

EXPLORERS for the Global Goals



Activity pack

Ages 4-8



In partnership with

unicef
for every child

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EXPLORERS for the Global Goals

AGE RANGE

4-8



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Welcome!

Explorers for the Global Goals invites you and your students to take part in shared learning experiences based on play.

These activities are designed to be flexible and adaptable to your schedule. The learning space can be the classroom, playground, local community or all three!

Within these activities you are the guide as your students explore big concepts like peace, home, community and nature in simple ways.

In the process, they will develop 5 key characteristics - empathy, curiosity, problem solving, creativity and communication - with the help of 5 colorful characters!

Above all, these activities aim to inspire a hopeful, positive outlook on our world and encourage children to make a positive contribution to their community.

In this set you have:

- **Starter Pack** — You should read this with your children before starting your first activity, to set the scene.
- **5 activities** — You can explore these in any order and adapt them to suit your students.
- **Introducing children to the Global Goals** — A short guide to help you explore the Global Goals themselves.
- **Certificate** — This is for children who have completed all 5 activities, to be displayed with pride!
- **Stickers and badges** — You can print these and give them out as rewards.
- **A Global Goals poster**
- **5 characters** — You will meet these characters in the Starter Pack and they will join you in each activity. We've left these sheets black and white so they can be colored in!



What are the Global Goals?

In 2015, leaders from the 193 countries of the United Nations met to discuss the world's problems and agreed on a plan to tackle them by the year 2030. They named this plan the Sustainable Development Goals — commonly known as the Global Goals.

The Global Goals are the most ambitious agreement that world leaders have ever made. They cover everything from health and education to peace and justice.

THE GLOBAL GOALS

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	 THE GLOBAL GOALS For Sustainable Development



The Global Goals are relevant to every person, in every country, of every age. While your students may be too young to understand them completely now, they are likely to come across them later in their educational journey. The aim of these activities is to develop the skills and recognition that will help them engage with the Global Goals as they grow.

There are 5 key characteristics which can help a child become an Explorer for the Global Goals.

Throughout these activities students will have lots of opportunities to develop them:



Empathy

Curiosity

Problem solving

Creativity

Effective communication

In the **Starter Pack** you will meet five characters who embody these characteristics. They will help to demonstrate each characteristic and bring them to life.

As you go through the activities, you might want to explore the Global Goals with your children in more detail. In the **Introducing children to the Global Goals** guide there are a few discussion activities for young children to start learning about them.

Starter Pack



The World's Largest Lesson

The World's Largest Lesson, in partnership with UNICEF and supported by Hasbro, introduces children and young people everywhere to the Global Goals.

We aim to help children develop into creative, empathetic, global citizens who are curious about the world around them. Our activities always include regular opportunities for children to show their creativity and use it to solve real world problems.

Above all we want your children to be proud of what they achieve, and celebrate it! One day your students could be the ones building a better world.



EXPLORERS for the Global Goals



WORLD'S
LARGEST
LESSON

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THE GLOBAL GOALS

Introducing children to the Global Goals

These discussions are designed to help you explore the Global Goals with young children.

By starting off with simple ideas we can build the foundation for more complicated concepts. Introducing Global Goals imagery like the icon images and the multicolor Global Goals logo will help children connect with the Global Goals and recognize them in later life.

The Global Goals are complicated and will take time to understand — all we are trying to do with these discussions is plant a seed. Try to give examples from your own lives and adapt the discussions to children's interests and experiences.

You might want to draw or write notes to capture your conversations. You can then come back to them as you explore the different concepts in your adventures. Also included in this set are lots of things that you can print or copy and color in, to bring the Goals into your space!



Discussions:

1. What are our basic needs?
2. What is a 'goal'?
3. What is a 'to-do list'?

Discussion #1: What are our basic needs?

Start by asking children if they can think of any things that we need to live. Appropriate responses could be food, water, sleep, warmth, shelter, oxygen, love. Discuss the meaning of these words and explore examples that fit into these categories. For example your home, a tent and your clothes all provide different forms of shelter, whereas love can come from family, friends, hugs and being looked after.

Some suggestions might not fall into the needs category e.g. cars, books or sweets. Explain that these are great examples of things that are nice to have - something you might **want** but not **need**.

Show children the Global Goals poster. The Global Goals are a plan to protect the basic needs of people and animals. People all over the world are working together to protect the planet and make sure that everyone has what they need to be safe, healthy and happy.

Find icons that represent the ideas they came up with. For example can you find a building, a tree that gives oxygen and a bowl of food? Display the poster somewhere that children can revisit and see close up, in order to examine the different symbols in their own time.



Discussion #2: What is a goal?

Ask children if they can think of something **good** that they'd like to do today. This should be something positive e.g. tidy bedroom, be nice to sibling, brush teeth before bedtime.

What about when they are older? What job would they like to do when they are grown up? What kind of a person would they like to be? What kind of things would they like to do?

Explain that these are all examples of **goals** — things we want to achieve in the future. Show the children the Global Goals poster. These are goals for **everyone** on earth, that the whole world is working together on. We are aiming to achieve them by the year 2030. Discuss what the world could be like by then.

Point out a few of the Goals and discuss the meaning. Can you give any examples of how you are already helping to meet these Goals? Can you think of any other ways you could address them?



Discussion #3: What is a 'to-do list'?

Use a piece of paper to start a 'to-do list' for the day, starting with regular tasks. Ask children if they can think of anything to add.

Then show the Global Goals poster. This is a 'to do list' for the world, agreed by leaders from 193 countries all over the world. Explain that people are working together to try to achieve this 'to-do list'.

There are things we can all do to achieve the Goals. Try making your own Global Goals 'to-do list'. You can use the Global Goals stickers included in this set as a reward for checking things off the list.

Add to your list after you finish each activity. For example, if you just completed the Peace Path activity, a 'to-do' may be '*Take care of your Peace Path by tidying it once per week*'. The stickers in this pack can be used as rewards for completing these tasks. When you have completed all 5 of the Explorers activities, there is a certificate to colour in and display with pride!



THE GLOBAL GOALS



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EXPLORERS for the Global Goals



 **WORLD'S
LARGEST
LESSON**

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Are you ready for a Global Goals adventure?

Coming up, we have **5 adventures** for you to explore with your friends and family, at home or at school.

