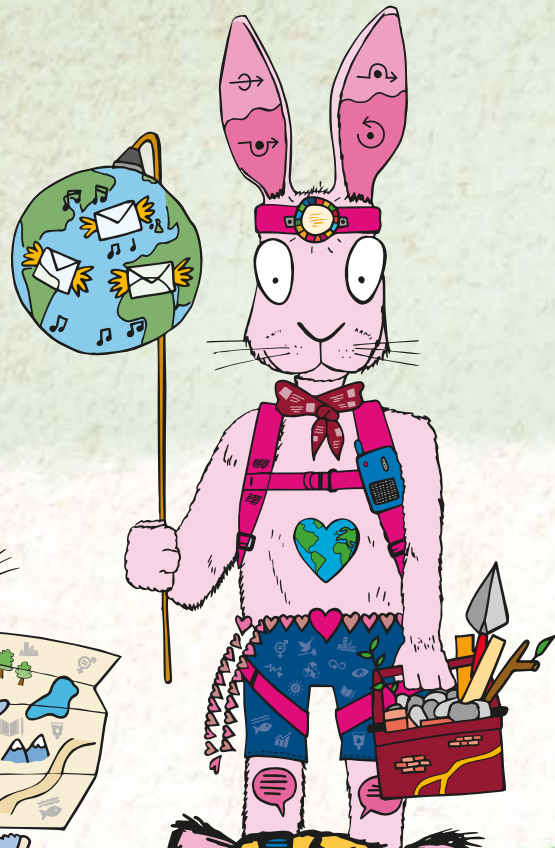


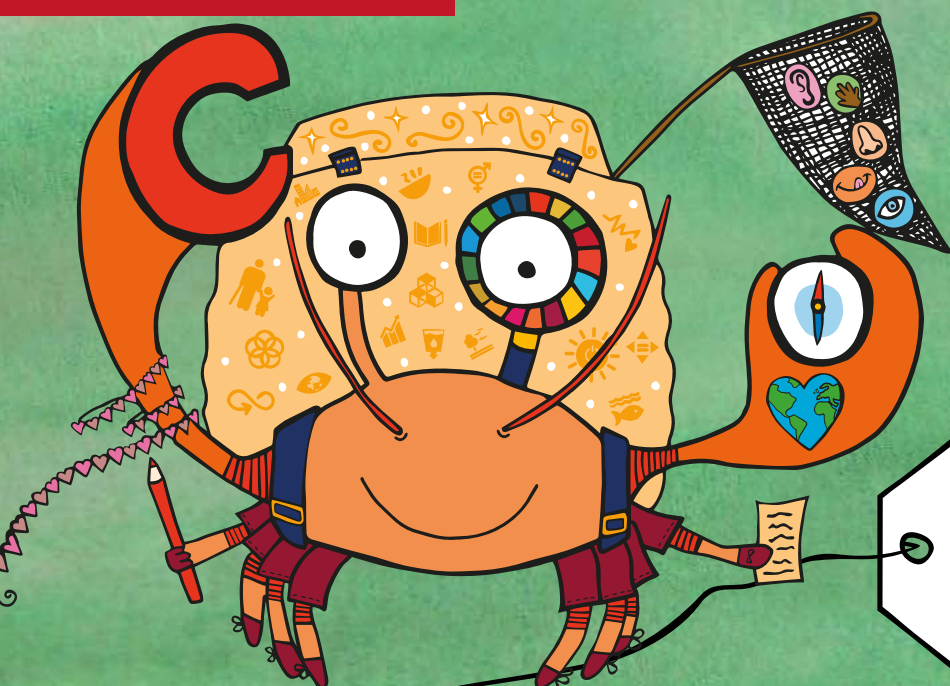
# EXPLORERS

for the Global Goals



## Activity pack

Ages 4-8



WORLD'S  
LARGEST  
LESSON

In partnership with

unicef  
for every child

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  - Global Goals poster
- 



# EXPLORERS for the Global Goals

AGE RANGE

4-8



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THE GLOBAL GOALS

## Welcome!

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

These activities are flexible and adaptable. You don't need to be an expert, you don't need special resources and you can fit them around your schedule.

