



# INTRODUCING THE GLOBAL GOALS



## About the Photo

This photo shows some children from Somalia, Guatemala, Palestine, Zimbabwe and Ireland. We are going to learn about their lives and their communities as we explore the Global Goals.

**Note:** Details of images can be found on cards B, D, E, L and N.



## Curriculum Links

**Aistear:** Exploring and Thinking, Aim 1: Children will learn about and make sense of the world around them; Learning Goal 5: Children will develop a sense of time, shape, space and place.

**Northern Ireland Pre-School:** The World Around Us; Early Mathematical Experiences.



## Talk About

Talk about what 'global' means. Show the children a globe (or a world map). Invite them to examine the globe/map and talk about where Ireland is. Children also might like to locate some other countries that they have heard of or know someone from. Reflect on what you might talk about if you met someone from a faraway country. What would you like to ask them? What would you like to tell them about your life in Ireland?

Talk about what a 'goal' is. You might start by talking about goals in football or other sports. How do you feel when you score a goal, or see your favourite team score a goal? What other kinds of goals can we have – perhaps learning to ride a scooter, or learning how to play the tin whistle? How do we feel when we make progress towards goals?

Talk about what a 'global goal' might be. Could it be something that we want everyone, all around the world, to be able to do or have?



## Suggested Activities

### Near and Far

Explore the concepts of 'near' and 'far'. Outdoors, you could mark one end of the play area as 'near' and the opposite end as 'far'. Start by inviting one child to name a place (for example, the park, the moon) and to stand where they think it might be on the near–far spectrum. As more children join in, discuss (for example, I wonder which is further away) and adjust positions.

### Matching and Mapping

Place cards B–N on the floor, photo-side up, and invite the children to find the big images that match the smaller images on Card A. As you make a 'match', say the name of the country where the photo was taken, and find it on the globe.\* Mark with a sticky dot, using a different colour for each country. You also might connect the five locations with string. Explain that we will be learning about each of these places.

\*If Palestine is not labelled on your globe, you can point to the area marked Israel.

Photo credit: See cards B, D, E, L, N.



# WE WANT EVERYONE TO HAVE THE THINGS THEY NEED TO LIVE

CARD B

1 NO POVERTY



## About the Photo

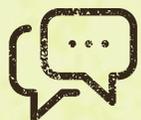
This photo is from the Polochic Valley in Guatemala, in Central America. Do you remember that we marked Guatemala on our globe? Can we find it now? The photo shows María and her family. María is nine years old. Can you find María in the photo? Adela, María's mother, is sitting behind María. María's father, José, is sitting next to Adela. Standing in the back row, you can see María's brother Edgar (22), María's sister Ana (18) and Edgar's wife, Flavia (19). Edgar and Flavia have a son named Joel who is one year old. Can you find Joel? Sitting on the sides are María's brother Walter (14) and her sister Jessica (12). María and her family are in front of their house. Their house is made of wood, with a thatched roof made of dried grasses (not seen in photo).



## Curriculum Links

**Aistear:** Identity and Belonging, Aim 3: Children will be able to express their rights and to show an understanding and regard for the identity, rights and views of others; Learning Goal 4: Children will be aware of and respect others' needs, rights, feelings, culture, language, backgrounds and religious beliefs.

**Northern Ireland Pre-School:** Personal, Social and Emotional Development; Language Development.



## Talk About

María and her family live in a small community in the countryside. The family keeps chickens in the area next to their house. They grow corn (maize) and other vegetables in a field near the house. They use the corn to make tortillas. They eat tortillas at every meal, sometimes with beans and eggs. Has anyone eaten a tortilla (wrap)? What did it taste like?

The family grows more corn than they need for themselves. They sell the extra corn at the local market. This gives them money to buy clothes and schoolbooks. What do you think are some other things that they might need to buy?



## Suggested Activities

### Similarities and Differences

Play a game to explore things that the children have in common with María. For example, 'Stand up, if, like María, you have an older brother.' Make sure that each child has the opportunity to stand up at least once. If you have a family wall in your setting/classroom, you can use this as a jumping-off point for discussing similarities and differences in families.

### Need, or Nice to Have?

Explore the difference between 'needs' and 'nice to have's'. Using photos or objects, invite children to classify items as things that we need to live or as things that are nice to have. Discuss reasons for their decisions; for example, why is a glass of tap water a 'need' but a bottle of fizzy drink is a 'nice to have'? You can also explore intangible needs, such as love.

