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HUMERA KHAN COLLEGE OF EDUCATION

H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)  
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)

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# BRITISH COUNCIL CLIMATE SKILLS PROGRAMME

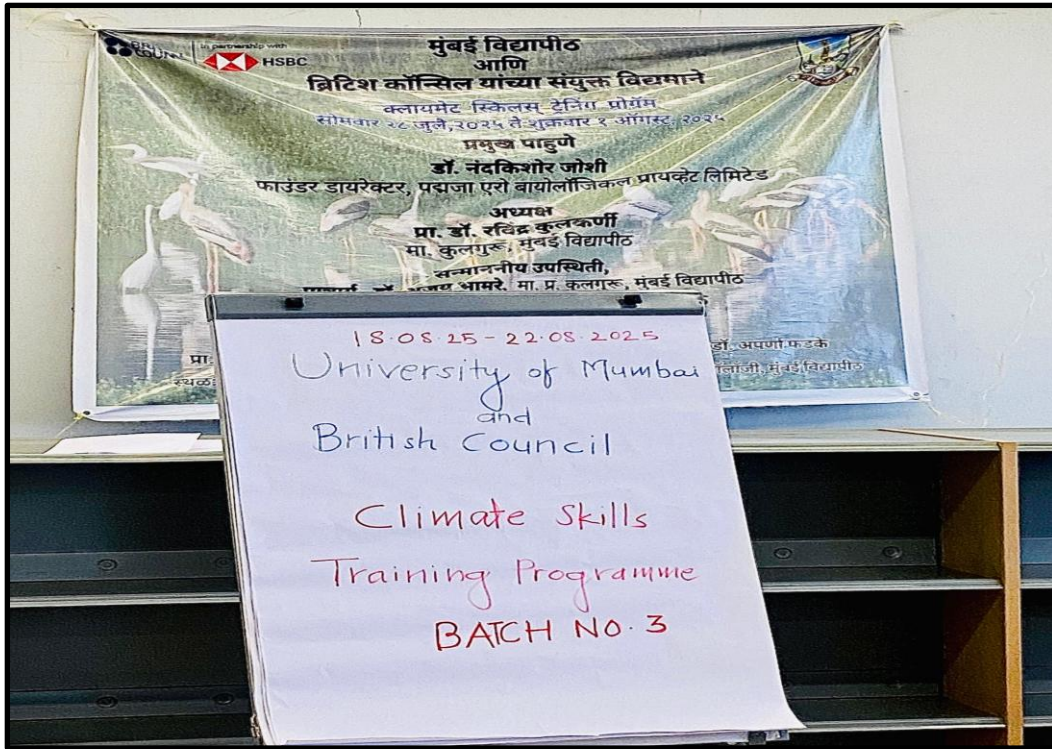
DATE: 18TH AUGUST-22ND AUGUST

Venue for the Training Programme : Third Floor, Centre for  
Nanoscience and Nanotechnology, Vidyanagari Campus, Kalina,  
Santacruz (E)

Extension Coordinator: Dr. Aavni Kanakia

PARTICIPATION OF STUDENTS:

1. JAIRAJPURI AQSA FAIZAN
2. SHAIKH LUBNA PEER AHMED
3. GHALTEY FATIMA ANWARKHAN
4. KHAN SHAMA FAROOQ
5. SHAIKH RUKAIYA HASSAN