You will need to make things, ask questions, use your imagination, work as a team and think big!



If you can complete these adventures, you will become an **Explorer for the Global Goals!**

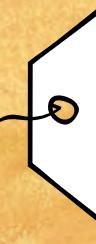
What are the Global Goals? You're about to find out!

But first, let's meet five amazing animals who can help us along the way.





EKANI EMPATHY



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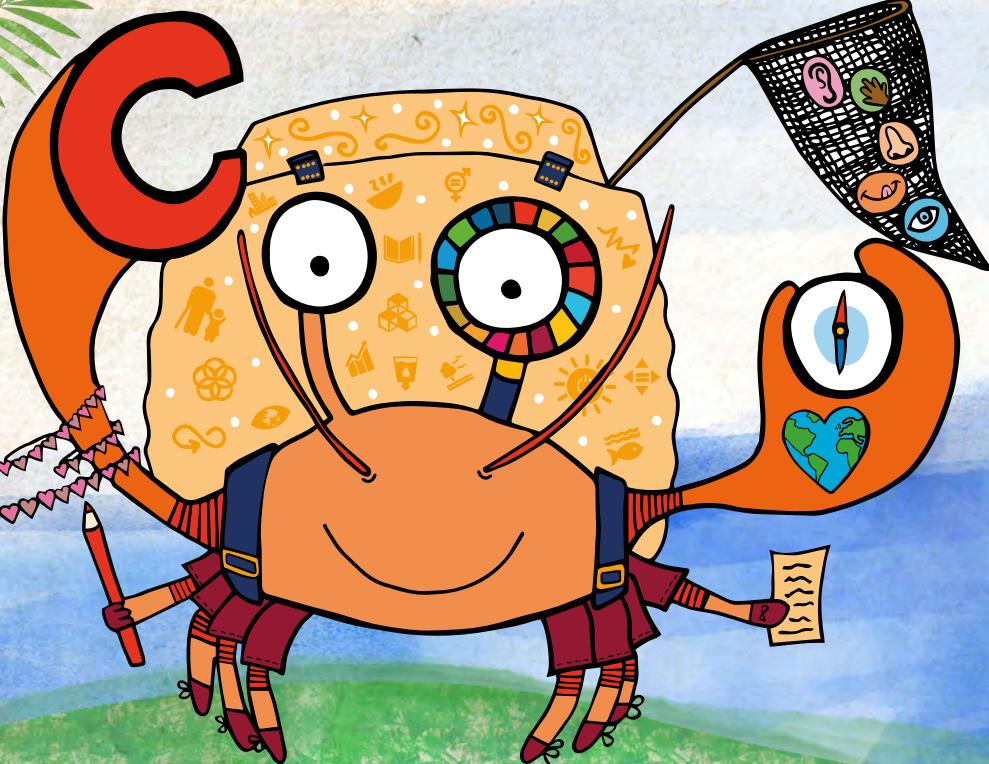
EKANI EMPATHY

What a thoughtful explorer Ekani Empathy is.

He uses his incredibly sensitive nose to understand how others are feeling, so that he can do whatever it takes to help them.

He listens carefully with his magnificent ears to understand their challenges. Then he rolls up his sleeves and digs deep into his experiences and learning to see how he can help.

His ideas and words can make people happy and feel safe, and that makes him smile.



CLAUDIE CURIOSITY

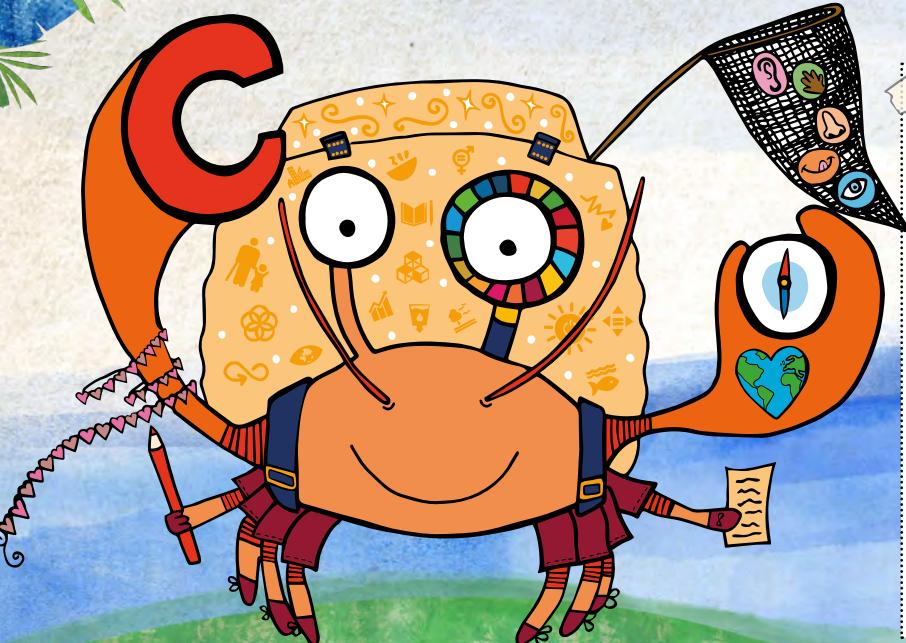


CLAUDIE CURIOSITY

Claudie Curiosity loves investigating the world around her.

She scurries around the globe, discovering new ideas everywhere she goes.

Her pincer is a curious shape — a C. It reminds her to always be curious and keep searching for answers to her questions.





PARKER THE PROBLEM SOLVER



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PARKER THE PROBLEM SOLVER

Parker the Problem Solver loves to explore challenges.

Her incredible spotted markings are always changing. Every time she solves a problem another marking develops as her knowledge grows.

Some problems are big and tricky to figure out, but as her markings change and she grows, she will solve even more.



