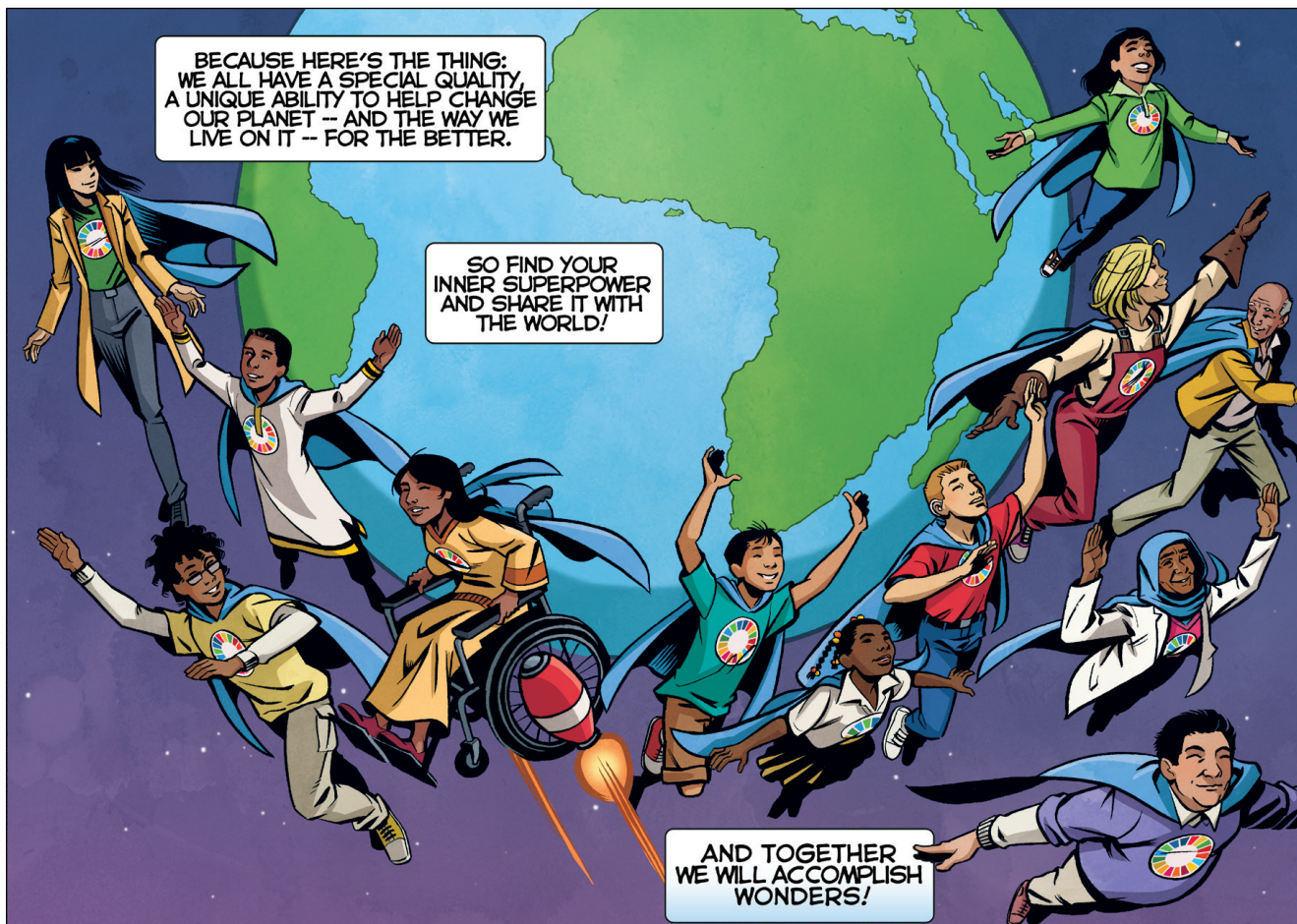


COMICS TEACHER'S GUIDE

Tools For Teachers and Parents

September 8, 2017



COMICS UNITING NATIONS



WORLD'S
LARGEST
LESSON

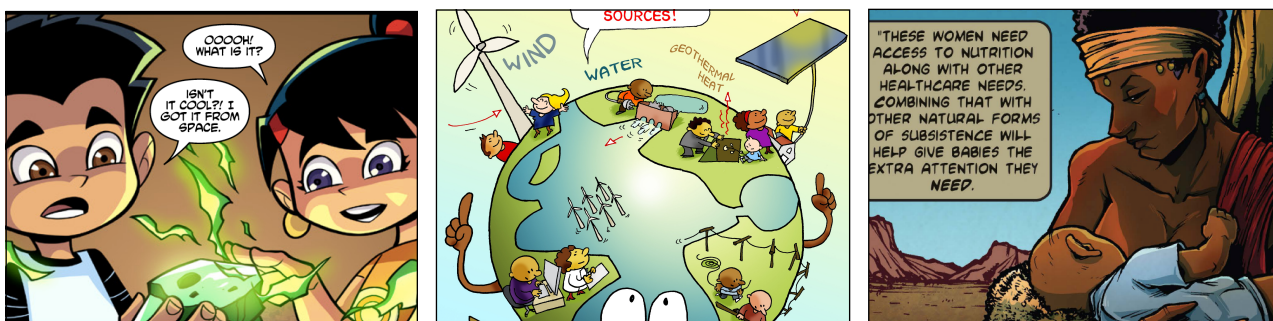
pci media impact 
tell a story, change the world.

unicef 

PUBLIC
FOUNDATION

Overview

Comics can make the Sustainable Development Goals (SDGs) or “Global Goals” understandable to kids of all ages, using a medium that entertains and engages. This teachers’ guide describes how to use the universal visual language and transformative power of comics to educate young people in every corner of the globe about the SDGs and empower them to create positive and lasting change in their own communities and worldwide. In connection with the Blue Capes campaign, it spreads the message that each child/person has a unique power to be of service to the world – and the world needs them to share that special contribution. In the process of reading and talking about the comics, children can better contemplate how their service supports the cause of the various Global Goals, increasing awareness and value for the Goals in hearts and minds and inspiring a generation of change agents in support of the Global Goals.



THE WORLD'S LARGEST LESSON

In September 2015 World Leaders came together at the United Nations and committed to the Global Goals for Sustainable Development. 17 goals to achieve 3 extraordinary things in the next 15 years. End extreme poverty. Fight inequality and injustice. Fix climate change. If every school in the world teaches children about these goals, we will help them become the generation that changed the world. In partnership with UNICEF, the **World's Largest Lesson** reaches out through education networks around the world to enable children across the world to learn about the SDGs through their schools. Awareness is the first step and activation is the next step. The comics series aims to encourage children to become inspiring service heroes in their own communities, and in the process learn how they can be active participants in shaping the world around them into a better place for all.

Introduction Comic 1: HEROES FOR CHANGE

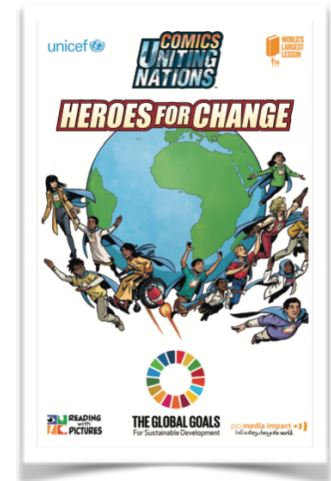
Age Range: 6-14 year olds

Subject

Global issues and citizenship

Learning Outcome

