

Total time

45
minutes

Age group

All ages!



BE HOPE

Lesson Plan

"There is no change without dream, as there is
no dream without hope."

-Paulo Freire, Pedagogy of Hope



Huge thank you to our collaborators!

UNICEF Jamaica, World Association of Girl Guides and Girl Scouts -
, 100th Streatham Brownies Unit, Zakiah Sahl Alhnyani, Manprit Rai,
Nafisa Sulaiman and Aishatu Suleiman Jahun

MATERIALS

- The Canvas: A4/A3 paper, card, canvas boards, reclaimed packaging, or tablets/laptops for digital art
- The Materials: pencils, paints, collage scraps, fabric, natural objects, digital design tools, etc
- Global Goals icon grid (slide, poster or printout)
- Space to assemble the artwork: wall, floor, pinboards, Padlet, Google Slides, etc

LESSON OVERVIEW

Students use art as a way to discuss and explore their emotions and feelings about the future. They reflect on their hopes, dreams, worries, and fears, then create an artwork as an expression of hope and share it digitally with the world.

Note: This lesson plan is inspired by, and incorporates colours and design elements taken directly from, Yinka Ilori's Be Hope artwork. Yinka Ilori's artwork is also included in the materials below for students to view and discuss, providing an example of how one contemporary artist represents hope and offering inspiration for their own creative responses.

LEARNING OBJECTIVES

Think:

- About the concept of hope
- About my own hopes and other people's

Feel:

- Hopeful about the future
- Safe to share personal hopes for the future
- Inspired by hearing the hopes of others

Do:

- Imagine a hopeful future
- Share views and listen to others
- Express views creatively



EDUCATOR GUIDE

Take ownership: As an educator you know your students best. Feel free to tailor these activities to them and your context. Some tips on differentiation for different ages are below. You can do this lesson anywhere students feel safe to express themselves, for example, a classroom, hall, playground, school garden, community centre, online breakout room.

Ask don't tell: This lesson is all about asking, not telling. Create a safe space by letting students decide how much they want to share. Praise student effort over output when it comes to their creative designs. Create the space for them to depict what hope means to them.

Imagine freely: This lesson harnesses the power of imagination. It's important to encourage students to imagine freely. There are no wrong answers in creative thinking.

Support and protect: When discussing hope, students may naturally touch on challenging or emotional experiences.

If a student shares something personal or distressing:

1. **Follow your learning setting's safeguarding policy**
2. **Acknowledge:** "Thank you for trusting us with that."
3. **Validate:** "It's understandable to feel that way."
4. **Pause the activity** if needed, offer a quiet space or a trusted adult to talk to
5. **Re-centre on hope** when ready: "Your feelings matter, and together we can look for hopeful possibilities."

After the lesson, **always check in with the student** to see how they are feeling. If you notice anything that worries you, **immediately share your concerns with your school's safeguarding officer (or the designated staff member).**



LESSON PLAN

STEP 1: SCENE-SETTER: HOPE & THE GLOBAL GOALS (5 MINUTES)



Introduction: Display the 17 Global Goals icon grid.

Ask:

- Who recognises these icons? What do you think they stand for?
- *They are the Global Goals, a To Do List for the world. In 2015 the 193 countries in the United Nations agreed to 17 Goals that they would try to achieve together.*
- Their target date is 2030—how old will you be in 2030?

Explain:

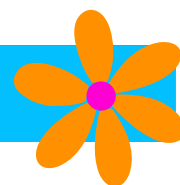
- This session all about exploring the world we'd like to see in 2030. You're going to use your imagination to imagine the future, and then share these hopes with the world. This is how you can be hope for others.



Introduce hope

- Share the word “Hope” with students. Ask students:
 - What does ‘hope’ mean to you?
 - Can anyone give an example of hope?
 - What comes to mind when you think of the word Hope?
 - How does hope feel? Can you describe it in colours, shapes, or images?
- Emphasise that there are no right or wrong answers—everyone’s opinions and emotions are equally valid.
- After the questions, explain that one way of thinking about hope is that it is a **powerful** force we can use to **change the world** for good. When you hope for something, it gives you energy to try to make it happen.

STEP 2: REFLECTION: HOPES AND DREAMS (5 MINUTES)



Set the scene

Explain that today's activity will give them a chance to **explore and express their hopes** for the future—whether they're thinking about their own lives, their communities, or the wider world.

Imagine the future

Encourage students to pause and **reflect** on the kind of future they'd like to see. Imagining the future makes your hopes feel vivid and real. It's a gentle chance to explore what matters to you.

Explain the purpose

- Visualisation is used by athletes, artists and entrepreneurs to clarify goals and stay motivated.
- Today you'll try it for your own life, your community, or even the whole planet.
- There are no right or wrong answers—only your picture of 2030.