CRAWFORD

CREATIVITY

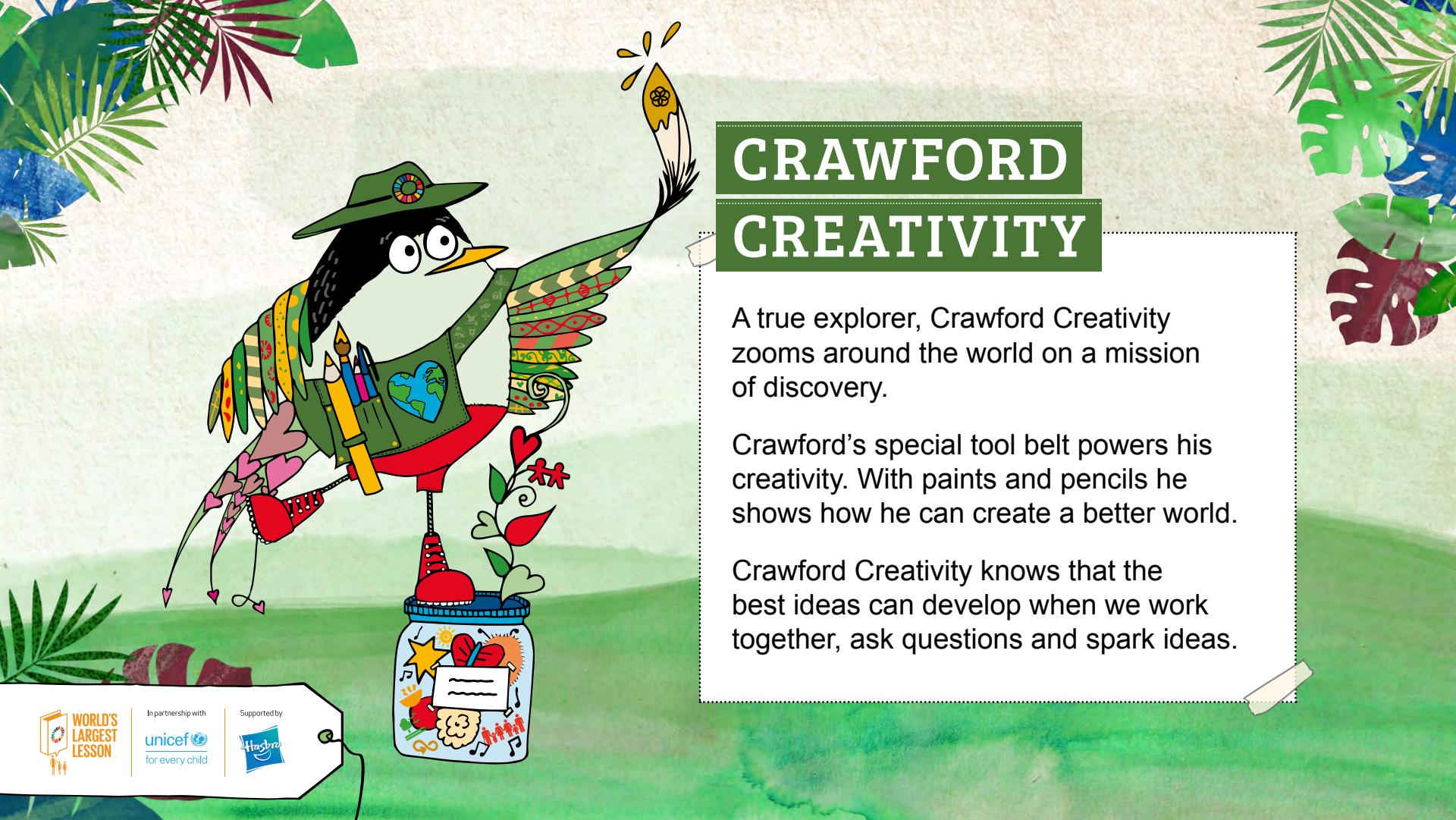


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CRAWFORD CREATIVITY

A true explorer, Crawford Creativity zooms around the world on a mission of discovery.

Crawford's special tool belt powers his creativity. With paints and pencils he shows how he can create a better world.

Crawford Creativity knows that the best ideas can develop when we work together, ask questions and spark ideas.



CASSIA COMMUNICATION





CASSIA COMMUNICATION

Cassia Communication helps to connect the people of the world.

She shares their stories and messages so that we can all work together.

What amazing ears she has! She uses them to listen carefully to what people are saying, so she can understand what they need and what she can do to help.



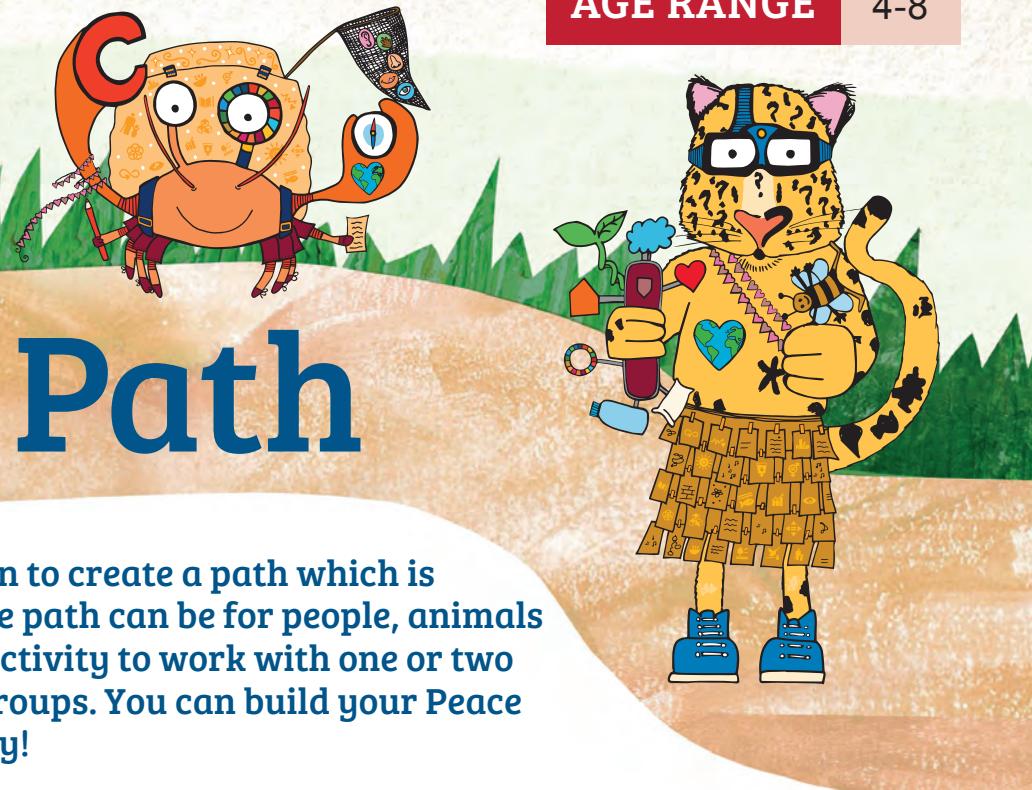
Now you've met your fellow explorers, so...