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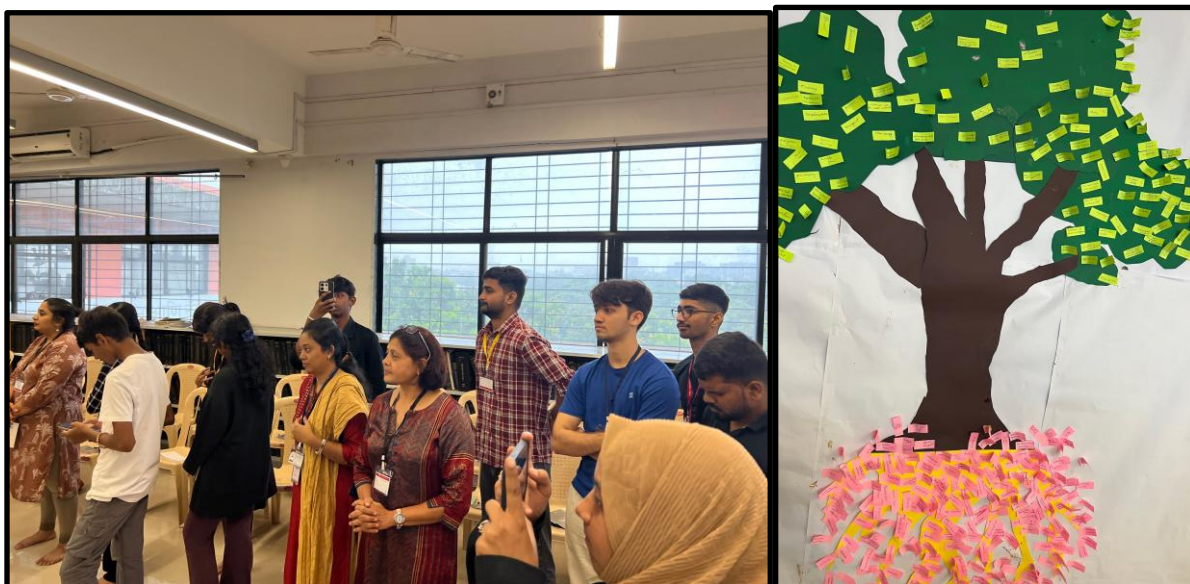
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### DAY ONE (18<sup>th</sup> August 2025)

The first day of the Climate Skills – Seeds for Transition India programme was conducted by Dr. Aparna Phadke (Project Lead, Department of Geography, University of Mumbai) along with Co-facilitator, Dr. Indu George (Department of Life Sciences, University of Mumbai). Our college was represented by Jairajpuri Aqsa Faizan, Shaikh Lubna, Ghaltey Fatima, Khan Shama, and Shaikh Rukaiya, under the guidance of Dr. Avani Kanakia Ma'am. The session was a unique and enriching experience designed with innovative, interactive, and activity-based learning methods. The day began with an ice-breaking activity, encouraging participants to interact with new people and appreciate the diversity of perspectives. This was followed by group activities, where we aligned our hobbies with climate-friendly practices, highlighting how small, everyday actions can contribute to environmental sustainability. A particularly impactful task was the creation of a “Tree of Values and Strengths,” symbolizing unity, teamwork, and collective vision for climate action. The entire programme was systematic, engaging, and filled with hands-on activities that made learning both meaningful and enjoyable. Networking, collaboration, and creativity were emphasized throughout the day, leaving us with valuable insights and a sense of responsibility towards climate change mitigation. Breakfast and lunch were also provided, giving space for informal discussions and bonding. Overall, Day 1 was a highly impactful start, inspiring us to believe that through unity and collective effort, we can make a real difference for our planet.

### PHOTOS OF EVENT





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### **DAY TWO (21<sup>th</sup> August 2025)**

The second day of the British Climate Skills Programme was filled with interactive sessions and activities aimed at developing awareness, empathy, and skills related to climate change and its social impact. The day began with a “Ground and Grow” session to help participants settle in, followed by the icebreaker activity “Two Truths and One Lie,” which encouraged interaction, fun, and bonding. Aparna Ma'am then facilitated “What is Important to Me,” a reflective exercise where participants expressed what matters most in their lives through sketches and notes, fostering self-awareness and emotional connection. This was followed by “Climate Bingo,” a lively game that promoted communication, networking, and knowledge sharing. The activity “Walk in Someone Else's Shoes” allowed participants to understand the struggles of marginalized communities and how they are disproportionately affected by climate and natural challenges, building empathy and sensitivity. In “Ask a Powerful Question,” participants exchanged meaningful questions in pairs, creating deep conversations and enhancing active listening skills. The day also included a session on “Researching Climate Reality” conducted by university faculty, where participants learned research methods and explored how climate change impacts different social groups, culminating in a task to conduct a small survey and prepare a report for Day Three. The day concluded with facilitator training, preparing participants to take on leadership roles and lead sessions with confidence.



