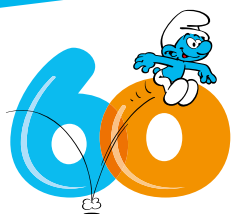


# The Smurf Experience



**Educational package**  
for primary schools



## Dear Teacher,

Thank you for taking an interest in The Smurf Experience and the educational package for primary education that covers the 17 Sustainable Development Goals of which the Smurfs are the ambassadors.

The Smurf Experience lets you dive into the magical world of the little blue characters, the Smurfs. You will encounter larger-than-life landscapes, filled with dazzling special effects and spectacle. Your pupils will become Smurfs themselves and be given a mission: save the Smurf village from the evil Gargamel! During the Smurf Experience you will combine entertainment and education, while also working with a piece of real Belgian heritage, the Smurfs, known and loved by everyone. The Smurf Experience is based on universal values (tolerance, solidarity, friendship ....) that are embodied by the Smurfs. The 17 Sustainable Development Goals, which the Smurfs are ambassadors to, will also be covered in depth. We hope you will enjoy the adventure!

### What are Sustainable Development Goals?

In the year 2000, 189 countries signed the Millennium Goals, which were written by the United Nations. These goals were to be achieved by 2015. That year, the progress achieved was evaluated. A lot had already been accomplished, but there was still plenty of work to be done. Therefore, new goals were set out to be achieved by 2030: the 17 Sustainable Development Goals. More information about these goals can be found on the websites listed below, or by searching online for '17 Sustainable Development Goals'.

<https://www.unric.org/nl/sdg-in-nederlands>

<http://www.un.org/sustainabledevelopment/>

<https://www.globalgoals.org/>

### Why Sustainable Development Goals in primary education?

The Sustainable Development Goals are not an easy subject for children. Nevertheless, it is important to introduce the subject at an early age. Our children are the next generation and will, one day, take responsibility for our planet. The sooner they realise this, the more self-evident it will be for them to adapt their attitude in their perception of the sustainable goals. This connection can only be achieved by educating them in an appropriate way. As Nelson Mandela once said: 'Education is the most powerful weapon which you can use to change the world.'

### The 17 goals

- 1 No poverty
- 2 Zero hunger
- 3 Good health and well-being
- 4 Quality education
- 5 Gender equality
- 6 Clean water and sanitation
- 7 Affordable and clean energy
- 8 Decent work and economic growth
- 9 Industry, innovation and infrastructure
- 10 Reduced inequalities
- 11 Sustainable cities and communities
- 12 Responsible consumption and production
- 13 Climate action
- 14 Life below water
- 15 Life on land
- 16 Peace, justice and strong institutions
- 17 Partnerships for the goals



### How best approach this complex subject with children?

The Smurfs are the perfect ambassadors for young children. They stimulate children's imagination. They are kind and helpful to one another and speak the language that children use. We offer ready-to-use activities that explore the subject in a child-friendly manner. Included are extra suggestions for your approach in class. Visiting the Smurf Experience is an ideal way to finish the subject in a positive way. Combining difficult information with a fun event helps children to make the subject matter their own.





## Activities

In the overview below, we have marked the activities that we strongly recommend with an asterisk. All other activities are optional and can be used in class to make the theme come to life. Select the activities based on the interests of the children and the time available. The age groups are only a suggestion. Of course, as their teacher, you are best placed to gauge the children's level and can more easily judge which activities are suitable for your pupils. We strongly recommend reading through the activities beforehand. After that, you can mark off which activities you would like to do. Always read the targets listed with each activity, as they give a clear understanding of what to focus on and what is less important.

### Suggestion

**Collect the activity sheets after every activity and return them to each pupil, bundled together, when the theme has been completed.**

Recommended	Age range	Structure		Activity	Time
	Ages 6 to 12	Introduction		1. What do you need to be happy?	25 minutes
	Ages 8 to 12	Introduction		2. What is it like having to flee?	25 minutes
	Ages 6 to 12	Introduction		3. What is happening exactly?	10 minutes
	Ages 10 to 12	Essentials		4. Where do the Sustainable Development Goals originate from?	25 minutes
	Ages 8 to 12	Essentials		5. How can the Smurfs help? (introduction to the 17 goals)	25 minutes
	Ages 6 to 12	Essentials		6. Working on health and well-being	25 minutes
	Ages 6 to 12	Essentials		7. Pursuing education, skills and jobs	50 minutes
	Ages 6 to 12	Essentials		8. Fighting poverty	25 minutes
	Ages 8 to 12	Essentials		9. Working on a safe and fair world	25 minutes
	Ages 10 to 12	Essentials		10. Moving forward on sustainability	25 minutes
	Ages 6 to 12	Essentials		11. Working on a good environment	50 minutes
	Ages 8 to 12	Lesson learned		12. What next?	25 minutes
	Ages 6 to 12	Lesson learned		13. We join the campaign!	25 + 50 minutes
	Ages 6 to 12	Lesson learned		14. The Smurf Experience	150 minutes
	Ages 6 to 12	Lesson learned		15. We set a good example	25 minutes

# Manual: approach to the activities

## Introduction

1. What do you need to be happy?		Ages 6 to 12
duration	25 minutes	
materials	<ul style="list-style-type: none"><li>• activity sheets 1.1, 1.2 or 1.3 for each pupil (<i>select the appropriate level for your class</i>)</li><li>• for the preparation: several objects and three hoops</li></ul>	
preparation	Print and photocopy the activity sheet. Collect the objects and put them in the circle.	
aim	Pupils think consciously about the things in their life that would make them happy.	

Start a class discussion with the question 'What does it mean to be happy?' Explain to the children that there are no wrong answers and that they can ask questions to one another. When the discussion comes to a standstill, or when children deviate too much, you can get them back on track with the following questions:

- Is it important to be happy?
- How can you tell if someone is happy?
- In general, are you happy?
- Is it easier for some people to be happy than it is for others? Why do you think that is?

There is a good chance that the questions 'What makes you happy?' or 'What do you need to be happy?' will spontaneously follow. If this is not the case, you can ask these questions yourself. Hand out the activity sheets and let the children fill them out, in small groups of two or three. Spend some time

with each group to talk about their decisions. What is written down on the sheets is of less importance than the fact they had a conscious think about it and that they talk about it.

### Suggestion

**Emphasize the importance of mutual respect. One child might not be able to imagine life without music, while another child can easily go without. It is important that the pupils feel comfortable to express how they feel about the subject.**



### In-depth exploration

Younger pupils appreciate having concrete questions. Collect several objects: *soap, a pillow, a mobile phone, (toy) money, headphones, a toothbrush, bread or toast, a bottle of water, jewellery, shoes, a schoolbook, a lamp (to symbolize light/electricity), a toy car, a playhouse (to symbolize a home/shelter), a paper heart (to symbolize love/friendship), a DVD, a plaster or an empty medicine box ...*

Place all the objects in the middle and put the three hoops around them. Ask the children to sort the objects: hoop 1: necessary to survive, hoop 2: helps to live a happy life, hoop 3: we could actually live without. Each time, select a child to choose an object, put it in a hoop and explain why they put it there. There are no wrong answers, but the children have to make a conscious choice.



2. What is it like having to flee?		Ages 8 to 12
<b>duration</b>	25 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• activity sheet 2.1 for each pupil</li> <li>• activity sheet 2.2, one for every four pupils</li> <li>• (kitchen) timer</li> </ul>	
<b>preparation</b>	Print and photocopy the activity sheets. Write a number at the top of each sheet: four times number 1, four times number 2 etcetera, until all activity sheets are numbered. Arrange the sheets in a random order to avoid the same numbers being together. Cut out the cards on activity sheet 2.2.	
<b>aim</b>	The pupils imagine what it is like having to flee.	

Hand out the activity sheets. The pupils read the comic and have a think about the question. Afterwards they find the pupils with the same number on their sheet and gather in groups of four. Tell them to imagine that it is unsafe here. That they must flee as soon as possible, not knowing where they are heading to. Each group must come to an agreement on which items they will take in their backpack. Out of the 15 cards they can only choose 8. They only have 10 minutes to decide. Emphasize that there are no wrong answers, as they would probably like to take (almost) all objects. Most of all,

it is important that they listen to one another. Give each group the cards of activity sheet 2.2 and set the timer for 10 minutes. Give the children the chance to have a discussion, but intervene when arguments arise.