Within these activities you are the guide as your children explore big concepts like peace, home and community in simple ways. Many of the activities foster an appreciation of nature and the importance of protecting it.

These activities aim to inspire a hopeful, positive outlook on our world today and the future. Feel free to adapt them to suit your context and get creative - the most important thing is that you enjoy the process!

## 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 children.
- **Introducing children to the Global Goals** — A short guide to help you explore the Global Goals themselves.
- **A 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







The Global Goals are relevant to every person, in every country, of every age. While your children 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 you 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.

**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 children could be the ones building a better world.



# EXPLORERS for the Global Goals



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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?



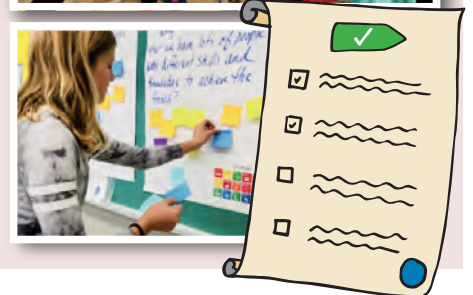
## Discussion #3: What is a 'to-do list'?

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



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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!



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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.



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# EKANI

# EMPATHY



**WORLD'S  
LARGEST  
LESSON**

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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.



WORLD'S  
LARGEST  
LESSON

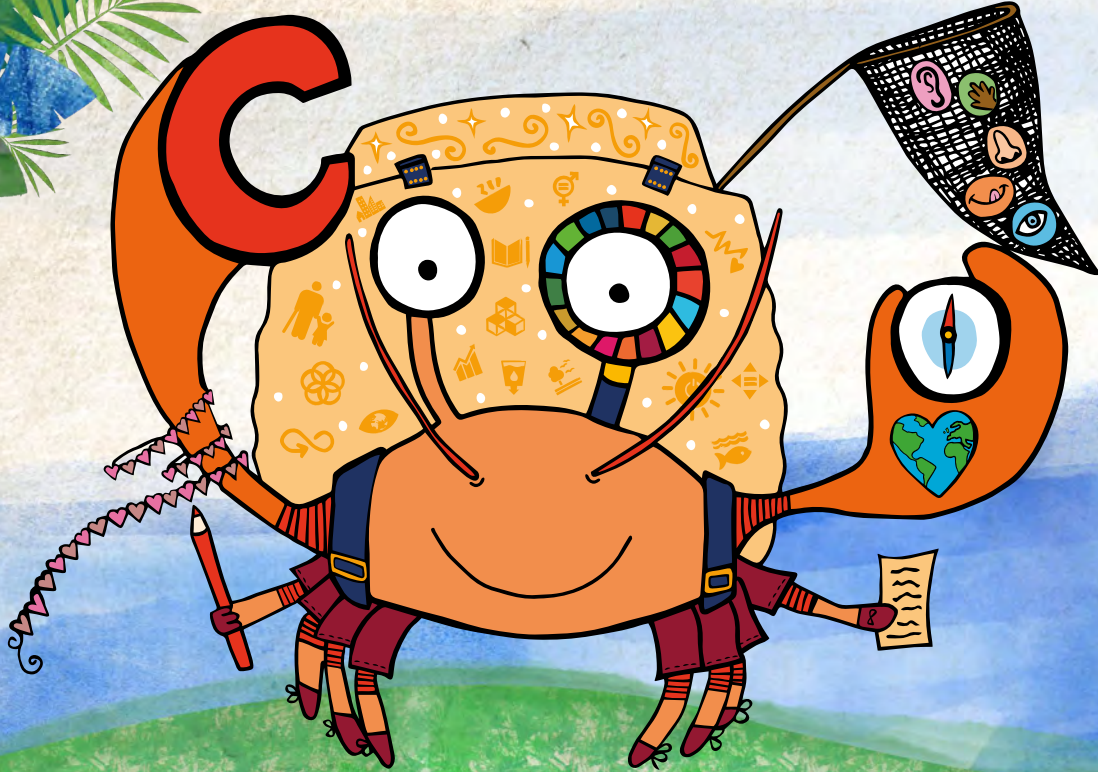
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# CLAUDIE CURIOSITY



