game about the life of my dreams: Patolli



Some materials

- Feather, stone, fabric remnants, seeds, spray bottle, water, salt, containers
- Cardboard tube, gauze, rubberband, scrubbing sponge, pieces of bar soap, spices.
- Different textures of paper (tissues, metallic, cellophane, etc.)
- Art supplies (crayons, paint, markers, etc.)

What areas and disciplines are we strengthening?

- Self-discovery and emotional education
- Hygiene and mental health
- Human and feline anatomy
- Natural Sciences
- Arts and crafts
- Mathematics
- Environmental and animal ethics



Learning to Fly

Ages 6-7

Goal 05: Achieve gender equality and empower all women and girls.

In these missions, students learn their first diverse, free, and egalitarian concepts about gender. The adventure is not only to connect to what the fight for gender equality means, but to practice it in the learning space. Through diverse activities, students explore their artistic and scientific skills, embrace and express their emotions, and recognize that they are part of a caring community.

How do students “end all types of discrimination against women and girls” and create an equal world for all genders (Target 5.1)?

Students approach the concept of gender with a fresh perspective: They discover and share the value that exists in the diversity of their own family, apply strategies to process their emotions, invent freely with resources they have available, and propose defense mechanisms to respect their bodies.

I am Peggy, the bee. The diversity of my hive generates abundance. Could my hive serve as inspiration to learn about gender?



Mission 1

Explore the importance of the fight for gender equality.

Mission 2

Value my family and respect the diversity of families that exist in the world.

Mission 3

Celebrate that everyone has the right to express their feelings without fear of being judged.

Mission 4

Bring scientific curiosity and creativity into action.

Mission 5

Analyze some ways in which living beings defend their bodies and connect to our body as a temple that we need to take care of.



Some activities

- Exploration of tactile sense through texture
- Riddles about families of the animal and plant world
- Rhymes and crafts to process emotions
- Invention of objects



What subjects and disciplines are we strengthening?

- Biology
- History
- Ethics
- Scientific thinking
- Expression
- Self-control and self-awareness



Some materials

- Materials with different textures (lentils, cotton, pebbles, etc.)
- Egg carton, sandpaper, and cotton
- Drawing materials
- Glue and scissors





Feeling and Sharing Energy

Ages 6-7

Goal 07: *Ensure access to affordable, reliable, sustainable, and modern energy.*

Students approach the concept of energy through everyday, physical experiences. They study what this phenomenon is, how it manifests itself, how to recognize it both in movement and stillness, how it is related to the flow of life in ecosystems, and its connection to their own bodies. After establishing the basics, they explore what it means for energy to be a renewable source and how we can manage it.

How can students “increase the global percentage of renewable energy” (Target 7.2)?

The students propose ways to participate in the energy flow on the planet in a regenerative way, for example, through the types of foods they eat and by taking care of the local ecosystem. Once they acquire the perspective that energy is much more than a mere resource to profit from, but instead the continuum of life itself, they will imagine the source of energy of the future.

My name is Arequipa, the echidna.
In my ecosystem, sharing energy
is sharing life.
Can we work together to spread
more life to the entire planet?



Mission 1

Explore what energy is and how it generates changes in the environment.

Mission 2

Investigate the different forms of energy and how they manifest in nature.

Mission 3

Analyze how energy flows between animals and plants to maintain a healthy ecosystem.

Mission 4

Inquire how and why energy moves through the human body.

Mission 5

Identify how humans have used energy from the sun, wind, and water.



Some activities

- Construction of a maze
- Experiments to perceive manifestations of energy
- Poetic interpretations
- Building a catapult
- Stories with anaglyphs (red/blue 3D images)



What subjects and disciplines are we strengthening?

- Physics, logic, and mathematics
- Ecology and biology
- Anatomy and health
- Design thinking
- History
- Artistic expression



Some materials

- Various materials for creating models
- Bottles, marbles, rolls of paper, popsicle sticks, lids, rubberbands
- Blue and red tissue paper, litmus paper





Our Ecological Footprint

Ages 6-7

Goal 13: Take urgent action to combat climate change and its impacts.

To familiarize themselves with the concept of an ecological footprint, students learn about the impacts that some of their habits leave on water, land, and air. As they assess their own ecological trail, they learn to relate to phenomena such as global warming, the water cycle, greenhouse gasses, and deforestation.

How do students minimize their ecological footprint and “build knowledge and capacity to meet climate change” (Target 13.3)?

They carry out a project to identify, evaluate, and transform their daily habits. At the end of the missions, they calculate the regenerative potential that small changes can have on their impact on the air, land, and water.

I'm Aki, the puffin, and this is Nunu, the arctic fox.

We travel with the students to our home so that they can see just how far their ecological footprint goes.

If you followed your footprint on the planet step by step, where would it take you?



Mission 1

Investigate why each person leaves an ecological footprint and how to make it smaller.

Mission 2

Explore the importance of the water cycle for life, how it is affected by climate change, and how to take care of it.

Mission 3

Transform the footprint I leave in forests to foster life.

Mission 4

Invite the people around me to cooperate in reducing our footprints in the air.

Mission 5

Evaluate ways to reduce, reuse, and recycle waste to reduce our ecological footprint.



Some activities

- Personal project to transform habits
- Experiments to understand the ecological footprint
- Craft and present a shadow play
- Story for reading, rhyming, and dancing



What subjects and disciplines are we strengthening?

- Everyday mathematics
- Ecology
- Ethics and citizenship
- Artistic and creative expression
- Design thinking



Some materials

- Soil, water, napkins, vinegar, sodium bicarbonate, thermometer
- Plastic bottles, tissue paper, cardboard box, flashlight
- Art supplies





Dancing With the Winds of Peace

Ages 6-7

Goal 16: Promote peaceful, fair, and inclusive societies.

To combat violence against children, it is essential that we celebrate their connection to their experiences and feelings. In these missions, this awareness comes from recognizing their emotions and rights, training their intuition, and becoming aware of different types of violence (physical, verbal, psychological, and sexual), especially when it comes from people close to them or in familiar places. Through artistic mediums, physical activities, and experiments, students relate to the importance of building paths of peace and acquire habits of caring for themselves and others in order to end the cycles that perpetuate violence.

What paths of peace do students create that “reduce violence everywhere” (Target 16.1)?

They practice breathing and meditation techniques, propose ways to prevent bullying in the classroom, create a treasure chest to recognize their rights and those of every being on Earth, and learn the different action plans in the face of conflict in their everyday environments.

