



# ALL ABOARD FOR GLOBAL GOALS



SUSTAINABLE DEVELOPMENT GOALS





# All Aboard For Global Goals

## EARLY LEARNING SKILLS FRAMEWORK

### Thomas & Friends Invite You And Your Children To Become Engaged Global Citizens.

Family life plays such an important role in helping young children learn to adapt in our rapidly changing world. Early childhood is the perfect stage to introduce the core concepts of what it means to be a global citizen. *Thomas & Friends Life Lessons* are easy and fun to follow and will help you explore essential skills with your kids that can enrich their critical thinking and communication approach. Our goal is to support your family in understanding global citizenship and to help your children thrive in a more inclusive, ever-changing world. *Thomas & Friends Life Lessons* focuses on six of the 17 Sustainable Development Goals designed to assist countries, and their citizens, improve our world, and leave no one behind.

### What Is Global Citizenship?

Global citizenship begins with an understanding of the connection between people within communities – locally, nationally and globally. It’s realizing we all depend on one another, and it’s understanding our individual role in the world around us. Our children will live in a world where they will not only connect with others in their own communities, but also work and engage with others across global social and economic boundaries.

### What Are The Sustainable Development Goals (SDGs)?

Adopted by world leaders at a historic summit held at United Nations Headquarters in 2015, the 17 Sustainable Development Goals are a global plan of action to eliminate poverty, reduce inequality, and build a more sustainable world. Each Goal has specific targets to be achieved by 2030.

For the Goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

Thomas & Friends has teamed up with the United Nations to promote the SDGs to young children and their parents, caregivers and educators around the world.

Thomas & Friends presents 6 of the 17 Goals that contain basic age-appropriate skill development for young children:





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### Raising A Global Citizen

#### Early Learning Skills Framework

The Thomas & Friends Early Learning Skills Framework for raising a global citizen will assist you in understanding expected learning outcomes of Thomas & Friends activities and videos.

Each section features specific behaviors in five key learning areas you may observe while interacting with your children as they begin to develop essential skills linked to the six Sustainable Development Goals (SDGs). The examples are a snapshot of what you might expect a child to demonstrate at each age level. You can also use the examples as fun activities to try with your children. Children often develop skills in the same order, however, each child learns differently and at his or her own pace.

#### Age Groups

Toddler	18 months to 3 years
Preschool	3 to 4 years
Pre Kindergarten	4 to 5 years
Kindergarten	5 to 6 years

#### The Core Learning Areas

Cognitive	Understanding, Gaining Knowledge and Problem Solving
Social-Emotional	Feelings, Attitudes, Values and Emotions
Behavioral	Acting, Creating, Applying and Participating
Language & Literacy	Vocabulary, Comprehension, Listening and Communication Skills
Mathematics	Numbers and Operations, Measurement, Shapes and Date Collection

#### When Is A Good Time To Help My Children Understand These Concepts?

Early life experiences impact brain development and affect how children become healthy and productive citizens. Children begin to develop a sense of themselves and others as early as two and three years of age. They ask questions and act out what they see as they try to make sense of the world around them and begin to understand the initial core concepts of global citizenship, such as fairness and equality.

#### How Can I Help My Children Learn These Skills?

Children learn best through playful learning, dramatic play and storytelling experiences. Connecting with characters such as *Thomas & Friends* gives boys and girls a framework for developing a number of essential foundational skills that are elements of global citizenship (i.e., working with others, listening, and taking turns). The well-loved and familiar *Thomas & Friends* characters act as mentors or “social partners” fostering a feeling of warmth and affection, which is a precursor to learning these concepts. Be sure to check out the book list of wonderful stories that relate to each of the SDGs.