WORLD'S  
LARGEST  
LESSON

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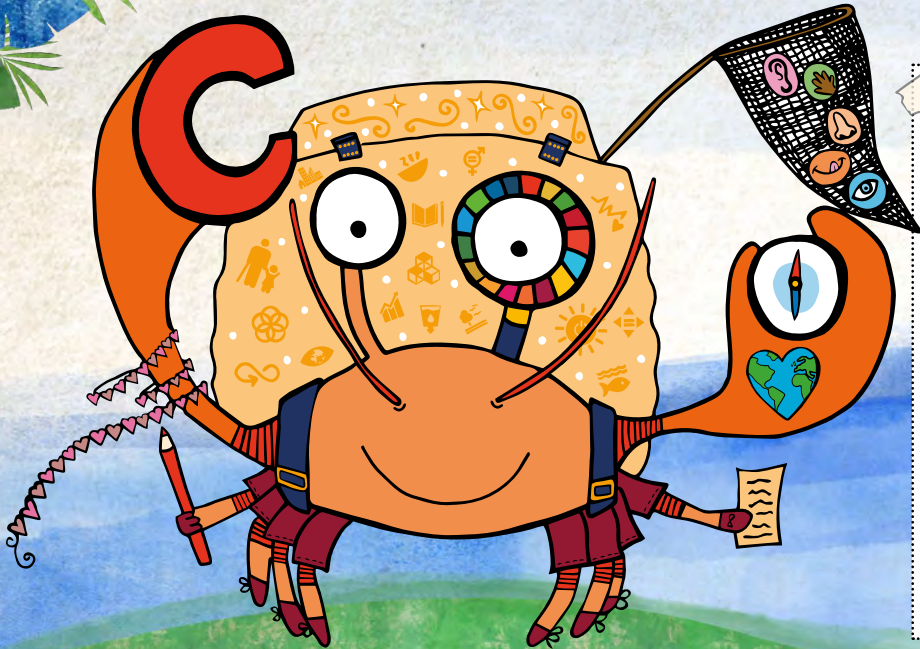


# CLAUDIE CURIOSITY

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.



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PARKER

THE PROBLEM

SOLVER



WORLD'S  
LARGEST  
LESSON

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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.