The buzzing of the timer means the end of the exercise. Pupils that are nearly ready can finish. It does not matter if they have not finished the exercise, they can just write down what they have already agreed on.

Finally, ask everyone to complete the last questions and collect the activity sheets.

3. What is happening exactly?		Ages 6 to 12
<b>duration</b>	10 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• interactive whiteboard or large screen</li> <li>• internet access</li> </ul>	
<b>preparation</b>	Watch the video 'The World's Largest Lesson' on <a href="https://vimeo.com/138852758">https://vimeo.com/138852758</a> , so you can prepare for questions that may arise.	
<b>aim</b>	The pupils are introduced to the problems and the purpose of the sustainable goals.	

Show the video to the pupils. Afterwards, allow some time to talk about the video. Here are some questions you might use:

- What is so special about planet earth? Which elements do we find here that we need to survive? (Water, oxygen, the right temperature ...)
- The video tells us that there is enough of these things on earth for every person. So, what is

the problem? (We waste water, energy and raw materials. Things are not fairly distributed: some people have hardly any access to drinkable water).

- Which organization did you spot in the video? (The United Nations)
- What are The United Nations? (An organization of 193 countries, that looks for solutions to

problems all over the world, while not putting anyone at a big disadvantage. They strive for peace and put together the Human Rights Act.)

- They have come up with a plan to resolve important issues that affect us, and they ask for help. The United Nations have set out 17 goals. By what year do they want to achieve these? (2030)

- What should happen first to ensure that as many people as possible take part in working towards achieving these goals? (Announce the goals, ensuring that everyone knows them)

The Smurfs understand this very well! They also want to work on these goals, which is why we would like to introduce them to you.

## Essentials

4. Where do the Sustainable Development Goals originate from?		Ages 10 to 12
<b>duration</b>	25 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• activity sheet 4.1, one per class</li> <li>• a minimum of 4 computers or tablets with internet access, OR activity sheet 4.2 for each pupil</li> <li>• sheets of paper</li> </ul>	
<b>preparation</b>	Print the cut-out sheet. Cut out the questions and stick each one of them on a separate, large sheet of paper. Optional: print out and photocopy the newspaper article. Make a table, large enough for all pupils to stand around, or find a large space on the floor where everyone can sit in a circle.	
<b>aim</b>	The pupils learn to search for information in a focused manner. They understand where the Sustainable Development Goals originate from.	

Place all the sheets with questions in the middle. Divide the class in smaller groups and give each group a question.

If you have computers with internet access, it can be interesting to let them search in groups for answers to the questions. This teaches them to think of the appropriate search terms and they learn to judge on which sites they can find the most reliable information. They write their answers on sheets of paper. If you do not have access to computers and internet, give each pupil a print of the newspaper article.

1. Who are the UN? Why were the UN founded?  
*UN is the abbreviation for United Nations. It was founded after the Second World War and is the largest international organization worldwide. Nearly all countries are a member of the UN. They all want peace, safety and a good standard of living for everyone on earth.*

2. Who has drawn up the Millennium Goals? In which year were they signed? By when should these goals be achieved?

*The United Nations set out the Millennium Goals. They were signed in the year 2000 by government leaders of 189 countries. These goals should have been achieved by 2015.*

3. How many Millennium Goals were set out? What did they entail?
  1. Eradicate extreme poverty and hunger
  2. Achieve universal primary education
  3. Promote gender equality and empower women
  4. Reduce child mortality
  5. Improve maternal health
  6. Combat HIV/AIDS, malaria and other diseases
  7. Ensure environmental sustainability
  8. Global partnership for development
4. Why were new Millennium Goals drawn up in 2015? What are these goals called? By which year

should they be achieved?

*Not all goals were achieved, though a lot of progress had been made. Meanwhile the world had changed and new problems had arisen. Therefore, the Sustainable Development Goals were set out. The aim is to achieve them by 2030.*

**5. What is sustainable development?**

*It is an improvement of everyone's living environment, without imposing any damage to the planet or to people, now or in the future. We create a better world for us and for all generations to come.*

*The changes will have to consider nature, economy*

*and society. Sustainable development would mean that these three aspects are not negatively affected.*

**6. What does this have to do with the Smurfs?**

*The Smurfs want to advertise the 17 Sustainable Development Goals all over the world.*

Once the pupils have found the answers to the questions, they can fill the large sheet with their findings. They can decide for themselves how they want to present it: as continuous text, as a mind map, a schedule ... They might also want to include some images by printing or drawing them.

5. How can the Smurfs help?		Ages 8 to 12
duration	25 minutes	
materials	• activity sheet 5.1, one for each pupil, plus one extra, enlarged to A3-size	
preparation	Print the sheet and photocopy it for each pupil. Print it once more at A3-size and cut out the images.	
aim	The pupils can empathize with global issues. With the help of the Smurfs, they discover the 17 Sustainable Development Goals of the United Nations.	

Hand out a sheet of paper to each pupil. Present a problem and let the pupils search for the goal linked to the problem. When they think they have the right answer, they can raise their hand. Point out one pupil to come and look for the card containing the relevant goal in your set of cards. If they get it right, you put the card up on the blackboard and name it.

- (goal 13): Earth continues to warm up and that is bad for the environment.
- (goal 6): Not everyone has access to enough drinkable water. Water supplies are shrinking, while drinking water is going to waste.
- (goal 2): In many places around the world, people are suffering from hunger.
- (goal 1): More than 700 million people still live in extreme poverty.
- (goal 14): Many kinds of fish are threatened with extinction, for instance because of over-fishing or water pollution.
- (goal 10): There is great inequality between countries, and in countries. Often people

are treated differently, because they are of a different origin.

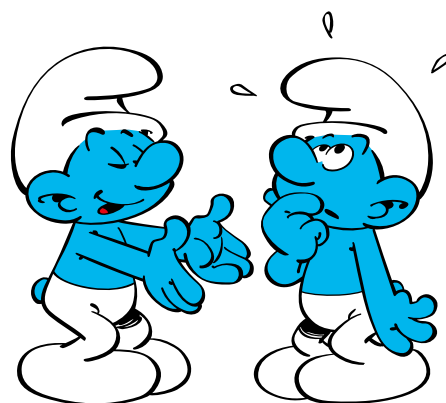
- (goal 3): Some people do not have the medicines and aid they need to be healthy.
- (goal 16): There are many wars and disputes around the world and innocent people are locked up in prison. One in every ten children lives in a conflict area.
- (goal 5): In various countries, girls and women have less rights than boys and men.
- (goal 7): Some people have no electricity or gas. Quite often, green, sustainable energy is more expensive than polluting, non-sustainable energy.
- (goal 4): Not all children in the world can go to school, often because they must go to work.
- (goal 8): Over 200 million people have no job and therefore live in poverty. In many jobs, people are badly paid and forced to work in bad conditions.
- (goal 11): Many people live in unsafe towns and in buildings that are in very bad condition.



- (goal 15): Too many forests are being cut down. Because of climate warming, large areas of land turn into deserts, which makes it very difficult for animals to survive.
- (goal 12): Production and consumption are not efficiently managed. One third of food is eventually thrown away. Also, energy and water are being wasted and we produce too much waste.
- (goal 17): There is not enough cooperation to build a better future.
- (goal 9): In many countries, basic facilities such as roads, sewage, technology, means of communication are substandard.

### Suggestion

*In the following activities, the 17 goals are presented in groups. It is not necessary to explore all of them if you do not have enough time to do so, or if you deem the level to difficult. To increase participation, you could discuss with the pupils which subject they would like to explore more in-depth.*



Working on health and well-being 2 3 6	Pursuing education, skills and jobs 4 8	Fighting poverty 1 10
Working on a safe and fair world 5 15	Moving forward on sustainability 7 9 11 12 17	Working on a good environment 13 14 15

6. Working on health and well-being		Ages 6 to 12
duration	25 minutes	
materials	• activity sheet 5.1, once, in color and enlarged to A3-size	
preparation	Print the sheet and cut out the cards. Keep goals 2, 3 and 6 separate.	
aim	The pupils realize the importance of good health and that welfare is unequally distributed.	