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### Quality Education

Ensure inclusive and equitable quality education for all and promote lifelong learning

**Lesson for kids:**  
Inspire a love of learning

LEARNING AREA	Toddlers	Preschoolers	Pre-Kindergartners	Kindergartners
Cognitive	Asks for help from an adult on a new task	Asks questions to help complete a task	Seeks out information to learn a new activity	Tries several methods to create something new
Social-Emotional	Exclaims "I did it," or tries to accomplish a task alone	Shows a willingness to try new things	Shows excitement when trying new things	Shares a personal approach to solving a problem
Behavioral	Selects toys and activities from choices offered	Makes independent choices of things to play with	Explores different ways to use a toy or object	Demonstrates a willingness to participate in a variety of activities
Language & Literacy	Repeats a song or rhyme after an adult or other children sing it	Tries new activity after listening to a story or watching a video	Asks adult to read to him/her a book about a specific topic	Uses books to learn more about an interest
Mathematics	Counts to 3 and asks what the next number is	Counts number of spaces when playing a new board game	Recites steps to accomplish a task (i.e. what happens first, second, third)	Shares with others the number of steps to complete a task



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### Gender Equality

Achieve gender equality and empower all women and girls

#### Lesson for kids:

Treat everyone fairly

**NOTE** Young children's understanding of gender is influenced by their life experiences with their family and other adults and children. The observed behaviors in the chart below are ones that should be encouraged to support a child's development of understanding gender equality.

LEARNING AREA	Toddlers	Preschoolers	Pre-Kindergartners	Kindergartners
Cognitive	Names family members	Identifies other children by name	Describes jobs in the community by role not gender	Names famous men and women who interest them
Social-Emotional	States name	Describes personal features (i.e. I have long hair)	Asks both boys and girls to join in a play activity	Explains how it feels to be treated fairly and can react to an unfair situation
Behavioral	Initiates an activity with another child	Takes turns with others	Engages in dramatic play without specific gender roles (i.e. girls and boys are both heroes)	Plays games (sports and board games) with both boys and girls
Language & Literacy	Names physical features (i.e. hair nose, eyes)	Describes in a sentence non-gender types of features or an action of a friend (i.e. my friend with the blue coat built a tower)	Asks adults to read to them about famous women and men	Reads books about both famous men and women, or whose main characters are both boys and girls and/or not conforming to traditional gender roles
Mathematics	Counts facial features (i.e. I have two eyes, one mouth)	Sorts facial features (i.e. eyes, noses, ears, mouths, teeth)	Sorts pictures of people by non-gender attributes (i.e. clothes colors)	Classifies people by role not gender



# All Aboard To Global Goals

## EARLY LEARNING SKILLS FRAMEWORK



### Clean Water and Sanitation

Ensure access to water and sanitation for all

Lesson for kids:

Use water responsibly

LEARNING AREA	Toddlers	Preschoolers	Pre-Kindergartners	Kindergartners
Cognitive	Listens to directions for washing hands	Identifies bodies of water	Identifies ways people waste water	Identifies water pollutants
Social-Emotional	Asks for help to turn on and off a tap?	Cleans hands after playing	Describes how we need water to stay alive	Describes how some people don't have enough water
Behavioral	Attempts to turn off the tap after washing hands	Turns tap on and off when washing hands	Reminds others to turn water off when running	Uses water responsibly at home
Language & Literacy	Uses water words – splash, wet, wash, swim	Describes how we use water – wash, drink, bathing, teeth brushing, etc.	Names where water comes from – streams, rain, pipes, etc.	Lists ways how we can save water
Mathematics	Pours water into a cup trying not to spill it	Pours water into different size vessels without waste	Measures a cup and pint of water	Measures water in helping to cook or water a plant



# All Aboard To Global Goals

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### Sustainable Cities and Communities