In partnership with



Supported by





# CRAWFORD CREATIVITY



WORLD'S  
LARGEST  
LESSON

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for every child

Supported by







# 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.



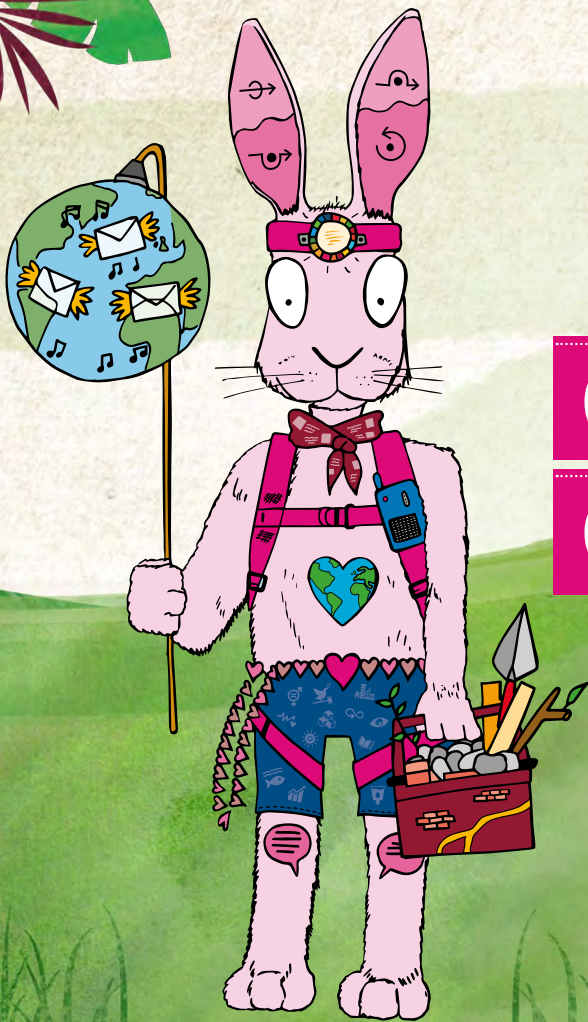
WORLD'S  
LARGEST  
LESSON

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# CASSIA

# COMMUNICATION



**WORLD'S  
LARGEST  
LESSON**

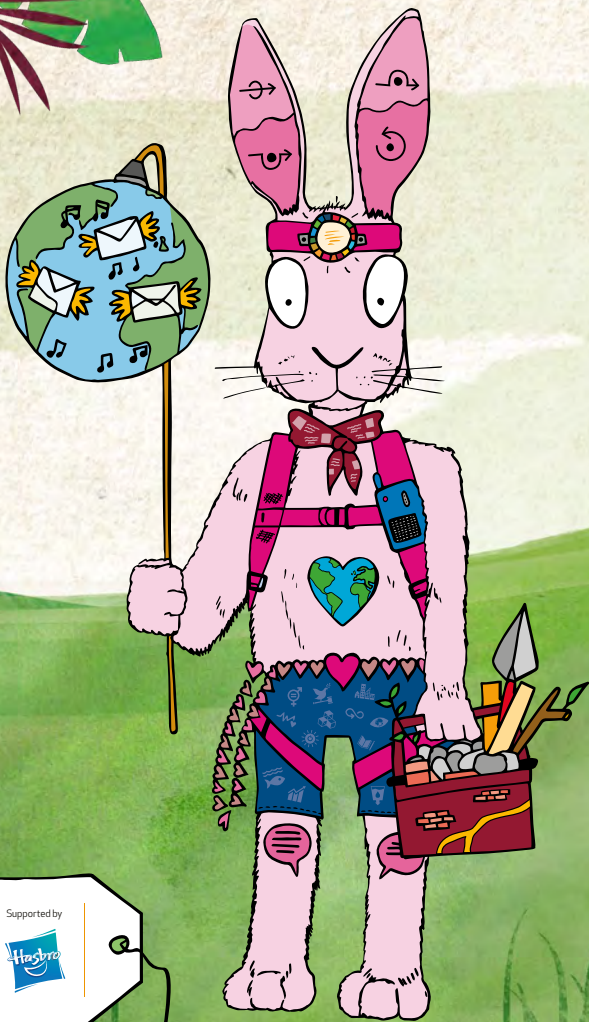
In partnership with

**unicef**   
for every child

Supported by







# 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.



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for every child



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

It's time for an adventure.

Let's go!



In partnership with  
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for every child





# 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.

## GLOBAL GOALS

13 CLIMATE ACTION



15 LIFE ON LAND



17 PARTNERSHIPS FOR THE GOALS



11 SUSTAINABLE CITIES AND COMMUNITIES



## OBJECTIVE

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

## 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.



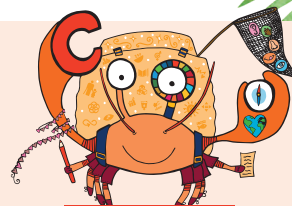
EKANI  
EMPATHY

## 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?





# 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!

## GLOBAL GOALS



## 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

## 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.

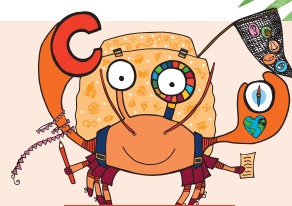


## PREPARE



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?