Students will understand the how and why the SDGs were created and the importance of the SDGs in improving the world we all live in. Students will come away thinking about how they can be of “heroic” service in their communities. Students will also be able to explain how their service supports the Global Goals for Sustainable Development and why their service is important to others.



Preparation

The **Heroes for Change Comic** is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students’ answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: ‘What are the Global Goals? Where did the Global Goals come from? Why are they important to us all?’

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students’ reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

The comic has two main elements:

- ❖ Introduction to the creation of the SDGs — why and how they were created at the United Nations
- ❖ Call to action:
 1. **LEARN ABOUT THE GOALS** — find out what they are and why they are important.
 2. **TELL EVERYONE** — spread the word and make them famous so they can succeed.
 3. **DO SOMETHING** — share your “superpower”, your interest and talent in your community to help to achieve the goals.

Questions for discussion:

1. What are the United Nations and why are they important?
2. Why is it important for countries around the world to share goals?
3. What have you learned about the goals?
4. Why is it important for governments and individual people to know the goals?
5. Why is it important for everyone to know about the goals?
6. How can you help spread the word about the goals? What are some ideas?
7. What things can you and your friends do to help in your community to serve the goals.

Encourage the students to consider that each person has super powers to help others, and when joined together, all those individual powers combine to make the ultimate super power: to create true global change,

Comic 2: THE PLANET AND THE 17 GOALS

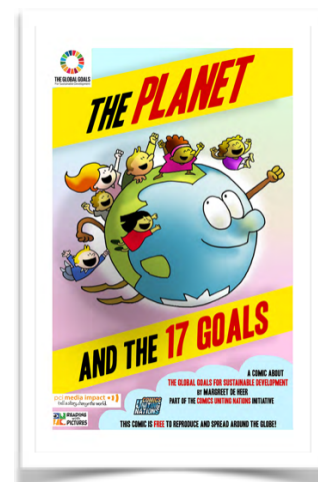
Age Range: 6-14 year olds

Subject

Global issues and citizenship

Learning Outcome

Students will understand each of the 17 Global Goals in simple and relatable terms and how each of the goals effect people and the planet. Students will also understand the context of the SDGs as the ultimate “to do list for people and the planet” and how they can contribute to reaching the goals.



