BECAUSE HERE’S THE THING: WE ALL HAVE A SPECIAL QUALITY, A UNIQUE ABILITY TO HELP CHANGE OUR PLANET – AND THE WAY WE LIVE ON IT – FOR THE BETTER.

SO FIND YOUR INNER SUPERPOWER AND SHARE IT WITH THE WORLD!

AND TOGETHER WE WILL ACCOMPLISH WONDERS!
Overview

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

THE WORLD’S LARGEST LESSON

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

COMICSUNITINTNATIONS.ORG
Introduction Comic 1:
HEROES FOR CHANGE

Age Range: 6-14 year olds

Subject
Global issues and citizenship

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

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

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

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

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

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

Have students read the comic. Here are some ways you can facilitate students’ reading:
• Have students read individual copies to themselves
• Have students share comics and read together
• Read the comic aloud to the class
• Ask a group of students to use the comic as a script and act out the comic at the front of the room

The comic has two main elements:

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

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

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

Comic 2:
THE PLANET AND THE 17 GOALS

Age Range: 6-14 year olds

Subject
Global issues and citizenship

Learning Outcome

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

Preparation

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

http://www.comicsunitingnations.org

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

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

Class Exercise

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

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

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

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

Questions for discussion:

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

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

Comic 3:
CHAKRA THE INVINCIBLE
(Gender Equality)

Age Range: 6-14 year olds

Subject

Gender issues and equality

Learning Outcome

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

Preparation

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

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

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

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

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

Class Exercise

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

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

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

Character voices include:

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

Questions for discussion:

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

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

“Alternate Ending” Exercise

Ask students form small groups to imagine and describe an alternate ending to the story, starting at when they first switch minds and bodies. This time, imagine if they were both adults. Describe a situation where Raju is experiencing life as a woman in Leela’s body. What difficulties might Raju face in a woman’s body in public and at home? What would it look like in a job? Would he find it more difficult as a woman? How might Raju learn and change his attitude? What would he do differently once he was back in a man’s body?
Comic 3:
CHAKRA THE INVINCIBLE
(Climate Action)

Age Range: 6-14 year olds

Subject
Climate change and global justice

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

Preparation
The Chakra the Invincible (Climate Action) comic is available online for download at this link:
http://www.comicsunitningnations.org/comics/

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

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

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

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

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

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

Have students read the comic. Here are some ways you can facilitate students’ reading:
• Have students read individual copies to themselves
• Have students share comics and read together
• Read the comic aloud to the class
• Ask a group of students to use the comic as a script and act out the comic at the front of the room
Character voices include:

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

Questions for discussion:

1. What are some of the problems and challenges that characters described that were caused by climate change?
2. What is the “greenhouse gas effect” and how does it relate to “global warming”?
3. Why do they call it “climate change”?
4. How has weather changed in Africa (Ethiopia) for the worse?
5. What are some of the things that individuals can do?
6. What did Raju notice about Leela’s ability to fight the monster as Chakra?
7. How was Raju’s attitude different after being in Leela’s shoes for a day?
8. What can we do to imagine how others feel when they are treated unequally?
9. Does being different necessarily mean unequal?

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

“Alternate Ending” Exercise

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

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**Comic 4:**

**NIGHT STARS**

(Zero Hunger)

Age Range: 6-14 year olds

Subject

Hunger and poverty

Learning Outcome

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

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

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

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

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

Story Synopsis

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

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

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

Class Exercise

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

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

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

Character voices include:

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

Questions for discussion:

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

“Alternate Ending” Exercise

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