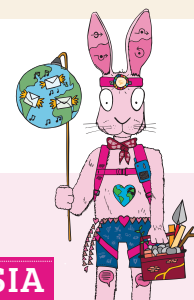
**PARKER  
THE PROBLEM  
SOLVER**

## 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**

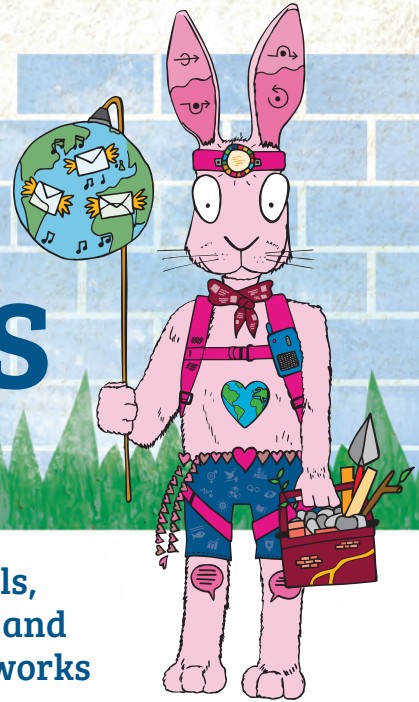
## EXTENSION



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.







# 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 examples? What might a wall be used for? What about the word build - what might you build and why?



**EKANI  
EMPATHY**

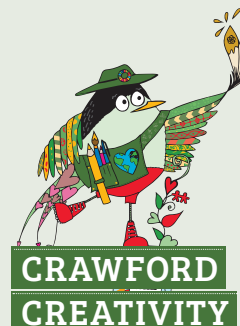
## PREPARE



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 to trap someone
- A wall that keeps people together
- 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
- Make the wall into a fence
- Add flowers or decorations
- Soften the edges
- Make windows and doors
- 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



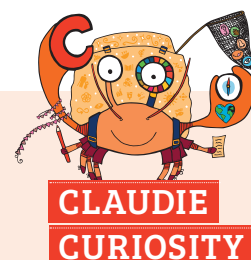
When you have finished, invite children to show each other what they have done. Encourage them to explain why they have added specific features and what effects they are intended to have. What are their favourite parts of the friendly wall? This is a chance for children to give each other positive feedback. 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.





# 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?

## OBJECTIVE



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

## 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



## 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 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**

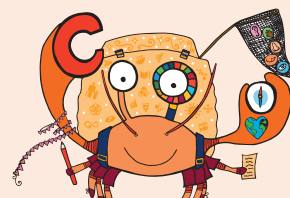
## MAKE



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](https://www.instagram.com/globalgoalsexplorers) and tagging [@TheWorldsLesson](https://www.instagram.com/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).