The problems you are about to discuss, can affect some children. Let them know that you are always there for them if they have questions.

Sit down in a circle for a relaxed atmosphere. Discuss the questions below as a group. Every so often, place the appropriate goal card in the middle of the circle. Allow the children to have a closer look. For the younger children: give a brief explanation of the card.

For the older children: try and let them answer the question 'Why is that?'

- Have you ever been ill? How did you feel then?
- When you are very ill, do you feel like playing?
- What do you need when you are ill? (Medicines, rest, a bed, healthy food, plenty of water ...)

Place goal number 3 in the middle.

**For some people, it is very difficult to get the right treatment. Why is that?** Some people have to walk all day to get to a hospital. Those hospitals sometimes do not have electricity and they do not have enough medicines. Young children in poor countries do not get the vaccinations they need. Even in countries where people live closer to hospitals, they sometimes do not get medical help, because they cannot afford to pay for it.

- Have you ever been hungry? What happens to your body when you are hungry? (Your tummy rumbles, you feel weak, you have a headache ...)
- When you are hungry, can you think of anything else?
- Is it smart to eat sweets when you are hungry?

Place goal number 2 in the middle.

**Some people suffer from hunger every day.**

**Why is that?** It might be because plants do not grow well where they live, or because their environment was ruined by war. But here as well, people are hungry, because they have no money. There is enough food on earth, but unfortunately one third of the food in wealthy countries is thrown away.

- What do you do when you are thirsty?
- Where can you always find water in your house? (Water from the tap.)
- What do you do when you need to go to the toilet?

- What do you do after you have been to the toilet? (Flush and wash hands.)

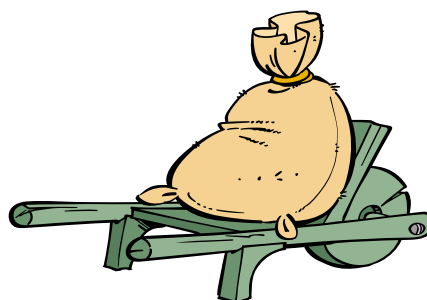
Place goal number 6 in the middle.

**Some people have only a little or no clean drinking water. Why is that?** Some people have no water tap where they live. Sometimes they have to walk for hours to get to a water well. Others just do not have clean water, because there are no decent water pipes or sewage. They drink dirty water. Many people do not have toilets. Their faeces are left behind around where they live. That is not healthy.

Finish the conversation on a positive note by telling the children that a lot of people are offering help already. Governments and organizations are trying to sort these problems out as soon as possible in the best possible way. The children themselves do not need to think of solutions, but they can be grateful for what they have. They could try not to waste food or water and to look after their health.

### Suggestion

**During the visit to the Smurf Experience you will find more information near the wheelbarrow with the blueberries in the forest (Room 1) (goal 2, zero hunger), near the dumbbells in the village (Room 2) (goal 3, good health and well-being) and near the bucket in the village (Room 2) (goal 6, clean water and sanitation).**








7. Pursuing education, skills and jobs		Ages 6 to 12
<b>duration</b>	50 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• activity sheet 7.1, once, in color and if possible, enlarged to A3-size on thicker paper</li> <li>• paper and a pen for one pupil</li> <li>• optional: a computer to type on</li> <li>• for the younger children: a lot of building blocks or small objects in the five colors of the dice</li> </ul>	
<b>preparation</b>	Print the dice, cut it out and fold it. Stick it together well.	
<b>aim</b>	The pupils realize the importance of education and jobs.	

Ask the children if they like going to school. What do they enjoy about it and what don't they enjoy? Would they like to have a job later? Maybe some children already know what they want to be when they grow up?

Tell them that some children cannot go to school. There is no school nearby, or they are not allowed to go to school, or they must work instead of going to school. Agreed, school is not always as much fun, but it is important.

Show the dice and explain what each side means:

-  : In school, you gain a lot of knowledge. You learn things that allow you to discover and invent new things.
-  : In school, you learn to work together with others. You really do not have to do everything on your own. Together we are strong, because if one person is not that good at something, someone else might just be very good at it. You build up a network of friends and get to know the strengths of others.
-  : In school, you discover the meaning of useful work. You learn to approach problems efficiently and you learn that you need to work to achieve something.
-  : In school, you learn to read and write. You also learn different languages, so you can communicate with other people.
-  : In school, you become self-confident. You keep on learning and you know that you do not always need to know everything, neither do you always need to be able to do everything. You find out what you are not so good at, and what you could practice on more. But you also discover your talents!

### For the younger children

Together, play the 'school game'. The aim is for all children to have learnt everything by the end of the game. They do this by simply throwing the dice. The color they throw is the color of the building block they receive. Each time, put into words the meaning of the block to ensure that the children stay focused on the content. Emphasize that the game is not finished until everyone has everything. Therefore, there is not just one winner.

Special rules:

When a child throws a question mark, they can choose what they want to learn, and therefore which colors to take.

When a child throws 'working together' for a second time he or she can select another child which already has 'working together'. They join efforts and therefore he or she can choose a color that the other child already has as well.

### For the older children

Sit down together in a circle. Select one child to take notes, either with pen and paper or on a computer. Each child, in turn, throws the dice. The child throwing the dice reads what is on the side and thinks of an advantage. For instance, when throwing 'gaining knowledge' they could suggest that someone with knowledge could find a way to make environmentally friendly packaging. Or when throwing 'learning to work together' they could suggest asking a friend to make a drawing they can use on a poster that they are making.

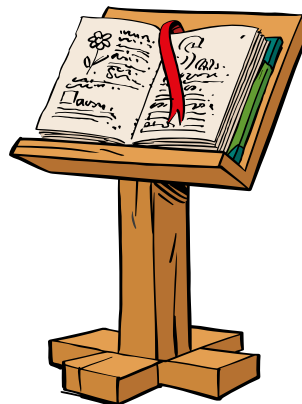
When throwing a question mark they can choose an advantage themselves. For instance: 'By going to school I become more confident in traffic.'



The note taker writes down the advantages that have been mentioned. After finishing the theme, you make a copy of them for each pupil to put in their bundle.

### Suggestion

During the visit to the Smurf Experience you will find more information in the book in Papa Smurf's house (Room 2) (goal 4, quality education) and near the hammer and anvil in the village (Room 2) (goal 8, decent work and economic growth).



8. Fighting poverty		Ages 6 to 12
duration	25 minutes	
materials	• activity sheet 8.1, once	
preparation	Print out the activity sheet and cut out the pictures.	
aim	The pupils understand that welfare is distributed unequally in and between countries. They realize that money is valuable.	

Present the pupils with several dilemmas. Let all children stand in the middle of the classroom. Put a picture of Smurfette on one wall and a picture of Papa Smurf on the other side. Name two things and assign each of the options to one of either Smurfs. The children are to go to the side of their choice.

- Would you rather have a lot of toys, or have a good friend?
- Would you rather win the lottery, or do you prefer to be healthy?
- Would you rather eat in an expensive restaurant, or eat at home with your family?
- Would you rather get many presents, or have fun with your friends?

After having presented these dilemmas to the children, ask them if they find money important. Do you need money to be happy? Allow the children time to react. Explain to them that they will be given more difficult dilemmas now.

- Would you rather buy a piece of bread when you are hungry, or a warm hat for the cold?

- Would you rather buy a cover for the rain, or a headache tablet?
- Would you rather buy a bus ticket to get home, or a bottle of water to drink when you are thirsty?

Ask the children again if they find money important. Tell them that everywhere on earth, in faraway countries as well as nearby, people constantly have to make these kinds of choices. That is why fighting poverty is an important issue in the sustainable goals.

### Suggestion

During your visit to the Smurf Experience you will find more information near the chest in Papa Smurf's house (Room 2) (goal 1, no poverty) and near the ball and chain next to Gargamel (Room 5) (goal 10, reduced inequalities).