María and her family, in Guatemala.  
Photo credit: Manuel Morillo.



# WE WANT EVERYONE TO HAVE GOOD, HEALTHY FOOD



## About the Photo

This photo is from Matabeleland in Zimbabwe, in Africa. Do you remember that we marked Zimbabwe on our globe? Can we find it now?

This photo shows Forward, who is eight, and her cousin Blessings, who is ten, watching Thandekile peeling and cutting a melon. She is making a Ndebele dish called umxhanxa.



## Curriculum Links

**Aistear:** Well-being, Aim 2: Children will be as healthy and fit as they can be; Learning Goal 6: Children will make healthy choices and demonstrate positive attitudes to nutrition, hygiene, exercise and routine.

**Northern Ireland Pre-School:** Personal, Social and Emotional Development.



## Talk About

What do you think the melon tastes like? Have you ever tried melon? Talk about different types of melons, with different colours, shapes, textures and tastes.

The melon that Thandekile is preparing grew very near her home. What foods grow near our homes? What dishes do you and your family make from them?

Thandekile believes that food is one of the greatest gifts that people can give one another, because when we share food we make sure that everybody has enough. Talk about occasions when you have shared food with your family and friends.

What else do you see in the photo? Talk about what the items might be and how they might be used; for example, jerrycans for carrying and storing water (see Card G).



## Suggested Activities

### Sensory Exploration of Fruit

Bring in some fruits and invite the children to explore them. Discuss size, shape, texture and smell. You can try a blindfold taste-test and/or a 'feely bag' guessing game, modelling descriptive language for tastes and textures.

### Sharing Food

Use the fruit from the above activity and/or other healthy items to prepare a snack. Invite the children to take part in preparation (for example, cutting, arranging on the plate) as appropriate. Discuss how to serve the snack so that everyone gets a fair share. Reflect on how you feel after eating a tasty and healthy snack.

Thandekile (31) prepares melon inside her home in Zimbabwe while daughter Nomatter (11) and nephew Blessings (10) look on.  
Photo credit: Cynthia R. Matonhodze.



# WE WANT EVERYONE TO BE WELL AND TO FEEL GOOD ABOUT THEMSELVES

CARD D

3 GOOD HEALTH AND WELL-BEING



## About the Photo

This photo is from the Aida Camp, Bethlehem, in Palestine, which is in the Middle East. Do you remember that we marked Palestine on our globe? Can we find it now?

This photo shows Layan, who is eleven years old. Where Layan lives there are not many outdoor spaces to play and exercise, so she loves going to her local community centre to do gymnastics with her friends.



## Curriculum Links

**Aistear:** Well-being, Aim 2: Children will be as healthy and fit as they can be; Learning Goal 3: Children will discover, explore and refine gross and fine motor skills.

**Northern Ireland Pre-School:** Physical Development and Movement.



## Talk About

Talk about what Layan is doing in the photo. How do you think she feels?

What sports and activities do you like to do? How do you feel when you are doing your favourite sport/activity?



## Suggested Activities

### Music and Movement

Play music and invite the children to explore and develop their own movements, including balancing, hopping and jumping. You can extend this by working in pairs and asking children to mirror their partners' movements, bearing in mind the different physical abilities within the group.

### Cooperative Games

Try some non-competitive, cooperative games such as parachute games. Ireland's Professional

Development Service for Teachers (PDST) has a good selection of cooperative games.

### Body Check-In

After completing a lively activity, invite the children to lie down quietly and check-in to how their bodies feel. Do they feel warm? Do they feel thirsty? Can they hear themselves breathing louder than usual?

Layan (11) doing gymnastics at her local community centre in Aida Camp, Bethlehem.  
Photo credit: Ahmad Alani.



# WE WANT ALL CHILDREN TO BE ABLE TO GO TO SCHOOL

CARD E

4 QUALITY EDUCATION



## About the Photo

This photo is from the Gedo Region in South Central Somalia, in Africa. Do you remember that we marked Somalia on the globe? Can we find it now?

This is a photo of Nasteha, who is eight years old, at her primary school.



## Curriculum Links

**Aistear:** Exploring and Thinking, Aim 3: Children will explore ways to represent ideas, feelings, thoughts, objects, and actions through symbols; Learning Goal 2: Children become familiar with and associate symbols (pictures, numbers, letters and words) with the things they represent.

