FOR CHILDREN AGED 3–7

WE LOVE OUR PLANET

Rules of the game and answer key

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RULES

Introduction

WE LOVE OUR PLANET board game was created as part of TinyGreens4HealthyPlanet, a European project funded through the Erasmus+ programme. The project brought together three partner organisations: Slovak Eco Quality and Smiling Planet from Slovakia, and Montessano Primary School and Kindergarten from Romania.

Together, the partners developed and tested this playful educational game with children, teachers, educators and other facilitators to help children explore environmental topics in a simple, engaging and age-appropriate way. Through questions, movement, discussion and cooperation, players learn about waste prevention, recycling, composting, sustainable choices and caring for our planet.

The game *accompanies the publication* with 10 stories and a methodological guide under the same name - We Love Our Planet. We recommend reading the stories with children before playing so that they can become familiar with the characters and environmental topics. However, this is not necessary - the game can also be played independently of the publication.

The board game, as well as the publication, can be downloaded and printed free of charge at www.seq.sk/tools or through the QR code provided at the end of this brochure.

Recommended Age, Number of Players and Playing Time

Recommended age: 3–7 years, but the game can be enjoyed by eco-enthusiasts of any age

Number of players: 2–6 individual players or teams

Playing time: approximately 20–30 minutes

The game can also be adapted for older children, parents, grandparents, teachers and anyone who enjoys learning about the planet by using more challenging cards and the optional point system.

At least one participant must be able to read. When children are playing, an adult facilitator or an older reader should guide the game, read the cards when needed and support the children's overall understanding.

Game Components

The game includes:

- one game board

- one template of a colour-themed die
- one template of a number-themed die
- six character pieces

- six colour-coded sets of cards (130 cards altogether)

Players can choose from the following characters:

- Alex
- Laura
- Mummy
- Daddy
- Rasty the Dog
- Grandma Anna

The six card categories are:

- Green – Recycling Cards (24 cards)
- Blue – Planet Cards (16 cards)
- Red – Movement Cards (24 cards)
- Brown – Compost Cards (18 cards)
- Pink – Bonus Cards (24 cards)
- Yellow – Name 1, 2, 3 Cards (24 cards)

Green, brown, yellow, red and blue cards are task cards. Players may **keep** these cards after correctly completing their tasks.

Pink cards are bonus cards. They are completed immediately and then returned to the bottom of the pink pile. Bonus cards are **not collected and do not count** towards the final result.

Choosing a Die

Before the game begins, the facilitator chooses the type of die that best suits the age, experience and needs of the group.

Option 1 – Colour-Themed Die

When a player rolls a colour, they move their character forward to the nearest space of the same colour.

For example, after rolling red, the player moves to the nearest red space. After rolling green, they move to the nearest green space.

The player then draws a card from the pile that matches the colour rolled.

Option 2 – Number-Themed Die

When a player rolls a number, they move their character forward by that number of spaces.

For example, after rolling a two, the player moves forward two spaces.

They then draw a card that matches the colour of the space where their character lands.

Option 3 – Die From Another Game

If the paper dice are not suitable, become damaged or are lost, players may use any standard numbered die from another board game.

They then follow the rules for the number-themed die.

Role of the Adult Facilitator

For preschool children, the game should be supported by an adult facilitator, educator, parent or older reader.

The facilitator:

- explains and demonstrates the rules
- reads the cards aloud
- helps players understand unfamiliar words
- encourages players to think and discuss
- decides whether an answer or task has been completed correctly
- provides a clue when necessary
- explains the correct answer
- adapts the difficulty to the players' age and abilities
- makes sure that all players are included.

The facilitator does not need to compete as a player. Their main role is to guide the game and support learning.

Choosing a Playing Mode

Before beginning, choose the version that best suits the age and experience of the players.

The **simpler cards**, recommended mainly for *Preschool Mode*, are marked with a symbol of **one dot** placed in the corner of the card.

More **challenging cards**, recommended for *Challenge Mode* or more experienced players, are marked with a symbol of **two dots** in the corner of the card.

Preschool Mode

This mode is recommended for children *aged approximately 3–6.*

Players play in pairs or small teams.

Each team chooses one character piece.

Team members may discuss the question and answer together.

An older player may be paired with a younger player.

The facilitator reads the cards and offers support. They may choose only cards with a one-dot symbol for easier tasks. If the teams want a greater challenge, two-dot cards can be used as well.