It's time for an adventure.

Let's go!

Peace Path

This activity invites children to create a path which is peaceful and safe to use. The path can be for people, animals or toys. You can adapt the activity to work with one or two children as well as bigger groups. You can build your Peace Path outside or inside. Enjoy!



DRIVING QUESTION



How can we design and build paths that are safe and peaceful for users?

OBJECTIVE



Design, build and sustain a safe and peaceful path for others.

TIME



Flexible - at least one hour in total, with the option to extend each section if you're having fun!

MATERIALS



- Big paper and pens for planning
- Notebooks or paper for taking notes
- Materials to build your path e.g. building blocks, pebbles, tape, cardboard
- Decorative items to add to path e.g. stickers, signs, ribbon, plants

GLOBAL GOALS



PLAN



Introduce the activity by explaining that you are going to build a **Peace Path** together. Discuss the meaning of the words 'peace', 'peaceful', 'safe' and 'path', including any examples. Discuss what a peaceful path could look / sound / feel like.

Identify the **users** of your Peace Path (people / animals / toys) and the **area** to build it in. The area can be small or large, depending on what you have available.

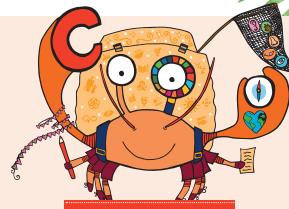


PREPARE



Go for a walk to **explore** the area. Is it safe and peaceful? How could it be changed? List the materials available that may be useful for building the path.

When you return, sketch the space on the big paper and **plan** the path. Consider the start and finish of the path, the shape, the edges and borders, signs, decoration and the surroundings. Make a list of any materials you'll need to build your path.

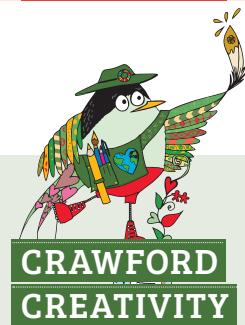


CLAUDIE
CURIOSITY

MAKE



Gather the **materials** needed. Then **build** the path using your plan. Work together and take time to explore problems and ideas that arise as a team. Next you will test the path so make sure it is ready to use!



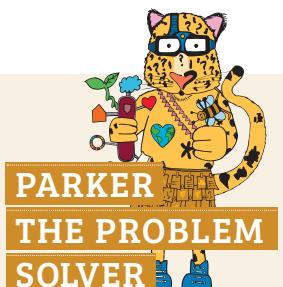
CRAWFORD
CREATIVITY

REFLECT



Test the path by taking your user on a journey along the path. Is it safe and peaceful? Are there any improvements you could make? You might want to note these down, to add to your 'to-do list' (see discussion 3 in the *Introducing children to the Global Goals* guide).

Discuss the building phase. What worked? What didn't work? How did everyone work together? What were your favorite moments? Do you have any ideas for what to do next?



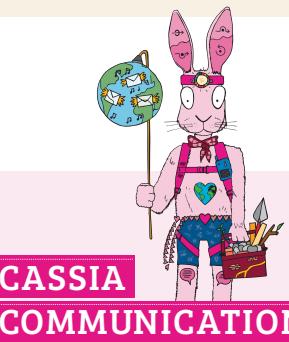
PARKER
THE PROBLEM
SOLVER

CELEBRATE!



Congratulate your Explorers on their Peace Path!

Consider ways to share the path with others, for example by hosting an opening ceremony. You can share photos of your Peace Path on social media using **#GlobalGoalsExplorers** and tagging **@TheWorldsLesson**.



CASSIA
COMMUNICATION

EXTENSION



Now that your Peace Path is ready to be used, consider ways to ensure the path remains safe and peaceful for users in the future. Which of the path materials do we think will still be here later today / tomorrow / next week? Allocate responsibility for the upkeep of different aspects of the path, to keep it safe and peaceful.



Little Homes

In this activity children will explore the concept of home and community. The activity can take place outside or inside and is designed to make use of things you are likely to have in your home or classroom. The activity can be adapted to work with small or large groups.



DRIVING QUESTION



How can we live together safely and peacefully?

TIME



Flexible — the whole activity can be completed in one hour but you can always keep building! You might want to leave your community and come back to it in the future.

GLOBAL GOALS



15 LIFE ON LAND



10 REDUCED INEQUALITIES



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES

OBJECTIVE



Explore the concepts of home, community and how we can live safely and happily together.

MATERIALS



- Cardboard boxes / building blocks to be made into little homes
- Dolls / toys to 'live' in the little homes
- Art and craft supplies e.g. pens, crayons, paper, stickers, glue, scissors
- Materials for creating a mini city / town / village e.g. blocks, toys, art supplies

PLAN



Introduce the activity, explaining that we are going to create little homes and then build a mini city / town / village. Discuss the meaning of the word **home**, including examples.

Let children choose who will live in the little homes (dolls / toys). Children can name them and share stories about their imaginary lives.



**EKANI
EMPATHY**

PREPARE



Provide each child with a cardboard box to make a **home**. Invite them to use art materials to add to their homes, considering what a home needs e.g. a door, a place to sleep, a place to cook.

As children finish creating their houses, explain that they are going to live together as a **community**. Discuss the meaning of the word community, with examples.



CRAWFORD
CREATIVITY

MAKE



Place homes and dolls / toys within the learning space. Then start building a **mini city / town / village** around them using whatever resources are available.

Consider the needs of your community. Brainstorm ideas for important places in a community e.g. school, library, garden, grocery store, hospital. You could build **paths** connecting the houses together, **natural features** like a stream or lake and **practical features** like shops, a farm or a school.

Explore questions around access to quality education, good health and well-being, the impact of weather and food production.

