TRICK-OR-TREAT FOR UNICEF

2016 TEACHERS GUIDE (GRADES 3–6)

unicef UNITED STATES FUND | children first.

TRICK-OR-TREAT FOR UNICEF

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Welcome!

Dear Educator,

Thank you for joining Trick-or-Treat for UNICEF, the national movement powered by kids, teachers, parents and communities to make the world a better place for children.

   The annual tradition of Kids Helping Kids® has helped to raise more than $175 million since 1950, providing countless children around the world with medicine, nutrition, clean water, emergency relief and education. When you Trick-or-Treat for UNICEF, small donations add up to big changes in children's lives.

   We're pleased to provide the enclosed lesson plans to support your participation in Trick-or-Treat for UNICEF and your interest in global learning. The instructional materials offered here are interdisciplinary and aligned to National Content and Common Core State Standards. These rights-based resources support service learning, civic responsibility and education for global citizenship.

   Trick-or-Treat for UNICEF is an easy, fun way to teach kids the value of helping others, and through our online library of global learning resources at TeachUNICEF.org, you can keep that spirit of Kids Helping Kids® alive in your classroom year round.

   Thanks again for taking part in Trick-or-Treat for UNICEF and helping to save kids' lives. We appreciate everything you do!

Sincerely,
The Education Team
U.S. Fund for UNICEF

P.S. Please remember to submit your Trick-or-Treat for UNICEF donations once they have been collected, either online at trickortreatforunicef.org, or using the form and mail-in envelope in your welcome kit. Thank you!

ATTN: TEACHERS!

SHARE YOUR TRICK-OR-TREAT MOMENTS. SHARE YOUR PHOTOS WITH #TOT4UNICEF

TRICK-OR-TREAT FOR UNICEF UNIT OVERVIEW

The four lessons in this unit provide students with the knowledge and skills needed to participate in the Trick-or-Treat for UNICEF campaign and to begin a journey of active global citizenship. Using photos, videos, music, maps and games, the first two lessons introduce students to UNICEF's work, child rights and a variety of issues affecting the health and well-being of children around the world. Once students gain an understanding of how they can make an impact through Trick-or-Treat for UNICEF, they set about planning for the campaign. In the third lesson, students engage in math activities to set a realistic fundraising goal and a method for tracking their progress. In the final lesson, they engage in role-play to practice how they will communicate the issues to others as they participate in fundraising activities.

Objectives

Students will

- Increase their understanding of UNICEF's work and the Trick-or-Treat for UNICEF campaign.
- Learn about child rights and issues affecting child survival and development.
- Explore the concept of global citizenship and identify their roles and responsibilities as global citizens.
- Prepare budgets and set fundraising goals to guide their participation in Trick-or-Treat for UNICEF.
- Develop messages to deliver to their community and practice public speaking and communication skills.

Materials

- Books about rights (see Lesson 2)
- Paper and writing and drawing implements
- Chart paper and markers
- Scissors
- Sticky notes
- Trick-or-Treat for UNICEF poster (**trickortreatforunicef.org/resources**)
- Computer, LCD projector and screen
- Handouts (copied as directed in lesson directions)

VOCABULARY

- Citizen
- Fund/fundraiser
- Global
- Global citizenship
- Human rights
- Immunization
- Impact
- International
- Malaria
- Malnutrition
- Therapeutic
- UNICEF
- United Nations
- Vaccination

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Directions

Part I: Introduction to Global Citizenship

1. Discuss what it means to be a citizen. Define "citizen" as a member of a community who has rights and responsibilities. Post the "Circle Map of Citizenship" on a sheet of chart paper as pictured here. Explain that we are all members of different types of communities — local, national and global — and therefore have different levels of citizenship. Ask students to identify their roles and responsibilities as citizens at each of the levels depicted. Record their responses.

2. Point out that global citizenship is not granted by a government (as is national citizenship) and that anyone can become a global citizen simply by demonstrating certain characteristics, habits of mind, body and spirit. Brainstorm and record characteristics of global citizens (e.g., global citizens are curious about the world, concerned for the environment, stand up for their own and others' rights, and solve problems peacefully).