Every correctly completed task card has the same value.

All teams try to reach FINISH.

The emphasis is on cooperation, participation and learning.

At the end, the group counts all the cards collected during the game and celebrates its shared result.

If the players would also like a competitive ending, the team with the most collected task cards may be recognised as the winner.

Challenge Mode

This mode is recommended *for older or more experienced players*. One-dot and two-dot cards are mixed.

Players may play individually or in teams.

Players answer independently unless the facilitator allows team discussion.

For an additional challenge, the facilitator may ask the additional question: “Why?”.

Players may count either the number of collected task cards or use the optional point system.

The player or team with the most cards or points wins.

Game Setup

Place the game board in the middle of the playing area. Position it so that START is on the left and FINISH is on the right.

- Separate the cards into six colour-coded piles.
- Shuffle each pile separately.
- Place all six piles face down next to the game board.
- Each player or team chooses a character piece and places it on START.
- Choose the playing mode: Preschool Mode or Challenge Mode.
- Choose the die that best suits the group: the colour-themed die or the number-themed die.
- Choose an adult facilitator or game guide if needed.
- The youngest player or the team with the youngest player begins.
- Players or teams take turns clockwise.

Tutorial Round

Before starting the full game, the facilitator should demonstrate one practice turn:

- Roll the chosen die.
- Move the character according to the colour or number rolled.
- Look at the colour of the space.
- Draw a card of the matching colour.
- Read and complete the task.
- Show whether the card is kept or returned to its pile.

The card used during the tutorial does not count towards the final result.

Once everyone understands the steps, return all characters to START and begin the game.

How to Play

During each turn:

- Roll the chosen die.
- If you are using the number-themed die or a standard numbered die, move your character forward by the number of spaces rolled.
- If you are using the colour-themed die, move your character forward to the nearest space that matches the colour rolled.
- Look at the colour of the space where your character lands.
- Draw the top card from the pile with the matching colour.
- The facilitator or a player who can read reads the card aloud.
- Complete the task or answer the question.
- If the task is completed correctly, keep the task card.

- If the answer is incorrect or incomplete, follow the procedure described in the section Incorrect or Incomplete Answers.
- The turn then passes to the next player or team unless the card gives another instruction.

Multicoloured Spaces

If a player lands on a multicoloured space, they may choose a card from any task-card category:

- green
- brown
- yellow
- red
- blue

Pink bonus cards cannot be selected on a multicoloured space.

Card Categories

Red – Movement Cards

Movement cards invite players to imitate an animal, object, activity or element of nature.

Examples:

- Imitate how a bee flies.
- Imitate how a train moves.
- Imitate how you water the garden with a watering can.

The purpose is participation, movement and imagination. Players do not need to perform the action perfectly. A player earns the card when they make a genuine attempt to complete the activity.

Green – Recycling Cards

Recycling cards ask players to decide where different types of waste belong.

Examples:

- Which recycling bin does this belong in? A juice box
- Which recycling bin does this belong in? A candy wrapper
- Which recycling bin does this belong in? A can of corn

The facilitator can find the correct answers in the Answer Key section, but should consider the local waste-sorting system, as bin colours and collection rules may differ between countries or municipalities.

Brown – Compost Cards

Compost cards introduce players to composting and biodegradable materials.

Examples:

- Can we put this into the composter: cut grass (yes or no?)
- Can we put this into the composter: a yoghurt (yes or no?)
- What does a composter look like? (describe)

For younger players, a short introduction to composting is recommended. More difficult compost cards should be used in Challenge Mode.

Yellow – 1, 2, 3 Name Cards

These cards ask players to name one, two or three examples.

Examples:

- Name: two examples of plastic waste.
- Name: two kinds of animals that live in water.
- Name: three things that can go into a composter.

The facilitator may accept different correct examples that are appropriate to the question.

Blue – Planet Cards

Planet cards ask players to decide whether a particular action makes the planet happy or sad.

Examples:

- Is the planet happy or sad when: we plant trees and flowers?
- Is the planet happy or sad when: we sort waste into recycling bins?
- Is the planet happy or sad when: we cut down forests?

For younger players, use clear and concrete situations, give examples and explain what is meant.

For older players, the facilitator may ask:

Why does this make the planet happy or sad?

Pink – Bonus Cards

Pink cards affect movement on the board or give the player a special action.