**Northern Ireland Pre-School:** Personal Social and Emotional Development; Early Mathematical Experiences.



## Talk About

What do you see in the photo?

This photo was taken on Nasteha's very first day of school. She hadn't been able to attend school previously as there was no school nearby. How do you think she feels on her first day of school? Do you remember the first day that you came to this school/setting?

The children are working with their friends at school. Talk about things that you do together with your friends when you are at your school/setting.



## Suggested Activities

### Map-Making

Make an illustrated map of your school/setting, including indoor and outdoor environments. When planning the map, move about the space, talking about what you do in each of the areas and why each area is special. Discuss how you want to represent the different areas on the map – different colours, shapes, symbols. When you have completed your map, invite parents and friends in to look at the map,

encouraging children to talk about what types of learning happens in the different parts of the school/setting.

### Maps for New Friends

Imagine that a child from Somalia is coming to your school/setting. How could your map help them to feel welcome on their first day in a new place? Reflect on extra things that you could add to your map that might make it easier for a new child to settle in.

Nasteha (8) at school in Somalia.  
Photo credit: Joy Obuya, Trócaire.



# WE WANT GIRLS AND BOYS TO HAVE EQUAL CHANCES



## About the Photo

This photo is from Gedo Region, South Central Somalia, in Africa. Do you remember we talked about Somalia when we were exploring schools? (Refer to Card E.) Can we remember where Somalia is on the globe?

This photo is of Dr Shukri Hussein Abdi. She is a doctor. She works in a health centre where people can get important medical care.



## Curriculum Links

**Aistear:** Identity and Belonging, Aim 3: Children will be able to express their rights and show an understanding and regard for the identity, rights and views of others; Learning Goal 5: Children will have a sense of social justice and recognise and deal with unfair behaviour.

**Northern Ireland Pre-School:** Personal Social and Emotional Development; Language Development.



## Talk About

What do you see in the photo? What clues tell us that Dr Shukri is a doctor?

In the past, some people believed that only men could be doctors. Now there are many women doctors all around the world, but there are still more men doctors than women doctors.

Talk about Ireland in the past, when girls and women were not allowed to do certain jobs. Do you think that was fair?



## Suggested Activities

### Toys for Boys/Toys for Girls

Do you think that some toys are for boys and other toys are for girls? Examine real toys or photos from a toy catalogue. Reflect and discuss. You could also consider other items for children that are often gendered, such as schoolbags and runners. Talk about whether it is fair to say that some things are for boys and other things are for girls? What would be more fair? Discuss how your classroom could be made more equal for girls and boys. For example, what props

might you add in and/or change in your dressing-up corner?

### Jobs for Women

Brainstorm different jobs. Discuss whether the children think that these are jobs for men, women or both. Invite the children to give reasons for their opinion and encourage the children to listen to different points of view. Explore some real-life stories of people who have challenged gender stereotypes.

Dr Shukri Hussein Abdi of Luuq District Hospital.  
Photo credit: Joy Obuya, Trócaire.



# WE WANT EVERYONE TO HAVE CLEAN WATER



## About the Photo

This is a photo from Matabeleland in Zimbabwe, in Africa. Do you remember we talked about Zimbabwe when we learned about Thandekile preparing melon while her children Nomatter and Forward looked on? (Refer to Card C.) Can we find Zimbabwe again on the globe?

This photo shows Thandekile and her daughter Nomatter (11) collecting water from a well. They have no taps in their home. To get clean water, they must walk a long distance. The photo shows them getting the water from a type of well called a borehole.



## Curriculum Links

**Aistear:** Communicating, Aim 4: Children will express themselves creatively and imaginatively; Learning Goal 5: Children will respond to and create literacy experiences through story, poetry, song and drama.

**Northern Ireland Pre-School:** The World Around Us; The Arts.



## Talk About

What do you see in the photo? Talk about what a well is and how it works. What is the same or different about how you get your water? If your setting/school is rural, you can ask if some children have wells at their homes.

How are Nomatter and her mother bringing the water home? Have you ever helped with a job like this?

What do you think Thandekile and Nomatter will do with the water when they arrive back home? What do you use water for in your home?



## Suggested Activities

### Drama: Journey to the Well

Use drama to explore a journey to and from the well. Experiment with physical sensations; for example, feeling the lightness of empty containers going to the well; listening to/feeling/tasting the splash of the water coming out of the well; loading the full containers into the wheelbarrows and pushing them along the track; using water in different ways upon returning home.