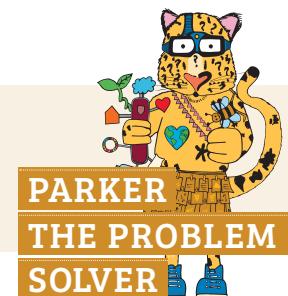


CLAUDIE
CURIOSITY

REFLECT



Discuss and review the process. Will your citizens be happy in their community? Will they be healthy and safe? What could you do next, to make it even better? This is also a chance to ask what worked well in your group, and to give praise.



PARKER
THE PROBLEM
SOLVER

CELEBRATE!



When you are finished, **celebrate** your success! Consider ways to **share** your learning with others. Encourage children to explain the process in full, including why they made the decisions they did at each stage. You can share photos on social media using **#GlobalGoalsExplorers** and tagging **@TheWorldsLesson**.



CASSIA
COMMUNICATION

EXTENSION



So, you've built a brilliant community. But is there anything you've missed? Using the **Global Goals** poster as a prompt, think about all the different factors that go into a happy, healthy community. Do your citizens have access to clean water (Goal 6: Clean Water and Sanitation)? Are there places where plants and animals can live (Goal 15: Life on Land)? You can keep building as you go, or make a to-do list of things to add later (see discussion 3 in the *Introducing children to the Global Goals* guide).



EXPLORERS for the Global Goals

AGE RANGE

4-8

We ❤ Our Planet

This activity invites children to take part in an art project to represent their love of nature and share it with your community. The activity involves going outside to collect natural objects for decoration.



DRIVING QUESTION



How can we use natural resources to show our love of nature?

TIME



Flexible - at least one hour in total with the option to extend each section, or pause and come back to the activity another time.

OBJECTIVE



Carry out an art project to demonstrate love and care of the planet to the wider community.

GLOBAL GOALS



13 CLIMATE ACTION



15 LIFE ON LAND



17 PARTNERSHIPS FOR THE GOALS



11 SUSTAINABLE CITIES AND COMMUNITIES



MATERIALS



- Heart shaped pieces of card, each with a small hole to hang from a piece of string
- Long piece of string to hang hearts on
- Scissors, glue and any other art supplies e.g. coloured pens, paints, glitter
- Natural materials from local outdoor environment e.g. leaves, sand, small sticks, pebbles
- Small bags for collecting natural materials
- Big paper and pens

PLAN



Engage children in a conversation on the meaning of the words nature, planet, and Earth. Do you have favorite animals or plants? What do you like about them? If you think about being outside, what are things that make you feel happy?

Today you are going to create an **art project** to share your love for nature with the world. You will be creating a string of hearts that will 'connect' to other strings of hearts and wrap the planet in love.

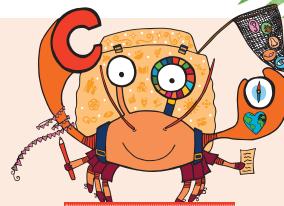


PREPARE



Show the heart-shaped cards and explain that you will be gathering natural objects from outside to decorate the hearts. **Discuss** what these might be.

Go for a **nature walk** to gather items. Encourage children to collect whatever they are interested in from the natural world. Explore different areas of the natural environment to see what different things you can find. Store everything in your bags to take back with you.

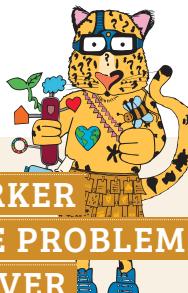


CLAUDIE
CURIOSITY

MAKE



Return to your work station and give out the hearts and glue. You are now going to stick the things you've collected onto your hearts, however you like. If you want you can add extra decorations. As you go, invite children to show what they are doing and swap ideas. There is no right or wrong way!



PARKER
THE PROBLEM
SOLVER

REFLECT



When you have finished, thread all the hearts onto your piece of string and hang it somewhere you can all see. Which are your favorites? Can you remember where you got the natural objects from?

How does the string of hearts show that **We ❤ Our Planet**? What message can you share with others about your art installation and the reasons why you created it?



CASSIA
COMMUNICATION

CELEBRATE!



It's time to **share** your beautiful work with the world, so that they can see how much you love the planet! Think about where you could hang your string of hearts so that others can see it. You could take photos to share with others on social media using **#GlobalGoalsExplorers** and tagging **@TheWorldsLesson**. If enough people do it, the chain of hearts will reach around the whole world!



CRAWFORD
CREATIVITY

EXTENSION



Using the Global Goals poster, encourage your children to identify which Global Goals this activity links to. There are some examples given at the start of this activity, but there might be more connections that you can think of. Can you think of other things people are doing to support these Goals, in your community or around the world?



EXPLORERS for the Global Goals

AGE RANGE

4-8

Friendly Walls

In this activity children are invited to design and build walls, exploring the different ways that we can affect each other and our community through the things we build. This activity works best with more than one child in a fairly large space.



DRIVING QUESTION



How do the things we build affect each other?

TIME



Flexible - around one hour to construct your walls with the option to extend if you're having fun!

GLOBAL GOALS



3 GOOD HEALTH AND WELL-BEING



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



OBJECTIVE



Design and create friendly spaces that can bring people together.

MATERIALS



- Big paper and pens
- Materials to build walls e.g. large sheets of cardboard or building blocks
- Art supplies to decorate the walls e.g. crayons, pens, chalk, paint, stickers

PLAN



Introduce the activity, explaining that today you will be builders and will think about how the things we build affect us. Ask children to share their understanding and experience of the word wall, along with any examples. Can you give an example? What might a wall be used for? What about the word build - what might you build and why?



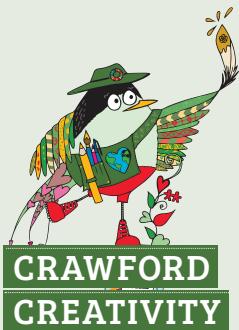
PREPARE



First you are going to **test** different kinds of wall. Invite children to work together to build / draw / describe different types of walls:

- A wall to keep people apart
- A wall that keeps people together
- A wall to trap someone
- A wall for someone to be private but not trapped

Think about the users of these walls. How much space is enough for one person? How might it feel to be alone on one side of the wall? Do people on both sides of the wall have the same experiences? Can you communicate through the wall?