Make cities and communities inclusive, safe, resilient and sustainable

#### Lesson for kids:

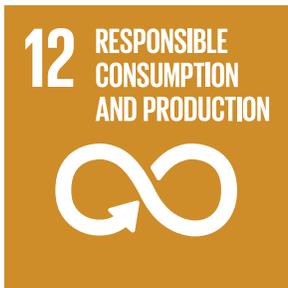
Take care of where we live

LEARNING AREA	Toddlers	Preschoolers	Pre-Kindergartners	Kindergartners
Cognitive	Names places people live	Describe where family members or friends live	Names different types of transportation people use to move around	Explains reasons why people need a place to live (i.e. shelter, safety)
Social-Emotional	Names people in the family	Describes how it feels to have a friend	Describes how some children do not have a place to live	Explains how it might feel to be without a place to live
Behavioral	Plays house with dolls	Creates simple cities or roads with blocks	Engages in dramatic play with others (i.e. playing house, bus, train)	Builds detailed small structures with blocks and other materials
Language & Literacy	Uses housing words – house, yard, bedroom, kitchen	Describes types of places people live	Describes what you would see in a town or city	Describes types of houses children live in around the world
Mathematics	Names simple shapes	Names shapes of buildings, and transportation	Makes a simple map of a house showing rooms	Makes a simple map of a neighborhood, town or city



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### Responsible Consumption and Production

Ensure sustainable consumption and production patterns

#### Lesson for kids:

Use only what we need and share with others

LEARNING AREA	Toddlers	Preschoolers	Pre-Kindergartners	Kindergartners
Cognitive	Follows directions to throw used items (i.e. paper towel) in the trash basket	Explains why we need to throw things in a trash bin and not on the ground	Names a few items we can recycle at home	Explains why it is important to recycle
Social-Emotional	Asks for help to put toys in bin or box after using	Explains how it feels when someone doesn't share	Explains why it is good to take only what you need	States how it feels when you give to others
Behavioral	Gives a toy to another child	Shares toys and play games with others	Takes only paper, crayons, or other items he/she needs	Puts unused materials away
Language & Literacy	Uses words of ownership – mine, yours, ours	Uses language about sharing (i.e. "I can give you some of mine")	Describes what sharing means	Tells a story about collecting unwanted toys to give to others
Mathematics	Sorts toys to play with	Counts out materials so each child has the same amount	Measures food item to share so pieces are equal	Estimates the time takes to clean up the yard or his/her room



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### Life on Land

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

#### Lesson for kids:

Take care of the land around us

LEARNING AREA	Toddlers	Preschoolers	Pre-Kindergartners	Kindergartners
Cognitive	Names familiar animals	Names familiar animals and where they live	Explains why trees and plants are important to people	Describes where our food comes from (animals, plants)
Social-Emotional	Shows empathy when listening to a story about a hurt animal	Explains why we need to take care of our pets	Describe actions you can take to not harm animals	Describes the difference between helpful and harmful actions toward the natural environment
Behavioral	Helps an adult plant seeds	Cares for a plant with adult supervision	Helps clean up a yard (with an adult)	Feeds a pet or cares for a plant independently
Language & Literacy	Uses words where animals live (i.e. farm, pond, tree)	Names familiar physical features (i.e. woods, pond, yard)	Describes physical features (i.e. lakes, forests, ponds, mountains)	Names familiar countries on a globe
Mathematics	Sorts pictures or toys of big and small animals	Sorts pictures of or toy animals by where they live	Counts physical features on a simple map (lakes, roads, etc.)	Measures the length of a stick or width of a tree



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## LITERATURE

The stories in children’s literature help children learn about taking risks and trying new things. The stories’ characters give children a framework to explore how things work and an understanding of the world beyond their home. These books will help your children learn more about each of the six SDGs through their wonderfully illustrated stories.