### Using and Saving Water

Think about all the ways we use water in the setting/school. Work with spoons, cups and buckets to explore how much water is used in various everyday activities. Identify some ways that you can save water; for example, leave a bucket outside to collect rainwater and use this to water indoor plants.

Thandekile (31) and her daughter, Nomatter (11), collect water near their home in Zimbabwe.

Photo credit: Cynthia R. Matonhodze.



# WE WANT CLEAN ENERGY FOR ALL

CARD H

7 AFFORDABLE AND CLEAN ENERGY



## About the Photo

This photo is from the South Hebron Hills, Palestine, in the Middle East. Do you remember that we talked about Palestine when we learned about Layan and feeling well and healthy? (Refer to Card D.) Can we find Palestine on the globe?

This photo shows a windmill in the South Hebron Hills. The people who live in this community are not able to access the national electricity grid, so they use this windmill to make their own electricity.



## Curriculum Links

**Aistear:** Exploring and Thinking, Aim 2: Children will develop and use strategies and skills for observing, questioning, investigating, understanding, negotiating, and problem-solving, and come to see themselves as explorers and thinkers; Learning Goal 2: Children will gather and use information from different sources using their increasing cognitive, physical and social skills.

**Northern Ireland Pre-School:** The World Around Us; Physical Development and Movement.



## Talk About

What do you see in the photo? As well as describing the windmill, invite the children to talk about the environment around the windmill: what do you think the weather is usually like in this place, and how can you tell?

How do you think a windmill works? As appropriate for the age group, discuss power, electricity and 'clean' energy. You could watch Sustainable Energy Authority Ireland's (SEAI) primary school video, 'The Story of Energy'. The video contains some complex concepts, but the images would be engaging for many young children, and the content could be used as a starting point for a discussion on energy.



## Suggested Activities

### Music and Movement: Energy

Use music as a stimulus to explore different forms of natural power, including sun, wind and waves. Vivaldi's 'Four Seasons' might be a good choice for the music. Experiment making your own energy sounds; for example, blowing through different materials to make wind sounds.

### Energy in our Community

Ask the children if they have noticed solar panels and/or windmills in our community. You could also source some photos of community-generated energy. If the solar panels are in a public building, you might plan a visit to the site and talk about how the panels work.

Windmill, South Hebron Hills, Palestine.  
Photo credit: Ahed Izhiman.



# WE WANT PEOPLE TO HAVE GOOD JOBS AND TO BE PAID FAIRLY FOR THEIR WORK



## About the Photo

This photo is from the Polochic Valley in Guatemala, in Central America. Do you remember we talked about Guatemala when we learned about María and her family? (Refer to Card B.)

The photo shows a market day in Estor, a town near where María lives. The market takes place once a week, on Thursday.



## Curriculum Links

**Aistear:** Identity and Belonging, Aim 3: Children will be able to express their rights and show an understanding and regard for the identity, rights and views of others; Learning Goal 5: Children will have a sense of social justice and recognise and deal with unfair behaviour.

**Northern Ireland Pre-School:** The World Around Us; Personal, Social and Emotional Development.



## Talk About

What can you see in the photo? Who is working at the market? What things are being sold/bought? Have you ever been to a market? If so, what did you see for sale?

Some people in María's community use the market to sell extra food that they've grown, so that they can get money to buy clothes. Other people use the market to sell clothes that they've made, so that they can get money to buy food. Talk about why a market is important for a community.



## Suggested Activities

### Market Role Play

Create role plays for market scenes, allowing each child to experience the role of both seller and buyer. Include an element of paying for goods. If conflicts emerge over items costing too much, or shoppers not having enough money, explore all the points of view and try to decide what is fair.

### The World of Work

Talk about different jobs/workplaces in your own community and also about jobs/workplaces in other parts of the world. Role play some jobs in a variety of settings (for example, café, post office, factory, veterinary clinic). Invite the children to choose props and dressing up clothes, discussing their reasons for choices. Debrief after each 'job' scene, talking about situations that may have been fair or unfair, and how we could make workplaces fair for everyone.

Market scene, Estor, Guatemala.  
Photo credit: Manuel Morillo.