# 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.

## GLOBAL GOALS

13 CLIMATE ACTION



15 LIFE ON LAND



17 PARTNERSHIPS FOR THE GOALS



11 SUSTAINABLE CITIES AND COMMUNITIES



## OBJECTIVE

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

## 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.



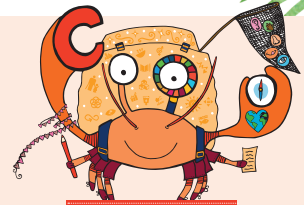
EKANI  
EMPATHY

## 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!



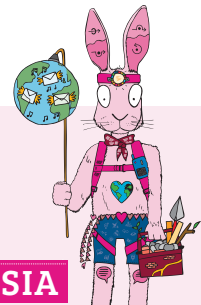
**PARKER  
THE PROBLEM  
SOLVER**

## 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?

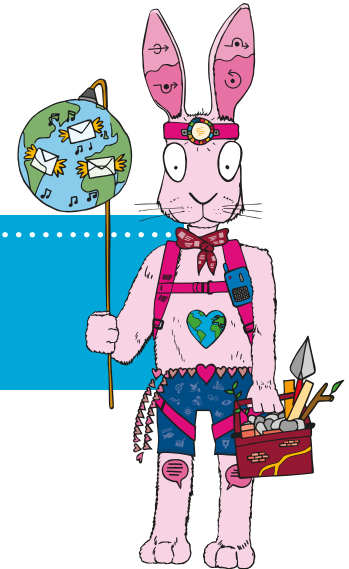




# EXPLORERS for the Global Goals



In partnership with  
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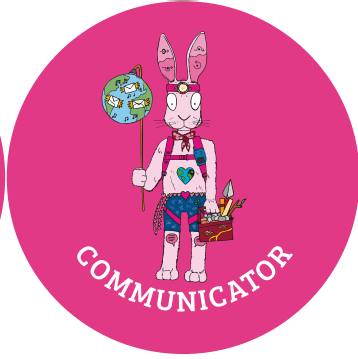
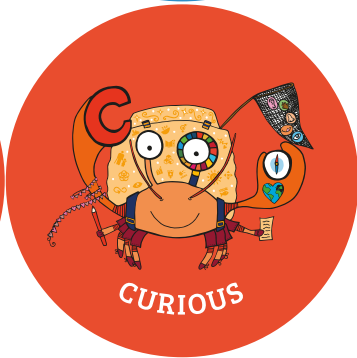
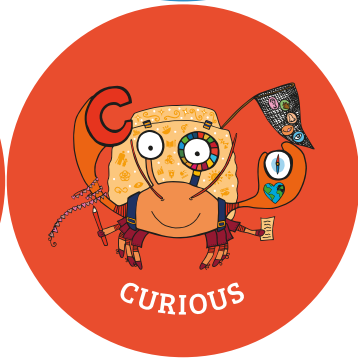
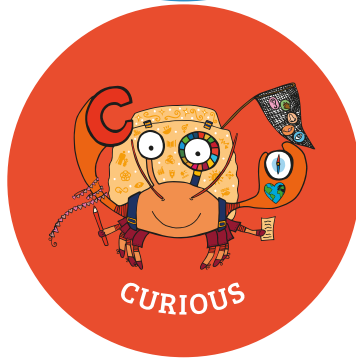
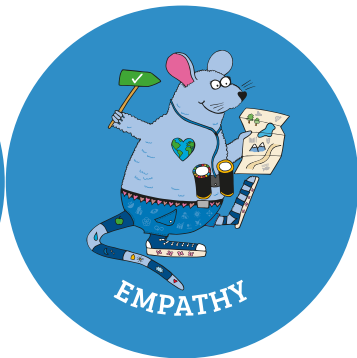
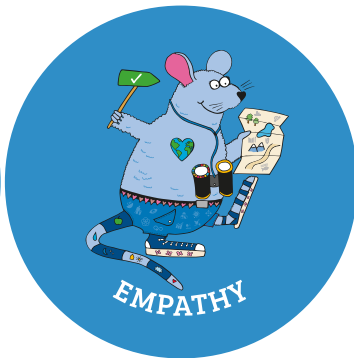
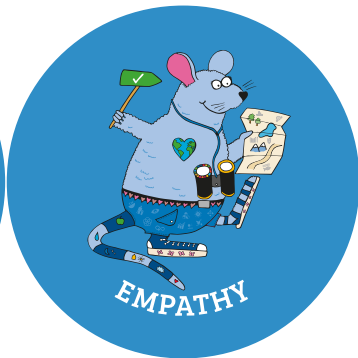
# CONGRATULATIONS!