3. Stress that there are many ways to be a global citizen and contribute to the world. Tell students that they will be demonstrating global citizenship by participating in a campaign called Trick-or-Treat for UNICEF, which helps children around the world in need of health care, clean water, nutrition, education, emergency relief and more.
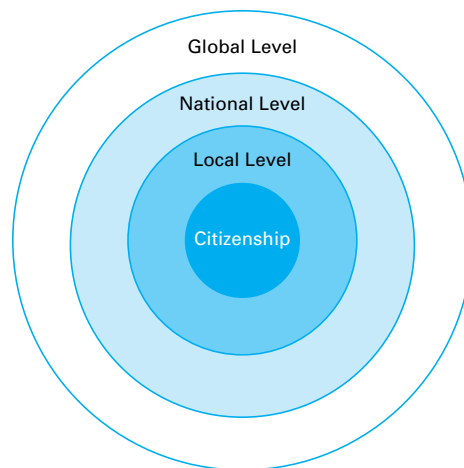
Part II: Introduction to UNICEF and Trick-or-Treat for UNICEF

4. Ask the class if anyone has heard of UNICEF and allow students to tell what they know. Have them guess what UNICEF stands for by breaking down the acronym as follows:

- **"UN"**: The UN is a place in New York and an important idea. What does "UN" stands for?

- **"I"**: UNICEF works in 190 countries, so what do you think "I" stands for?

- **"C"**: UNICEF helps people like you, so what do you think "C" stands for?

- **"E"**: UNICEF helps when disasters occur, so what do you think "E" stands for?

- **"F"**: What do you think UNICEF needs in order to do all of the above?

Explain that UNICEF originally stood for United Nations International Children's Emergency Fund, and has since been shortened to United Nations Children's Fund after its work was expanded from emergency response to programs that help children in need in all situations.

5. Show the video at **youtu.be/anNOcXjiodk** (3:20), which provides an overview of UNICEF and the Trick-or-Treat Campaign. This video is also available on the DVD in your Trick-or-Treat for UNICEF Fundraising Kit. Alternatively, provide the following brief summary:

UNICEF works in more than 190 countries and territories to help get kids what they need to survive and grow into happy and healthy adults. UNICEF helps to supply things like medicines and vaccinations, clean drinking water, health-giving foods and shelter. It also helps to build schools and provide school supplies, and responds with emergency relief in wars or when disasters, such as earthquakes and floods, occur.

Trick-or-Treat for UNICEF is a national campaign that makes the world a better place for children. During Halloween season, children gather donations by going door-to-door with special orange collection boxes and also hold other types of fundraisers. Since 1950, more than $175 million has been raised by "kids helping kids."

Fun Facts about UNICEF to share with students:

- UNICEF has saved more children than any humanitarian organization in the world.

- UNICEF is the largest buyer of vaccines in the world.

- In 2015, UNICEF provided nearly 23 million people with access to safe, clean water.

Extension Activities

1. Teach students more about global citizenship. Visit the TeachUNICEF Global Citizenship topic page at **teachunicef.org/explore/topic/global-citizenship** for lesson plans and other resources.

2. To reinforce students' understanding of the campaign and to generate excitement about participation, teach one of the two Trick-or-Treat for UNICEF songs below and practice throughout the season. Following are links to videos of the songs and discussion questions to accompany each. Handouts 1, 2 and 3 (pages 15–17) include lyrics for each song that can be distributed to the class.

- "Trick-or-Treat for UNICEF: The Halloween Song" (available at the following URLs): **youtube.com/watch?v=YXRgTZpJCZQ** (long version, 3:53), page 16 or **youtube.com/watch?v=LKtvz2OQ8lo** (short version, 1:10), page 15

  - What does the following line from the song mean: "You can help us with your change, and be the change to change the world"?

  - What two meanings does the word "change" have?

  - What does "impact" mean?

  - How can we make a big impact through Trick-or-Treat for UNICEF?

- "Trick-or-Treat for UNICEF" by Diane Worfolk Allison: **bit.ly/TOTsong** (2:49), page 17

  - Why might a town have no school? Why is it important for all children to get an education?

  - Why don't some children have enough "food for their tummies"? How does malnutrition affect children's growth and well-being?

  - What is a vaccine? How are children at risk when vaccines are not available?

  - What types of pollution have an impact on children? How does pollution affect their health and well-being?