Examples:

- Move forward by as many spaces as there are train cars on the train.
- Roll the die again.
- Miss one turn because you are standing in a landfill.

Complete the instruction immediately. Then return the pink card to the bottom of its pile. Pink cards are not collected and do not count as task cards or points.

Correct Answers and Completed Tasks

If a player or team answers correctly or completes the task:

- they keep the task card;
- their character remains on the space reached;
- their turn ends unless the card says otherwise.

For Movement Cards, the facilitator evaluates participation rather than performance.

Incorrect or Incomplete Answers

If an answer is incorrect or incomplete:

- The facilitator may offer a small clue and invite the player or team to try once more.
- If the answer is still incorrect, the facilitator explains the correct answer in simple language.
- The card is returned to the bottom of its pile.
- The character remains on the space reached. It does not move backwards.

The purpose of the game is to learn. Players should not be punished for not knowing an answer.

Helping Other Players

Preschool Mode

- Team members may discuss answers.
- Players may help one another.
- The facilitator may offer clues, examples or visual support.

Challenge Mode

- The active player or team should answer first.
- Other players should wait until the answer has been evaluated.
- The group may discuss the correct answer afterwards.

Several Characters on the Same Space

Two or more characters may stand on the same space.

Nobody is removed, sent backwards or returned to START.

If the character pieces do not fit comfortably on one space, place them next to the space in the same order.

Special Movement Situations

- If a card tells a player to move forward or backwards, follow the card immediately.
- If a card moves a character beyond FINISH, place the character directly on FINISH.
- If a card refers to the player ahead and nobody is ahead, the player stays in place.
- If a card refers to the player behind and nobody is behind, the player stays in place.
- If a player is instructed to move to the nearest space of a particular colour, they move forward to the next space of that colour unless the card specifically says to move backwards.

Empty Card Piles

If a pile becomes empty because cards have been returned to the bottom or placed aside, shuffle the returned cards and create a new face-down pile.

If all task cards from one category have been collected by the players, the facilitator may allow the player to choose another task-card category.

Inclusive Play

Every player should be able to participate in a way that feels safe and comfortable.

A movement task may be:

- simplified
- completed while sitting
- performed using hands, sounds or facial expressions
- completed together with a teammate
- replaced with another Movement Card when necessary

A player should never be required to perform a movement that is physically difficult, uncomfortable or unsuitable for them.

Reaching FINISH

An exact die roll is not required to reach FINISH.

When Using a Numbered Die

If the number rolled is equal to or greater than the number of remaining spaces, move the character directly to FINISH.

When Using the Colour-Themed Die

If there is no space of the rolled colour between the character and FINISH, move the character directly to FINISH.

A player or team that reaches FINISH:

- does not draw another card
- no longer rolls the die
- may encourage the remaining players
- may help other players if Preschool Mode is being used

The game continues until all players or teams reach FINISH.

Ending the Game

The game ends when all players or teams have reached FINISH.

Preschool Mode

Count all the task cards collected by the group.

Everyone completes the journey together, and the final collection represents the group's shared achievement.

If the players choose to compare teams, the team with the most collected task cards wins.

Every green, brown, yellow, red and blue card counts as one card. Pink Bonus Cards do not count.

Challenge Mode

Players may use one of the following scoring options.

Simple Scoring

Every collected task card is worth one point. The player or team with the most cards wins.

Optional Challenge Scoring

The cards may be assigned different point values according to their difficulty:

- Red Movement Card – 1 point
- Green Recycling Card – 2 points
- Yellow 1, 2, 3 Card – 3 points
- Blue Planet Card – 4 points
- Brown Compost Card – 5 points
- Pink Bonus Cards do not count.

If two or more players or teams have the same number of cards or points, they share the victory.

Adapting the Game for Different Ages

For Younger Players

- Play in pairs or small teams.
- Use fewer and simpler cards.
- Remove cards marked as challenging.
- Accept short answers, gestures and demonstrations.
- Allow discussion and adult support.
- Use simple scoring in which every card has the same value.

For Older or More Experienced Players

- Include more challenging cards.
- Ask players to explain why an answer is correct.
- Encourage independent answers.
- Use the optional point system.
- Ask for more examples.
- Encourage players to connect the questions with their everyday lives.

Most Important Rule

Have fun, help one another and learn how small everyday actions can help our planet.

