



# HEART STRINGS

CREATING CONNECTION TO THE WORLD'S CHILDREN

PRESENTED BY



for every child

## EDUCATORS GUIDE

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## GUIDANCE FOR SCHOOL-AGED GROUPS



# Guidance for Educators and Facilitators

\*\*\*For the purposes of this guide, “educator” refers to the school official overseeing and chaperoning the field trip as well as UNICEF USA Club Leaders.

Heart Strings is an interactive journey using elements of music and stories to see the world through the eyes of children and adolescents. The experience is divided into eight (8) zones, each making a genuine connection to the human experience. In total, Heart Strings is expected to last approximately 40 minutes, with students and facilitators taking their time to engage with the content and stories, culminating in the creation of a song rooted in togetherness.

**As an educator/leader, you play a crucial role in ensuring the success of the trip by facilitating a positive and enriching experience for the students.**

This guide is designed to provide educators with insights and practical tips on how to best facilitate as a chaperone during this interactive field trip while continuing and extending education into the classroom with pre- and post-exhibit activities.

## 1. Preparation Is Key:

It is the responsibility of the educator or chaperone to print the materials necessary for the interactive experience and distribute them at the start of the trip. Materials to be printed can be found in the appendices at the end of this document. Necessary materials include:

### **Interactive Scavenger Hunt (Appendix A)**

One per student

### **Scavenger Hunt Answering Sheet (Appendix B)**

One per facilitating educator

### **Planning Paper for Persuasive Pitch (Appendix C)**

Enough for one per grouping; 5-10 suggested depending on size of whole group

## 2. Encourage Active Participation:

Engage students in the learning process by encouraging questions, discussions, and active participation in activities. Many of these opportunities will be outlined below in this guide, however, educators should not be afraid to encourage conversations that pique and build upon the students’ interests.

## 3. Reflect and Debrief:

It’s recommended that educators use these activities in their classroom/school environment to build on the concepts from Heart Strings and continue with action steps. This will be outlined in the What Now? Post-Visit Extension Activities section on pages 7 and 8.



# Glossary of State-Aligned Education Standards and Learning Objectives

The activities provided in this document align with the Texas education standards as provided by the Texas Education Agency at middle school and high school levels in the subject areas of English Language Arts and Social Studies.

## Learning Objectives

- A.** Participants will learn more about UNICEF USA’s work for children in the U.S. and globally by drawing connections to the stories of others.
- B.** Participants will learn how young people are taking action in their respective communities.
- C.** Participants will gather inspiration on how young people are taking action to create change.

**Suggested learning criteria:**

- Students will be able to make connections and draw comparisons between their own lives and the lives of others around the world. (Social Studies and ELA)
- Students will be able to understand the importance of UNICEF USA’s work and analyze ways in which the work can relate to their own lives and communities.

- Students will be able to express their ideas [regarding these objectives] through discussions, presentations, and/or writing. (ELA)
- Students will be able to articulate ideas and/or plans demonstrating how they could become youth advocates through actions in their own communities. (ELA)
- Students will be able to recall information from the exhibit to aid in higher level thinking, discussion, and actions.



# Optional Pre-Activities / Extension Activities for the Classroom

**Overview:** These activities, conducted before the actual trip, serve important purposes, including contextualizing learning, engaging curiosity, building anticipation, and preparing for the interaction with Heart Strings.

**Our Recommendations:** We highly recommend integrating pre-activities into your classroom environment to set the stage for trip and post-trip reflections and discussions. Students are more likely to retain and apply what they have learned if the pre-activities establish a foundation for understanding and processing the experiences.

**NOTE:** *It is not necessary to initiate any recommended extension activities to receive a robust experience with your students. Extension activities are only recommended to meet the needs and desires of schools and groups that would like to dive deeper into the materials within the exhibit.*

## Reflection Activity

**Objective:** Encourage students to reflect on the power of their voices and consider ways they can use their voices to create positive change in their communities and beyond.

**Materials Needed:** Paper or notebooks; writing utensils

### Provide Prompting Questions/Questions for Internal Reflection:

- 1 What does “using your voice” mean to you?
- 2 Can you think of a time when someone’s words or actions made a positive impact on you or your community?
- 3 How do you feel about expressing your opinions and beliefs?

### Optional for Classroom Conversation for Auditory Learners:

Have students work in pairs or small groups to reflect on their responses to these questions.

### Questions for Students to Consider to Guide Their Writing Reflection:

Provide a set of guiding questions to help students explore the various aspects of using their voices for change. Examples include:

- 1 What issues or causes are important to you?
- 2 How can you express your opinions in a respectful and constructive manner?
- 3 In what ways can you advocate for positive change within your school or community?