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Directions

Part I: Introduction to Child Rights

1. Show one of the following videos about child rights:

   • Rights with Ruby and Jack (3:05): **youtube.com/watch?v=V1BFLitBkco**

   • The UN Convention on the Rights of the Child (1:52): **childrightscampaign.org/take-action/involve-children**

   Discuss the meaning of rights with students. Define human rights as the freedoms and protections that belong to all people, no matter who they are or where they live. Specify that while there are also other types of rights, it is child rights, or the special human rights to which children are entitled, that will be discussed here.

2. Divide the class into groups of three or four and provide each with sticky notes. Direct groups to brainstorm and record examples of child rights based on the video and discussion. Have students categorize the rights by making a concept map on paper or by using an electronic tool (e.g., Popplet, **popplet.com**). Have groups show their maps to the class and note any similarities or differences among them.
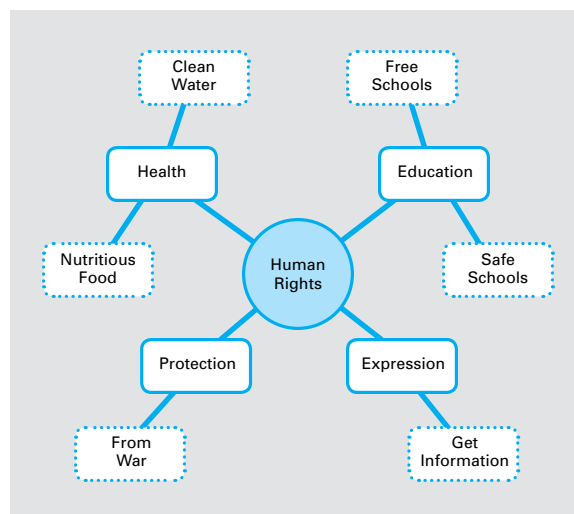
3. Follow up by reading a picture book about rights. Discuss the following:

- How are your human rights protected every day?

- Have any of your rights ever been neglected or denied? What did that feel like?

- Do you know of instances in which children's rights are not being protected in your community or around the world? If so, what can we do about it?

Part II: Stories of Rights at Risk

4. Tell students that they will be learning about a child who needs support in order to fully realize his or her rights. Select one of the case studies below. Locate the relevant country on a map or globe with students and introduce the story. Watch the video (available at the URLs below or in your Trick-or-Treat for UNICEF Fundraising Kit) or read the story together (see Handouts 4–6, pages 18–20).

- Story 1: Marleni's Story (Guatemala), **youtu.be/bKKYe1uIB3I**

- Story 2: Marceline's and Innocent's Stories (Rwanda), **youtu.be/isJNqosfX6w**

- Story 3: Gloria's Story (Haiti), **youtu.be/RV2WOGn5YHk**

5. Debrief in one or more of the following ways:

- Have a discussion using the following questions —

   - How is the life of the child in the video similar to yours? How is it different?

   - In what ways are the child's survival and development at risk? What are the direct causes of these risks (e.g., disease, polluted water) and the more underlying causes (e.g., poverty, climate)?

   - What human rights are being neglected or denied to this child? Why do you think this is the case?

   - What is UNICEF doing to protect this child's rights? What else do you think can be done by the child himself or herself, by ordinary citizens like you, or by others who are concerned?

- Have students write a letter to the child in the video in which they express their feelings about the challenges faced by the child and pose questions that will help students better understand the situation. (Make sure children understand that the letters won't actually be sent to the child.)

- Have students write a letter to an elected official summarizing key facts and details they have learned and offering clear ideas for helping children in need around the world.

6. If students completed one of the writing options above, have some volunteers read their letters to the class. Conclude by discussing ways that they, as individuals or a class, can help children in need through Trick-or-Treat for UNICEF.

- *Every Human Has Rights: What You Need to Know About Your Human Rights*, by National Geographic

- *For Every Child*, by Caroline Castle

- *I Have the Right to Be a Child*, by Alain Serres

- *Mine & Yours: Human Rights for Kids*, by Joy Berry

- *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*, by Amnesty International

Part III (Optional): Exploring How UNICEF Protects Children's Rights

7. Display the Trick-or-Treat for UNICEF poster (see **trickortreatforunicef.org/resources**). Review some of the regions of the world and the ways in which UNICEF is providing support. Tell students that they will soon be setting fundraising goals and becoming a part of the "kids helping kids" movement, but that first, they will need to learn more about the challenges that children face in different parts of the world.