ANSWER KEY

Recycling Cards

Note for the facilitator:

Waste-sorting rules and bin colours differ between countries, regions and local communities. Laws, collection systems and recycling technologies also change over time. Facilitators should therefore check and adapt the answers according to the current local rules at the time and place where the game is played. Some countries also have a deposit-return system for plastic bottles and drink cans. If an item has a deposit symbol, it should be returned to a collection point instead of being placed in a recycling bin.

No.	Card	General answer	Simple explanation for the facilitator
1	Used paper	Paper recycling	Clean and dry paper can be recycled even when it has writing or drawings on it.
2	A juice box	Carton collection, plastic recycling or mixed recycling - according to local rules	Juice boxes are usually made from several layers, such as paper, plastic and sometimes aluminium. Empty the box and follow the local rules for drink cartons such as Tetra Pak.
3	A cardboard box	Paper and cardboard recycling	Flatten the box to save space. It should be clean and dry.
4	A plastic straw	Plastic recycling or mixed waste - according to local rules	Although it is made of plastic, a straw is very small and some recycling systems cannot sort it. Check whether local plastic recycling accepts it.
5	A plastic bottle	Deposit-return system or plastic recycling	If the bottle has a deposit symbol, return it to a collection point. Otherwise, empty it and place it in plastic recycling according to local rules.
6	A yoghurt pot	Plastic recycling or mixed recycling - according to local rules	Empty the pot. If it has a paper sleeve or aluminium lid, separate the parts and sort each one according to its material and local rules.
7	Cut grass	Garden-waste collection or a home composter	Grass is natural garden material. Add only smaller amounts to a composter and mix it with dry leaves or twigs. If neither option is available, follow the local rules for mixed waste.
8	A glass jar	Glass recycling	Empty and rinse the jar. Follow local rules for its lid because the lid may be made of metal or plastic.
9	A toothbrush	Special collection, plastic recycling or mixed waste - according to local rules	A toothbrush contains different materials and sorting rules vary. A special toothbrush collection is the preferred option when available. Otherwise, check whether it belongs in local plastic recycling or mixed waste.
10	A drinks can	Deposit-return system, metal recycling, plastic recycling or mixed recycling - according to local rules	If the can has a deposit symbol, return it to a collection point. Otherwise, empty it and follow the local system. Some communities collect cans with metal, while others collect metal together with plastic or other packaging.
11	Potato peels	Food/bio-waste collection or a home composter	Potato peels are natural kitchen waste. If neither bio-waste collection nor composting is available, follow local rules for mixed waste.
12	A chocolate wrapper	Most often plastic recycling, but check the material and local rules	Many chocolate wrappers are made from plastic, but some contain paper, aluminium or several combined materials. Identify the material and follow the local rules. A wrapper made from mixed materials may belong in mixed waste.
13	An apple core	Food/bio-waste or a home composter	An apple core is natural food waste and can break down into compost. If neither option is available, follow local rules for mixed waste.
14	A banana peel	Food/bio-waste or a home composter	A banana peel is natural food waste. If neither option is available, follow local rules for mixed waste.
15	A leftover snack	Food/bio-waste or mixed waste - according to local rules	This means an unfinished piece of food, such as a cookie. If the local bio-waste collection accepts this type of food, place it there. Otherwise, it belongs in mixed waste.

16	Sweet wrappers	Most often plastic recycling, but check the material and local rules	Sweet wrappers are usually made from plastic. Some recycling systems accept them with plastic, while others require flexible or mixed-material wrappers to go into mixed waste or a special collection.
17	An empty shampoo bottle	Most often plastic recycling, but check the material and local rules	Shampoo bottles are often plastic. If the packaging is made from paper, plastic or another material, sort it accordingly. Mixed-material packaging may belong in mixed waste.
18	A broken plate	Mixed waste or another local collection option	Plates are usually made from ceramic or porcelain and must not go into the glass-packaging bin. An adult should wrap sharp pieces safely and follow local rules.
19	A can of corn	Metal recycling, plastic recycling or mixed recycling - according to local rules	A can of corn is a metal food tin. Empty and rinse it. Some communities collect metal separately, while others collect it together with plastic or other recyclable packaging.
20	Eggshells	Food/bio-waste or a home composter	Eggshells are a natural material. Crush them into smaller pieces when adding them to a composter. If neither option is available, follow local rules for mixed waste.
21	A sock with holes	Repair first; otherwise textile collection or mixed waste	If possible, mend the sock and continue using it. If it cannot be repaired, use a textile collection that accepts damaged textiles. Otherwise, follow local rules for mixed waste.
22	A broken glass	Glass recycling or mixed waste - according to local rules	This means a broken transparent drinking glass, not a ceramic cup. Rules for drinking glasses vary, so the facilitator should follow the local system. An adult must handle and wrap the sharp pieces safely.
23	Used tissue	Usually mixed waste; sometimes bio-waste or compost - according to local rules	Used tissues must not go into paper recycling. Some local bio-waste systems accept plain paper tissues, but others do not.
24	A toilet roll tube	Paper and cardboard recycling	A clean, empty toilet paper roll is made from cardboard. It can also be reused for a craft activity before being recycled.