### Aligns with:

- 1 Rule § 110.26(b)(2) (ELA Elective; Grades 6-8)
- 2 Rule § 110.36(c)(5) (English I; Grade 9); Rule § 110.37(c)(5) (English II; Grade 10); Rule § 110.38(c)(5) (English III; Grade 11); Rule § 110.39(c)(5) (English IV; Grade 12)



# During the Visit: Step by Step

Student groups will enter the venue on the assigned day between 10:00 a.m. and 5:30 p.m. During these days in which Heart Strings is open to school groups, the experience will not be open to the public. Therefore, educators and chaperones can be assured that students will only be mingling with other students, school officials, youth groups and UNICEF USA Community Engagement Associates.

It will take approximately 40 minutes for groups to move through the experience. There will be a staggered entrance with approximately 20 participants every 15 minutes. As students and chaperones move through the exhibit, they can walk through and experience at their leisure.

## Learning Objectives

### The Scavenger Hunt Activity

While walking through Heart Strings, students will be provided with a scavenger hunt activity to hunt down information that will be relevant to continue discussions during the debrief portion of the experience. The purpose of this scavenger hunt activity is to promote focus on the content and will help students analyze core concepts and learning objectives in the debriefing period and beyond. The questions in the scavenger hunt are meant to be basic, low effort responses. A greater depth of information and thought processing will occur in subsequent stages of the experience.

### Structured Debriefing Session

After moving through the interactive experience, school groups can be moved into a separate area for a debriefing session led by educators and assisted by UNICEF USA's Community Engagement Associates on site. Educators should be prepared to lead their students in this session.

### Activity 1: Scavenger Hunt Review

*Estimated time: 5 minutes or less*

**Directions:** The educator will have the Scavenger Hunt Answer Sheet (Appendix B) to reference when facilitating the review of answers the students' collected throughout Heart Strings.

The educator can quickly go through the answers either by reading them out loud and having the students check their answers or by calling on students to have them share their answer before revealing the correct answer.

**Aligns with:** Rule §110.54 – Practical Writing Skills

### Activity 2: Reflection: Optional, but Recommended

*Estimated time: 5-7 minutes*

**Prompt:** Based on Heart Strings, what did you learn about advocacy and how one person can make a positive difference for many?  
*(Note: Educator may need to define "Advocacy" for their students. Example: Advocacy is any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.)*

This activity can be done either through a journal entry<sup>1</sup> or through discussion either in pairs, small groups, or whole group.

Educators should make connections between this reflection and previous reflections made as a prior classroom extension. Reflections work best when students can see the evolution of their own thoughts regarding similar topics before, during, and after an activity.

<sup>1</sup> Satisfies writing standard

# During the Visit: Step by Step



## Activity 3: Brainstorming Towards Action Steps

**Objective:** Empower students to apply their knowledge and skills to address a real-world issue in their community by brainstorming the development and implementation of a Community Action Plan. (Note: Educator may need to further define Community Action Plan. Example: A Community Action Plan is a road map for implementing community change by identifying and specifying WHAT will be done, WHO will do it and HOW it will be done.)

### Youth Advocacy Topic Selection

**Step 1:** Break the students up into small group teams or pairs depending on the size of the group.

**Step 2:** Provide the following instructions to the groups: Each group has 5 minutes to brainstorm topics of interest regarding a specific area in which they'd like to effect change. The group of students should narrow their list down and identify only one specific issue or challenge within their community that they are passionate about addressing. This could include environmental concerns, social justice issues, health and wellness, education, or any other relevant topic. Students can and should use the stories they encountered in the exhibit as inspiration as well as their own experiences.

### Aligns with:

1. Rule §113.19 (Social Studies; Grade 7); Rule §113.20 (Social Studies; Grade 8)
2. Rule § 110.26 (ELA Elective; Grades 6-8)
3. Rule § 110.36 (English I; Grade 9); Rule § 110.37 (English II; Grade 10); Rule § 110.38 (English III; Grade 11); Rule § 110.39 (English IV; Grade 12)

**Step 3:** Once the brainstorming is complete, provide the following instructions to the groups: Pretend the educator is your local mayor and they want to invest \$1 million into a specific cause to better the community. Each group has 10-15 minutes to create a persuasive “pitch” as to why the mayor should invest in their cause. For clarity, their “cause” is the issue chosen in step 2. In this 10-15 minutes, the group must be persuasive and include (1) why they are passionate about this issue, (2) why it is important to address, (3) what action steps they would take to effect change regarding this issue in their community WITHOUT the money, and (4) how the money would expand their action steps.<sup>2</sup>

**Note:** The key here is that students recognize action steps they could be carrying out even without the financial investment.