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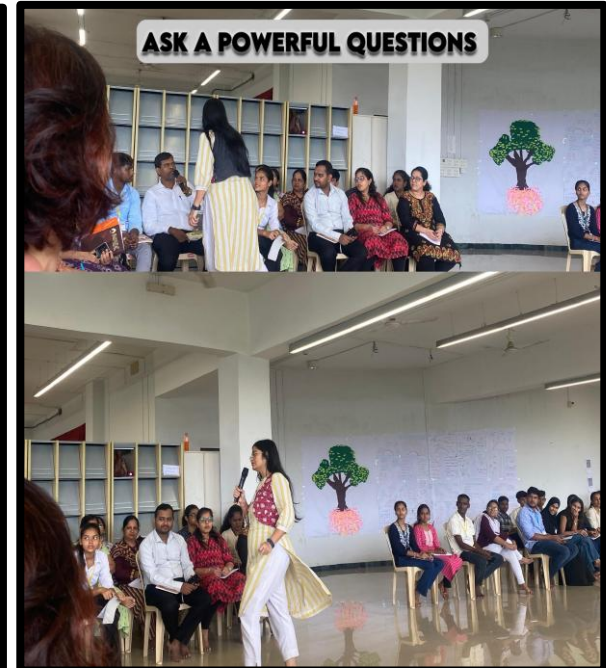
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### DAY-3 (22<sup>nd</sup> August 2025)

The day began by linking the previous day's work, where participants had explored research aptitude and methodology by choosing a specific character and representing how climate change affects local and social groups. This was followed by a session on "Researching Climate Reality" conducted by university faculty, where participants were introduced to research methods and examined how climate change impacts different social groups. Towards the end of the session, they were assigned a task for Day Three—to conduct a small survey and prepare a report on the effects of climate change on various societal groups. After a tea break, the day's activities continued with Theatre Forum, where faculty facilitators first performed an act and students later enacted demonstrations themselves, fostering creativity, communication, and confidence. The programme then moved to Energy Audit, with facilitators demonstrating energy consumption and saving techniques, followed by students performing an act highlighting the importance of energy



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conservation. Next, in the Water Management session, facilitators explained efficient water use and conservation, with students supporting through an act and a short awareness song, while practical aspects such as calculating water usage and management strategies were discussed. After lunch, an engaging activity on Water Purification and parameters of a DIY survival kit was conducted, where students worked in groups to identify water quality parameters and suggest purification methods, promoting teamwork and critical thinking. The day concluded with a feedback session in which students shared their learning experiences, group photographs were taken with the faculty, and the programme ended on a positive and motivating note.