I am Salam, the crane. During migration, I live with many other cranes and different species. If you fly the paths of peace with me, what do new opportunities for conflict resolution and cooperation look like?



Mission 1

Explore what child violence is and my power to transform it.

Mission 2

End the cycle of violence by acquiring habits of reflection, self-care, and breathing.

Mission 3

Bring harmony to our learning space by combining personal and group actions.

Mission 4

Recognize and value my rights as an inhabitant of planet Earth.

Mission 5

Propose action plans for the protection of children's rights within my community.



Some activities

- Crafting (playdough self portrait, building a clock and paper house, maze, geometric puzzle)
- Interactive reading of adventure stories
- Conscious movement and meditation
- Making eco-friendly playdough
- Fill a treasure chest of rights
- Hopscotch



What subjects and disciplines are we strengthening?

- Mathematics
- Psychology
- Bioethics and citizenship
- Self-awareness
- Physical activity
- Biology
- Artistic expression



Some materials

- Art supplies
- Mirror
- Cardboard box, egg carton, toothpicks
- Oil, water, flour, salt, food coloring
- Photos, book, and favorite fruit





Ages
8-10

Mangrove, Guardian of Three Worlds

Ages 8-10

Goal 0: Catalyze regenerative innovation in everyday actions, thoughts, and relationships to lead the transformation of our responsibilities to the planet.

In these introductory missions, you will taste the flavors of regenerative education along a journey through the origin of spices. Students will glimpse that regeneration is integral and applies to each of the decisions and actions made in the world. Cinta the snake will be their guide on a tour of a mangrove forest, a diverse ecosystem that has a fundamental role for planetary health and is key to the fight against climate change. To think about regeneration, students will be inspired by Mangrove, wise guardian of worlds.

How do students contribute to regenerative innovation?

Students identify exploitative human actions in the world's mangrove forests, as well as their indirect impacts. They also propose actions to reverse the damage caused and regenerate ecosystems, while promoting regenerative actions in their local environment.

Freshwater from lagoons and saltwater from the sea converge in me. From root to treetop, I keep the balance so that life can flourish.

If some people fear me, it's because they don't know my name: In Malay, Cinta (Cheen-ta) means "love", "worry about", or "think about". If you follow me through the Mangrove Swamp, what will you learn about



Mission 1

Discover the principles of regenerative education through a journey of flavors, aromas, and colors.

Mission 2

Explore the relationships human beings have with their natural environment.

Mission 3

Evaluate how exploitative activities impact ecosystems.

Mission 4

Propose ways to participate in ecosystem sustainability.

Mission 5

Connect my environment with the effects of regenerative actions.



Some activities

- Geographic tour
- Collaborative strategic game
- Interactive narrations
- Biodiverse places through sounds
- Mangrove forest tangram
- Dye environmental impact colors
- Knitting an eco-friendly bag
- Kintsugi with modeling dough



What subjects and disciplines are we strengthening?

- Geography
- Language and communication
- History and culture
- Mathematics
- Art
- Biology
- Ecology



Some materials

- String and yarn
- Paint
- Modeling dough
- Writing tools
- Cardboard
- Different textured and colored materials, like wool, corrugated paper, paint, colored sugar, etc.





Look, I'm flying!

Ages 8-10

Goal 3: *Guarantee a healthy sex life and promote sexual well-being.*

In these missions, students prepare themselves to take on the changes of the growth process by learning about the evolution of the body, mind, and emotions, both in human life and in other living beings. The activities—which encompass art therapy, social thinking, and digital education—are an invitation to love themselves and recognize their self-worth, with the aim of learning how to respect their bodies.

How can students “guarantee universal access to sexual and reproductive health services, family planning, information, and education” (Target 3.7)?

Students map out and embrace the changes in their bodies, imagine accessible and biodegradable menstrual products, celebrate the body's cycles and get to know its rhythms, propose ways to watch out for online sexual predators in their everyday spaces, and carry out actions to assure successful reproduction for pollinators and insects.



I'm Marina, a butterfly. My body is the result of metamorphosis that gives me and the ecosystems I inhabit life. What can students learn from my symbiotic relationship with my surroundings?

Mission 1

Celebrate the body, feelings, and emotions in different stages of life.

Mission 2

Appreciate menstruation as a natural process in the reproductive cycle.

Mission 3

Evolve in the way we perceive sexuality, reproduction, and pregnancy.

Mission 4

Create spaces that allow for recognizing and proposing actions against child sexual abuse.

Mission 5

Propose actions to avoid child sexual abuse online.



Some activities

- Art therapy
- Discussions about online privacy
- Design accessible menstrual products
- Mathematics to comprehend global realities
- Crafts to learn the importance of privacy



What subjects and disciplines are we strengthening?

- Self-discovery
- Art
- Human anatomy
- Entomology
- Anthropology
- Economics and mathematics
- Design thinking
-

Some materials

- Art supplies (paint, crayons, scissors, glue, different textures)
- Coins, paper towel tube, wooden stick, sawdust, food coloring
- 1 old CD
- Playdough
- String, yarn, or twine



Guardians of Equality

Ages 8-10

Goal 05: Achieve gender equality and empower all women and girls.

Students explore the effects of gender inequality in different settings, such as education, arts, sciences, land ownership, and housework. Suri, the meerkat, shows them her perspective on community living. The students identify how the global effects of inequality are also part of their lives, and identify how they are innovators for social regeneration.

How do students “value unpaid care and promote shared domestic responsibilities” and achieve “equal rights to economic resources, property ownership, and financial services” (Targets 5.4 & 5.A)?

Students draft laws for equality in land ownership, create a parity schedule for domestic work in their homes, and organize their own art exhibition on equality, among other activities aimed at regenerating their own educational path.

I am Suri, the meerkat that accompanies these missions. What do the cooperative behaviors of my species might teach you about regeneration and equality?



Mission 1

Analyze the global panorama of educational inequality and propose actions for its transformation.

Mission 2

Discover various methods to create scientific knowledge.

Mission 3

Generate abundance through cooperative and equal artistic creation.

Mission 4

Create laws that nurture the balance between giving and receiving from the Earth.

Mission 5

Balance the division of domestic chores to strengthen equality at home.



Some activities

- Analysis of maps and graphs
- Create proverbs to share wisdom
- Cooking with medicinal plants
- Hands-on experimentation with paper airplanes and music
- Various crafts (sculpture, rock painting, chore chart)
- Creating a terrarium of rights

What subjects and disciplines are we strengthening?