SDG	Book Title	Author	Illustrator
<b>4 Quality Education</b>	Rain School	James Rumford	James Rumford
	It’s Back to School We Go	Ellen Jackson	Jan Davey Ellis
	Chu’s First Day of School	Neil Gaiman	Adam Rex
<b>5 Gender Quality</b>	A Fire Engine for Ruthie	Leslea Newman	Cyd Moore
	There is No Difference Between Us	Jayneed Sanders	Amanda Gulliver
	The Paper Bag Princess	Robert Munsch	Michael Martchenko
<b>6 Clean Water &amp; Sanitation</b>	All the Water in the World	George Ella Lyon	Katherine Tillotson
	Clean Water for Elirose	Ariah Fine	Don Robb
	Why Should I Save Water?	Jen Green	Mike Gordon
<b>11 Sustainable Cities &amp; Communities</b>	The Giant Jam Sandwich	John Vernon Lord	John Vernon Lord
	B is for Bulldozer	Jane Sobel	Melissa Iwai
	The Curious Garden	Peter Brown	Peter Brown
<b>12 Responsible Consumption &amp; Production</b>	Me First, Pinkerton Pig	Helen Lester	Lynn Munsinger
	The Wartville Wizard	Don Madden	Don Madden
	The Tomorrow Book	Jackie French	Sue DeGennaro
<b>15 Life on Land</b>	The Great Kapok Tree	Lynne Cherry	Lynne Cherry
	Possum’s Harvest Moon	Anne Hunter	Anne Hunter
	The Tree in the Ancient Forest	Carol Reed-Jones	Christopher Canyon



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## GLOSSARY

### United Nations

The United Nations is an international organization founded in 1945. It is currently made up of 193 Member States. The mission and work of the United Nations are guided by the purposes and principles contained in its founding Charter. Learn more at [www.un.org](http://www.un.org)

### Global Citizenship

Global citizenship begins with an understanding of the connection between people within communities – locally, nationally and globally. It is the realization of how we are all interdependent and the understanding of our role in the world around us. Our children will live in a world where they will not only connect with others in their own communities but also work and engage with others across global social and economic boundaries.

### Sustainable Development Goals (SDGs) \*

Adopted by world leaders at a historic summit held at the United Nations Headquarters in 2015, the 17 Sustainable Development Goals are a global plan of action to eliminate poverty, reduce inequality, and build a sustainable world. Each Goal has specific targets to be achieved by 2030. For the Goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

\* Source for definition of SDGs: [www.un.org/sustainabledevelopment](http://www.un.org/sustainabledevelopment)



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## SOURCES

### IFAD

*The International Fund for Agricultural Development* (IFAD) has invested in rural people for 40 years, empowering them to reduce poverty, increase food security, improve nutrition and strengthen resilience. IFAD is an international financial institution and a specialized United Nations agency based in Rome – the UN's food and agriculture hub.

Learn more at [www.ifad.org](http://www.ifad.org)

### UNDP

*The United Nations Development Programme* (UNDP) works in about 170 countries and territories, helping to achieve the eradication of poverty, and the reduction of inequalities and exclusion. UNDP helps countries to develop policies, leadership skills, partnering abilities, institutional capabilities and build resilience in order to sustain development results.

Learn more at [www.undp.org](http://www.undp.org)

### UN Environment

*UN Environment* is the leading global environmental authority that sets the global environmental agenda, promotes the coherent implementation of the environmental dimension of sustainable development within the United Nations system, and serves as an authoritative advocate for the global environment.

Learn more at [www.unenvironment.org](http://www.unenvironment.org)

### UNICEF

*The United Nations Children's Fund* (UNICEF) works in some of the world's toughest places, to reach the world's most disadvantaged children. Across 190 countries and territories, UNICEF works for every child, everywhere, to build a better world for everyone.

To find out more, visit [www.unicef.org](http://www.unicef.org)

### UN Women

*UN Women* is the UN organization dedicated to gender equality and the empowerment of women. UN Women is the global champion for gender equality, working to develop and uphold standards and create an environment in which every woman and girl can exercise her human rights and live up to her full potential.

Learn more at [www.unwomen.org](http://www.unwomen.org)

### UN CCOI

The *United Nations Creative Community Outreach Initiative* (UN CCOI) is the first point of entry to the Organization for producers, writers, directors and other content creators. Recognizing the power of entertainment and the arts, CCOI collaborates with film and television productions to cast light on pressing global issues ranging from sustainable development and human rights, to peacekeeping and humanitarian work.

Learn more at [outreach.un.org/ccoi](http://outreach.un.org/ccoi)