Explain: We're going to start with an imagination exercise. Closing our eyes helps us disconnect from what we can see in front of us, and imagine how things could be different. While your eyes are closed, stay quiet so you don't interrupt each other's imaginations. Afterwards we will get a chance to share what we've imagined. There is no wrong answer, allow your mind to imagine freely.

Let's begin. Close your eyes. Imagine you've just stepped out of a time machine, and it's the year 2030. Look around you. What do you see? What do you hear? How old are you?

Now we're in the year 2030, let's think about the world we'd like to see.

- **What is your hope for yourself?** What would you like to be doing? What would you like the world around you to look like?
- **What is your hope for your family or friends?** Does anyone you know come to mind? What is your hope for them?
- **What is your hope for other people?** Your neighbourhood, your community? Is there anything you'd like to change?
- **What about the environment where you live?**
- Now zoom out. **What is your hope for your country?** All the people who live here, the towns and cities, and the natural world. What would you like to see? What would you like to change?
- Now zoom out even further. **What is your hope for the world?** For people and the planet, in different places all over the world. What would you like to see? What would you like to change?

This sequence of questions will help learners bridge from personal hope to hopes for other people and the natural world.

After the questions, tell them to open their eyes. Still in silence, encourage students to take **one minute** to write down or sketch out any ideas that come to mind. They can refer to these notes as they begin creating their artwork.

If they are excited, you might want to give students some time to share their hopes with each other, in pairs or with the whole class. If they are ready, you can **move on to Step 3**. Finally, thank students for sharing and participating.

STEP 3: CALL TO ACTION - CREATING YOUR VISION (15 MINUTES)

Get creative

Explain that the next stage is for students to take their hopes and share them with the world. The aim is to create a piece of artwork that can communicate their hopes with the world, to inspire others.

Before starting this section, decide what materials they will use to create their artwork. They will need a '**canvas**' that students will create their artwork on. It could be a postcard, paper, digital media or something else. They will also need creative **materials** to use. They could **draw, write, paint, cut out pictures from magazines**, or use any other **mixed media** they have available.

Then invite students to get creative and turn their hopes into art!

- Remind them that there is no right or wrong way to do this. All forms of artistic expression are encouraged. Anything that reminds them of their own hopes for the future.
- While they are making their artwork, keep asking them how their creations connect to their hopes, to remind them of the purpose of the task.

Extension: If you have more time available, you could get even more creative. Could you create a song? Or a play? What about a big 3D model that represents your hope? Go wild!

STEP 4: SHARING (5 MINUTES)

Invite students to participate in a **Gallery Walk** (physical or virtual) in pairs or groups of three. Ask students to move around and **observe** each other's creations. You could:

- **Hang** pieces on a corridor wall or wire grid
- **Lay** them out on tables or the floor
- **Present** a digital collage or slideshow

If students used different forms of creative expression, like poetry or performance, find another way for students to share their work with each other.

Encourage them to notice:

- **Hopes:** What hopes do they think the artworks are showing?
- **Connections:** Do any of the artworks connect to your own?
- **Shared Themes:** Are there shared hopes or ideas appearing in multiple pieces?
- **Colours & Imagery:** Do certain colours or symbols keep showing up?
- **Emotional Responses:** What feelings arise when viewing the artwork as a whole?



STEP 5: GROUP REFLECTION (10 MINUTES)

Gather everyone together to **share thoughts** and **react** to the finished mosaic of hopes. Begin by inviting students to look at the artwork as a whole and **reflect** on their individual and collective experiences. Encourage them to **respond** to questions such as:

- **Sharing hopes:** Does anyone want to talk about their own artwork? Does anyone want to talk about someone else's artwork that they liked? Are there any hopes that you feel connected to? Did you notice any similar ideas in everyone's hopes? Was there anything you didn't expect to see?
- **Making hope a reality:** How can we help each other make these hopes come true? What kind of future do you want to see, and how can you be part of it? What exciting changes do you imagine for your community or the world?
- **Hopeful feelings:** How did it feel to create something that shows your ideas for the future? How do you feel seeing all these individual hopes come together? Are you proud of your artwork? You should be!

If your students are familiar with the **Rights of the Child**, this is a great chance to make the connection. Remind them by showing either or both frameworks, and ask if they can see connections with their hopes.

STEP 6: CALL TO ACTION: BE HOPE FOR OTHERS

Close by explaining that you are going to share their hopes with the world, to help other people feel hopeful. This is how you can be Hope for others. To do this you (the educator) will take photos of the artworks and share them on the [World's Largest Lesson map of hope!](#)

If you are able, share this artwork by Yinka Ilori. This is his interpretation of hope, and the inspiration for our Map of Hope. Invite students to reflect on how this artist has chosen to visualise hope.