Preparation

The **Planet and the 17 Goals comic** is available online for download at this link:

<http://www.comicsunitingnations.org>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students’ answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: ‘What are the 17 Global Goals? Why are they important to us all?’

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students’ reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

The comic has one overall theme: “**we’re all in this together!**”

Questions for discussion:

1. What are the problems that each goal is aiming to fix/address?
2. How do these problems affect people and the planet?
3. How do the solutions effect people and the planet?
4. What can you do to help to achieve the goals?

At the end of the lesson, ask students to think about what goals are important to them, and commit to doing something to help achieve each of those goals.

Comic 3: CHAKRA THE INVINCIBLE (SDG 5 - Gender Equality)

Age Range: 6-14 year olds

Subject

Gender issues and equality

Learning Outcome

Students will develop a deeper understanding of gender inequalities and the practice power of identification with others to understand the importance of gender equality and what can be done to encourage it in our own lives.

Preparation

The **Chakra the Invincible (Gender Equality) comic** is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What is gender inequality? What can we do for gender equality?'

Story Synopsis

Raju is a boy who lives in Mumbai, India, and when he puts on a special suit it activates the points in the body called "chakras". This gives Raju amazing superpowers, turning him into Mumbai's superhero protector — CHAKRA THE INVINCIBLE. Leela is Raju's next door neighbor and friend. One day they are playing with a radioactive rock that causes them to switch minds - now Raju is in Leela's body, and Leela is in Raju's body!

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Narration (Teacher or student)



2. Raju/Chakra
3. Leela
4. Boy in red shirt
5. Boy in green shirt
6. Boy in orange shirt
7. Leela's mother
8. Leela's father
9. Leela's brothers (two together)
10. Television voice

Questions for discussion:

1. What are the inequalities that Leela experiences?
2. What ways did Raju find it difficult to be Leela?
3. How was it different for Leela and her brothers at home?
4. What did Raju notice about Leela's ability to fight the monster as Chakra?
5. How was Raju's attitude different after being in Leela's shoes for a day?
6. What can we do to imagine how others feel when they are treated unequally?
7. Does being different necessarily mean unequal?

At the end of the lesson, ask students to think about what goals are important to them, and commit to doing something to help achieve each of those goals.

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story, starting at when they first switch minds and bodies. This time, imagine if they were both adults. Describe a situation where Raju is experiencing life as a woman in Leela's body. What difficulties might Raju face in a woman's body in public and at home? What would it look like in a job? Would he find it more difficult as a woman? How might Raju learn and change his attitude? What would he do differently once he was back in a man's body?

Comic 4: CHAKRA THE INVINCIBLE (SDG 13 - Climate Action)



Age Range: 6-14 year olds

Subject

Climate change and global justice.

Learning Outcome

Students will have a better understanding of climate change and how it affects people in different parts of the world and different cultures, and what can be done to solve this problem.

Preparation

The **Chakra the Invincible (Climate Action) comic** is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What is gender inequality? What can we do for gender equality?'

Story Synopsis

Raju is a boy who lives in Mumbai, India, and when he puts on a special suit it activates the points in the body called "chakras". This gives Raju amazing superpowers, turning him into Mumbai's superhero protector — CHAKRA THE INVINCIBLE. Leela is his next door neighbor and friend, who also happens to have superpowers of her own when she becomes MIGHTY GIRL.

Raju and Leela visit a class of international students participating in a Model United Nations seminar. They discuss how climate change is affecting their lives and their countries around the world in different ways.

Chakra and Mighty Girl jump into action to travel around the world to see first hand the affects of climate change and do what they can to help stop catastrophes.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Narration (Teacher or student)
2. Raju/Chakra
3. Leela/Mighty Girl
4. Adi, boy from Indonesia
5. Mayum, girl from the Philippines
6. Beza, girl from Ethiopia
7. Faraha, girl from the Maldives

Questions for discussion:

1. What are some of the problems and challenges that characters described that were caused by climate change?
2. What is the “greenhouse gas effect” and how does it relate to “global warming”?
3. Why do they call it “climate change”?
4. How has weather changed in Africa (Ethiopia) for the worse?
5. What are some of the things that individuals can do to reverse “global warming”?
6. What alternative energy sources can help to protect the planet from “climate change”?