- Global geography
- Language and creation
- Local botany
- Music and neurology
- Scientific thinking and project formulation
- Art history and artistic expression



Some materials

- Medicinal plants, mortar and pestle, stove
- Art supplies
- Pot with soil and elements of the earth (leaves, stones)



My Diet's Water Footprint

Ages 8-10

Goal 06: Ensure availability and sustainable management of water and sanitation.

Students investigate the water footprint of their diet through board games and mathematical, linguistic, and culinary challenges. Priya the cow accompanies them to explore the different social, environmental, and ethical factors involved in the challenge of reevaluating our nutrition, its water footprint, and the lifecycle of certain products.

How do students diminish their footprint to “protect and restore water-related ecosystems” (Target 6.6)?

In each mission, a space is created for students to evaluate their diets (proteins, dairy products, industrial drinks, and processed foods). At the end of the missions, students will not only create a conscious, local, and regenerative menu, but also prepare several alternative foods themselves to diversify their diet.

I am Priya, the cow. Did you know I have 4 stomachs but only eat plants? If humans listened to me, what could my diet teach them about the importance of regeneration?



Mission 1

Explore the water footprint and formulate strategies that motivate me to reduce it.

Mission 2

Diversify my protein intake to reduce my water footprint.

Mission 3

Propose homemade alternatives to industrial drinks.

Mission 4

Cook my own alternatives to dairy products.

Mission 5

Make regenerative decisions regarding my diet.



Some activities

- Create an abacus
- Cook with local ingredients
- Explore product life cycles
- Board games: Dominos and Chutes and Ladders



What subjects and disciplines are we strengthening?

- Mathematics and nutrition
- Ethics and decision making
- Culinary skills
- Food science
- Language
- Natural Sciences



Some materials

- Junk food wrappers or packaging
- Pot, blender, spoon, stove, water, salt, strainer
- Brown rice, quinoa, or oatmeal; fruits and herbs
- Art supplies





The Jungle of Inclusion

Ages 8-10

Goal 16: *Promote just, peaceful, and inclusive societies.*

Building inclusive societies is a pillar of regeneration. During these missions, students explore the consequences of discrimination. They involve every part of their body and their learning space to raise awareness about the diversity of stories that surround them. In a quest for actions that promote inclusion in their immediate environment, Albert, a Titi monkey, accompanies the students while they travel to the Amazon, play with monsters, create crafts, and tell stories with five senses.

What regenerative adventures await in the heart of the jungle that “promote and enforce non-discriminatory laws and policies” (Target 16.B)?

Students carry out acts of reconciliation in the learning space, propose actions to fight against discrimination, exercise different forms of communication, revitalize local identities from a diversity perspective, make their history and that of others visible, and take respecting diversity as a starting point for inclusion.

I am Albert, a cotton-top tamarin.
A regenerated planet is inclusive
for all ways of life. What if we look
for it by playing?



Mission 1

Raise awareness about the impacts that discrimination can cause.

Mission 2

Celebrate the diverse capacities of all beings to carry out collaborative activities.

Mission 3

Explore alternatives to build an inclusive environment.

Mission 4

Connect to the unique stories of the people around us.

Mission 5

Recognize the importance of coming together, working as a team, and allowing everyone to have their place.



Some activities

- Creation of puppets, notebooks, and monsters
- Team games for communication skills
- Curate a museum of memories
- Design a traditional outfit
- Analysis of maps and figures
- Writing poems

What subjects and disciplines are we strengthening?

- Social and natural sciences
- Geography
- Textile design, arts, and literary creation
- Mathematics and geometry
- Verbal, visual, and physical communication



Some materials

- Magnifying glass and glass jar
- Art supplies, different textures, wool, cotton, cellophane, and litmus paper
- Local spices and foods
- Hats





Ages
11-14

Living Deserts

Ages 11-14

Goal 0: Catalyze regenerative innovation in everyday actions, thoughts, and relationships to lead the transformation of our responsibilities to the planet.

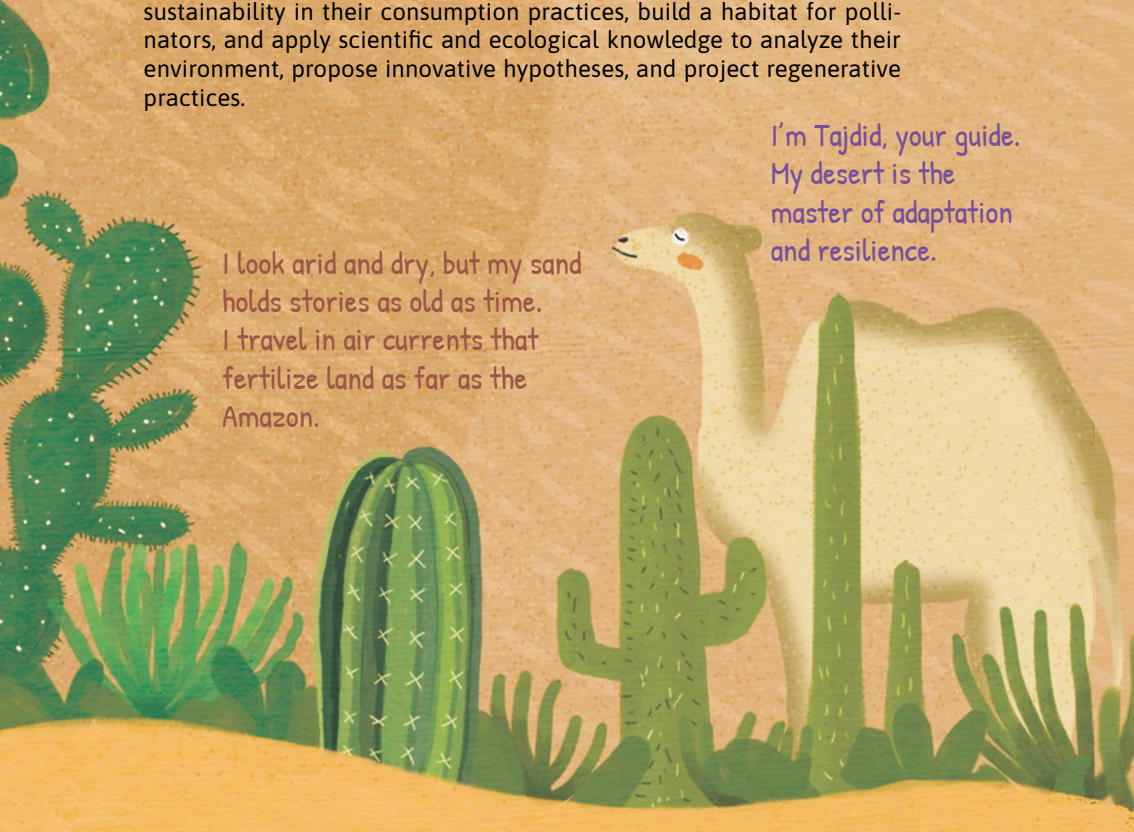
The character in this introduction to regenerative education is the Sahara Desert and the diversity of life and millennia of history that it holds under its layers of sand. Tajdid the camel will guide students through the desert's dunes to discover the connection between this ecosystem and the rest of the planet, the past and present impacts of exploitation on its natural reserves, what ecological relationships make it sustainable, and how we can work with him to learn about regeneration. All this is explored through play and meaningful experiences and activities linked to everyday life.