**Step 4:** Student groups give their “pitch” to the educator one group at a time.

**Step 5:** The educator chooses the team with the most compelling “pitch.”

**Step 6:** The educator will facilitate a whole-group conversation that bridges the gap between the field trip and potential next steps that students can make by using their voices in everyday life. Students should consider what they can do after the field trip to be the change they want to see; they should use what they've brainstormed during their experience as a “jumping off” point.

### Lunch:

There will be a space provided for school groups to eat their lunch. Lunch will not be provided by UNICEF USA or available on-site. Educators should plan ahead and make arrangements to bring packed lunches. Lunch can take place before, during, or after the debriefing session depending on timing and the group's discretion.

<sup>2</sup> See Appendix C: An outlining worksheet for students to use when preparing their persuasive pitch



# What Now?

## Post-Visit Extension Activities for the Classroom

### Extension Activities

In order to get the most out of Heart Strings, schools and educators should make reasonable efforts to create extension opportunities within the classroom in the form of continuing discussions, project-based learning or other methods the educator deems appropriate outside the bounds of this guide. The following are extension opportunities recommended by UNICEF USA with the objective of focusing on further research and action steps.

#### Research Project

Assign research projects related to the theme of the visit: Raising our voices to effect change. Students can delve deeper into specific aspects, connecting to social studies or language arts standards on research skills and analysis.

**Option 1:** Persuasive Essay Writing (Reading/Writing Learner; Grades 9-12)

**Option 2:** Multimedia Presentation (Visual Learners)

**Option 3:** Poster Project (Kinetic and Visual Learners)

#### Aligns with:

1. Rule § 110.26 (Grades 6-8)
2. Rule § 110.22 (6th Grade) & Rule § 110.23 (7th Grade)
3. Rule § 110.36 (English I; Grade 9); Rule § 110.37 (English II; Grade 10); Rule § 110.38 (English III; Grade 11); Rule § 110.39 (English IV; Grade 12)

#### Debates and Discussions:

Organize a class debate or discussion on a topic related to the visit. This connects to language arts standards on argumentative writing and speaking/listening skills. There are many topics an educator can choose from; some suggested topics include:

1. The Importance of Voting
2. Social Media Responsibility as a Youth Advocate
3. Service Learning: Should community service be a mandatory part of the school curriculum?
4. Youth Representation in Government
5. Youth Activism and Academic Performance: *Discuss the potential impact of youth activism on academic performance.*
6. Youth Advocacy to create communities for every child: *Discuss how addressing issues such as race, gender, and socioeconomic status can lead to more inclusive and impactful advocacy.*
7. Youth Advocacy and Mental Health: *Discuss the role of youth advocacy in promoting mental health awareness and support within schools and communities.*

#### Aligns with:

1. Rule § 110.26 (Grades 6-8)
2. Rule § 110.36 (English I; Grade 9); Rule § 110.37 (English II; Grade 10); Rule § 110.38 (English III; Grade 11); Rule § 110.39 (English IV; Grade 12)



# What Now?

## Post-Visit Extension Activities for the Classroom

### **Project-Based Learning; Integrating Action Steps into Classroom Teaching**

#### **Opportunities to get involved**

UNICEF USA has several projects and partnerships that extend its reach globally, and several built-in pathways for youth advocates to continue their exploration into making an impact in the world. The following are ways school groups can become involved:

#### **1. Join or start a youth club with UNICEF USA!**

Our clubs partner with UNICEF USA to advocate for children's rights, fundraise for children around the globe and educate their communities. Learn how you can start a club by visiting [unicefclubs.org](https://unicefclubs.org).

#### **2. Learn more about Child Rights!**

Expand your knowledge of child rights by joining one of our UNICEF USA trainings.

Email our Community Engagement Associate, Maryann Wanjau, for more info.  
[mwanjau@unicefusa.org](mailto:mwanjau@unicefusa.org).



# APPENDIX A:

## Questions for Day-of Scavenger Hunt

### Questions: Puzzle piece/Exact answers

1. According to this experience, music has the power to do what?

### Heartbeat section

2. Our first \_\_\_\_\_ days shape a lifetime of health and development.
3. How does Umang bond with his father?
4. Where is Christina from?
5. How is 2-month-old Mukkaram from Pakistan prepared for his future?
6. How did Fatima's mother from Guatemala protect her?