MAKE

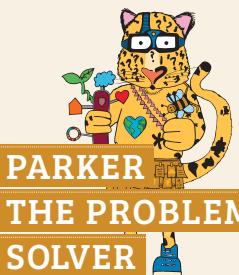


Now you've done some testing, it's time to build your **Friendly Wall**. Invite children to build a wall to divide the space in half.

Think together on ways to make the wall friendlier. For example:

- Draw happy messages or add pictures to the wall
- Add flowers or decorations
- Make windows and doors
- Make the wall into a fence
- Soften the edges
- Lower the wall so you can see each other

Using the materials you have available, turn your wall into a friendly wall, working on it from both sides.



REFLECT



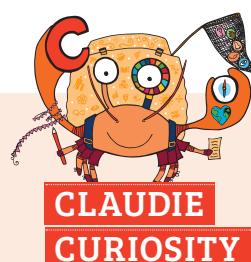
When you have finished, invite children to show each other what they have done. Encourage them to explain why they have added specific features and what effects they are intended to have. What are their favourite parts of the friendly wall? This is a chance for children to give each other positive feedback. When you are finished you can take photos to share your work with others on social media using **#GlobalGoalsExplorers** and tagging **@TheWorldsLesson**.



CELEBRATE!



Congratulate children on their brilliant work. Remind them what the wall was like at first and show how much it has changed for the better. Can you think of other places in your home / school / community that you could make more friendly?



EXTENSION



Look at **Goal 3: Health and Wellbeing** and **Goal 11: Sustainable Cities and Communities** on the **Global Goals** grid. Take time to explore what these could mean and how they relate to your own life. Then discuss how they are related. How does your community help you to be healthy? Can you think of places which are very happy? What about places which are scary? The way we build our communities can change how we feel — from a scary dungeon to a beautiful garden.



Maps for New Friends

In this activity children will design a map, thinking about the world from other people's points of view. Maps can represent your home, classroom or local community. You can vary the complexity depending on the area you decide to map.



DRIVING QUESTION



How can we help new friends find their way?

TIME



Flexible - a simple map of a familiar area will take one hour, or you can spend a whole day exploring and mapping a new, more complex area.

GLOBAL GOALS



4



QUALITY EDUCATION

9



INDUSTRY, INNOVATION
AND INFRASTRUCTURE

10



REDUCED INEQUALITIES

11



SUSTAINABLE CITIES
AND COMMUNITIES

OBJECTIVE



Create maps for new friends to communicate directions and information.

MATERIALS



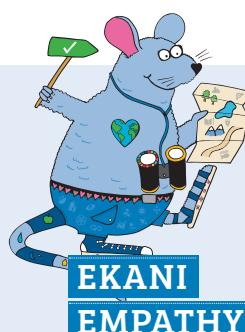
- Big paper for your main map
- Notebooks / paper for taking notes and drawing practice maps
- Pens / pencils / markers
- Sticky notes / plain stickers to write onto

PLAN



Today you are going to create a special map that could be used to help new friends find their way. Ask children to share their understanding and experience of maps, including examples.

Decide on an **area** to map. It could be in your home, classroom, garden or local community. Decide who your map will be for — it could be a friend, relative or toy. What kinds of things would be helpful for them on a map?

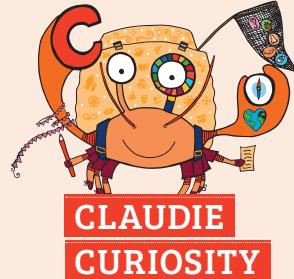


PREPARE

On your own, create practice maps of the area using your memory / imagination. For younger children you might want to just draw the space you are in. Older children could draw a bigger, more complex area. These maps should be as detailed as possible, including **landmarks** like corridors, doorways, room names, paths, obstacles etc.

Share your work with each other to compare. What is similar about what you've drawn and what is different? Identify useful parts of each map, including the overall presentation and any specific details.

Then go on a **discovery walk** to explore the space and think about what your final map. Draw pictures / symbols onto sticky notes to add to the big map later.

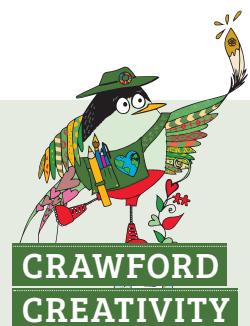


CLAUDIE
CURIOSITY

MAKE



Now you've prepared it's time to create your big map. Remind children that the map is supposed to be helpful for a **new visitor**. Sketch out the overall area first and then add the specific elements one by one. Encourage children to use drawings / symbols instead of words, so that someone could use the map even if they could not read, or speak the same language.



CRAWFORD
CREATIVITY

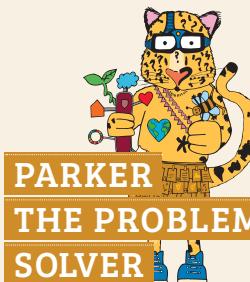
REFLECT



When you are happy, pause to reflect. Does it work for your newcomer? Imagine how they would use the map to go on a journey. Pick a starting point and a destination, and trace their **journey**.

What about someone from a different country? How might they feel coming to this area? How might a map help them feel better? You can make your map more **welcoming** by decorating it or writing a nice message.

What if our new friend cannot read, or cannot speak our language? Would they find the map useful? Keep adding to the map until you are happy.



PARKER
THE PROBLEM
SOLVER

CELEBRATE!



Congratulations! You've made a helpful, welcoming map that can guide new friends to find their way. Consider ways to share the map with others. You can take photos to share your work with others on social media using **#GlobalGoalsExplorers** and tagging **@TheWorldsLesson**. You might even want to send your map to someone who could send one back!



CASSIA
COMMUNICATION

EXTENSION



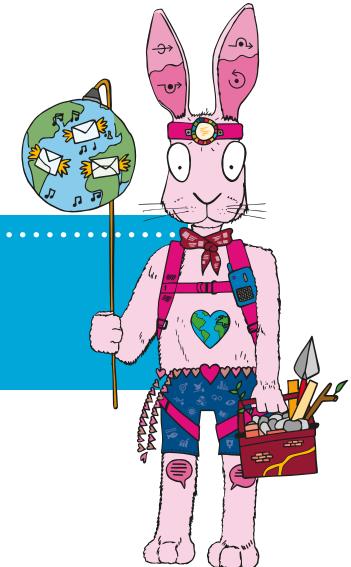
Have a look at some other maps you have in your home or online. Compare it to the map you've made and think about the questions from your reflection stage. Then look at your **Global Goals** poster. Can you see any of the icons on your map? What do you think they are showing? Are there any you could add to your own map?