9. Working on a safe and fair world		Ages 8 to 12
<b>duration</b>	25 minutes	
<b>materials</b>	• activity sheet 9.1 for each pupil	
<b>preparation</b>	Print and photocopy the activity sheet.	
<b>aim</b>	The pupils discover stereotypes. They learn that people, all over the world, are being discriminated against and that this is not fair.	

Hand out the activity sheets. Ask the pupils to complete the exercise.

Ask someone to read out the first paragraph in the information frame. Allow the children to react. Have they used stereotypes to complete the exercise?

Be aware of sensitive pupils. Maybe some children feel they are being targeted by the answers of others. Explain that stereotypes are in fact based on something. For instance, there are more girls who dance and there are more boys who play football. But this does not mean that it is weird for boys to dance or for girls to play football, it just does not happen as often. Maybe some girls do not want to play football, because there are more boys there. That is how we reinforce those stereotypes.

Read out the last two paragraphs yourself. Create a safe atmosphere in class, especially if there are children of different origins, another religion, a different family situation, children that look different or have a physical disability ... Also, bear in mind less visible differences. You could talk more in depth afterwards. Children that feel the need to tell something,

should get the chance to do so, while the others listen respectfully. Nobody should be pressured into talking. If talking with the whole class group is difficult, you could leave it up to the children to decide if they want to talk. Children that want to talk about this more in depth, can stay in class during the next break to do so.



### Suggestion

During your visit to the Smurf Experience you will find more information near the washing line in the village (Room 2) (goal 5, gender equality) and near the scales in Papa Smurf's House (Room 2) (goal 16, peace, justice and strong institutions).

10. Moving forward on sustainability		Ages 10 to 12
<b>duration</b>	25 minutes	
<b>materials</b>	• activity sheet 4.2 for each pupil	
<b>preparation</b>	Print and photocopy the article if you have not done so yet in activity 4.	
<b>aim</b>	The pupils discover the meaning of sustainability. They can explain sustainable development through concrete examples.	

Explain that you are all learning about the 17 Sustainable Development Goals. Some goals are specifically aimed at sustainability. That is why we have to explore what the word 'sustainable' means exactly. The pupils read the article by themselves. Ask afterwards who would like to try and explain, in their own words, sustainability in the context of the goals. *Sustainability means that whatever we do and make can*

*stay for a long time. That we do not exhaust any raw materials and do not damage the world, or if necessary, only cause temporary, repairable damage. For sustainable development, we must ensure our actions to be sustainable in three areas: nature, economy and society.*

Write the five goals having to do with sustainability next to each other on the blackboard:

<b>Energy</b> 7	<b>Industry/ Infrastructure</b> 9	<b>Towns</b> 11	<b>Consumption</b> 12	<b>Partnership</b> 17
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Together with the pupils, discuss each goal in combination with sustainability. Write the key words on the blackboard, below the goal. Or ask another pupil for each goal to come and write something on the blackboard.

Below you will find an example of such a list. It may look different in your class.

<b>Energy</b>	<b>Industry/ Infrastructure</b>	<b>Towns</b>	<b>Consumption</b>	<b>Partnership</b>
electricity, gas, sun, wind, water, not wasting energy	streets, sanitation, sewage, water pipes, energy, communication (telephone/ internet), companies providing jobs for local people	education, healthy air, energy, stable buildings	do not 'ransack' nature, local products (transport = CO <sub>2</sub> -emission), seasonal products (freezer = energy), no food wastage, preserving animal species	cooperation, having the same goals in mind, do not undo what someone else has achieved

Finally, give the children an inspiring quote by Henry David Thoreau (19th-century American writer, researcher and philosopher): 'What is the use of a house if you have not got a tolerable planet to put it on?'

### Suggestion

**During your visit to the Smurf Experience you will find more information near the candle on Gargamel's table (Room 5) (goal 7, affordable and clean energy), near the bellows in Papa Smurf's house (Room 2) (goal 9, industry, innovation and infrastructure), near the greenhouse in the village (Room 2) (goal 11, sustainable cities and communities), near the cake and the piano in the festive village (Room 9) (goal 12, responsible consumption and production and goal 17, partnerships for the goals).**



11. Working on a good environment		Ages 6 to 12
<b>duration</b>	50 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• activity sheet 11.1, twice for each pupil</li> <li>• white paper, scissors, glue and art materials</li> </ul>	
<b>preparation</b>	Print and photocopy the activity sheets.	
<b>aim</b>	The pupils know the meaning of climate change. They can give concrete examples of the consequences of climate change.	

Explain the term ‘climate change’ on a level that children understand.

*A climate is how the weather is on average in a certain place: how warm it is, how much rain falls, how strong the winds are etcetera. Planet earth is surrounded by a blanket of gasses: the atmosphere. The atmosphere ensures that we can breathe, but also ensures that the earth does not get very hot or terribly cold. This blanket of gasses provides us with climates in which people, plants and animals can live.*

*But humans also produce gasses themselves: for instance, the gasses coming from car exhausts or factory chimneys. Too much of these gasses disturbs the balance of the gasses in the atmosphere resulting in a changing climate. That is the reason why it becomes continuously warmer on earth and why we speak of climate change.*

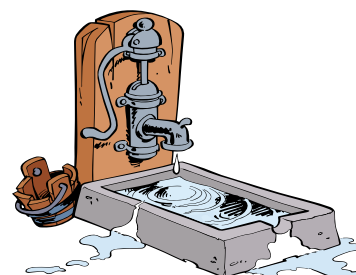
Hand out the activity sheets. Children can use them to draw what earth would look like with or without climate change.

Finish again on a positive note. It is not too late yet, but it is very important that we work hard to counteract climate change. In addition, it is also important to look after our environment. We should sort our waste and not damage nature. Meanwhile, clever scientists work on solutions for bigger problems, such as inventing cars with less damaging emissions.

### For the older children

Brainteaser: Why do you think it is important to achieve goals like decent health, no poverty and no hunger, equality and education, before we can look for proper solutions for climate change?

*As long as people suffer from hunger, are extremely poor, unhealthy or treated badly, their only goal is to survive. They cannot deal with bigger issues like climate change. Someone who only has fish to eat, cares less about overfishing than about not having enough food to feed his children.*



### Suggestion

**During your visit to the Smurf Experience you will find more information near the broom in the enchanted forest (Room 3) (goal 13, climate action), near the water pump in the village (Room 2) (goal 14, life below water) and near the wheelbarrow in the village (Room 2) (goal 15, life on land).**

## Lesson learned

12. What now?		Ages 8 to 12
<b>duration</b>	25 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• activity sheet 12.1 for each pupil</li> <li>• activity sheet 5.1, once in color, enlarged to A3-size</li> </ul>	
<b>preparation</b>	Print and photocopy the activity sheet. Print the sheet with the cards at A3-size and cut out the images, if you have not done so yet in activity 5.	
<b>aim</b>	The pupils discover that people are committed to help other people, animals and plants in various ways.	

Hand out the activity sheets. Ask a pupil to read out the text and do the exercise as a class. Challenge the pupils to work out which goal each story belongs to. You can use the cards of activity sheet 5.2. It is not important to follow the list below too closely. It is more important to allow the children to think it through themselves.

- Vegetable gardens in town (innovate)  
goal 9: industry, innovation and infrastructure  
goal 11: sustainable cities and communities  
goal 12: responsible consumption and production  
goal 13: climate action
- Toilet using less water (invent)  
goal 6: clean water and sanitation

- goal 11: sustainable cities and communities  
goal 13: climate action
- Young girls at school (campaigning)  
goal 4: quality education  
goal 5: gender equality
- Banana plastic (invent)  
goal 12: responsible consumption and production  
goal 13: climate action
- Plastic bags from the sea (campaigning)  
goal 3: good health and well-being  
goal 12: responsible consumption and production  
goal 14: life below water
- App for waste locations (innovate)  
goal 3: good health and well-being  
goal 8: decent work and economic growth

13. We join the campaign!		Ages 6 to 12
<b>duration</b>	25 minutes + 50 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>• activity sheet 13.1, once, in color and enlarged to A3-size</li> <li>• sticky notes</li> </ul>	
<b>preparation</b>	Print the overview sheet in A3-size. If you prefer to leave out certain sub-themes, cut out the themes you would like to use and stick them on a separate sheet.	
<b>aim</b>	The pupils use their own creativity to set up a campaign.	