STEP 6: CALL TO ACTION: BE HOPE FOR OTHERS (CONTINUED)

Explain that on the Map of Hope there are lots of examples of hope from people around the world. Point out how each artwork—no matter how different—adds to a global tapestry of hopes and dreams.

Celebrate the **range of perspectives** in the room and emphasise how our individual differences strengthen the overall vision of hope.

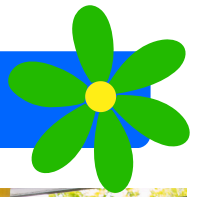
You might want to explore other examples on the Map of Hope. You can find it here: [LINK](#)

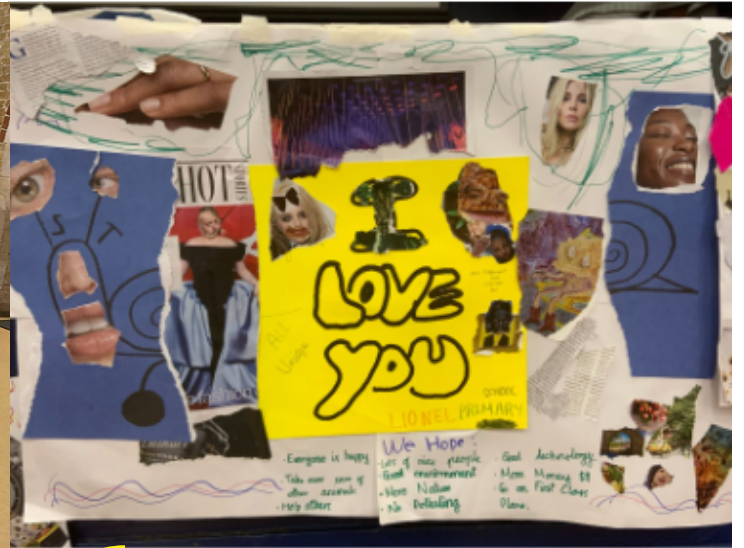
Closing Summary

This session was all about hope. You used your imagination to imagine the future, and you created art to share your hope with the world. Finally we shared our hopes, to be hope for others. Hope is a powerful force we can use to change the world for good, so it's important we find time to reflect on our hopes.

Thank you everyone for taking part!

ADD YOUR WORK TO THE MAP OF HOPE!





HOW TO ADD YOUR WORK TO THE MAP OF HOPE

Take photos of each individual artwork.

Plus a photo of your classroom's creations combined.

If possible, we'd also love to see any other photos of your students and the lesson taking place. Please ensure you have any permissions needed for photos showing children.

1. Visit this [link](#) address to the **Map of Hope**

2. Complete the form:

- Enter your name and a few details.
- Locate your city on the map.

3. Upload your images:

- Click the upload button within the form.
- Select the images you wish to submit (photos of postcards, individual artworks, and/or the assembled classroom creation).

4. Submit your form:

- Once your images are uploaded, click the "Submit" button at the bottom of the form.

Please note, the form does not ask for any sensitive information and the data collected will not be shared with anyone.



DIFFERENTIATION FOR AGE GROUPS

This lesson has been primarily designed for **ages 8-14**. However, it has been tested with, and can be adapted for, a wider range of ages. Here are some tips on differentiation for younger and older learners. As an educator, you will know your context best, so feel free to adapt the lesson to work for you.

Ages 4-8

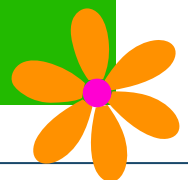
- Allow more time to explore and define the concept of hope, as it may be new to learners.
- Make sure they are thinking of their hopes for others as well as themselves.
- Use simple, clear prompts and minimise explanation, giving more time for learners to share and create.
- Keep discussions playful and brief, focusing on feelings and fun possibilities rather than challenges they'd like to overcome.
- Give examples of different art pieces, to help explain how their artwork could represent their hopes. For examples Yinka Ilori's artwork uses bright colours, drawings and words to express his hope. There are lots more examples on the Map of Hope.
- Emphasise the power of imagination and the idea that everyone's dreams matter. Remind them that everyone's hopes are different so everyone's artwork will look different.
- While they are creating their artwork, keep asking learners about their hopes and how their artwork connects to their hopes, to remind them of the purpose of the session.

