



**READ  
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# Lulu's First Day

This resource was created to  
accompany the Green-Schools  
Ireland Global Goals Book Club.

[www.greenschoolsireland.org](http://www.greenschoolsireland.org)

**4  
QUALITY  
EDUCATION**



This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'Quality Education'.

**Age Group:** Junior Infants - 1<sup>st</sup> Class

## Resource List:

- Lulu's First Day Discussion Questions
- My First Day worksheet
- Class Charter Activity
- My Promise to Our Class
- Global Class Charter
- If I went to school in....worksheet

## Global Goals Book Club and Global Goal 4: Quality Education

Lulu's First Day tells the story of a confident little girl as she gets ready for her first day at preschool. From packing her bag to saying goodbye to her mummy and exploring new activities at school, Lulu's story gently reassures children about starting something new. It shows how education begins in a joyful, inclusive, and nurturing way.

SDG 4 is about ensuring inclusive, equitable, and quality education for all. Lulu's First Day celebrates early childhood education, the right of every child to learn in a supportive, welcoming space, and how school helps children grow emotionally, socially, and intellectually.

**We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to [globalcitizenship@eeu.an.taisce.org](mailto:globalcitizenship@eeu.an.taisce.org)**

## Lulu's First Day

Read or listen to the book 'Lulu's First Day' by Anna McQuinn with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.



**Listen to the  
story here.**

### Discussion Questions:

1. How do you feel about school? What do you like about it?
2. Can you remember your first day of school or preschool? What happened?
3. What did Lulu do to get ready for her first day?
4. What kinds of things did Lulu do in her new classroom?
5. How did Lulu feel at different parts of the day (excited, nervous, happy, etc.)?
6. Why do you think school is important for children?
7. Do all children around the world have access to school like Lulu? Why not?
8. How can we help make sure everyone can go to school, just like Lulu?
9. What helps you feel brave when you try something new?
10. What can we do to help a new friend feel welcome in our class?

## My First Day Activity

To help children reflect on their own experiences with starting school or learning in a new place, building empathy, memory skills, and emotional literacy. This activity also reinforces the idea that education is a right for every child, starting with their very first day. This activity helps children understand that starting school is a big, important step that every child deserves to experience. It encourages appreciation for their own education while planting the seed of empathy for children worldwide who may not have the same opportunities.

## Instructions

### 1. **Begin with a class discussion:**

- "Who remembers their first day at school?"
- "What did you wear?"
- "How did you feel?"
- "What did you do or see?"

### 2. **Give each child a worksheet titled "My First Day" with:**

- A large space for drawing
- Sentence starters to support writing

### 3. **Encourage them to:**

- Draw themselves on their first day — include family, friends, teachers, school bag, etc.
- Use colours and details to show how they felt (e.g., smiling face, waving hand)
- Finish a sentence or two about the day

### 4. **Discuss their drawings. Here are some prompts to help:**

- What helped you feel brave on your first day?
- What did you learn or try that was new?
- What would you say to a friend who is nervous about starting school?
- Why do you think going to school is important?
- Do you think all children in the world get to go to school? Why or why not?



# My First Day



Draw a picture of you on your first day at school. What were you wearing? Who was with you? What did you do?

My favourite thing about my first day of school was

## **Class Charter Activity Purpose:**

To involve children in creating shared expectations for a happy, fair, and supportive classroom where everyone can learn and feel safe. This reinforces the idea that every child has the right to quality education and a positive learning environment.

## **Step 1: Class Discussion What Helps Us Learn?**

### **1. Start with open questions:**

- “What do we need in our classroom to help everyone learn and feel happy?”
- “How do we want people to treat each other here?”
- “What can we do if someone feels sad or left out?”

### **2. As children respond, write their ideas on the board or on chart paper.**

Examples might include:

- Be kind to everyone
- Listen when someone is speaking
- Help each other
- Take turns and share
- Keep our classroom clean and safe
- Try your best

## **Step 2: Write a Class Charter Together**

### **1. Turn the class ideas into 4–6 simple, positive “We...” statements like:**

- We are kind and help our friends.
- We listen and take turns to talk.
- We include everyone.
- We try our best every day.
- We keep our classroom safe and happy.

Write or type the final charter on a big sheet or poster

## **Step 3: Sign and Decorate the Charter**

- Have each child “sign” the charter by writing their name, drawing a self-portrait, or adding a handprint.
- Let them help decorate the border with symbols of learning (books, pencils, smiling faces) or peace and fairness.



# My Promise to Our Class



To help our class be a happy, fair place to learn, I promise to...

## Global Class Charter Purpose

To help children understand that learning environments exist all over the world — in many different forms — but the right to a safe, supportive place to learn is something all children deserve. This encourages empathy, curiosity about global diversity, and a stronger understanding of equity in education.

### Step 1: Class Discussion

1. Explore these classrooms from around the world with your class.
2. Ask:
  - What do you notice about these classrooms? How are they similar or different to ours?
  - Do you think they have class rules or agreements like we do?
  - What might be important rules for learning in a classroom under a tree? In a tent? In a small room with lots of children?
  - What do you think all children need to learn well?
  - What would you add to our class charter if a child from another country joined our class?
  - What do children have to help them learn?
  - What might be challenging here?
  - What could we say to welcome a child from here into our classroom?

### Step 2: Worksheet: If I went to school in...

Handout worksheets for students to complete

### Step 3: Create a Global Class Charter

1. As a class, brainstorm five universal learning rights that all children, everywhere, deserve, for example:
  - To feel safe
  - To be treated with kindness
  - To have the chance to play and learn
  - To ask questions and share ideas
  - To be included, no matter where you're from
2. Write them up as a "Global Class Charter" and decorate it with flags, drawings of children from around the world, or symbols of peace and learning.



## If I went to school in...



Photo: Open air rural school, India

If I went to school here, I would...



Photo: School near Masai Mara  
Game Reserve, Kenya

Even though our schools are different, we both...



Photo: Outdoor learning in Kenya

I think learning here would be....