Examine the (adapted) overview together by going through the various themes. Depending on whether you have already done some activities, you repeat or tell the class the contents of the sub-themes. Give each pupil a sticky note to write their name on. The pupils can look at the themes and put their name next

to the one they are most interested in. Try and make groups of four pupils each. The aim of this exercise is not to cover all subjects. It is more important that children can choose a subject that appeals to them. So even if everyone chooses the same one, that is OK.

The children can now build their campaign around their chosen subject.

### For the younger children

Firstly, talk with the children about advertising. When do they see or hear advertising? When they watch TV, when they listen to the radio, when they watch videos on the internet ... Maybe even in the books they read. But even on the street there is advertising. On posters, on buses and other vehicles, in shop windows, somebody handing out flyers ... Someone received a free drink or something tasty to eat? Even that is advertising!

Campaigning is like advertising, except that you are not trying to sell anything. You want to tell people something that is important to you.

Brainstorm as a class about good ways to campaign. When you have enough ideas, the children can go and build their campaign in their small groups. Support each group as well as possible. Join each group in their discussion to help them to make decisions. Help them compose a list of materials (e.g. posters, markers ...) and have them write in their diary which materials to bring for the next activity.

### For the older children

They can brainstorm in their groups of four about ways to campaign. Coach the groups and listen to their ideas. There are no boundaries during the first phase of the brainstorm. Everything is possible. Even if the children suggest a helicopter flight, react

enthusiastically.

After five or ten minutes, ask the pupils to look at the best ideas and evaluate which ones are achievable. Maybe they will find good alternatives for great, yet unachievable ideas. Maybe they can use aerial photos from the internet to simulate a helicopter flight.

Depending on their age, help each group with the setting up of their campaign. They make a list of all the materials they might need for their campaign and they write down a detailed plan.

### Suggestion

**For groups who have trouble getting inspired, these ideas might get them started:**

- **Make Smurfs in modeling clay or playdough. Write goals on cards and spread the Smurfs with their cards throughout the school: on windowsills, in the canteen, in the playground, on the stairs, in the gym ...**
- **Make informative posters containing the problems and their solutions.**
- **Make up a school play about one of the goals and invite other classes, maybe even parents to come and watch.**
- **Write a nice story and make drawings for it, combine them in a book.**
- **Do you want to get something done by the local council, such as a clean-up-day in public spaces? Arrange a petition and collect signatures from people who also think it is important. Hand your petition over to the council.**

14. The Smurf Experience		Ages 6 to 12
<b>duration</b>	150 minutes	
<b>materials</b>	• activity sheet 14.1 or 14.2 for each pupil (select the appropriate level for your class)	
<b>preparation</b>	Photocopy the activity sheets. Arrange the tickets and transportation to The Smurf Experience. All necessary information can be found on <a href="http://www.smurfexperience.com/en">www.smurfexperience.com/en</a> .	
<b>aim</b>	The pupils enjoy taking part in an activity. They can empathize with other characters.	



Let the pupils fill in the activity sheet just before visiting the Smurf Experience to ensure the 17 items on the sheet are still fresh in their memory. Take your class on a trip to The Smurf Experience. The Sustainable Development Goals are a weighty subject. This is the perfect activity to process all information in a positive way.

The common thread in the Smurf Experience is 'Save the Planet'. The village of the Smurfs is threatened by Gargamel. The pupils must help Papa Smurf to stop Gargamel's cruel plans. It is not just an exhibition, it is a real experience. The children will find plenty of technical gadgets and spectacular, surprising effects everywhere.

15. We set a good example		Ages 6 to 12
<b>duration</b>	25 minutes	
<b>materials</b>	<ul style="list-style-type: none"> <li>activity sheet 15.1 for each pupil</li> </ul>	
<b>preparation</b>	Photocopy the activity sheets. Keep the overview of activity 13 handy.	
<b>aim</b>	Pupils realize that they themselves can contribute to a better world. They give concrete examples of things they can do.	

Have a brief conversation about the visit to the Smurf Experience. Did they enjoy it? What did they enjoy most? Which parts did they think were beautifully done? Who found the 17 objects?

Hand out the activity sheet and let the children read what they are supposed to do. Hang up the overview of activity 13. Tell the children they can look at it for inspiration. What things could they do themselves? They answer the questions as a class. Summarize and write down their suggestions on the blackboard.

### For the younger children

At the end of the activity, the children can choose one or two suggestions that they want to work on. They write or draw these on their sheet.

### For the older children

At the end of the activity, the children can make a top five – and if they feel very inspired, a top ten – of all the things they want to work on.

If it is difficult to get started, they can look on their page for inspiration. Below you also find some starting points that could lead to goals.

- Cars and other vehicles emit toxic gasses ...  
*Walk more or cycle, or use public transport.*

- Too much food is wasted, approximately one third of all food.  
*Don't buy too much food.*
- Not everyone is treated equally.  
*Stand up for others, treat everyone equally.*
- Drinking water is not inexhaustible.  
*Don't waste water, use rainwater for your toilet, washing machine and for cleaning bikes/cars.*
- Producing energy is expensive.  
*Don't waste energy: switch off lights when not needed, turn down the heating one degree, switch appliances off when they are not being used.*
- Transporting and preserving vegetables and fruit is very taxing on the environment.  
*Buy seasonal fruit and locally produced vegetables.*  
*If possible, grow vegetables and fruit yourself, or start a vegetable garden.*
- A lot of waste ends up in nature, which affects plants and animals in a bad way.  
*Avoid waste (refuse plastic bags, don't buy individual packaging).*  
*Reuse items, borrow from a library or buy things second hand.*  
*Sort waste, organize a clean-up in the neighbourhood.*
- We eat more meat than we need. Eating meat is very taxing on the environment.

*Eat less meat, cook a vegetarian meal once in a while.*

- Some cheap products are made in countries where people and children are exploited.  
*Buy fair trade products.*
- Looking after sick people costs a lot of money to society.

*Look after your own health, eat healthy and take care of your hygiene.*

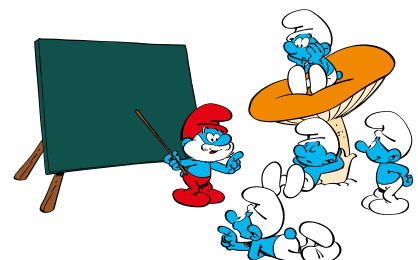
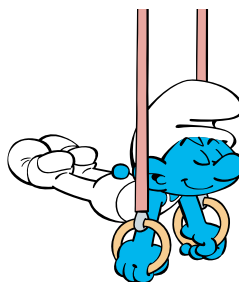
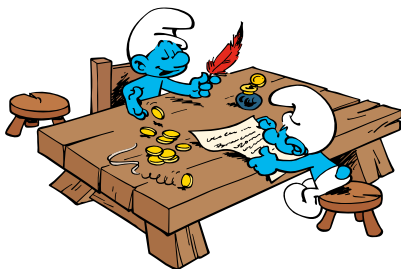
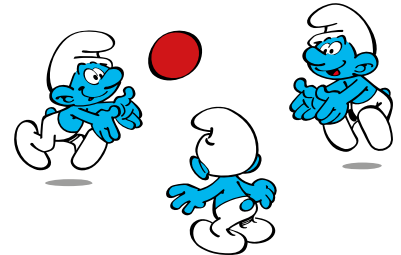
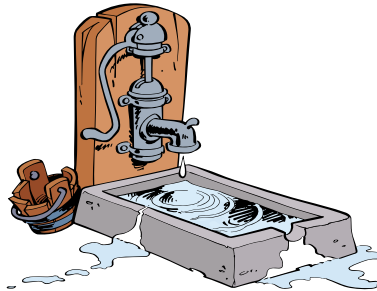
Finally, a suggestion for you, the teacher: you set an example for the children. Even outside classes, children will look up to you and copy your behavior. Therefore, setting a good example is very important. In the name of the entire planet: thank you for your contribution!