At the end of the lesson, ask students to think about what goals are important to them, and commit to doing something to help achieve each of those goals.

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story, starting at when Chakra and Mighty Girl visited different countries to learn about the effects of climate change on raising temperatures and weather patterns. This time, imagine what would happen if people do not realize what they need to do to reverse global warming. What would happen to our forests? What would happen to those that live close to the water?

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Comic 5: NIGHT STARS (SDG 2 - Zero Hunger)

Age Range: 6-14 year olds

Subject

Hunger and poverty

Learning Outcome

Students will have a better understanding of global hunger issues and how it affects people in different parts of the world and different cultures, and what can be done to address hunger.

Preparation

The **Night Stars (Zero Hunger) comic** is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What does global hunger mean? What can we do to achieve zero hunger?'

Story Synopsis

Long ago, Leslie, her brother John and their friend Adam stumbled upon a space ship with special suits that gave them each unique powers. Since then, they have been able to travel through time to do what they can to save the world in various ways.

One night they descend upon the village where a little girl Lihau sits on her roof feeling helpless. Leslie invites her to come with her into her spaceship for a special task.

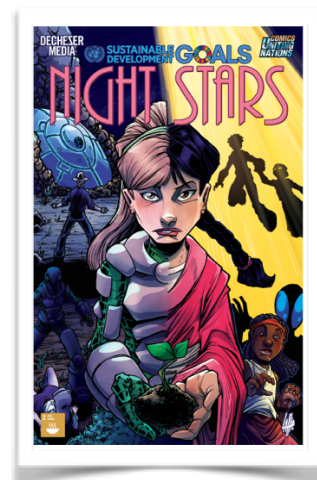
Lihau joins a few other children onboard and they all whisk away to a barren farmland. They children ask what is wrong, and Leslie and her friends explain significance of the barren land. It starts a journey of discovery and a chain of events that takes them across the world and time.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room



Character voices include:

1. Narration (Teacher or student)
2. Lihau
3. Leslie
4. John
5. Adam
6. Girl in red and pink sari
7. Young black girl in orange and yellow
8. Boy in blue

Questions for discussion:

1. One of the reasons the field was empty was because women there weren't allowed to own land. How would things be different if the women could own land?
2. What are some of the other problems and challenges that lead to hunger?
3. How does sharing resources help with food levels?
4. True or false: 1 in three people suffer from malnutrition.
5. Why is it important for young women — particularly pregnant women — to get good nutrition?
6. How many days after a baby is born is crucial to receive good nutrition?
7. What did Leslie say Lihau could do in her own life?

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story, starting at when they leave Lihau at home, and now she is older. This time, imagine what Lihau did differently with her life to help reduce hunger around the world. In what different ways could she have helped?

Comic 6: ANNIE SUNBEAM & FRIENDS PROTECTING LIFE BELOW WATER (SDG 14 - Life Below Water)

Age Range: 6-12 year olds

Subject

Life Below Water- Oceans and Waterways

Learning Outcome

Students will have a better understanding of Sustainable Fishing Practices, Ocean Pollution and Carbon Dioxide Emissions. They will learn how each affects our oceans and what can be done to prevent acidification and wiping out the source of protein for billions of people across our planet.

Preparation

The **Annie Sunbeam & Friends™ (Protecting Life Below Water) comic** is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question(s) displayed: 'What does Co2 pollution mean? How does it affect the oceans? What can we do to reduce our carbon dioxide emissions?'

Story Synopsis

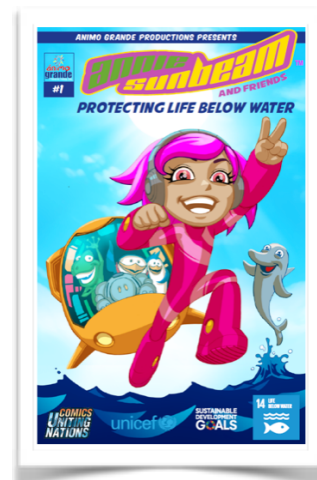
Annie Sunbeam™ is an interplanetary leader of the interspecies Solution to Pollution Crew™ (STP Crew). She comes to earth for a vacation and she learns of the extensive damage to the Earth and its natural resources. Her vacation turns into an investigation of a strange daze that is affecting humans and their uncaring treatment of their planet.