EXPLORERS for the Global Goals



CONGRATULATIONS!



You have shown that you are a
curious, creative, empathetic communicator and problem solver.

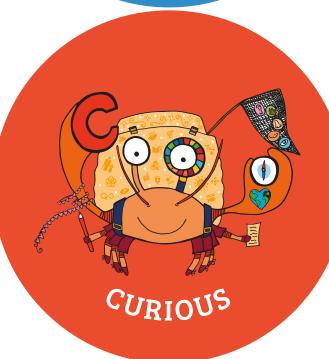
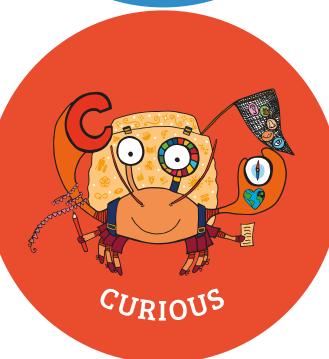
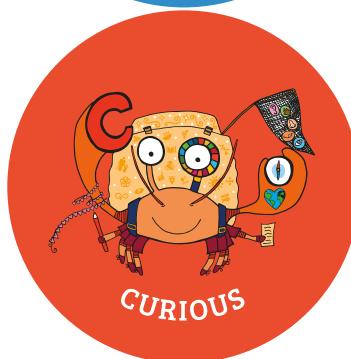
Wear your badge with pride!
You will be a brilliant Explorer for the Global Goals.

Good luck with all your future adventures!

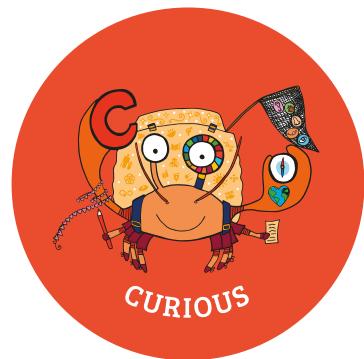
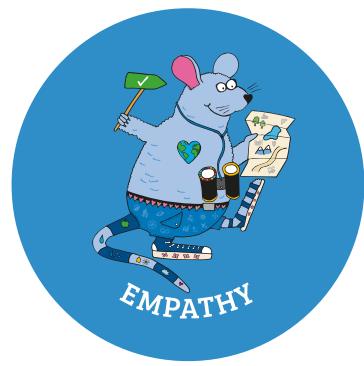


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EXPLORERS
for the Global Goals



**EKANI
EMPATHY**

EKANI EMPATHY

What a thoughtful explorer Ekani Empathy is. He uses his incredibly sensitive nose to understand how others are feeling, so that he can do whatever it takes to help them.

He listens carefully with his magnificent ears to understand their challenges. Then he rolls up his sleeves and digs deep into his experiences and learning to see how he can help.

Look at his special shoes — they're odd. They remind him to 'walk in someone else's shoes' and imagine what they would feel in a situation.

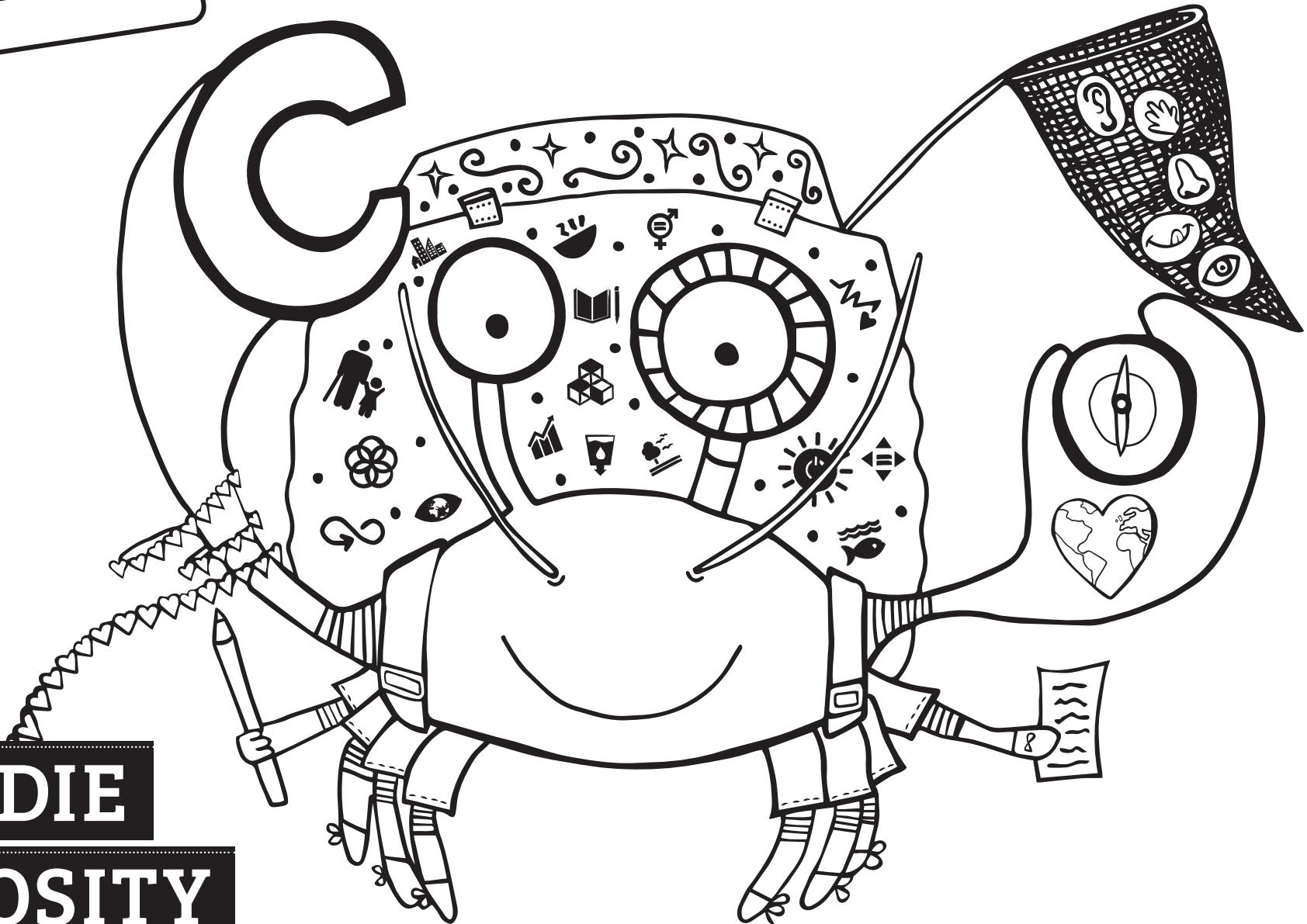
He remembers to tread lightly on our world, leaving only gentle footprints. His odd shoes help him to walk the paths of the world, comforting those who need a helping hand and to find their way.