Ages 14+

- Keep it positive: Learners may find this lesson difficult, and share negative feelings or worries about the world. It's important to validate their opinions and thank them for sharing, then gently remind them that this lesson is focused on hopes not worries. The world can be a challenging place, which is why it's so important we make space for hope in our lives.
- Connect passions to possibility: Prompt learners to consider how their personal interests or talents could help create that hopeful future—whether through art, tech, activism, entrepreneurship, or everyday choices.
- Look for evidence of hope: Invite them to share current news, projects, or role models that demonstrate positive change, and discuss how such evidence can fuel motivation and resilience. Encourage students to cite concrete examples (a local initiative, a scientific breakthrough, a community success story) and describe how these make them feel.
- Imagine collaboratively: Emphasise that creativity and collective action amplify impact. Facilitate small-group discussions on how individual strengths can dovetail with broader movements to tackle global challenges.
- Reflect on feelings: After sharing, ask students to note how recognising real-world hope influences their emotions—does it boost optimism, determination, a sense of agency? Use these reflections to ground their artwork and future goals.



Thank you for taking part in our **BE HOPE** lesson plan!



THE GLOBAL GOALS

For Sustainable Development



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 AND JUSTICE
STRONG INSTITUTIONS

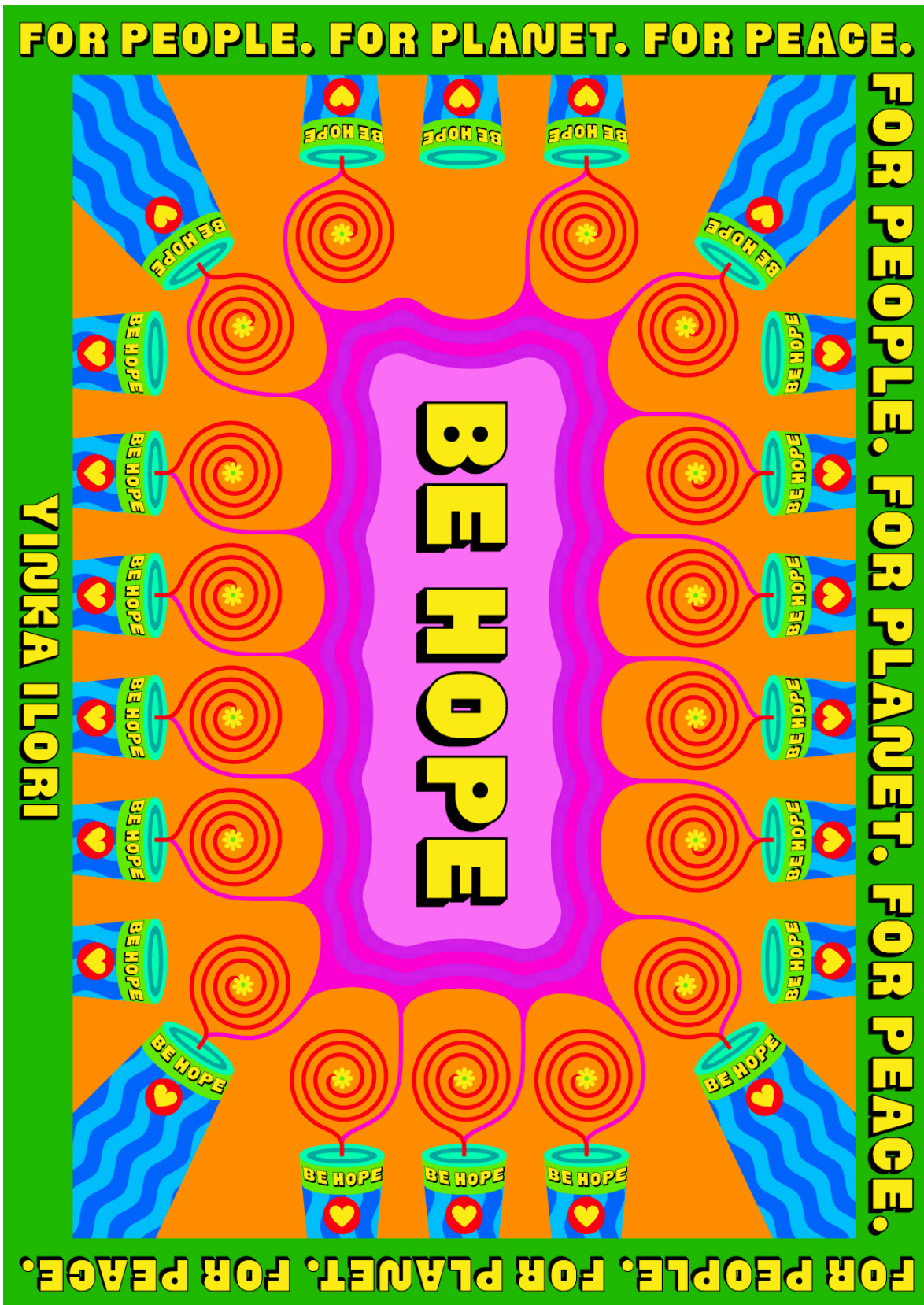


17 PARTNERSHIPS
FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



Be Hope artwork created by Yinka Ilori