What kind of actions do students take to be regeneration leaders?

They adapt the principles of regenerative education to make different drinks and value diversity, they investigate the possibilities and limits of sustainability in their consumption practices, build a habitat for pollinators, and apply scientific and ecological knowledge to analyze their environment, propose innovative hypotheses, and project regenerative practices.

I look arid and dry, but my sand holds stories as old as time. I travel in air currents that fertilize land as far as the Amazon.

I'm Tajdid, your guide. My desert is the master of adaptation and resilience.



Mission 1

Explore the learning principles of regenerative education.

Mission 2

Analyze the different impacts that an activity can have on the social and natural elements of an ecosystem.

Mission 3

Research how exploitative practices have changed throughout history.

Mission 4

Participate in actions aimed at maintaining the balance of ecosystems that generate neutral cycles over time.

Mission 5

Research and connect with regenerative activities through physical phenomena.



Some activities

- Preparing beverages
- Reading stories with sounds
- Group strategy game about types of production
- Experiments about water pollution and the physics of sound and light
- Research about local patterns of exploitation
- Building a habitat for pollinators



Some materials

- Flashlight, sieve, sunflower seeds, fruits, beet, mint, red cabbage, lavender, lemon, and honey
- Cardboard, construction paper, thumbtacks, plywood, wooden skewers
- Iron (or some other metal) chip, syringe, balloons, dice, laser pointer
- Reclaimed wood
- Recycled rods or made from construction paper and paper mache

What subjects and disciplines are we strengthening?

- Desert ecology
- Earth sciences
- History, geography, and social studies
- Cooking
- Language and creative expression
- Mathematics and applied physics
- Sustainable science and design



Iridescent Sexuality

Ages 11-14

Goal 3: *Guarantee a healthy sex life and promote sexual well-being.*

These missions foster safe spaces for your students to converse openly about sexuality beyond sexual activity, deconstruct the stereotypes of pornography, work on body acceptance, and build safe and honest bonds. While they review taboos and myths about sex and learn about STIs (sexually transmitted infections) and contraception, Hermes the hummingbird shares multi-sensory activities to explore pleasure and identity from a place of love. He invites them, as digital citizens, to commit to accepting their sexuality responsibly and seeing it as part of the ecosystem

How can students “eliminate all harmful practices, such as child marriage, early and forced marriage, and female genital mutilation” (Target 5.3)?

Students write posts to fight against misinformation about sexual education on social media, reflect on consent through body language and dance, accept sexual and romantic responsibility as part of a civic commitment, and support taking care of hummingbirds by constructing a birdfeeder and eco-friendly insect repellent.

I'm Hermes the hummingbird; speedy, winged messenger! My unique beak has evolved along with the flowers, who I take care of. What could our relationship show humans about responsible sexuality?



Mission 1

Explore different ways of building my identity and processing what I feel through games and art.

Mission 2

Analyze taboos and myths about sexuality to explore one's own sexuality, free from prejudice.

Mission 3

Research different contraceptive methods, their function, and importance.

Mission 4

Define the implications of pregnancy at a young age.

Mission 5

Put sexual and reproductive rights into practice.



Some activities

- Precision game with bottle and chopsticks
- Creating perfumes
- Artistic representations of identity
- Pollination game (fishing carnival game)
- Juggling and stories about romantic responsibilities
- Board game about sexual and reproductive rights

Some materials

- Large plastic bottle, plastic caps, chopsticks or skewers, sugar, water, dice, thread
- Cosmetic oil, glass jars or vaporizers, essential oils or herbs, syringe
- Art supplies (paint, markers, glue, etc.)
- Different textured materials (sand, thread, wood chips)
- Sewing or embroidery materials (needle, thread, fabric)

What subjects and disciplines are we strengthening?

- Health and sexuality
- Self-discovery
- Art and creative expression
- Ecology and evolution
- Natural science and biology
- Mathematics and personal finance



Firm Steps for Equality

Ages 11-14

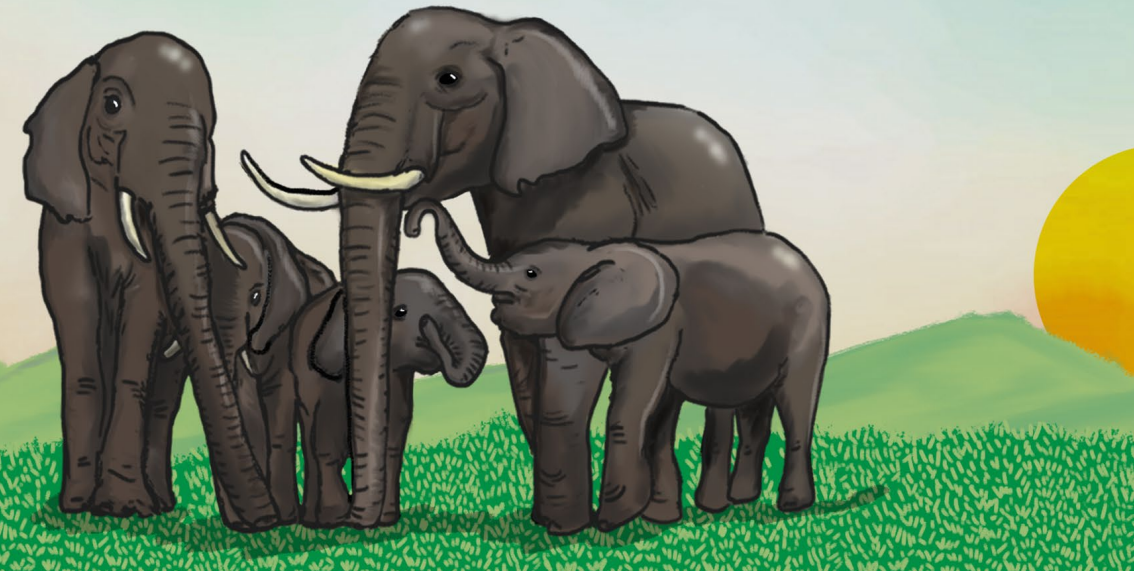
Goal 5: Achieve gender equality and empower all women and girls.