8. Project the TeachUNICEF map at **teachunicef.org/map**. Have a volunteer select a colored pin from a part of the world about which they want to learn more. Follow the link to watch a short video, listen to a podcast or read a story about some of the challenges children in that region are facing and how UNICEF is helping. Repeat as time allows and help children to identify countries or topics for further research.

9. Use the TeachUNICEF Map Guide at **teachunicef.org/map** to guide students in doing research about a particular issue or place and developing a report that summarizes the topic, how organizations like UNICEF are helping and how they might make a difference. Students can consult the UNICEF country pages for information (**unicef.org/infobycountry**).

10. Have students share their reports with the class.

Lesson 3 SETTING A FUNDRAISING GOAL

TOTAL TIME: 70-90 MINUTES (DIVIDED OVER TWO SESSIONS)

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Directions

Part I: How UNICEF Helps Children Around the World

1. Remind students that, in the previous lesson, you talked about rights that all children around the world possess. Ask students to share examples of those rights (e.g., education, food, shelter, etc.). Explain that today you will talk about how Trick-or-Treating for UNICEF can help protect the rights of children around the world.

2. Tell students that they will participate in a mystery photo game to learn about one of the products UNICEF uses to help children. Display Handout 7, *Mystery Photo 1*, page 21. Ask a series of questions to guide students in guessing how UNICEF uses the product to help protect children's rights:

• What do you notice in the photo? What might be happening?

• What do you think the child is holding?

• How do you think this product might be protecting children's rights?

• How do you think this item can help save children's lives?

Once students have discussed the photo, reveal that the product is called Peanut (Protein) Paste and read aloud the description from Handout 10, *Inspired Gift Descriptions*.

3. If time allows, repeat the mystery photo activity with the additional photos of a water pump and mosquito net (see Handouts 8 and 9, pages 22–23).

4. **(Optional)** In class or for homework, have students further investigate the nutritional value of protein paste using the steps below. (If done in class, assign students to bring in packaging labels with nutrition information from common foods.)

   • Distribute Handout 11, *Protein Paste*, page 25, and review with students.

   • Have students compare the nutritional information in protein paste with that of a food they commonly eat. Direct them, individually or in pairs, to divide a sheet of paper into two columns and record their comparisons. Have them write a short paragraph in which they clearly state why they think protein paste is higher in nutritional value than typical foods and how they think it helps malnourished children.

   • Have students do a second comparison of at least two of the foods they commonly eat at home. After recording their observations, have them write a short paragraph in which they clearly state which foods they found to be most healthful and why.

Part II: Setting a Fundraising Goal

5. Ask students how much they think it would cost to purchase the items from the mystery photo game for children in need. After a few guesses, distribute Handout 12, *What Your Donations Can Buy*, page 26, and have students identify the actual costs. Ask them if they are surprised by the prices.

6. Have students, individually or in pairs, further explore the products on the handout by solving the math problems at the bottom. Reconvene the class and go over the answers together.

7. Tell students they will set a fundraising goal for their Trick-or-Treat campaign so that they can help UNICEF to send some of the products they learned about to children in need. Follow the steps below to arrive at a class goal:

   • Divide students into small groups. Ask them to share how much money they earn in a typical week (e.g., by doing chores, receiving allowance, working a job like babysitting or dog-walking, etc.). Have them calculate the total for their group for one week and one month, and record the monthly total on a sticky note.

   • Reconvene the class and post all of the sticky notes on the board. Together calculate the monthly total for the whole class. Ask students if they think they could match their monthly earnings through fundraising for Trick-or-Treat for UNICEF and, in effect, send a month of earnings to benefit children around the world. Ask them if they think they could exceed that goal. Together set a fundraising goal that the class agrees is realistic.

   • Have students get back into their small groups. Direct them to review the handout *What Your Money Can Buy* and discuss what they would most want to send to children around the world if they meet their fundraising goal. Have each group develop a brief budget, recording how many of each item they would purchase.

   • Reconvene and have small groups share their budgets and their rationales for selecting the items they included. Emphasize that no one plan is better than another because they all help children in different but equally important ways.

   Note: Clarify for students that they won't literally be buying the items selected. You might say, "When donations are sent to UNICEF, the team there decides how to use the money to help the children most in need." The purpose of this exercise is to give students a concrete example of how their donations help and something to visualize as they fundraise.

