

Ma Petite Planète School- List of challenges from 11 to 14 years old 03/2025

N°	Per student	Challenges	Suggested proof	Points	In class/ At home
FOOD					
1	x1	Cook a traditional meal from another country (vegetarian version).	photo, recipe	5	
2	x1	With the help of a guide on responsible seafood consumption and existing fishing labels, identify the species of fish or shellfish on the menu at home or in the canteen, and learn about the state of its population.	realisation	5	
3	x2	One lunchtime, look at the menu options and identify the products that are not in season. Then, recreate the menu by replacing them with seasonal products and calculating the total CO2 impact.	realisation	5	
4	x3	Cook a balanced dish (starter, main meal or dessert) using only plant-based ingredients and decorate it to represent the sea.	photo, parents, recipe	5	
ECO-CITIZENSHIP					
5	x1	Repair an object yourself or sew a damaged cloth. (hidden challenge revealed on 24/03/25)	screenshot	4	
6	x1	 Organise a debate with classmates on a subject related to the Ocean. Divide the class into two groups: one group will argue in favour of the subject, while the other will argue against it.	teacher	5	
7	x1	Contact your local council to find out what is being done in your area to protect wetlands, local biodiversity and/or natural areas.	realisation	6	
8	x1	Write a speech entitled 'I, Minister for the Sea and Fisheries' (3 actions I would take to preserve marine biodiversity).	text, realisation	6	
BIODIVERSITY					
9	x2	Learn about a marine animal and tell the class an unusual fact about it in the class discussion (something surprising or funny that you didn't suspect)	realisation	3	
10	x1	Take part in a greening action (tending to a vegetable garden, planting a tree, planting a living wall, caring for plants in the classroom)!	teacher	5	
11	x1	Interview an expert on marine biodiversity (biologist, ecologist, naturalist, etc.) or from another field.	realisation	8	

MOBILITY					
12	x1	Imagine a town without cars, where nature is all around us! Draw this town by incorporating green spaces (gardens, parks, trees) and marine spaces (beaches, marine reserves, eco-friendly ports). Think about how land biodiversity could coexist in an urban environment, while creating a place that is pleasant to live in.	realisation	3	
13	x3	Do one hour of cycling, walking, or moving with another mode of active mobility (scooter, roller skates, skateboard...) in the same day, outdoors.	photo, parents	3	
14	x1	Choose a destination at random and compare two ways to get there (if the destination is an island or a coastal location, integrate maritime alternatives into your research, for example, a ferry or a sailboat).	teacher, text	4	
WASTE/ DIY					
15	x1	Carry out a group survey on selective sorting habits at school or in the community.	realisation	3	
16	x1	Learn about the production process and the environmental impact, especially on the oceans, of the clothes you wear (at least 1 piece of clothing) and share it in discussion.	realisation	4	
17	x2	Pack a snack to take with you when you go to sport or other extra-curricular activity, using a reusable container to carry it (make an inventory at home beforehand to see what would be most suitable).	recipe, photo	5	
18	x1	Organise or take part in a waste removal campaign.	photo, teacher	6	
ENERGY AND RESOURCES					
19	x3	Take a 3 to 5 minute shower for a week and calculate how many litres of water are saved.	parents	3	
20	x1	Identify the appliances that consume electricity in the school, and come up with two or three ideas for saving energy.	realisation, photo	5	
SOLIDARITY					
21	x1	Research and tell the story of a hero from your country or another country, known for their acts of solidarity, of courage and/or their efforts in order to protect the environment, for example marine biodiversity. Share this story with your classmates and discuss together the impact of their actions.	text	3	
22	x1	Write a letter/call someone who you would like to talk to, someone who you do not see often for example.	Letter	3	
23	x1	Learn a sentence or song in BSL or ASL (British or American Sign Language) and perform it in class.	teacher, realisation	4	
CREATIVITY					
24	x1	Replicate "The Great Wave off Kanagawa" using recovered	realisation, teach	4	

		materials (even better if it's in 3D!)	er		
25	xl	The fish has no feet (hidden challenge revealed on 17/03/25)	teacher, parents, realisation	5	
26	xl	Represent the consequences of overfishing in the format of your choice (a drawing, poster, comic, model, video, poem, poetry slam, or even a short play).	realisation	6	
27	xl	Set up an artistic project, on your own or in a group (a poetry slam, rap, dance, play, video/clip, etc.) promoting an environmental or social cause and present it to your classmates.	photo, video, realisation	8	
NEW KNOWLEDGE					
28	xl	Read 3 pages of a book related to the environment (novel, comic, manga, etc.) each day for one week.	text, we trust you	4	
29	xl	Watch a documentary (at least 15 minutes) or listen to a podcast about the environment, on ocean-related issues for example, with friends or family.	text, teacher	4	
30	xl	Calculate your simplified carbon footprint and discuss your results and ways to reduce it.	screenshot	5	
TECHNOLOGIES					
31	xl	Find out more about desalination and list its advantages and disadvantages.	text	4	
32	xl	Make some space on your phone or other digital device by deleting photos/videos/applications.	text	4	
SUPER CHALLENGE					
33	xl	Challenge: create a deck of 54 ocean-themed cards with 4 main families to replace ♠️♥️♣️♦️	realisation	10	
CLASS CHALLENGES					
34	xl	Imagine an easy class challenge with your classmates and teacher (one that is not on the list).	to be defined	3	
35	xl	Imagine a difficult class challenge with your classmates and teacher (one that is not on the list).	to be defined	5	

Explanations of the challenges



[Explanations of challenges](#)