# WE WANT OUR COMMUNITIES TO BE CLEAN AND GREEN



## About the Photo

This photo is from the Polochic Valley in Guatemala, in Central America. Do you remember we talked about Guatemala when we learned about María and her family, and about the market day in their town? (Refer to cards B and I.)

This photo shows the river that runs through the centre of María's community. A bridge made of wooden planks (seen in bottom left corner) helps people to cross the river. The river is the place where the women and children in the community gather together to work, chat and play.



## Curriculum Links

**Aistear:** Exploring and Thinking, Aim 1: Children will learn about and make sense of the world around them; Learning Goal 4: Children will learn about the natural environment and its features, materials, animals and plants, and their own responsibilities as carers.

**Northern Ireland Pre-School:** The World Around Us.



## Talk About

The riverside is a very special place in María's community. María (9) goes there every day. She helps her mother and sisters to wash dishes and clothes in the river. While the mothers and older children are working, the younger children splash and play.

What can you see in the background (for example, clothes drying in the sun)? Can you see two boys playing a game using old bicycle wheels? Talk about toys that you may have seen that were created from something that otherwise would have been thrown away.

The trees along the riverbank make the river nice and cool on hot days. What do you think would happen if the water became dirty? Or if the river dried up? Or if the trees were cut down? What do you think the people in María's community do to keep the river area clean?



## Suggested Activities

### Our Space

Can you think of a green, friendly space in your community? Visit this place. Observe and describe its features. Talk about why people like going to this place. Who looks after it? How would you feel if it wasn't kept clean and green? Talk about what we can do to help keep it clean. In the Small World corner, create a park. Reflect on what is important to include in this space, and how it will be used.

### Reuse

Make toys, sculptures and/or musical instruments from discarded items, or plant seeds in reused yogurt pots.



# WE WANT TO PROTECT OUR PLANET



## About the Photo

This photo is from Skerries, north of Dublin, in Ireland. Do you remember when we put a sticky dot on Ireland on the globe? Let's find it again. This boy is working on a mural, which is a big painting on a wall. The mural

is on the outside wall at his school. The children in the school painted this mural so that everyone in their community would notice it and think about taking better care of our planet.



## Curriculum Links

**Aistear:** Well-being, Aim 3: Children will be creative and spiritual; Learning Goal 5: Children will care for the environment.

**Northern Ireland Pre-School:** The World Around Us; The Arts.



## Talk About

What do you see in the mural? Talk about the different images and the colours and shapes used. The message says, 'There is hope if we act together.' What does that mean to you?

Watch the Trócaire slideshow 'Our Common Home'. See the notes section for information on each slide. Pause at each slide to reflect on the images and messages.

Watch the Trócaire animation 'Climate Change Explained'. This video is aimed at primary school audiences but younger children can enjoy the images, and you can use the clip as the foundation for a discussion appropriate to the age of the children in your group.



## Suggested Activities

### Our Common Home

Use one image from the 'Our Common Home' slideshow as the inspiration for a group collage. Integrate reused/recycled materials, and items from nature into the collage. Invite parents and community members (perhaps including a local government representative) in to view your collage and to talk about how we can all work together to protect our common home.

### 'Protect our Planet' Action Plan

Make an eco-action plan for your classroom/setting. Include things that you can do indoors (for example, sorting rubbish into the correct bins) and outdoors (for example, growing plants). If the children have older siblings who are attending a school that is active in the Green-Schools programme, you could link with this school to find out about their Green-Schools actions.

Boy working on Skerries mural.  
Photo credit: Trócaire.



# WE WANT TO LOOK AFTER ALL ANIMALS AND PLANTS



## About the Photo

This photo is from Matabeleland, Zimbabwe. Do you remember we talked about Zimbabwe, when we learned about healthy eating and clean water? (Refer to cards C and G.)

In this photo we see the same children from the other photos, Nomatter, who is eleven, and her brother Forward, who is eight. We can see them with the family's hens. We also can see the family's goats.



## Curriculum Links

**Aistear:** Exploring and Thinking, Aim 1: Children will learn about and make sense of the world around them; Learning Goal 6: Children will come to understand concepts such as matching, comparing, ordering, sorting, size, weight, height, length, capacity in an enjoyable and meaningful way.

**Northern Ireland Pre-School:** The World Around Us; Language Development.



## Talk About

Talk about what you see in the photo. What do you think Nomatter and Forward are doing?

Talk about what hens and goats are like, encouraging the children to describe in a multisensory way.