Warm and loving, he thinks of others and wraps them up in his wonderful tail to help them fulfil their basic needs of Food, Water, Sleep, Warmth/Shelter, Oxygen and Love.

He understands that reaching goals can sometimes be a challenge for people, so he carries a special map with him. He helps others to choose the right path and overcome obstacles. He shares his skills and knowledge to support them. His ideas and words can make people happy and feel safe, and that makes him smile.

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for the Global Goals

CLAUDIE
CURIOSITY



EXPLORERS
for the Global Goals

CLAUDIE CURIOSITY



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Claudie Curiosity loves investigating the world around her. She scurries around the globe, discovering new ideas everywhere she goes.

Her pincer is a curious shape — a C. It reminds her to always be curious and keep searching for answers to her questions.

Check out her 'Wonder' backpack! It powers her adventures and contains all the wonderful ideas, knowledge and learnings she's found as she moves through the world meeting children. It reminds her of the Global Goals we are all working towards.

She uses all of her five senses to explore the world around her and catches everything she discovers in her magnificent net. She studies them to see what they can tell her and uses the ideas to take care of the planet and its people.

Her compass reminds her of her goals and where she is heading. It helps her to make the right choices as she dreams big.

Caring Claudie knows that although she is only small, her curiosity can power big changes in the world around her.

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CASSIA
COMMUNICATION

CASSIA COMMUNICATION

Cassia Communication helps to connect the people of the world. She shares their stories and messages so that we can all work together. She's a brave adventurer and her Global Goals head torch clearly lights the way on her path into the unknown.

What amazing ears she has! She uses them to listen carefully to what people are saying, so she can understand what they need and what she can do to help.

Sometimes she meets an obstacle stopping her from getting her message across, so Cassia's ears remind her that we might need to go over, under, around or through it to reach our goals. She'll do whatever it takes and loves the challenge!

She carries a special globe. It holds 'Messages to our world' from its children — letters, songs and ideas. She loves sharing them with others as she leaps across countries.

The contents of her toolbox help her to build friendly walls and paths which link us together and help us to communicate better. Cassia is a keen climber. She uses her string of hearts to climb to the top of mountains and down to the widest oceans, and with a clear call she sings out our messages so all can hear.

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for the Global Goals



CRAWFORD
CREATIVITY

EXPLORERS
for the Global Goals

CRAWFORD CREATIVITY

A true explorer, Crawford Creativity zooms around the world on a mission of discovery. Being so high up he has a fantastic bird's-eye view of the world below. This gives him a great understanding of the challenges we have and how we can work together towards the Global Goals.

His most treasured possession is his jar of ideas, discovered in different countries across the world. Their different shapes and colours are dazzling and when he puts them together in different ways, new creative ideas are formed. He loves adding new ideas from all of the children he meets. Look at the wonderful ideas he is growing to help nature, our community and show love.

Look at his tail. It's woven by the children of the world from their love hearts.

Crawford's special tool belt powers his creativity. With paints and pencils he shows how he can create a better world. With his golden 'unity feather' he paints the world to bring us all together.

Crawford Creativity knows that the best ideas can develop when we work together, ask questions and spark ideas. He stores drawings, voices and letters from the children he meets in the patterns of his wings. Their beauty helps him fly high and carries him across the world. He spreads their colours out wide as he soars, sharing the creativity with the world below and wrapping it in love.



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PARKER

**THE PROBLEM
SOLVER**

PARKER

THE PROBLEM SOLVER

Parker the Problem Solver loves to explore challenges.

Her amazing glasses help her to examine things in great detail. She analyses the information she finds as she travels the world, making links and connections.

Parker knows that the knowledge she has learnt can really help her to solve problems in the future, so she pegs all the ideas from the children she meets on her skirt. They will help us all to reach our Global Goals.

Her incredible spotted markings are always changing. Every time she solves a problem another marking develops as her knowledge grows. Some problems are big and tricky to figure out, but as her markings change and she grows, she will solve even more.

She's big and strong, ready to get to grips with problems and questions. However, she knows that sometimes it's much better to work together to find a solution — so Parker carries her buzzy bee friend with her. Bee reminds her to look at challenges from other people's point of view, especially those who may be more vulnerable than she is, and to 'Bee kind'. This helps her to find the best answers for everyone. She never forgets her community.

Parker uses her unusual gadget tool to unlock solutions to people's needs. She makes unexpected connections to grow new ideas.

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THE GLOBAL GOALS



EXPLORERS for the Global Goals

Instructional Design:

Dr. Jennifer Williams - Lead Instructional Designer, TeachSDGs and Take Action Global
Jack Davies - Programme Manager, World's Largest Lesson

Advisors:

David Hamilton - www.explo.org
Kevin Colman and Sarah Moffitt - Hasbro Children's Fund
Kasia Krol - UNICEF
Alison Bellwood and Kinvara Jardine Paterson - World's Largest Lesson

Field testers:

Billy Spicer - Integration Specialist, Winnetka Public Schools - USA
Rae Snape - Headteacher / National Leader of Education, Milton Road Primary School - UK
Rachel Tomlinson - Headteacher, Barrowford Primary School - UK
Kristin Harrington - District EdTech Coach, Flagler County Schools - USA
Susan Gaboriau - Technology Integration Specialist, Putnam School District - USA
Carolyne Nyarangi - Icare Sustainability - Kenya
Mrs Chi Chi - Headteacher, Britarch Montessori School - Nigeria
Judith Cunningham - Chief Strategic Officer, Montessori Model UN - Italy



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