Her holographic SunnyBeam glasses and Space Cab have super powers and communication capabilities. They emit SunnyBeams, which temporarily break down the mind-controlling daze, affecting humans and how they are harming the environment, oceans, rivers and streams. The SunnyBeams are not a permanent solution for the daze. So Annie and her STP Crew urges humans to make small changes in daily life to prevent ocean pollution.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:



- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Annie Sunbeam
2. Fred (robot — all blue text bubbles)
3. Lola (penguin)
4. Lenny (penguin)
5. Ricardo (lizard)

Questions for discussion:

1. Why are the oceans in trouble? Why are Lenny and Lola hungry?
2. How do responsible fishing practices contribute to helping the oceans?
3. True or false: plastic pollution is the only source of pollution that is hurting our oceans.
4. What are the four main sources of carbon dioxide emission?
5. How does the carbon dioxide emission affect coral reefs?
6. True or false: rise in water temperature and carbon dioxide emission causes ocean acidification.
7. How does carbon dioxide emission affect marine life?
8. Can you name 7 ways to reduce your own carbon dioxide emission?

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story. Begin with Annie Sunbeam and the STP crew arriving at the resort as they encounter daze affecting the staff of the resort. The resort is luxurious, but it has some questionable practices:

1. Uses plastic bags, straws and utensils by the beach
2. Doesn't have many trash cans by the beach
3. Incinerates (burns) trash, sending a lot of smoke into the air
4. Lets wastewater flow into the open water near the back of the resort
5. Serves mostly fish and red meat in the restaurant that comes from uncertified sources

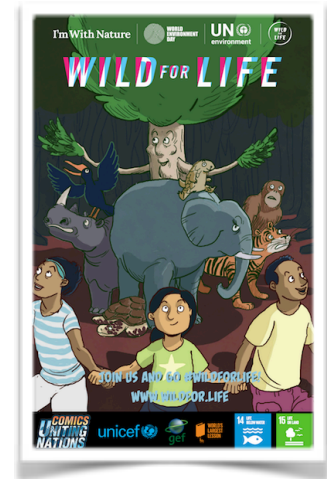
Once Annie zaps the Daze, what recommendations does the STP crew make to stop the daze from coming back?

Comic 7: WILD FOR LIFE (SDG 14 - Life Below Water and SDG 15 - Life on Land)

Age Range: 6-14 year olds

Subject

Love for nature and biodiversity



Learning Outcome

Students will have a better understanding of the importance of youth engagement in the protection of the environment and all of its species. They will learn about the reach biodiversity of our planet, both on land and below water, and the terrible consequences of wildlife trafficking on the harmony of the natural world.

Preparation

Wild For Life is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: Who is responsible for disrupting the harmony of the natural world?

Story Synopsis

Wild for Life draws attention to life below water (SDG #14), and life on land (SDG #15) and the need to protect the environment. In this comic, young people and animals are able to communicate with one another. Humans are harming and killing animals for their parts to make unnecessary products, which is disrupting the harmony of the natural world. The story shows endangered species working together and seeking the help of children to save threatened animals, forests, and ocean homes. The mission is to get everyone, especially the younger generations, involved in helping to end the illegal trade in wild life to save our beautiful planet.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class

- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Questions for discussion:

1. How many products can you think of that are made from animal parts?
2. What causes a species to be “endangered”?
3. Other than animals, what other types of wild life are humans harming?
4. Humans need to harm animals and use their parts for survival reasons. True or False?
5. Name 5 ways you can help.

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story. Begin the same way but when Anaya begins to question the origins of the tusk in their home, imagine if her mother told her not to worry. In that circumstance, how should Anaya explain to her mother her concerns about the tusk and wild life in general?

Comic 8: SIMON SAYS...SAVE THE CLIMATE (SDG 13 - Climate Action)

Age Range: 6-14 year olds

Subject

Actions to mitigate climate change effects

Learning Outcome

Students will have a better understanding of how carbon dioxide traps heat (like a greenhouse), which ultimately has a negative influence on our climate. They will learn about the consequences of climate change to the life on the planet and about the actions they can take to mitigate its dire effects.

Preparation

Simon Says...Save the Climate is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What is carbon dioxide?'

Story Synopsis

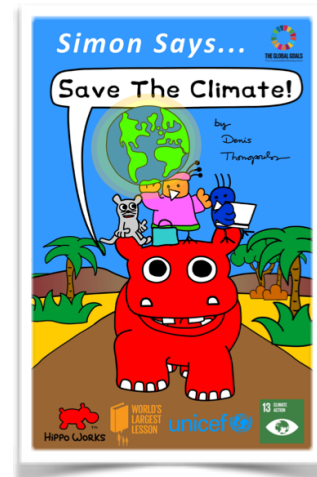
Simon Says...Save the Climate focuses on climate change (SDG #13). This comic hones in on the need and importance to reduce, reuse, recycle, and compost. There are four main animal characters: Simon, Peep, Suzanne, and Bob. Both the characters and the readers learn about the dangerous effects of burning oil and creating Carbon Dioxide. Carbon Dioxide traps heat; light comes in and the heat stays in, like a Greenhouse, which ultimately has a negative influence on our climate. The characters discuss and explain that we are all responsible for the carbon we put in the air; we are all in this together because if one species falls, others might too. By reducing, reusing, recycling, and composting, we can help achieve goal 13: climate action.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room