Have you ever helped look after animals? How did you help?



## Suggested Activities

### Animal Charades

Play a simple animal guessing game.

When playing, encourage children to communicate without words the characteristics of various animals.

Afterwards, look at photos or drawings of the animals you imitated. Compare and sort in various ways; for example, smallest to largest, ones that walk/fly/swim.

### Nature Observation

Go to a safe outdoor place and invite the children to wander on their own. Ask them to not speak to each other but instead to quietly explore their surroundings through sight, sound movement and touch. If they find something interesting, they should stay still and observe even more carefully. After some time has elapsed, gather the children together and invite them to share what they saw.

Nomatter (11) and Forward (8) feed the chickens outside their home in Zimbabwe, while their mother, Thandekile, looks on.  
Photo credit: Cynthia R. Matonhodze.



# WE WANT PEACE FOR EVERYONE

CARD M

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



## About the Photo

This photo is from the South Hebron Hills in Palestine, in the Middle East. Do you remember that we talked about Palestine when we learned about feeling healthy, and also about clean energy? (Refer to cards D and H.) Can we find Palestine on the globe?

This photo shows some children looking out across a big landscape.



## Curriculum Links

**Aistear:** Identity and Belonging, Aim 3: Children will be able to express their rights and show an understanding and regard for the identity, rights and views of others; Learning Goal 6: Children will demonstrate the skills of cooperation, responsibility, negotiation, and conflict resolution.

**Northern Ireland Pre-School:** Personal Social and Emotional Development.



## Talk About

What do you see in the photo? What do you notice about the land and sky? What do you think the children are thinking and feeling? (Some children may be familiar with the peace sign that the tallest child is making with her hand.)

Sadly, there is a lot of conflict in the area where the children live, which means that they don't get to do all the things that children should be able to do. They are hoping for life to become more peaceful.

What does peace mean to you? Where and when do you feel peaceful?



## Suggested Activities

### Guided Meditation

Do a guided meditation with the children. There are a number of good scripts available online, or invite in a parent/friend who has experience in this.

### Role Play: Everyday Conflicts

Choose some simple conflict scenarios; for example, two children wanting to play with the same toy at the same time. Ask the role-

players to freeze at various points so that the group can reflect on how the characters feel, and to discuss possible solutions.

### Peace Charter

Make a charter for a peaceful setting covering, for example, sharing, listening and cooperating. If you already have this, or something similar, revisit it and talk about why it is important.

Children in South Hebron Hills, Palestine.  
Photo credit: Ahed Izhiman.



Lina

Sara

Yasmin

Planet  
Anti-Pollution

Please  
take  
One!

# WE WANT TO WORK TOGETHER FOR THE GLOBAL GOALS



## About the Photo

This photo is from Dublin, Ireland. We marked Ireland on our globe earlier. Can we remember where it is on the globe?

This photo shows Nina, María and Daneia from a school in Dublin. They learned about

the Global Goals and wanted to share their learning, so they made up a board game called Planet Anti-Pollution. They entered their game into a Trócaire awards programme called Game Changers.



## Curriculum Links

**Aistear:** Well-being, Aim 4: Children will have positive outlooks on learning and life; Learning Goal 6: Children will be active citizens.

**Northern Ireland Pre-School:** The World Around Us.



## Talk About

Nina, Maria and Daneia worked together to make their game. Talk about times that you have worked together to make a game, or a piece of art. What did you enjoy about working together?



## Suggested Activities

### Partnership games

Try some games that require partnership, such as walking in pairs across the room while balancing an inflatable ball between each other's shoulders.

### Jobs with Partners

Assign children to work in pairs to do various tasks in the setting/classroom. Afterwards ask them to share how helping each other made the task easier.

### Closing Activity: Pathway to the Global Goals

Place cards A–N on a wall. Look at them, reflecting on the themes, discussion and activities that you have done. Then invite the children to each draw

a picture of themselves doing one thing that helps us to achieve the Global Goals. When all of the children have completed their pictures, invite them to line up across the room from the Global Goals photocards. In turn, ask each child to share their picture and tell the class what they will do to work towards the Global Goals. The child then places their picture on the ground and stands next to it. Once every child has shared their goal, you will have made a pathway to the Global Goals. Display the pictures next to the Global Goals photos to remind the children of the actions that they can take.

Children participating in Trócaire Game Changers.  
Photo credit: Trócaire.