ANSWER KEY

1, 2, 3 Name Cards

Note for the facilitator:

For these cards, there is no single correct answer. The facilitator may accept other reasonable answers and, if necessary, help the child by providing an example.

No.	Card	Possible answers	Facilitator's note
1	Name 1 thing made of plastic.	A plastic bottle, yoghurt pot, toothbrush, plastic toy, plastic straw or potato chip bag	Accept any object that is mainly made of plastic.
2	Name 1 thing made of metal	A spoon, a key, a can, a metal pot	The facilitator may accept other reasonable answers and, if necessary, help the child by giving an example.
3	Name 1 thing that belongs in the bio bin.	Potato peels, banana peel, apple core, fruit and vegetable peels, eggshells, old bread or an unfinished piece of pizza	What is accepted may vary. Follow the local rules for food and bio-waste.
4	Name 3 things we must not throw into the water.	Plastic straws, wrappers, plastic bottles, paper, banana peels, old socks or any other waste	We must not throw any waste into rivers, lakes or seas. We should not feed old bread to ducks, swans or fish because it is not healthy food for them and can also pollute the water.
5	Name 2 things that belong in the bio bin.	Banana peels, apple peels, potato peels, vegetable peels, eggshells, old bread or leftover food	Accept items permitted by the local bio-waste collection rules.
6	Name 3 animals that live in water.	Fish, crayfish, octopus, dolphin, whale, shark, crab, jellyfish, frog, turtle or seahorse	In the challenging version, ask the child which animals live in freshwater and which live in the sea.
7	Name 2 things that make the planet happy.	Sorting waste, collecting litter, saving water, saving electricity, planting trees and flowers, repairing things, composting or caring for animals	This is an open question. Encourage children to explain why their actions help the planet.
8	Name 2 ways we can save electricity	Switch off the light, television or computer when nobody is using it; unplug devices when appropriate; use daylight	Accept any safe action that avoids wasting electricity.
9	Name 1 thing made of wood	A pencil, a table, a chair, a wooden toy	The facilitator may accept other reasonable answers and, if necessary, help the child by giving an example.
10	Name 2 pieces of paper waste.	Written-on paper, cardboard box, pasta or cereal box, paper bag, newspaper or toilet paper roll	The paper should be clean and dry.
11	Name 2 things that make the planet sad.	Producing too much waste, not sorting waste, wasting water or electricity, throwing litter on the ground, cutting down forests or harming animals	This is an open question. Encourage the child to explain the answer.
12	Name 3 ways we can save water	Turn off the tap while brushing your teeth or soaping your hands; take a short shower instead of a bath; repair a dripping tap; use only as much water as needed	Remind children that water is precious and is needed by people, animals and plants.
13	Name 3 things that carry us and have wheels.	A car, bus, bicycle, scooter, train, tram, wheelchair, skateboard or tricycle	Accept any means of transport that carries a person and moves on wheels.