## PHOTOS OF THE EVENT





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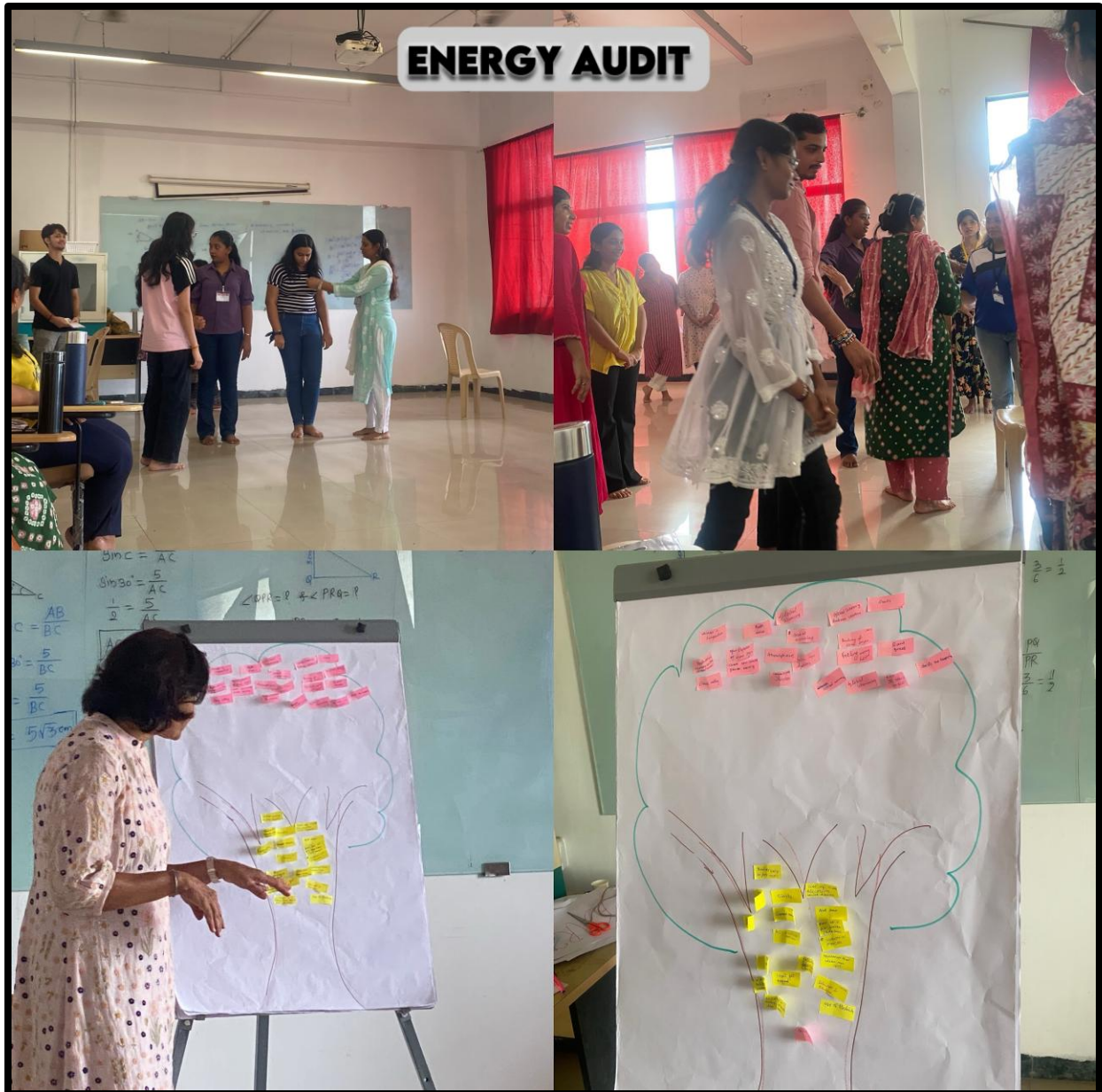
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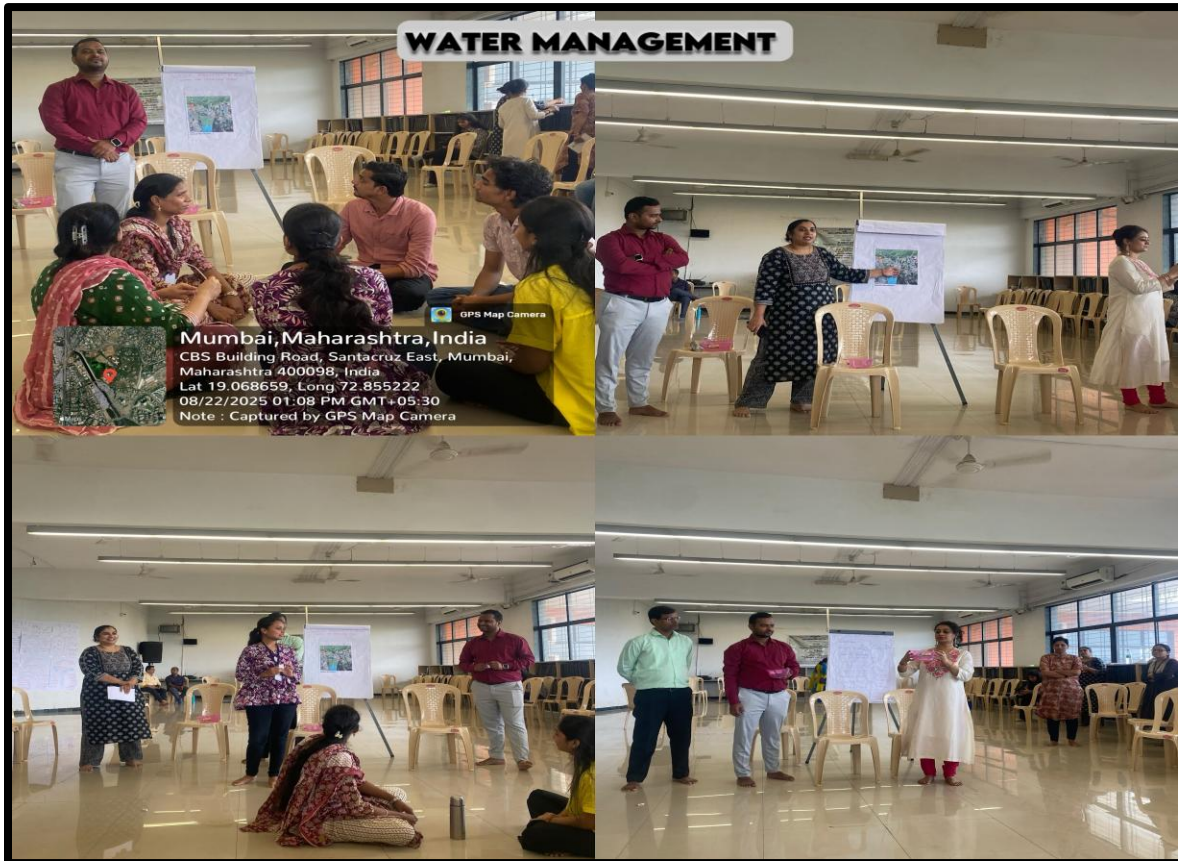
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#### DAY-4 (23<sup>rd</sup> August 2025)