The future of the planet depends on our ability to prepare ourselves to be responsible and empathetic leaders. In these missions, students evaluate the effect of gender equality on laws, politics, and the organizational structures of human societies.

How can students participate in closing the gender gap and “adopt and strengthen policies and enforceable legislation for gender equality” (Target 5.C)?

To participate in regeneration, students formulate equal strategies for health and environmental emergencies, compose songs that give rhythm to gender equality, innovate technologies, and create a social project with gender perspective.

I'm Hania, the elephant. What can my pack's social organization teach you about leadership and living in community?



Mission 1

Evaluate the effects of political parity in a society.

Mission 2

Investigate how labor equality has evolved through my family genealogy.

Mission 3

Explore some of the laws that exist in the world to protect our autonomy.

Mission 4

Reflect on the importance of community participation to build and express our identity.

Mission 5

Formulate a project with a gender perspective to transform inequality in my community.



Some activities

- Formulation of social and legal movements
- Logic and mathematical exercises to calculate political parity and evaluate the evolutions of labor equality
- Embroidery
- Interactive stories
- Instrument construction and musical composition

What subjects and disciplines are strengthening?

- History
- Mathematics and statistics
- Biology and ethology (animal behavior)
- Political science and law
- Music
- Arts and crafts
- Communication
- Citizenship and leadership
- Design thinking



Some materials

- Shirt to embroider, needle, thread
- Cardboard, coloring supplies, variety of household items to build and decorate (boxes, old fabrics, paints, etc.)
- Construction paper, tape, cylindrical object of 1 cm or 1.5 cm in diameter (PVC tube, pencil, straw)



Water Journeys

Ages 11-14

Goal 6: *Guarantee availability and sustainable management of water and sanitation.*

Where does the water we consume come from and where does it go after usage? In these missions students explore the water sources that supply their locality and reflect on how their lives are intertwined with local ecosystems.

How do students “improve water quality, wastewater treatment, and safe reuse” (Target 6.3)?

During regenerative activities, they identify contaminating components of products, create their alternative eco-friendly products, build homemade water filters to manage greywater, innovate wastewater management systems, and propose ways to transform their water consumption habits.

I am Omacha, the pink dolphin.
I accompany students on these missions
to connect them to the effects of their consumption on my life.
What can empathy teach you while on the journey of
regenerating water?



Mission 1

Explore how the water cycle is modified by human activity.

Mission 2

Identify the water sources local water comes from, the responsibilities of who plans the pipeline system, and of its consumers.

Mission 3

Examine how consumption habits affect the life forms of aquatic ecosystems.

Mission 4

Build homemade water filters to clean water and design innovative ways to use them to save water.

Mission 5

Analyze the relationship between pathogenic bacteria and wastewater management.



Some activities

- Interactive reading of chronicles, reports, and stories
- Treasure hunt
- Construction of homemade water filters
- Architectural drawing



What subjects and disciplines are we strengthening?

- Mathematics applied to consumer habits
- Biology and public health
- Law and citizenship
- Engineering



Some materials

- Art supplies
- Plastic bottles
- Sand, stones, twine, charcoal, cotton
- Bucket, water





Energy in Transformation

Ages 11-14

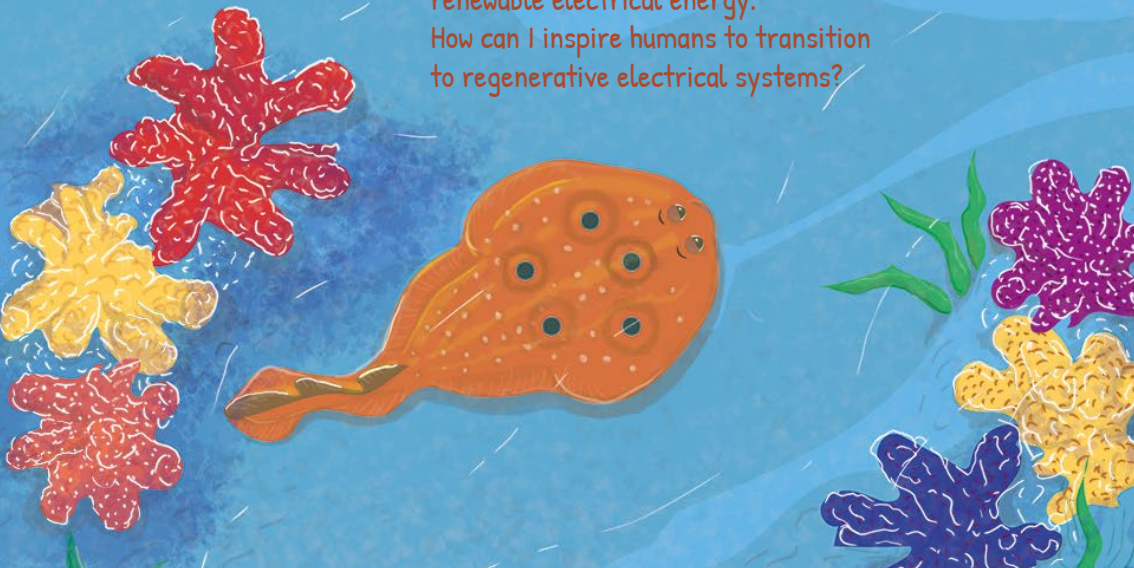
Goal 7: *Ensure access to affordable, reliable, sustainable, and modern energy.*

How do we generate the energy we consume? What impact does this consumption have on the world? Students explore energy systems and analyze the impact they have on the environment and human societies. During the activities, they investigate and experiment with alternative energy production systems, and—inspired by the experiences of other animal and plant lives—they mobilize their creativity to transform energy consumption and production.

How do students generate energy at home to “increase the global percentage of renewable energy” W(Target 7.2)?

Students make homemade fuels from kitchen waste and propose global actions to promote energy transition through discussions as well as empathy exercises. They also design new energy technologies inspired by the energy of the sun, the sea, and other forms of movement.

I am Tundar! My body produces
renewable electrical energy.
How can I inspire humans to transition
to regenerative electrical systems?