## What do you need to be happy?

Look carefully. What do you really need?  
Draw a circle around it.





## What do you need to be happy?

Look at all the words. What do you really need to live a happy life? Color these words **red**. What are the things you do not actually need? Color these words **blue**. Things you are not sure about, you can color **yellow**.

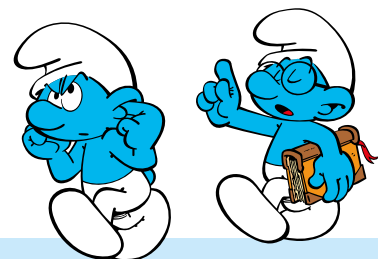


food	money	music	drink
education	medicines	television	
sports	a drone	clean water	books
electricity	jewellery	shelter	
nature (plants and animals)	skis	friendship	

Compare your completed sheet with that of a friend.  
Choose one word that you don't agree about.  
Complete the sentences below.

I gave this word the color .....  
because .....

My friend gave this word the color .....  
because .....



It is OK to disagree!  
Talking about it can be very interesting.





### Activity sheet 1.3

#### What do you need to be happy?



What are the things you need to live a happy life? Write them down in the clouds.

Cloud shapes for writing answers.

Compare your sheet with that of a friend.

Choose one word that you wrote down, but your friend did not. Explain why.

.....

.....

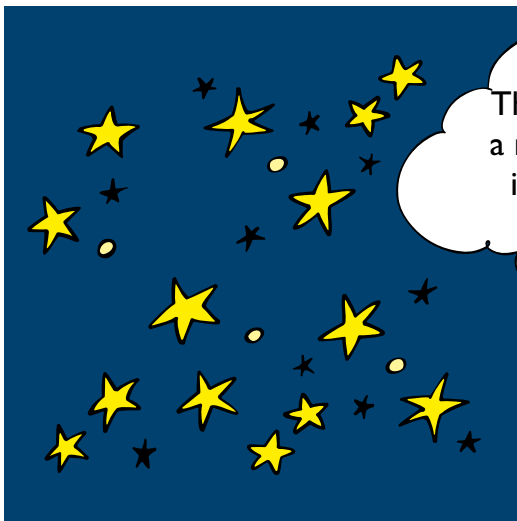
Choose one word that your friend wrote down, but you did not. Explain why.

.....

.....



## What would you take with you if you had to flee?



Thankfully it was only  
a nightmare. But what  
if it really happens?  
What will I take?



Below, write down the items you decided upon in your group.

We take: .....

We do not take: .....

What did you think of this task? Strike out what does not apply.

- The opinions in the group were rather the same / rather different.
- The discussion was rather calm / rather heated.
- It was quite easy / quite difficult to make the choices together.
- I feel quite good / quite bad about the choices we made.



## Activity sheet 2.2

### Cut-out sheet: What would you take with you if you had to flee?

 your pet	 soap and a toothbrush	 pen and paper
 bread	 a book	 drinking water
 binoculars	 a map	 money and identity card
 an umbrella	 a warm coat and hat	 a mobile phone
 a tent	 a towel	 medicines



**Cut-out sheet: Where do the Sustainable Development Targets originate from?**



- 1) Who are the UN?  
Why were the UN founded?**



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- 2) What are the Millennium Goals?  
In which year were they signed?  
By when should these goals have  
been achieved?**



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- 3) How many Millennium Goals  
were drawn up?  
What did they represent?**



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- 4) Why were new Millennium Goals  
set out in 2015? What are these  
Goals called? By which year  
should they be achieved?**



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- 5) What is sustainable  
development?**



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### You can do better!

The UN were **founded in 1945** – straight after the Second World War, and it is the largest international organization in the world. **Nearly all of the world's countries** are a member. It is the task of the UN to maintain **peace and safety** throughout the world and to help solve problems that affect us all. They proclaimed the **Declaration of Human Rights** and they ensure that those rights are complied with. They support countries to work together on this task.

In 2000, representatives of all member states – 189 countries at that time – signed the Millennium Declaration. The **Millennium Declaration** set out 8 goals, combining all powers to stop hunger and poverty, promote gender equality and to give more children access to primary education. These goals should have been achieved by 2015. Even though after fifteen years a lot of progress has been made, there is still work to be done. Member states report regularly on their progress to the UN. The organization examines progress made, and judges to what extent the goals are being achieved.

#### The Millennium Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote equality for men and women and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Global partnership for development

In 2015, governments had to admit that they would have to continue working on the goals, as most of them had not been achieved. Meanwhile the world had changed and **new problems**, for which solutions had to be found, had arisen. More than one billion people worldwide still live in poverty and many others are discriminated against and treated unfairly.

For years, discussions within the UN continued about which problems should be addressed first during the next fifteen years (from 2016 until 2030). In 2015, those problems were translated into the 17 Sustainable Development Goals, such as ending extreme poverty, primary education for all children, equal opportunities for everyone and responsible consumption and production, to make our planet cleaner and healthier.

**Sustainable development** is a change that will **improve the standard of living of people everywhere**, without damaging our natural resources. Development is NOT sustainable when we exhaust natural resources, leaving nothing for future generations. Changes must be considerate to **nature, economy and society**. Sustainable development would mean that these three aspects are not affected in a negative way. Ask yourself this: Can I keep doing this, without exhausting resources or without anyone being disadvantaged, now or in the long term? If the answer is yes, it is sustainable. Sustainable development means **growing together and bettering ourselves while having respect for the environment**. To achieve sustainable development, we must work together. Government leaders have to take up responsibility, but we also should make an effort. Advertising the importance of sustainability is one example. We could also stand up for the disadvantaged, show our respect for the environment and not waste water or energy. Maybe we could all find creative solutions to reduce food wastage or waste in general?

Also, the **Smurfs support the goals** one hundred percent. The Smurfs? Yes, indeed! They love singing fun songs and lead a happy life, but they are only happy when everyone has enough to eat and can live without any worries. That is why they want to make the goals well-known all over the world. Smurfs might be small, but they can make a big difference to make our world a happy place.