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!**



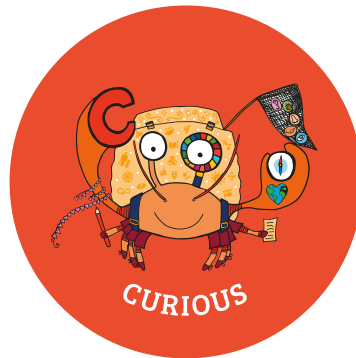








EMPATHY



CURIOUS



PROBLEM SOLVER



CREATIVE



COMMUNICATOR



**EXPLORERS**  
for the Global Goals



**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.

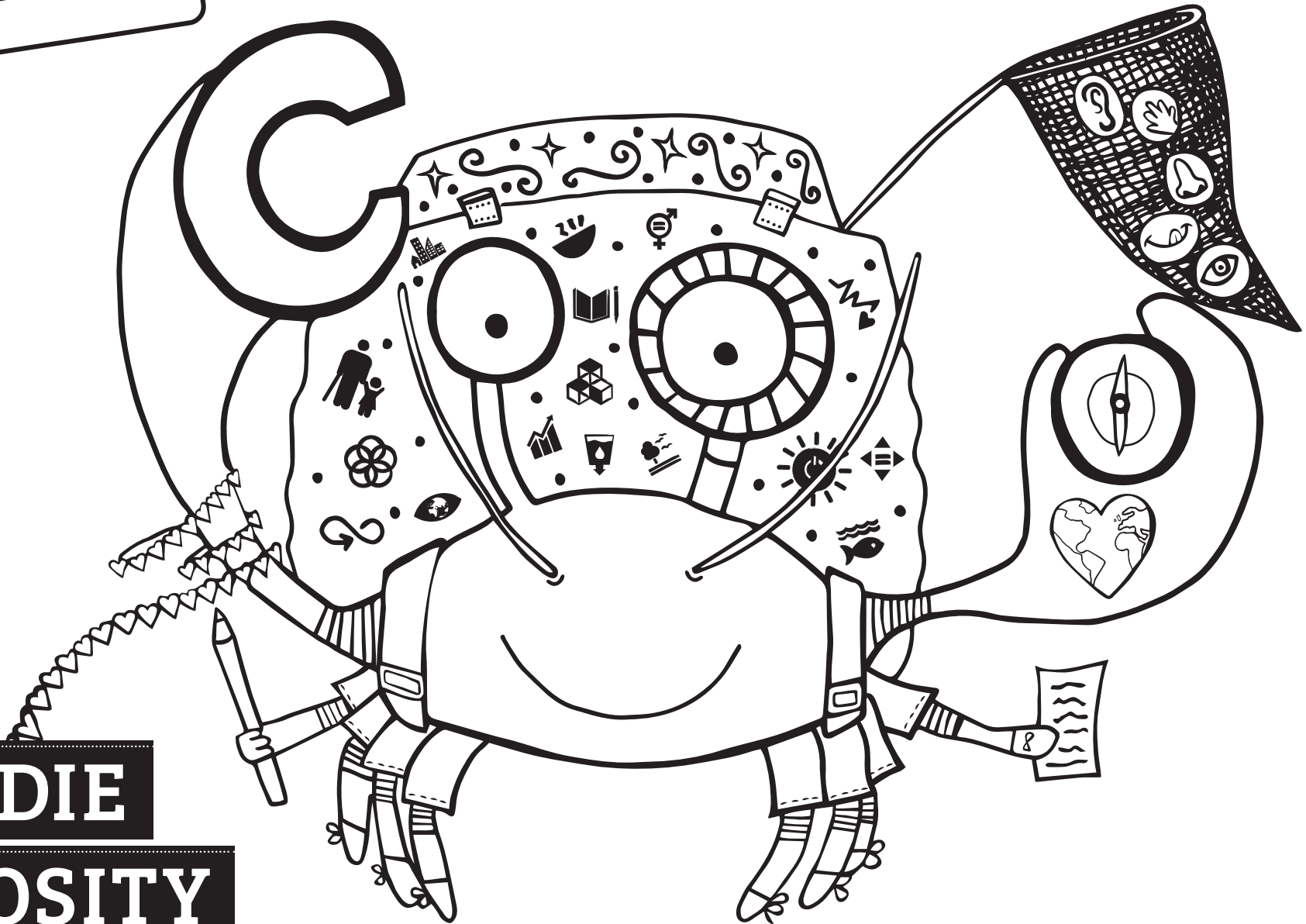
He remembers to tread lightly on our world, leaving only gentle footprints. His odd shoes help him to walk the paths of the world, comforting those who need a helping hand and to find their way.

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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**CLAUDIE**

**CURIOSITY**

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# 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 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.