Mission 1

Identify the adversities of the global energy systems and their impacts through empathetic analysis.

Mission 2

Explore a renewable alternative to natural gas to reduce the environmental impact of this fuel's supply chain.

Mission 3

Develop an alternative to petroleum for industrial and domestic use.

Mission 4

Investigate the reality of the use of coal and formulate local actions for its extraction and consumption.

Mission 5

Investigate the impacts that renewable energies can have on social ecosystems.



Some activities

- Situated dialogues (theater and debate)
- Making homemade fuel
- Development of a biodigester prototype
- Global Summit Model
- Explore and innovate energy technologies



What subjects and disciplines are we strengthening?

- Mathematics and Social Sciences
- Global geography
- Life and Earth Sciences (chemistry, biology, ethology)
- Renewable technology and innovation
- Debate
- Design thinking



Some materials

- Art supplies and materials for a play
- Electric bills, used cooking oil, large and small plastic bottles with caps, piece of thin cloth, caustic soda/lye, alcohol (for burning)
- Valved hoses, yeast, sugar, water



Networks of Life

Ages 11-14

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

During these missions, students explore what ICTs (information and communications technologies) are through different everyday experiences. They are introduced to basic programming and start writing code, all while on an intergalactic journey to the planet Löthel. On this planet inhabited by robots, students decipher messages with the help of braille, musical notes, and mathematics. The purpose of the adventure is to propose actions to face different adversities with others that speak a different language.

How do students ensure “universal access to information and communications technology” (Target 9.C)?

Students become familiar with programming procedures as they apply it to transform specific challenges. Thus, they design video games to overcome challenges in their own learning process, plan a mobile app to take care of urban green spaces, and write algorithms to plan their financial savings and formulate actions for abundant agricultural harvests. They also participate in additional activities that strengthen their regenerative analysis.

I am Myk the mushroom. I help sustain an information network in the forest that renews to support every inhabitant. What kind of insight could a fungus provide on the role of networks and technology in regeneration?



Mission 1

Discover the use of programming for ICTs through different languages.

Mission 2

Propose plans to regenerate our educational journey.

Mission 3

Apply the knowledge acquired about the limits and scope of the loop in programming in a regenerative way.

Mission 4

Use conditional algorithms to create savings models and enhance the opportunities they can bring to our life projects.

Mission 5

Innovate agricultural strategies with the use of an algorithm to respond to adversities.



Some activities

- Interactive story reading
- Mathematical challenges
- Creating a budget
- Origami and various crafts
- Video game design
- App design



What subjects and disciplines are we strengthening?

- Logic and geometry
- Music
- Design and art
- Systems engineering
- Financial education
- Design thinking
- Ecology



Some materials

- Playdough, wooden sticks, writing implements





Digital Citizenship

Ages 11-14

Goal 16: *Promote just, peaceful, and inclusive societies.*

The internet is an extension of social life. Therefore, creating societies of peace implies promoting a civic education for virtual spaces. To join in this challenge, students learn about violence like cyberbullying, phishing, and data theft. They work as a team to explore all the communicative potential of their body with multi-sensory activities, reflect on the responsibility of freedom, and daily activities to take care of their mental health.

How do students take action to “ensure public access to information and protect fundamental freedoms” in the digital space (Target 16.10)?

Students create a local movement to prevent cyberbullying, adopt safe practices for browsing the web, design an online application that responsibly balances their internet consumption, formalize a neighborhood project to promote accessibility, and write a blog to educate about internet violence.



I'm Joanna, the seagull. When it comes to freedom and security, the challenges I face in my habitat and those faced by humans in the digital world are more alike than you might imagine! How do we foster a regenerative attitude in all spaces of the Earth, the sky, and the internet?

Mission 1

Strengthen and respect the fundamental rights of my community.

Mission 2

Explore what aspects of privacy require protection.

Mission 3

Research the possibilities offered by the internet and how to share our productions with the goal of expanding our freedom of expression.

Mission 4

Analyze the inequalities that are generated by unequal access to information and formulate ways in which my community could transform this situation.

Mission 5

Prevent violence in social networks via concrete actions.



Some activities

- Sound stories (music + storytelling)
- Various crafts to explore different forms of communication
- Online application planning and blog writing
- Logical thinking games (equations, identifying false profiles, deciphering messages with braille)
- Board game about dangers on the web



What subjects and disciplines are we strengthening?

- Physical, visual, and auditory communication
- Logic and mathematics
- Artistic expression
- Health and wellness
- Project planning
- Computer science
- Ethics

Some materials

- Art supplies, different textures, playdough, cotton
- Shoe box, string, balloon, cardboard
- Flour and water
- Coins or dice, books, spoon
- Materials to put on a play





Ages
15-18

The Farm Where Everything Germinates

Ages 15-18

Goal 0: *Catalyze regenerative innovation in everyday actions, thoughts, and relationships to lead the transformation of our responsibilities to the planet.*

These introductory missions are the beginning of the regenerative path. This is a journey through the Planetary Farm, in which three types of relationships with the environment are put into practice: Exploitation, sustainability, and regeneration. Each scenario is an opportunity to reflect on the individual, collective, local, and global actions that preserve an exploitative relationship, all with the aim to catalyze changes in production and consumption systems.

How do students fuel their responsibilities for revitalization?

They discover the origin of the food that arrives on the table every day and the effort behind each process, while recognizing and practicing their own learning style. They learn how three different types of farms are operated: Industrial, family, and integrated, from which they identify the impacts that each one leaves on the planet. Through a web of impacts where they discern the causes and consequences of some adversities, students propose regenerative actions that go from specific to global.

Just like ladybugs, every living thing of any size can contribute and help change.

Those of us who live on this Planetary Farm share the responsibility of transcending from excessive consumption to regeneration.



Mission 1

Try the learning principles of regenerative education.

Mission 2

Discover and experience the different kinds of relationships with the environment to understand the impacts of consumption and production activities.

Mission 3

Analyze how exploitative practices trigger vicious cycles.

Mission 4

Explore and identify the factors that make a sustainable practice generate neutral cycles between giving and receiving.

Mission 5

Discover how regenerative habits give way to virtuous spirals.



Some Activities

- Elaboración de platillos con ingredientes de diversa procedencia
- Juego de estrategia
- Narraciones interactivas
- Telarañas de impactos
- Sonorización de las raíces culturales
- Creación de un relato futurista



What subjects and disciplines are we strengthening?