14	Name 2 things we can use more than once	A reusable bottle, a shopping bag, a lunch box, a glass jar	The facilitator may accept other reasonable answers and, if necessary, help the child by giving an example.
15	Name 3 types of waste produced in the kitchen while cooking.	Vegetable peels, fruit peels, egg-shells, food scraps, empty pack-aging or used paper tissues	The facilitator may ask where each type of waste belongs.
16	Name 1 thing we can repair instead of throwing away	A toy, a bicycle, clothes, a chair	The facilitator may accept other reasonable answers and, if necessary, help the child by giving an example.
17	Name 2 things that carry us and do not have wheels.	A boat, ship, canoe, kayak, raft or hot-air balloon	Boats, canoes and a hot-air balloon are clearer answers for young children than an aeroplane, which has wheels for take-off and landing.
18	Name 3 things we can put in the composter.	Grass, leaves, small twigs, veg-etable peels, fruit peels, rotten apples or eggshells	Accept other natural materials suitable for an ordinary home composter.
19	Name 1 animal that lives in the composter.	An earthworm, woodlouse, springtail, beetle or centipede	The easiest expected answer is an earthworm. Microorganisms also help make compost, but they are not animals that children can normally see.
20	Name 3 things we can buy second-hand	Clothes, toys, books, furniture, a bicycle	The facilitator may accept other reasonable answers and, if necessary, help the child by giving an example.
21	Name 1 item of glass waste.	A glass bottle, glass jar, broken syrup bottle or broken jam jar	An ordinary bottle or jar is the clearest answer. Children should never touch broken glass; it must be handled by an adult.
22	Name 3 things that belong in the mixed-waste bin.	Chewing gum, vacuum-cleaner dust, broken ceramics, a broken mirror, used tissues or another non-recyclable household item	Follow local rules. Batteries, electrical devices, chemicals and medicines require special collection and are not suitable answers.
23	Name 3 things that do not belong in the plastic recycling bin.	A banana peel, paper and a broken glass bottle	A banana peel belongs in food/bio-waste or a composter. Clean paper belongs in paper recycling, and a glass bottle belongs in glass recycling. Always follow local rules.
24	Name 3 animals that live in the garden.	A mole, earthworm, bird, lady-bird, ant, snail, butterfly, bee, spider or hedgehog	Accept any animal that may naturally live in or visit a garden.

ANSWER KEY

Composting Cards

Note for the facilitator:

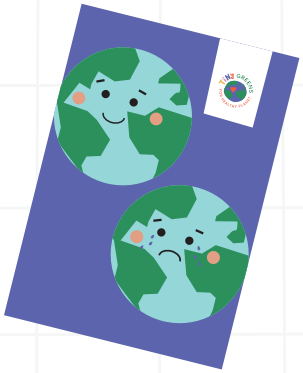
These answers refer mainly to an ordinary home or garden composter. Municipal bio-waste rules may be different in each country or region. Facilitators should follow local waste-sorting rules.

No.	Card	Answer	Simple explanation for the facilitator
1	Grass	Yes	Grass is a natural material and breaks down in the composter. Add it in smaller amounts and mix it with dry materials such as leaves or small twigs.
2	Leaves	Yes	Leaves come from trees and naturally break down. They are good dry material for compost.
3	An apple juice box	No	Even if there is an apple pictured on the box, the box itself did not grow in nature. It is packaging and does not belong in the composter.
4	Eggshells	Yes	Eggshells are a natural material. It is better to crush them into smaller pieces so that they break down more easily.
5	Old socks	No	Socks do not belong in the composter. If they can still be used, repair, reuse or donate them. If not, put them in a textile collection bin or mixed-waste bin, according to local rules.
6	Spoiled cheese	No	Cheese is a dairy product. Dairy products can attract unwanted animals and cause unpleasant smells in an ordinary composter. Some local bio-waste collections may accept them.
7	Vegetable peels	Yes	Vegetable peels come from plants and break down naturally in the composter.
8	Paper tissues	Preferably no	For this game, the preferred answer is no. Rules depend on what the tissue is made of and what was used on it. Some places accept plain paper tissues in bio-waste or compost, but dirty tissues or tissues containing chemicals should not be added. Check local rules.
9	Toys	No	Toys do not belong in the composter. Try to repair them or give them to another child. If they are completely broken, sort them according to the material and local rules.
10	Fruit peels	Yes	Fruit peels come from plants and break down naturally.
11	Pizza	No	Pizza is cooked food and may contain cheese, meat, oil or fat. It can attract unwanted animals and cause smells in an ordinary composter. Some local bio-waste bins accept cooked food, so check local rules.
12	What does a composter look like?	Open answer	Composters can look different. A composter may look like a box, a container, a small garden house or an open compost pile. Help the child describe a composter they have seen at home, at school, in a garden or near their home. Other children may also help.
13	Rotten apples	Yes	Rotten apples are still natural fruit. They can break down and become compost.
14	Old bread	No for an ordinary home composter	For this game, the answer is no. Bread is cooked food and may attract unwanted animals or cause mould and smells. It may belong in a local bio-waste bin if local rules allow it.
15	What does compost look like?	Open answer	Finished compost is dark, crumbly and looks a little like soil. It has a natural earthy smell and can be added to the soil to help plants grow. Children may describe it as dark soil or soil for plants.