Character voices include:

1. Simon
2. Peep
3. Suzanne
4. Bob

Questions for discussion:

1. When dinosaurs (and other animals) were extinct, what happened to their remains? How did that effect the environment?
2. What is the Greenhouse Effect?
3. What are carbon offsets?
4. What are some ways that climate change is affecting people around the world?
5. Can actions can you do in you daily life, in your house or classroom to reduce the negative consequences of climate change?

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story. Peep explains that money doesn't grow on trees and they decide to have a bake sale to raise money. Instead of having a bake sale, can you think of 3 ways that Peep and his friends could have raised awareness around climate change and taken action?

Comic 9: CHAKRA THE INVINCIBLE (SDG 4 - Quality Education)

Age Range: 6-14 year olds

Subject

The importance of quality education

Learning Outcome

Students will have a better understanding of the importance of a quality education to learn important skills that will be useful for the future. They will learn about the circumstances of many children around the world that impede them to go to school and reflect upon how we can encourage all children to stay in school.

Preparation

Chakra the Invincible--Education is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'Why do children so often can not continue with their education?'

Story Synopsis

Chakra the Invincible—Education elaborates on Quality Education (SDG #4). Chakra and Mighty Girl, two superheroes, provide children with excitement and encouragement about staying in school. The superheroes explain that in order to have a fulfilling life, you must get a good education and learn skills that will be useful in your future.

Class Exercise

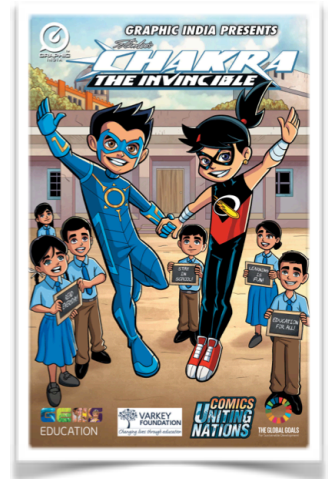
If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Leela



2. Raju
3. Male Teacher
4. Female Teacher
5. Narrator
6. Chakra
7. Mighty Girl
8. Students

Questions for discussion:

1. Name 4 reasons children either do not go to school or do not finish their education.
2. How does poverty impact childhood education?
3. Many children stop going to school in order to gain skills that can help them become more successful which is ultimately more important than attending school. True or False?
4. How can you help influence children to stay in school?

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story. Begin by writing yourself a letter about why you are grateful for your education, your school, your teachers, your peers, etc. and think what would have been the future of the children in the story if they ended not enrolling in school? Open the letter at the end of the school year and share your thoughts on why you think it is important that everyone has the right to study and stay in school.

Comic 10: CHAKRA THE INVINCIBLE—SDGs

Age Range: 6-14 year olds

Subject

SDGs with a focus on Clean Water and Sanitation

Learning Outcome

Students will have a better understanding of the 17 UN Sustainable Development Goals and how children around the world are helping to achieve them by 2030 in each of their countries. They will learn about water, hygiene and sanitation practices related to SDG 6 - Clean Water and Sanitation.



Preparation

Chakra the Invincible—SDGs is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What does SDG stand for?'

Story Synopsis

Chakra the Invincible—SDG focuses on ensuring clean water and sanitation (SDG #6). Chakra, Mighty Girl, and some others take a trip to the United Nations Headquarters where they learn about the Sustainable Development Goals (SDGs) that will help to protect humanity's future. After learning about the bigger picture and vision for the year 2030, Chakra and Mighty Girl want to get involved in anyway possible. The superheroes hear about Rohit, a young boy in their country, India, who is helping to achieve the Sustainable Development Goal of clean water and sanitation. Chakra and Mighty Girl learn a lot from Rohit and the new toilet flushing system that he invented.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class

Questions for discussion:

1. What are the 17 SDGs and who were they created by?

2. What can we do to achieve these goals by 2030?
3. What does SDG #6 (Clean Water and Sanitation) ensure?
4. What are some of the consequences for people who do not have access to clean water?

Final Exercise

Ask students to form small groups based on the SDG that is most important to them. Ask them how they would take action to help achieve this goal.