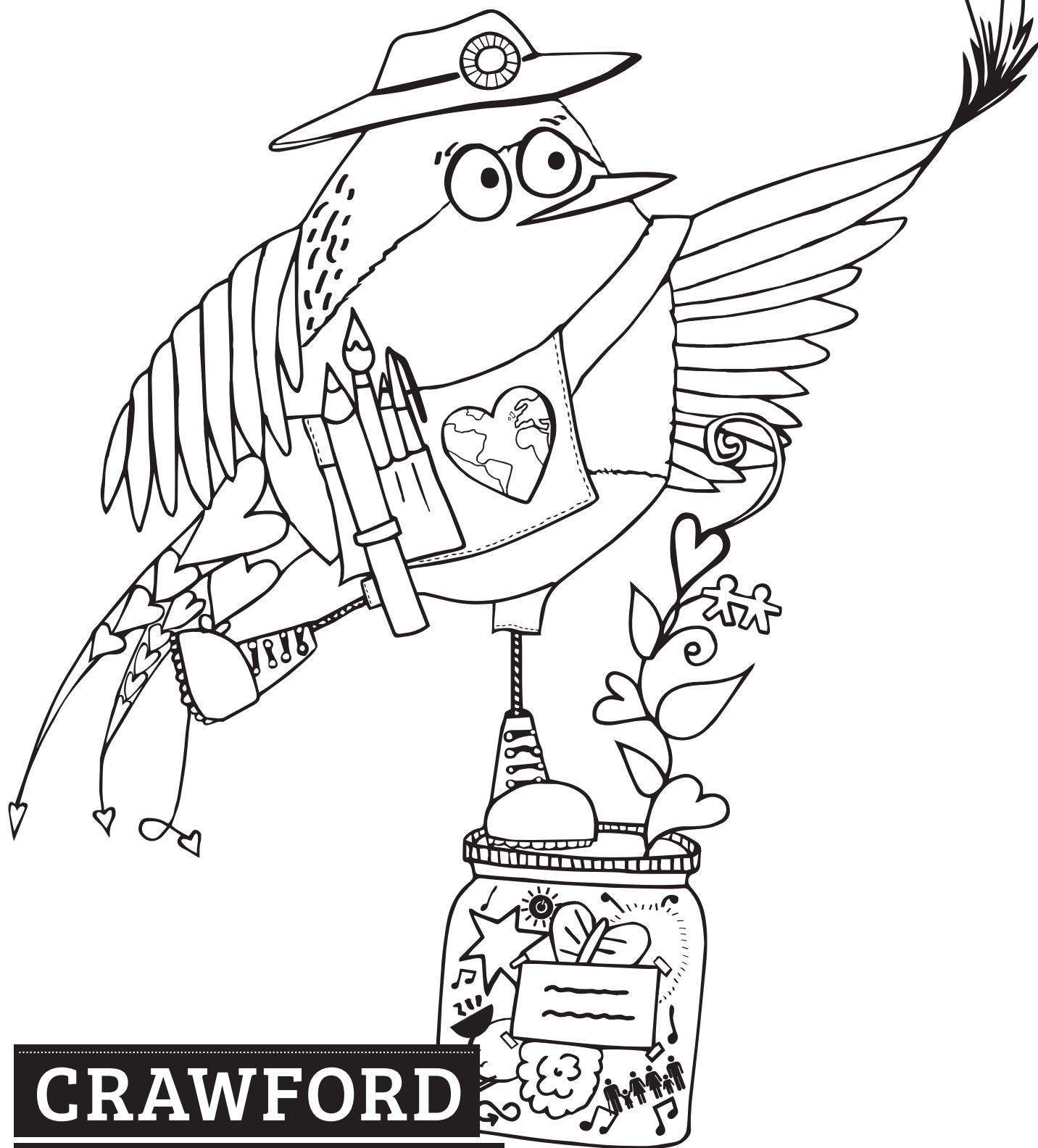
Sometimes she meets an obstacle stopping her from getting her message across, so Cassia's ears remind her that we might need to go over, under, around or through it to reach our goals. She'll do whatever it takes and loves the challenge!

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.



**EXPLORERS**  
for the Global Goals



**CRAWFORD**  
**CREATIVITY**

# 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.



**EXPLORERS**  
for the Global Goals



**PARKER**

**THE PROBLEM**

**SOLVER**

**EXPLORERS**  
for the Global Goals

**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

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