- Language and communication
- History and culture
- Economy and social sciences
- Mathematics
- Musical expression
- Physical expression
- Ethics and global citizenship
- Biology
- Agriculture
- Ecology

Some materials

- Writing and art supplies
- Various foods
- Diverse musical instruments or objects to make sounds



Caring Cartography

Ages 15-18

Goal 3: *Guarantee a healthy sex life and promote sexual well-being.*

Openly addressing all facets of sexual education expands the possibilities to find healthy and safe ways to experience and enjoy sex life. In these missions, students embark on a journey towards celebrating sexuality by breaking down the main beliefs that are formed around it. They will cover a range of topics from sexual orientation, romantic bonds, and demystifying myths about love, to watching pornography, false or lack of information about STIs (Sexually Transmitted Infections), and the importance of self-discovery in sexual pleasure. All of this in the company of bonobo apes, guardians of sexual liberation.

How do students “fight against transmitted diseases” (Target 3.3)?

Students share their questions and confront preconceived notions and judgements about diverse sexualities, reinvent stories based on the myths of romantic love, strengthen self-love, and sharpen their senses to detect signs of abuse in relationships. They create infographics and campaigns to prevent STIs and, through an interactive story, go behind-the-scenes of the pornography industry, and build a physical pleasure map.

Bonobos are recognized for their complex social structure based on caring, affection, and sexual freedom. What will they teach you about relating to others by forming solid affectional bonds?



Mission 1

Break down prejudice that impedes building more diverse and just societies.

Mission 2

Build healthy, free, consensual, and equal sexual and romantic relationships.

Mission 3

Propose actions to reduce the risks of STIs.

Mission 4

Explore the multiple implications of viewing pornography from a practical and comprehensive perspective.

Mission 5

Experience the world in pleasurable ways to cultivate well-being, self-awareness, self-love, and the expression of feelings.



Some activities

- Card games
- Literary transformation of stories based on romantic myths
- Creating informational campaigns about STIs
- Interactive story about pornography
- Board game about prevention
- Artistic map of the body



Some materials

- Art supplies, playdough, cotton, sawdust, strips of paper, dried leaves, yarn
- Cardboard box
- Sticky notes or colored construction paper
- Cornstarch, water, food coloring
- Blindfold, products with different aromas and textures

What subjects and disciplines are we strengthening?

- Physical, visual, and auditory communication
- Artistic expression
- Self-discovery
- Emotional intelligence
- Problem solving and conflict resolution
- Decision making
- Assertive communication
- Critical thinking
- Social and natural sciences
- Health
- Statistics
- Neuroscience
- Literature
- Design



The Diversity of Identity!

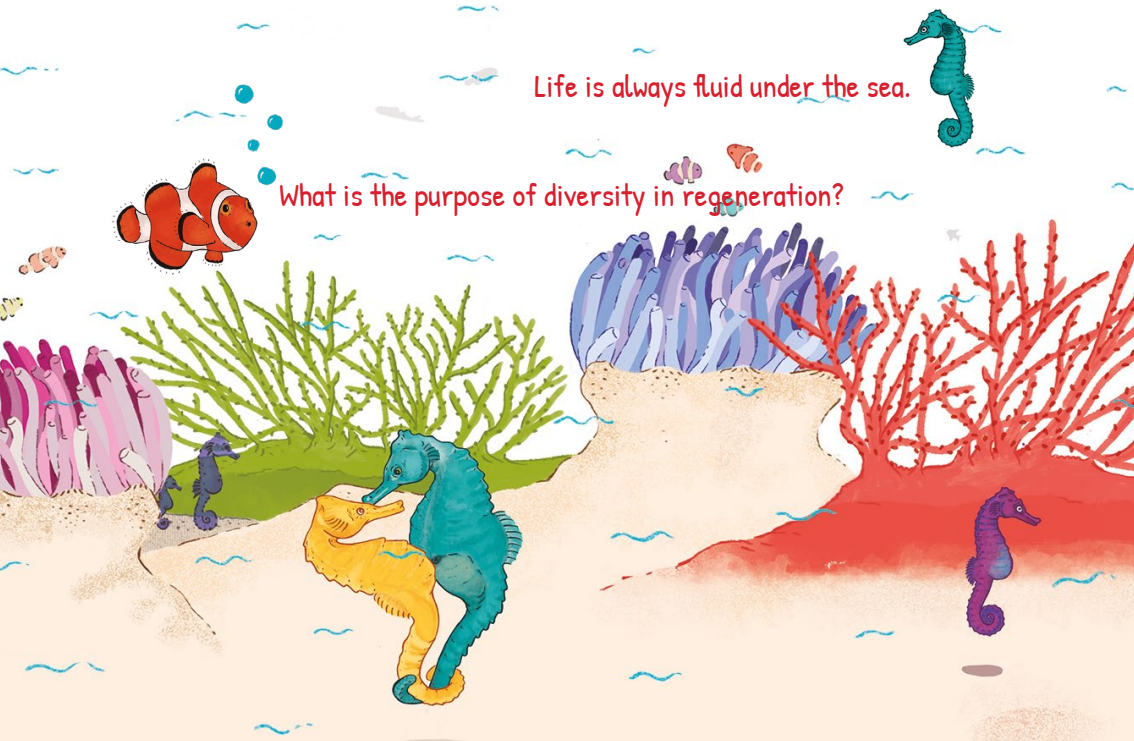
Ages 15-18

Goal 5: Achieve gender equality and empower all women and girls.

During these missions, students analyze gender stereotypes and how they have concrete impacts on people's social, emotional, and economic realities. They will see their own reflection in these prejudices and are invited to deconstruct the wall of stereotypes they have about themselves and others. Accompanied by the seahorse and the clownfish, the adventure comes alive with the fluidity of marine life!

How do students “eliminate forced marriage and genital mutilation” and ensure “universal access to reproductive health rights” (Targets 5.3 & 5.6)?

Students innovate on ways to advertise in an inclusive manner, reflect on societal pressures and internalized messages, and evolve after identifying stereotypes that impact them. They also design a community application that is based on consent and emotional responsibility.



Mission 1

Investigate communication tools to spread equality and combat stereotypes.

Mission 2

Explore my being and imagine myself liberated from stereotypes.

Mission 3

Research different kinds of bodily harm, how to combat them, and how to care for others.

Mission 4

Celebrate and share that every living thing has the right to freedom.

Mission 5

Identify what is and what is not consent.



Some activities

- Advertising analysis and product design
- Making of sculpture
- Theater-forum: theatrical improvisation for conflict resolution
- Board games: puzzles and game boards
- Mathematical debates and challenges



What subjects and disciplines are we strengthening?