Comic: 11

ANNA'S FOREST

(SDG 15 - Life on Land)

Age Range: 6-14 year olds

Subject

Forest and biodiversity conservation

Learning Outcome

Students will have a better understanding of the need to protect the forests and the rich diversity of its species of plants and animals. They will learn about the dire effects of pollution and the consequences of deforestation, and the importance of forest and biodiversity conservation.

Preparation

Anna's Forest Protecting Life on Land is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'Why are forests and trees so important? How are humans disrupting the growth of trees?'

Story Synopsis

Anna's Forest focuses on the need to protect life on land (SDG #15). After Anna's father finds out that he is facing some serious health concerns, enhanced by the pollution in the city, she and her family temporarily move to the countryside. Initially, Anna and her younger brother are uneasy about leaving their life in the city, but with time they come to experience a special connection with nature. When they leave the countryside, Anna feels ready to support conservation in her neighborhood and beyond! After arriving at home, she and her brother decide to take action right in their own city, bringing nature with them wherever they go and inspiring others to make a change! The comic explores the dire effects of pollution, the consequences deforestation, forest conservation and biodiversity, and more importantly, our love for nature!

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class



- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Anna
2. Simon
3. Mom (Mary)
4. Dad (Juan)
5. Carlos
6. Grandfather
7. Extras

Questions for discussion:

1. Why were Juan's (Father) oxygen levels so low?
2. Why is it smart for the family to move to the countryside?
3. In what ways are humans disrupting and ruining forests?
4. Why are forests crucial for our planet?
5. Name 5 ways you can help save forests.

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story. Begin with Anna's family being concerned about their father's health and their move to the countryside. When they move back, instead of having an ending where Anna and Simon create their own forest, imagine these two siblings create a club in their city for children to come together and take action. Elaborate on the specifics of the club: the name, the purpose, the type of action the children could plan, etc.

Comic 12: SANTA'S GREEN CHRISTMAS (SDG 13 - Climate Action)

Age Range: 6-14 year olds

Subject

Climate change consequences

Learning Outcome

Students will have a better understanding of the impact of climate change on the ice caps. They will learn how the production of electricity using coal and petroleum, and other uses of fossil fuels affects our environment in ways never imagined.

Preparation

Santa's Green Christmas™ is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'How does carbon dioxide impact our planet?'

Story Synopsis

Santa's Green Christmas highlights the need for climate action (SDG #13). In order to achieve this goal, Nations are ensuring that people are prepared for climate hazards and natural disasters. In addition, Nations have agreed to address climate change issues in their governments' agendas. The comic uses Christmas time, Santa, and Santa's helpers to discuss the ways in which humans and human creations impact the climate. The goal is to encourage everyone to take climate action by reducing how much energy they use and start using more renewables.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room



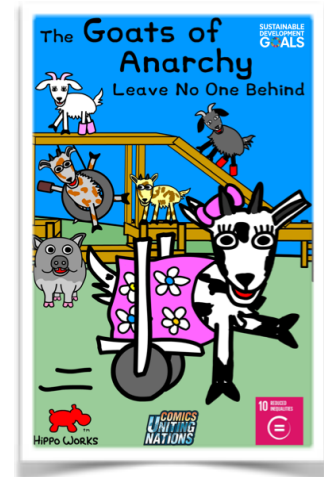
Questions for discussion:

1. When there is not enough rain, what are some of the consequences?
2. What is permafrost? Why are cracks showing up on the ice? Why are some rivers running dry?
3. Name 3 human inventions that have a negative impact on our planet's environment.
4. What are greenhouse gasses?
5. Think about 10 ways that you personally overuse energy. Based on this list, brainstorm ways you can reduce your use of energy.

Final Exercise

Ask students to form small groups in order to come up with a list of gifts that they would like Santa to give to children who don't have as fortunate and stable living situations as they themselves might have.

Comic 13: THE GOATS OF ANARCHY LEAVE NO ONE BEHIND (SDG 10 - Reduced Inequalities)



Age Range: 6-14 year olds

Subject

Disabilities and acceptance of differences.

Learning Outcome

Students will develop a deeper understanding of disabilities, what they impact, and the importance of accepting each other's differences. By understanding the importance of dignity and respect for those living with disabilities, social stigmas and inequalities can be reduced and students can create a more welcoming environment for their peers.

Preparation

[The Goats of Anarchy \(Reduced Inequalities\) comic](#) is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What is a disability? What can we learn from people who are different from us?'