Day 4 of the British Climate Skills Programme was an engaging and insightful experience focusing on air quality, biodiversity, and field-based learning. The sessions aimed to build awareness about environmental challenges and connect them with real-life applications through interactive activities, practical demonstrations, and expert talks. The day began with a session on air quality, where participants learned about monitoring pollution levels and explored a fun ice-breaker activity using the word “HAWA” in a singing format to make the concept of clean air relatable. They were introduced to a remote device that measured parameters such as Air Quality Index (AQI), temperature, humidity, and the impact on local flora and fauna. The second session focused on biodiversity, where trainers explained the importance of protecting species and maintaining ecological balance. Participants engaged in activities linking animals and plants with specific months and cultural festivals, reinforcing the connection between traditions and environmental conservation, along with a short exercise on the food chain to highlight interdependence among living beings. A field visit allowed participants to explore local flora, measure AQI around plants,



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and observe how greenery influences air quality, while trainers explained the ecological significance of flora in balancing ecosystems and reducing pollution. After returning to the seminar room, participants analyzed and presented the recorded AQI data in charts, clearly observing variations in air quality across locations and understanding the relationship between environmental conditions and pollution. The day concluded with an interactive guest session by Mr. Mithun, who shared his insights on environmental protection, climate change, and the vital role of youth in sustainability efforts.

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### DAY 5 (25<sup>th</sup> August 2025)

Day 5 began with an engaging team activity where two groups collaborated to build and manage a boat, helping each other to navigate challenges and demonstrating the importance of teamwork, coordination, and practical management strategies to withstand different conditions. This quick energizer set the tone for the day, emphasizing collaboration and problem-solving in a fun and impactful way. Following this, participants took part in a “System Triangle” activity, which illustrated the interconnectedness of all elements in the environment and how individual and collective actions can influence climate outcomes positively. The session on “Principles of Climate Change” allowed participants to openly share their concerns and discuss the effects of climate change, engaging in paired discussions to ask questions and brainstorm practical solutions collaboratively. They further reinforced their learning by enacting a play that highlighted the harmful effects of plastic usage and the importance of adopting sustainable alternatives. After lunch, participants worked on creating detailed charts reflecting their institute-level initiatives, identifying measures already in place and proposing additional actions to address climate challenges. These charts were later presented to Mrs. Datta, the chief guest, which provided an opportunity for feedback and recognition. The day concluded with the screening of three informative documentaries on climate change, followed by a guest presentation that offered further insights into environmental sustainability, inspiring participants to take meaningful action in their communities.