### Living Lyrics section

7. Access to quality \_\_\_\_\_ opens us to endless possibilities.
8. What does Hodari from Rwanda want to be when he grows up?
9. From Bangladesh, what's Bushara's favorite subject?
10. Isaias, from Argentina, is quoted saying: \_\_\_\_\_ .

### Voices of Power section

11. How does Panagiotis from Greece use his voice to advocate for children with disabilities?
12. Which young advocate in the Voices of Power section promotes the Child Friendly Cities Initiative?

### Our Song section

13. \_\_\_\_\_ our actions can change the world.

### Hall of Harmony section

14. UNICEF helps children achieve their \_\_\_\_\_ .

# APPENDIX B:

## Answers for Day-of Scavenger Hunt

### Questions: Puzzle piece/Exact answers

1. According to this experience, music has the power to do what?  
***Music has the power to convey emotions, communicate, and connect. It brings us together through shared feeling. Music has the power to embrace and elevate community, from the next neighborhood to a continent beyond.***

### Heartbeat section

2. Our first **1,000** days shape a lifetime of health and development.
3. How does Umang bond with his father?  
***Through Kangaroo Mother Care (skin-to-skin contact)***
4. Where is Christina from? ***Malawi***
5. How is 2-month-old Mukkaram from Pakistan prepared for his future? ***Proper Paperwork***
6. How did Fatima's mother from Guatemala protect her?  
***Through vaccination protecting against Poliovirus***

### Living Lyrics section

7. Access to quality **education** opens us to endless possibilities.
8. What does Hodari from Rwanda want to be when he grows up? ***Prime Minister***
9. From Bangladesh, what's Bushara's favorite subject? ***Math***
10. Isaias, from Argentina, is quoted saying:  
***"One day, I will be able to do what I always wanted: work in computer science."***

### Voices of Power section

11. How does Panagiotis from Greece use his voice to advocate for children with disabilities?  
***He takes part in government meetings and advocates for equal treatment.***
12. Which young advocate in the Voices of Power section promotes the Child Friendly Cities Initiative?  
***Trisha from USA***
13. ***When we join together,*** our actions can change the world.

### Hall of Harmony section

14. UNICEF helps children achieve their **potential**.

## APPENDIX C:

# Outlining Worksheet for Students' Persuasive Pitch

**Directions:** Pretend your community's mayor wants to invest \$1 million of the city's budget in a specific cause to better the community. Each group has 10-15 minutes to create a persuasive "pitch" as to why the mayor and community's leaders should invest in their cause. The persuasive pitch should include **(1)** why they are passionate about this issue, **(2)** why it is important to address, **(3)** what action steps they would take to effect change regarding this issue in their community WITHOUT the money, and **(4)** how the money would expand their action steps.

### Issue:

Why are you personally passionate about this issue?

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Why is this issue important? Who would this affect?

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What can you do to effect change without the money?

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How would the money help expand the reach of your efforts?

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# APPENDIX D:

## Texas Glossary of Relevant Education Standards

**Sources:** Texas Essential Knowledge and Skills for English Language Arts and Reading and Texas Essential Knowledge and Skills for Social Studies

Rule § 110.22 (6th Grade) & Rule § 110.23 (7th Grade)

(b)(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

(b)(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Rule § 110.24 (8th Grade)

(b)(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

Rule § 110.26 (ELA Elective; Grades 6-8)

(b)(2) Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations.

(b)(5) Persuading. The student expresses and responds appropriately to persuasive messages.

Rule § 110.36 (English I; Grade 9); Rule § 110.37 (English II; Grade 10); Rule § 110.38 (English III; Grade 11); Rule § 110.39 (English IV; Grade 12)

(c)(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.

(c)(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

(c)(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Additional ELA Standards with Relevant Content:

Rule §110.54 – Practical Writing Skills

Rule §110.55 – Humanities

Rule §110.60 – Debate

# APPENDIX D:

## Texas Glossary of Relevant Education Standards

Rule §113.18 (Social Studies; Grade 6)

(11) Citizenship. The student understands that the nature of citizenship varies among societies.

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments.

(13) Culture. The student understands the similarities and differences within and among cultures in various world societies.

(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ.

Rule §113.19 (Social Studies; Grade 7); Rule §113.20 (Social Studies; Grade 8)

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others.

RULE §113.42 (World History Studies; Grades 9-10)

(c)(21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship.

(c)(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others.



# HEART STRINGS

CREATING CONNECTION TO THE WORLD'S CHILDREN

CREATED BY

**MOMENT  
FACTORY**

PRODUCED BY

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PRESENTED BY

TROTT FAMILY  
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## GROUP UNDERWRITERS

With special thanks for underwriting  
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