8. **(Optional)** Plan for ways to fundraise in addition to or instead of traditional door-to-door trick-or-treating. Possibilities include a pumpkin-cookie or apple-cider sale, haunted house event, costume party or Halloween concert.

9. Display the Trick-or-Treat for UNICEF poster that you received in your kit (or download it at **trickortreatforunicef.org/resources**). Write your class fundraising goal on the poster and have students write their names under "Who's Helping Kids?" Have students fill in the graph at the bottom of the poster as funds come in to track progress. Hold a celebration when the class has reached their goal.

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Directions

Part I: Trick-or-Treat Questions and Answers

1. Briefly review what students have learned during the previous lessons about Trick-or-Treat for UNICEF and children's rights. Comment that students are now armed with the knowledge they need to go out and fundraise and that they will spend some time practicing how they might interact with others when they go trick-or-treating (or conduct other fundraising activities).

2. Ask students to think about what questions people might ask them when they are fundraising. Either as a class or in small groups, have students brainstorm questions and record them on a sheet of chart paper. These questions might relate to the Trick-or-Treat for UNICEF campaign, UNICEF's work and why students are involved in the campaign. After the brainstorm, display the questions where all students can see them.

3. Ask students if they feel prepared to answer the questions that they brainstormed. Solicit sample answers from the group and discuss possible responses to the questions that are most challenging for the class. If desired, distribute copies of Handout 13, *Trick-or-Treat for UNICEF Questions and Answers*, page 27, and review with students.

4. Conduct the following exercise to give students an opportunity to practice responding to the questions that they have anticipated:

   • Divide the class in half and have students form two straight lines opposite one another, so that every student is facing a partner.

- One line will be question askers. Make sure this line can see the questions that have been posted. The other line will be question responders.

- On your signal, have the question askers choose any question from the brainstormed list to pose to their partners. Have the responders do their best to answer the question (without looking at the handout).

- Have the question askers and responders swap roles and do another round of practice. Repeat so that each student has the opportunity to practice answers to at least three questions.

- If desired, one line can move to the left or right after each question so that students have new partners for each round of practice.

(Optional) Students can practice responding to questions in pairs at their desks if space, time or group size does not allow for the above process.

Part II: Trick-or-Treat Role-Play

5. Once students feel confident answering the questions they have identified, tell them that they will engage in a role-play exercise to rehearse the conversations they may have with others while fundraising. Emphasize the following:

- When you Trick-or-Treat for UNICEF, you are representing your class, school and even UNICEF.

- It is important to treat the role-play and real-life conversations with seriousness and to always be prepared and courteous.

- If you don't know the answers to some questions, it's better to say so than to make something up. You can direct people to **trickortreatforunicef.org**, where they can get more information.

6. Ask for two volunteers to role-play a trick-or-treat encounter for the class. Assign one student to be the trick-or-treater and the other to be a neighbor in the community. Have the trick-or-treater start by ringing a mock doorbell and exclaiming "Trick-or-Treat for UNICEF!" Allow him or her to continue from there, prompting the neighbor to ask relevant questions and engage the trick-or-treater in conversation. After the role-play, have the class give positive feedback about what their classmates did well.

Note: If your class will not be doing door-to-door trick-or-treating, modify the role-play to reflect the setting in which your fundraising activities will take place.

7. Continue with the role-play exercise by either inviting more volunteers to perform in front of the class or by having students role-play in small groups of four. If they role-play in small groups, have one pair act as trick-or-treaters and the other pair as neighbors so that all four students can participate at once. Have them swap roles and repeat the role-play at least once so that all students practice the trick-or-treater role.

(Optional) Distribute Handout 14, *Trick-or-Treat for UNICEF Sample Role-Play Script*, page 28. either before or after the role-playing exercise and review with students to help them prepare for fundraising.

8. Conclude by addressing any remaining questions. Distribute collection boxes (if you're using them) and relevant materials from **trickortreatforunicef.org** (e.g., letter home to parents). Review with students the logistics of your class or school fundraiser and get ready to Trick-or-Treat for UNICEF!