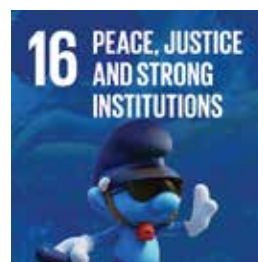




## Activity sheet 5.1

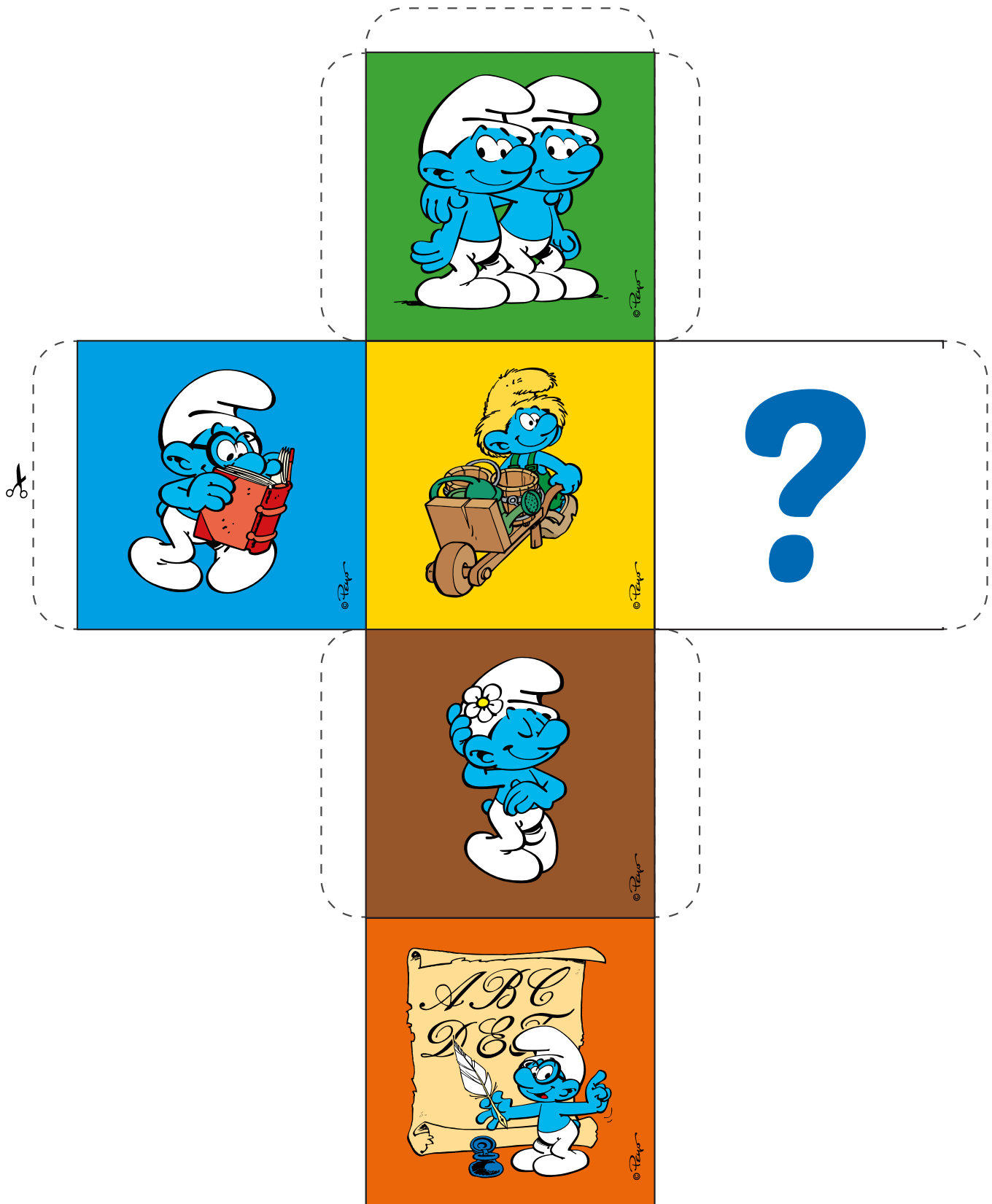
### How can the Smurfs help?

The Smurfs live a good and happy life in their village. But they are only truly happy when everyone has enough to eat and can be happy. When they heard about the Sustainable Development Goals, they were very happy to help!





## Pursuing education, skills and jobs





## Fighting poverty

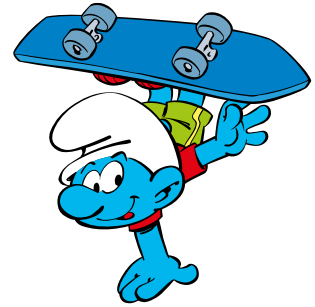
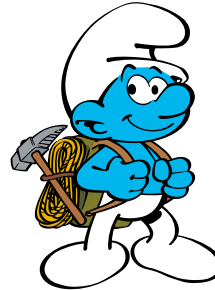
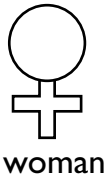
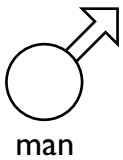




## Activity sheet 9.1

### Working on a safe and fair world

Color the symbols of the man and the woman in a different color. Look at the Smurfs. Does it look like they are doing something a man would do? Or like something a woman would do? Draw a circle around them in the right color.



The image we have of a group of people is called a stereotype, an exaggerated cliché. For instance: all Belgians drink beer, all women cry easily. Of course these things are not true, because everyone is different. Even so, we often still think in stereotypes. Just look at the exercise above. Did you think in stereotypes?

But not all stereotypes are innocent or funny. For instance, in a lot of places girls are not allowed to go to school, just because they are a girl. Sometimes people do not get a job, purely because of the color of their skin or because they look different. Ever since the many terrorist attacks, some people have become scared of Muslims, just because they are Muslim. Is that fair? No, of course not!

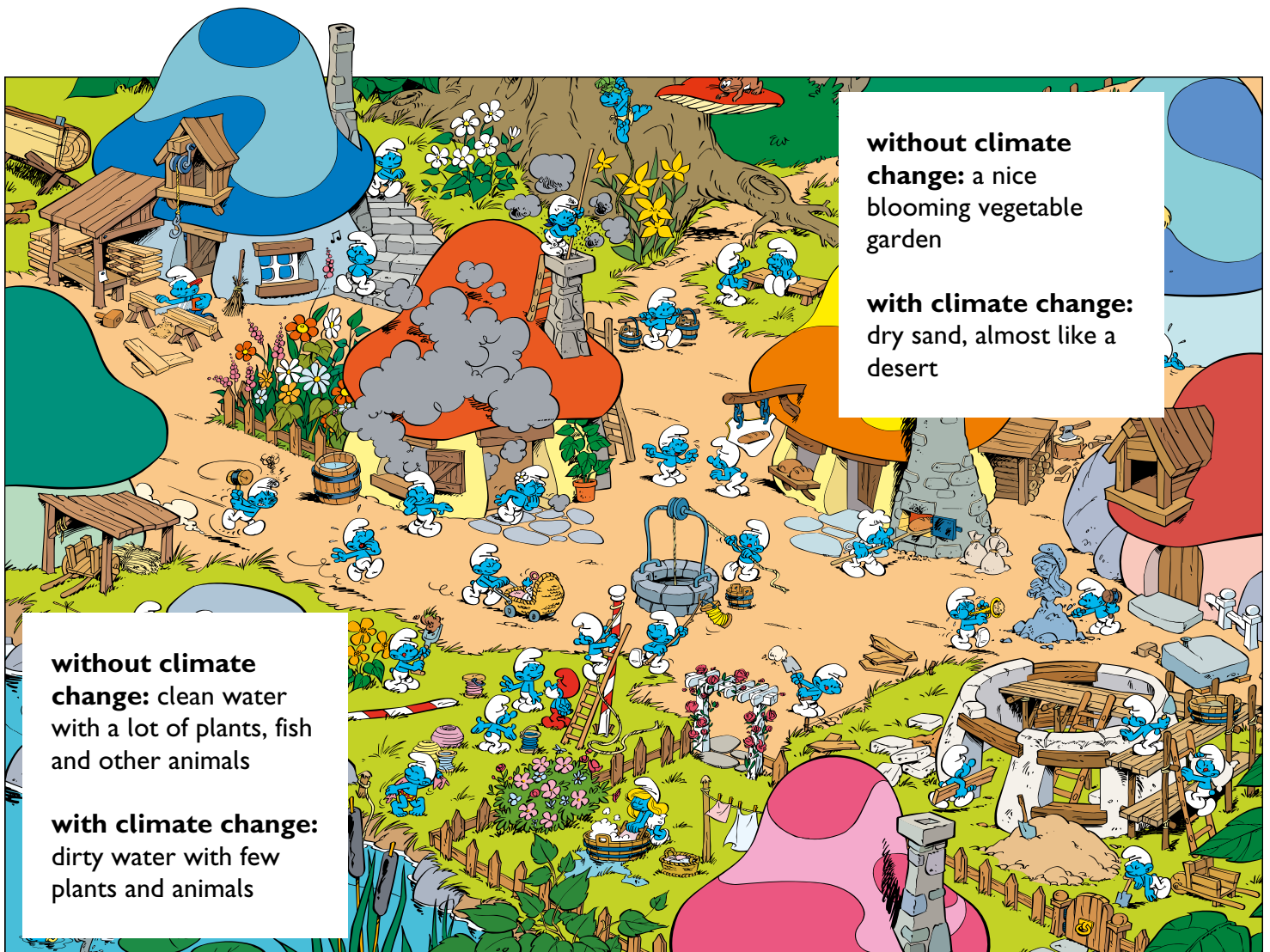
You should not feel guilty about thinking in stereotypes. Just be aware of it and try and treat everybody equally. It is OK to stand up for yourself if you do not agree with the way you are being treated. Talk about it to someone you trust.