Story Synopsis

Goats of Anarchy Leave No One Behind addresses the importance of reducing inequalities (SDG #10). The comic is inspired by the real life story of a goat that lives on the Goats of Anarchy non-profit animal rescue farm, based in New Jersey. Both in real life and in the comic, the farm specifically focuses on animals with disabilities and those that have been neglected or abused. In the comic, Leanne is the founder of Goats of Anarchy which is a charity devoted to rescuing and rehabilitating baby goats with special needs. Aside from Leanne, there are two main characters, Angel, a goat who only has two legs, and Piney, a pig on the farm who has a special friendship with all the other animals and feels strongly about making sure that everyone is included. The farm is a happy place where all the animals love one another regardless of their differences.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Leanne
2. Angel
3. Piney
4. Romeo
5. Ansel
6. Polly

Questions for discussion:

1. In Angel's story, we learn that Piney is friends with different animals on the farm. Do you have friends who are different than you? Are there things you learn from one another?
2. Angel has a disability and needs to use a special cart to get around. However, we also learn that she has many strengths like her ability to fix things. Do you have people in your life with a disability and if you do, what are some of their strengths and talents?
3. The farm is a place where everyone is treated equally and with dignity and respect. Why is this so important?
4. Think about your school or the community you live in. How is it like the farm? How is it different? What can you do to make your school or community a more equal place for all?

At the end of the lesson, ask students to think about what goals are important to them, and commit to doing something to help achieve each of those goals.

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story, starting at when Polly arrives at the farm. This time, imagine Angel does not have a cart and cannot help show Polly around, and Piney is not around to help her either. Imagine you were Angel, how would this make you feel? Think about how a loss of independence and the ability to help others could affect how happy you are. How might Angel's life be different without the cart, and also how might Polly's experience be different when she first arrives at the farm?

Comic 14: GUARDIANS OF THE GALAXY OZONE HEROES

Age Range: 6-14 year olds

Subject

Ozone layer, Montreal Protocol

Learning Outcome

Students will develop a deeper understanding of what is the ozone layer and how the Montreal Protocol helped to efficiently reduce the use of harmful chemicals to help recover the layer. They will learn about human actions that affect the ozone layer and how the global community came together to reverse its destruction and contribute to the achievement of the SDGs.



Preparation

The [#OzoneHeroes comic](https://www.comicsunitingnations.org/comics/#OzoneHeroes) is available online for download at this link:

<http://www.comicsunitingnations.org/comics/>

Share the comic in whatever way is best for your classroom. Comics can be distributed in printed form that can be read individually or shared amongst groups of students. Alternatively, comics can be shared digitally for reading on computers or tablets at school or home. If only a few printed copies are available, the copies can be used to read the story aloud to students. Prepare a board to write students' answers and have paper and writing utensils for children to write down their ideas.

As students enter the room, have the following question displayed: 'What is the ozone layer? How humans affect the ozone layer?'

Story Synopsis

The #OzoneHeroes comic book follows Iron Man and the Guardians of the Galaxy as they fight off Ego, a villain trying to destroy the planet. Ego eventually tells the superheroes he does not need to destroy Earth... that humans are doing that already. The characters then embark on a journey to determine whether or not this is true, and learn the story of the ozone layer— that humans are the heroes who solved the global crisis of ozone depletion. The comic serves to emphasize that our human qualities are what equip us to solve the world's most pressing problems.

Class Exercise

If possible, print and display, or project, the comic at the front of the room.

Have students read the comic. Here are some ways you can facilitate students' reading:

- Have students read individual copies to themselves
- Have students share comics and read together
- Read the comic aloud to the class
- Ask a group of students to use the comic as a script and act out the comic at the front of the room

Character voices include:

1. Peter Quill “Star-Lord”
2. Rocket Raccoon
3. Groot
4. Gamora
5. Drax
6. Ego
7. Ironman
8. Dr. Sharma

Questions for discussion:

1. What is the ozone layer?
2. Why are the Guardians of the Galaxy going to Earth?
3. Why does Ego decide not to destroy Earth anymore?
4. How are humans affecting the ozone layer and the overall environment?
5. Why didn't Earth need super heroes to help recover the ozone layer?
6. What happened 30 years ago with the Montreal Protocol?
7. What actions were taken to prevent the ozone layer from further destruction?
8. Can we do the same for addressing other current issues like climate change? Why or why not?

At the end of the lesson, ask students to think about how human actions could have a negative effect on the environment and the need to protect the Earth from further destruction.

“Alternate Ending” Exercise

Ask students to form small groups to imagine and describe an alternate ending to the story, starting when Ego leaves Earth. Imagine your class is on a field trip in that forest and you witness the Guardians confront their rival. In the exercise instead of Iron Man coming to the rescue, your group would have to quickly explain to the guardians why they shouldn't shoot plasma cannons at the ozone layer before they jump on their ship, and what are the best ways to help spread the word about this great human accomplishment.