Trick-or-Treat for UNICEF: The Halloween Song

Sing along with this Halloween music video by visiting **youtube.com/watch?v=LKtvz2OQ8Io** (short version, 1:10). See Handout 2, page 16, for the long version, and sing along by visiting **youtube.com/watch?v=YXRgTZpJCZQ** (long version, 3:53). The video is also available on the DVD in your Trick-or-Treat for UNICEF Fundraising Kit.

Short Version

Halloween is really neat,
You can scurry with your feet,
And you can go door to door,
Get some candy, but there's more!

Just as our parents always did,
Back in the days when they were kids,
Trick-or-Treat is not enough,
So Trick-or-Treat for UNICEF!

And be the change ... To change the world ...
You can help us with your change,
And help the world's boys and girls.

And be the change ... To change the world ...
You can help us with your change,
And be the change to change the world.

Some children have it tough,
Yes, their lives are really rough (ruff)!
Children all across the globe in which we live.

And so on the scary night,
Give a scare, give a fright,
Give your time,
Give some change,
Let's GIVE, GIVE, GIVE ...

Give your time,
Give some change,
Just GIVE, GIVE, GIVE ...

Trick-or-Treat for UNICEF!

Musical Animation and Original Song by Cosmic Toast Studios, **cosmictoaststudios.com**

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Trick-or-Treat for UNICEF: The Halloween Song

Long Version

Halloween is really neat,
You can scurry with your feet,
And you can go door to door,
Get some candy, but there's more!

Just as our parents always did,
Back in the days when they were kids,
Trick-or-Treat is not enough,
So Trick-or-Treat for UNICEF!

And be the change … To change the world …
You can help us with your change,
And help the world's boys and girls.

And be the change … To change the world …
You can help us with your change,
And be the change to change the world.

It's such a little task,
Get your costume, grab your mask.
Let's be kids helping kids,
So grab your friends and have a blast.

Cause it's a simple fact
That you can have a big impact!
Cause what's right
Is what we got left.
Trick-or-Treat for UNICEF!

And change the world … with some change …
Get dressed up in your costume,
Be it silly, be it straight.
And make the world … a better place,
Just a little bit of change
Will put a smile on some kid's face.

Don't you wanna take a stand,
Lend a hand, give some help?
Don't you wanna impact the world in which we live?

Don't you wanna give some time,
give a nickel, give a dime?
Well, do it the way our parents always did.

Don't you want to help educate,
Provide relief, alleviate
Struggles in which other children live?

Don't you wanna give a quarter,
Help provide some drinking water,
Don't you wanna take what's wrong and put it right?

Don't you know that just a penny
Helps provide toys for many?
Don't you know that Halloween's the perfect night?
Don't you know that Halloween's the perfect night?

For every child everywhere,
Will be helped out if you dare.
So many lives will be better in the end.
Candy sack held in your right hand,
Your change box in your left.
It's not just Trick-or-Treat,
It's Trick-or-Treat for UNICEF!

It's time for change … To help bring change …
It's amazing just how far it goes,
How it takes away some pain.
So be the change … Cause it's what's right …
It's amazing all the good to do on the Trick-or-Treating night.

Some children have it tough,
Yes, their lives are really rough (ruff)!
Children all across the globe in which we live.

And so on the scary night,
Give a scare, give a fright.
Give your time,
Give some change,
Let's GIVE, GIVE, GIVE …

Give your time,
Give some change,
Just GIVE, GIVE, GIVE …

Trick-or-Treat for UNICEF!

Musical Animation and Original Song by Cosmic Toast Studios, **cosmictoaststudios.com**

Trick-or-Treat for UNICEF!

Sing along with this Halloween song by visiting **bit.ly/TOTsong** *(2:49).*

TRICK-OR-TREAT FOR UNICEF, that's what we say,
Kids helping kids in the whole world today.
TRICK-OR-TREAT FOR UNICEF, give what you dare,
So many kids need our help everywhere.

Now Halloween is scary,
With ghosts and with ghouls,
But what if you found that your town had no schools?
[SCREAM!]

And Halloween is spooky,
With goblins and mummies,
What if there was no more food for your tummies?
[SCREAM!]

So TRICK-OR-TREAT FOR UNICEF, that's what we say,
kids helping kids in the whole world today.
TRICK-OR-TREAT FOR UNICEF, give what you dare,
So many kids need our help everywhere.

Vampires creeping in scary dark scenes,
What if your town had run out of vaccines?
[SCREAM!]