### Working on a good environment

Look at the consequences of climate change. Cut out 8 squares from a sheet of white paper. They should be exactly 5 by 5 cm in size. Put the squares on the boxes. First draw what it would be like without climate change. Then draw what it would be like with climate change. Look at both versions next to each other.







### What next?

Planet earth is only a tiny ball in space. But from where we stand, it looks gigantic ... because we are living on it, of course. The Sustainable Development Goals might look gigantic too. Maybe even unachievable. But if everyone does what they can, we can do it! With so many people on the planet, there are a lot of helping hands!

Connect the examples with the different ways of helping.

A group of youngsters started a vegetable garden on a square in town.

A boy has invented a toilet that uses only half the amount of water when flushing.

A woman in a refugee camp talked to parents of young girls. She tried to convince them that it is more important for their daughters to go to school than to get married.

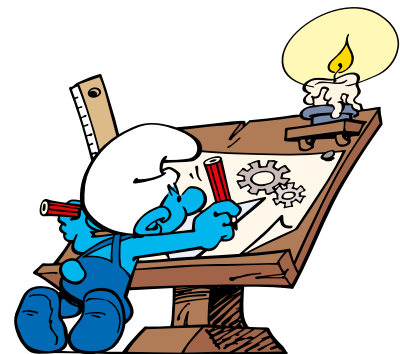
A girl has invented a kind of plastic bag that is made from banana peels.

Two girls used a petition to convince the government to prohibit the usage of plastic bags, in order to protect the sea.

A group of youngsters use a telephone app on which people can indicate where waste needs to be removed.



Invent



Innovate, clever ideas



Campaigning



## We join the campaign!

<p><b>Working on health and well- being</b></p> <p>2 3 6</p> <div data-bbox="279 483 454 658"> <p>2 ZERO HUNGER</p> </div> <div data-bbox="279 680 454 855"> <p>3 GOOD HEALTH AND WELL-BEING</p> </div> <div data-bbox="279 878 454 1052"> <p>6 CLEAN WATER AND SANITATION</p> </div>	<p><b>Pursuing education, skills and jobs</b></p> <p>4 8</p> <div data-bbox="707 483 882 658"> <p>4 QUALITY EDUCATION</p> </div> <div data-bbox="707 680 882 855"> <p>8 DECENT WORK AND ECONOMIC GROWTH</p> </div>	<p><b>Fighting poverty</b></p> <p>1 10</p> <div data-bbox="1137 483 1313 658"> <p>1 NO POVERTY</p> </div> <div data-bbox="1137 680 1313 855"> <p>10 REDUCED INEQUALITIES</p> </div>
<p><b>Working on a safe and fair world</b></p> <p>5 16</p> <div data-bbox="279 1317 454 1491"> <p>5 GENDER EQUALITY</p> </div> <div data-bbox="279 1514 454 1688"> <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> </div>	<p><b>Moving forward on sustainability</b></p> <p>7 9 11 12 17</p> <div data-bbox="611 1317 786 1491"> <p>7 AFFORDABLE AND CLEAN ENERGY</p> </div> <div data-bbox="809 1317 984 1491"> <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> </div> <div data-bbox="611 1514 786 1688"> <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> </div> <div data-bbox="809 1514 984 1688"> <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> </div> <div data-bbox="707 1711 882 1886"> <p>17 PARTNERSHIPS FOR THE GOALS</p> </div>	<p><b>Working on a good environment</b></p> <p>13 14 15</p> <div data-bbox="1137 1317 1313 1491"> <p>13 CLIMATE ACTION</p> </div> <div data-bbox="1137 1514 1313 1688"> <p>14 LIFE BELOW WATER</p> </div> <div data-bbox="1137 1711 1313 1886"> <p>15 LIFE ON LAND</p> </div>

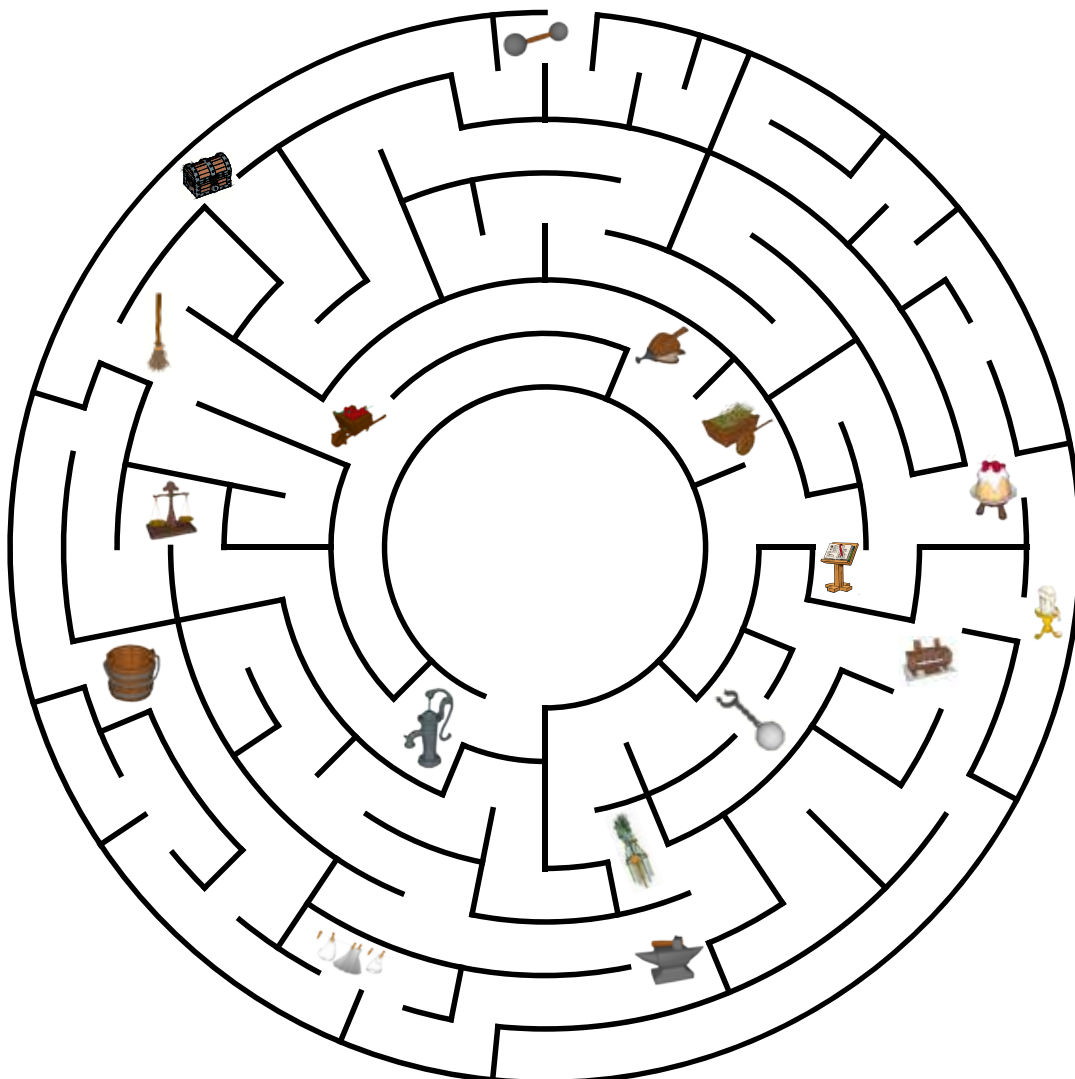


## Activity sheet 14.1



Find your way through the labyrinth. Watch out: you have to find the way that passes by the 17 items relating to the goals.

### 17 goals, 17 things



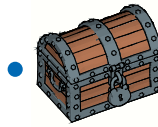
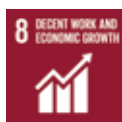


## Activity sheet 14.2

### 17 goals, 17 items



Each item has something to do with a goal. Can you connect them together?





## We set a good example



Hello, there! Do you know that you too will have to take responsibility for our planet in the future? Hopefully we can inspire you to tackle the problems together one day. But even now, there are things you can do. Write or draw here what you could do to work towards achieving the goals.



A large rectangular box with a blue border, intended for writing or drawing.

Thank you for taking care of the planet with us!!







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