16	Small twigs	Yes	Small twigs are natural garden material. They also help air move through the compost. Large twigs should first be broken into smaller pieces.
17	Chewing gum	No	Chewing gum does not break down like fruit, vegetables or leaves. The small animals and microorganisms in the composter cannot turn it into compost. Put it in the mixed-waste bin.
18	What does an earthworm in a composter look like?	Open answer	Let the child describe, draw or imitate an earthworm. It may be described as long, thin, soft, without legs and pink, reddish or brown. The child can also show how it wiggles and moves.

ANSWER KEY

Planet Cards



Note for the facilitator:

The explanations are intended as guidance for the facilitator. They can be shortened and adapted to the children's age. Older children may also be asked to explain why the action makes the planet happy or sad.

No.	Card	Answer	Explanation for the facilitator
1	We do not sort waste into recycling bins.	Sad	When waste is not sorted, recyclable materials can end up in mixed waste and may be burned or sent to landfill instead of being used again. Sorting helps us save materials and natural resources.
2	We waste water.	Sad	Clean water is precious. Collecting, cleaning and delivering water to our homes also requires energy. We should therefore turn off the tap when we do not need the water and use only as much as necessary.
3	We throw things into the wrong bin.	Sad	Waste placed in the wrong bin can contaminate other sorted materials and make recycling more difficult. Remind children that sorting rules and bin colours may differ between countries and municipalities.
4	We sort waste into recycling bins.	Happy	Correctly sorted materials can be collected and recycled into new products. This reduces mixed waste and helps save materials, energy and natural resources. Always follow the local waste-sorting rules.
5	We throw rubbish in the forest.	Sad	Rubbish does not belong in nature. It can pollute soil and water, and animals may eat it, become trapped in it or injure themselves. Some types of waste remain in nature for a very long time.
6	We save electricity.	Happy	Producing electricity requires energy sources and can cause pollution. When we switch off lights and devices that we are not using, we save energy and reduce the unnecessary use of resources.

7	We plant trees and flowers.	Happy	Trees and flowers provide food and shelter for insects, birds and other animals. Trees also produce oxygen, store carbon, provide shade and help protect the soil. Ideally, choose plants that naturally belong in the local environment.
8	We collect rubbish in the forest.	Happy	Removing litter helps protect animals, plants, soil and water and keeps the forest clean. Children should collect waste only with an adult and should never touch sharp, dangerous or unknown objects.
9	We waste electricity.	Sad	Leaving lights and electrical devices on when nobody needs them wastes energy. Producing unnecessary electricity can use more natural resources and create additional pollution.
10	We cut down forests.	Sad	Large-scale or careless forest clearing destroys habitats and reduces biodiversity. Trees store carbon, protect the soil and help regulate water and temperature. Explain that some trees may be cut down responsibly, but forests must be protected and managed carefully.
11	We produce a lot of waste.	Sad	Everything we buy and throw away requires materials, water and energy to produce and transport. Creating less waste helps conserve resources and reduces the amount sent to incinerators or landfills.
12	We save paper.	Happy	Paper is made from wood, and its production also uses water and energy. We can save paper by using both sides, reusing it when possible and recycling it correctly.
13	We compost.	Happy	Composting turns suitable organic waste into nutrient-rich compost that can help plants grow. It returns useful materials to the soil and reduces the amount of biodegradable waste placed in mixed waste.
14	We try to produce less waste.	Happy	Preventing waste is usually better than dealing with it after it has been created. We can buy only what we need, avoid unnecessary packaging and choose reusable, repairable or long-lasting things.
15	We save water.	Happy	Saving water protects an essential natural resource and also saves the energy needed to collect, clean, heat and transport it. Turning off the tap while brushing our teeth is one simple example.
16	We repair broken things.	Happy	Repairing allows objects to be used for longer. It reduces the need to manufacture new products, saves materials and energy and prevents useful things from becoming waste too soon.

EXPLORE MORE

The adventure continues beyond this board game!

To expand the experience at home, in the classroom, or at kindergarten, we've created a full suite of accompanying materials. This game is part of the *We Love Our Planet* educational collection, featuring a **storybook** with 10 environmental tales and a methodological guide, **interactive online modules** to play with children, and printable **worksheets** and **story characters**.

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