- Language and communication
- Economics and social sciences
- Mathematics
- Artistic expression
- Ethics and self-discovery
- Web design, marketing, and advertising
- Biology



Materials

- Sculpting materials
- Materials to accompany a theatrical performance





Gen R

Ages 15-18

Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all.

Transitioning our energetic systems is as much of a technological and environmental challenge as a social and economic one. Regeneration of the global energy system is possible if we understand the interconnectivity of human life with the Earth, its cycles, and its living being. That is why the students' mission is to build prototypes of renewable energy sources while they engage in dialogue about the global challenge of energy and how it relates to their local realities and needs. Physics, economics, engineering, anthropology, the body, life sciences, and Earth are all a part of this adventure!

How do students “promote access to research, technology, and investments in clean energy” to transform the energy sector (Target 7.A)?

Students build prototypes to harness solar, wind, and hydraulic energy and adapt them to their local circumstances from a comprehensive ethical perspective that takes social and environmental factors into account.

My body's unique mechanisms harness the energy of the sun and turn it into electricity. How can my knowledge contribute to a world of affordable and clean energy?



Mission 1

Explore the basic physics of electricity.

Mission 2

Design, develop, and evaluate a photovoltaic cell.

Mission 3

Construct an eolic turbine prototype to implement in a small scale.

Mission 4

Innovate in hydraulic technologies by constructing a prototype.

Mission 5

Analyze the effectiveness of energy systems, their application contexts, and the interaction of stakeholders with these technologies from a holistic perspective.



Some activities

- Character creation
- Building an electrical panel
- Building renewable energy prototypes out of recycled material (photovoltaic cell, wind turbine, and hydraulic electric power generator)
- Analysis of maps and economic trends
- Case studies

Some materials

- Cardboard, black construction paper, plastic bag, wooden sticks, and aluminum foil
- Ruler, compass, and protractor
- Alligator clip cables, copper wire, PVC tube, screws
- Battery holder and batteries
- LED bulbs
- 12V and 6V motors
- Voltage meter
- Plastic cap of sprayer, glass and plastic bottles
- A source of natural or controlled water

What subjects and disciplines are we strengthening?

- Physics
- Mathematics
- Scientific method and project formulation
- Social sciences (anthropology and economics)
- Life and earth sciences (climatology, geography, ecology)
- Law and global citizenship
- Engineering and innovation
- Design thinking





Life Behind the Numbers

Ages 15-18

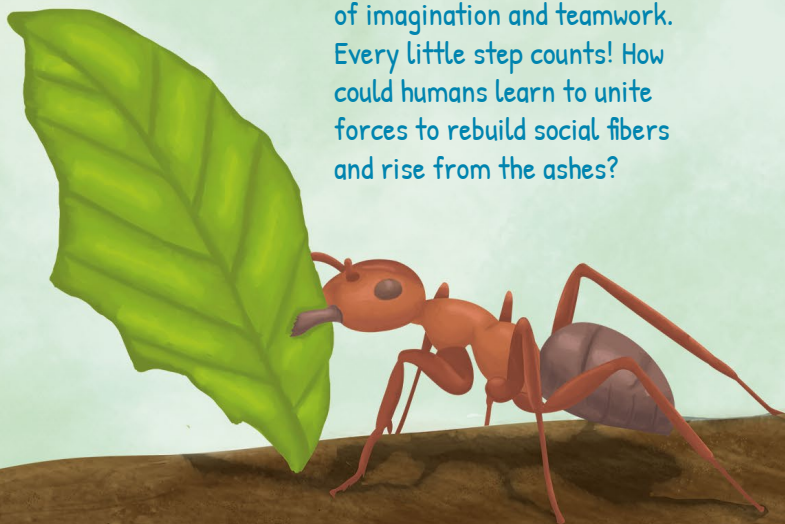
Goal 16: *Promote just, peaceful, and inclusive societies.*

Students develop a panoramic view of the economic, environmental, and human costs of armed conflicts. Students exercise abstract and mathematical thinking, artistic expression, their acuity to understand social phenomena, and their ethical reasoning. In activities that promote empathetic dialogues, they learn about the power of local plants, assume the roles of government entities, evaluate historical data of wars, and reinvent the history of war technology for regenerative purposes. They are accompanied by a diversity of characters, such as ants, termites, and the phoenix, who enrich the reflection with other perspectives on conflict and regeneration.

How do students “reduce violence everywhere” and sprout life from the ashes of war (Target 16.1)?

Students make seed bombs to bring local green spaces to life, collaborate on a collective artistic intervention, learn about the regenerative power of mushrooms and medicinal plants, and create community projects to redistribute budgets destined for warfare.

Regeneration requires a bit of imagination and teamwork. Every little step counts! How could humans learn to unite forces to rebuild social fibers and rise from the ashes?



Mission 1

Propose strategies to divest resources designated for war.

Mission 2

Identify different ways to express the invisible consequences of war.

Mission 3

Innovate science and technology from a life-driven approach.

Mission 4

Formulate actions to generate virtuous spirals in education access for refugees and displaced citizens.

Mission 5

Investigate alternative actions and projects for communities affected by war.



Some activities

- Interactive stories about armed conflict and migration
- Cost evaluation and budgeting
- Role playing games
- Artistic interventions
- Preparing oils, cultivating mushrooms, and seed bombs

Some materials

- Calculator and art supplies
- Food coloring, dropper, paintbrushes, and water
- Photograph or printed image of the place where they live
- Clay, compost, or humus soil
- Black pepper, seeds of endemic species
- Vellum paper
- Marigold or other native flowers, leaves of various medicinal plants, mycelium of edible mushrooms or fungi
- Coconut oil, stove, sack or plastic bag

What subjects and disciplines are we strengthening?

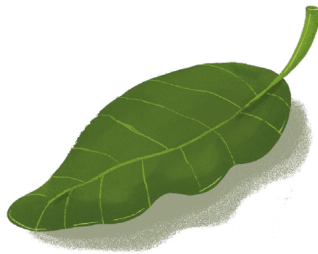
- Political Science
- Geography
- Mathematics, economics, and finance
- History of art and science
- Artistic expression
- Ethics
- Natural Sciences and botany
- Design thinking



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The background is a light teal color with faint, wavy lines representing water. Various school supplies are scattered throughout: a pink crayon, a red pencil, a yellow pencil, a green pencil, a red pencil sharpener, and a green book with the words 'Green Green' written on its cover.

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