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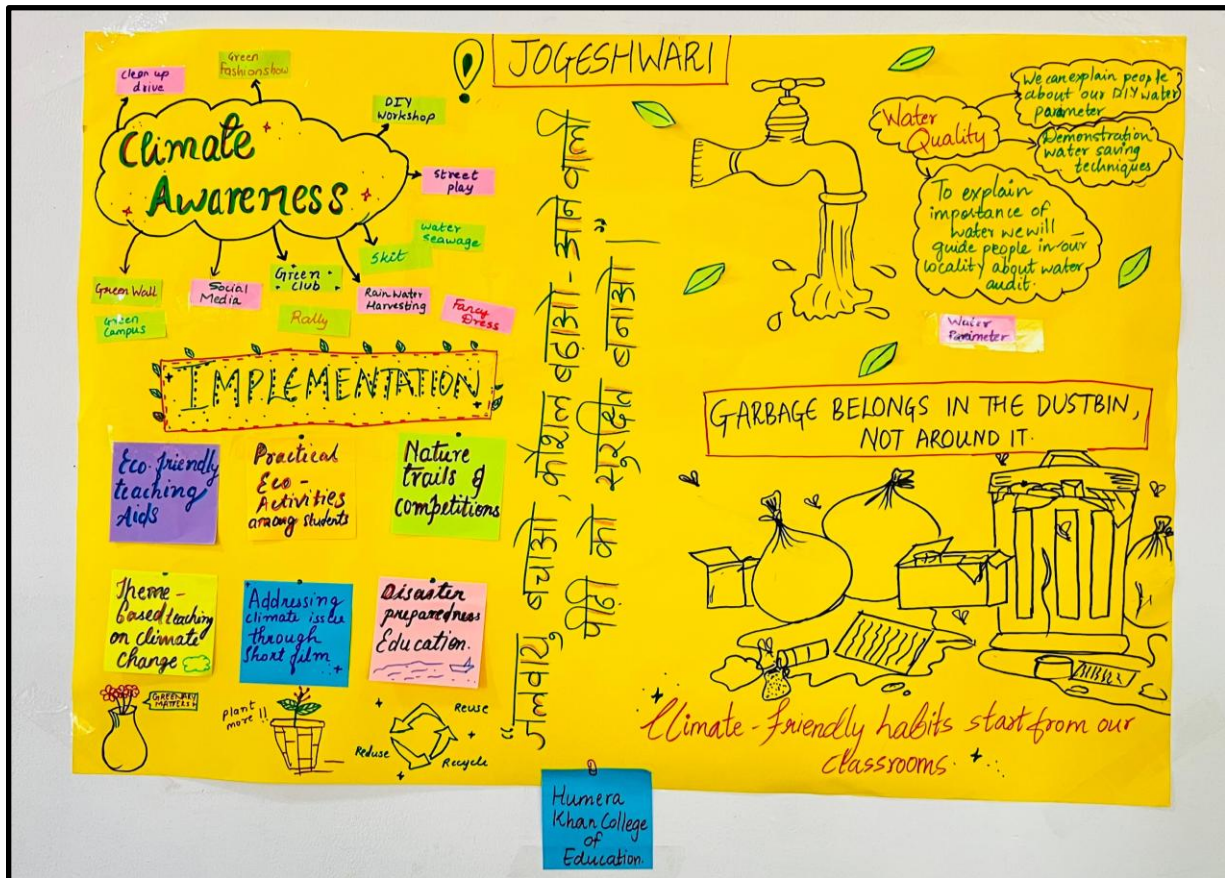
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## LEARNING OUTCOME:

Over the five days of the Climate Skills – Seeds for Transition India programme, participants gained a clear understanding of climate action, sustainability, and their role in environmental stewardship. From the first day, it was evident that even small, everyday choices can make a meaningful impact. Activities like the “Tree of Values and Strengths” highlighted unity, shared vision, and collective responsibility, showing how combined individual strengths can drive positive social and environmental change. Participants also developed an appreciation for activity-based, innovative teaching methods that make learning engaging and impactful.

As the programme progressed, participants deepened their self-awareness and interpersonal skills through interactive exercises such as climate bingo, “What is Important to Me,” and “Ask a Powerful Question.” These activities fostered creativity, confidence, teamwork, and meaningful dialogue. Equally important was the development of empathy towards marginalized communities and an understanding of the social dimensions of climate change. Through exercises like “Walk in Someone Else’s Shoes” and research tasks, participants explored how climate impacts differ across communities and learned the importance of inclusive solutions, laying a strong foundation for applying research skills and preparing for facilitator roles in subsequent sessions.

Practical learning was a key focus of the programme. Participants gained awareness of energy conservation, effective water management, and water purification techniques, connecting knowledge with real-life applications. Creative and collaborative activities enhanced teamwork, problem-solving, communication, and presentation skills. Through these exercises, participants strengthened their sense of social responsibility and developed a holistic understanding of sustainable resource management.

Environmental science concepts were explored in depth, including air quality, biodiversity, ecosystems, and the food chain. Participants learned about the Air Quality Index (AQI) and its measurement, as well as how temperature, humidity, and flora/fauna interconnect with air quality. Cultural connections of biodiversity, such as through festivals, were highlighted to show the interdependence of society and nature. Field visits and guest lectures provided hands-on experiences, connecting theory with practice and inspiring participants to contribute actively to environmental sustainability.

On the final day, the programme emphasized systems thinking and interconnectedness, exploring how individual and collective actions can positively influence climate outcomes. Principles of climate change were revisited, with participants reflecting on why these principles are important



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and how they can implement sustainable practices in daily life. By creating vision charts and mapping implications, participants gained clarity on their role in fostering a climate-resilient future. Overall, the five-day journey broadened perspectives, nurtured critical thinking, and motivated participants to adopt sustainable practices, collaborate meaningfully, and contribute positively to their communities and the environment.