And skeletons who rise from the graves and saluted,
What if you found all your water polluted?
[SCREAM!]

So help us to help them,
Give kids a good drink,
Good food and good schools,
and just how do you think?

With TRICK-OR-TREAT FOR UNICEF, that's what we say,
kids helping kids in the whole world today.
TRICK-OR-TREAT FOR UNICEF, give what you dare,
And we'll help the kids in the world everywhere,
Yes we'll help the kids in the world … everywhere!!!!

Music and lyrics by Diane Worfolk Allison
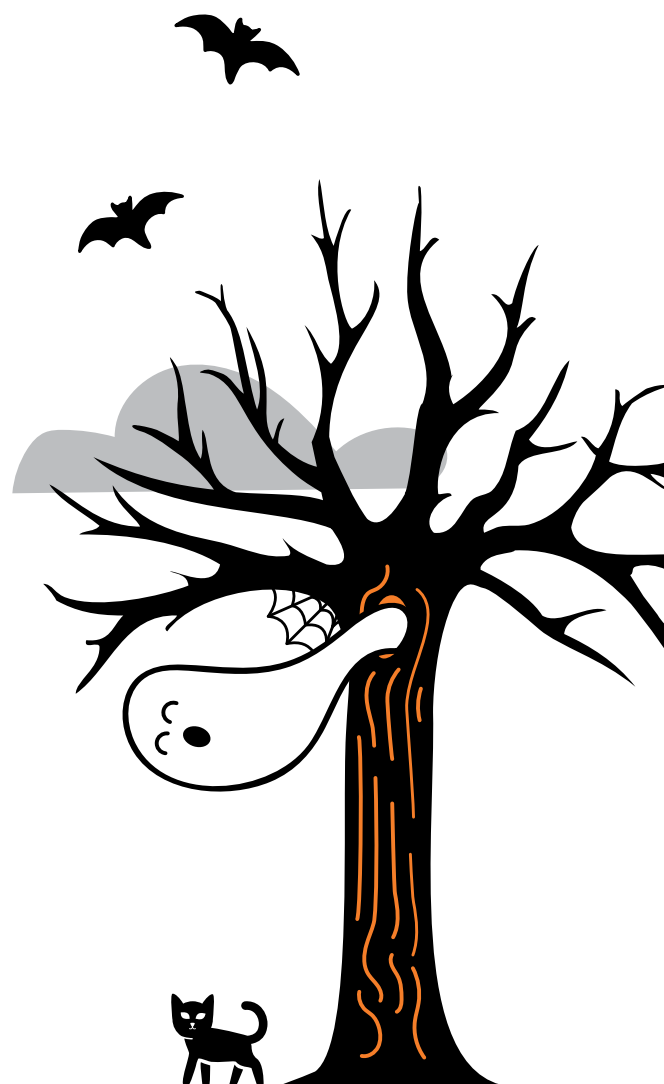
Marleni's Story: Providing Nutrition in Guatemala

Marleni Aldana and her three brothers live with their parents in a one-room shack in southeastern Guatemala. Their daily meals contain tortillas and beans with very little protein, fruits or vegetables.

The children are ten, nine, eight and five years old, but they look much younger. This is because they don't get enough nutrients in their diet. When children are malnourished over a long period (called chronic malnutrition), their growth can slow down.

© U.S. FUND FOR UNICEF

Guatemala has the fourth highest rate of chronic malnutrition in the world. About 47 percent of Guatemalan children under five years old have chronic malnutrition.

"If children do not get adequate nutrition before the age of two, it is too late because they get stunted for their whole life and the brain does not develop as it should," says UNICEF Nutrition Officer Dr. Maria Santizo. "The whole development of our country is at risk because our children are not healthy. Our children are not growing as they should."

As a result of her poor diet and lack of protein, Marleni developed a form of malnutrition that made her hair thin, change colors and fall out. She also experienced swelling in her face, arms and legs.

Marleni's mom, Aramilda, brought her daughter to a UNICEF nutrition center, where Marleni received the care she needed to get better.

"I had been so sad because I was so worried about my daughter," shared Aramilda. "Thank God for the health center because they helped her recover. They gave me food for my kids."

Now Aramilda brings her children to the center for regular checkups to make sure that they are healthy and getting the proper nutrition, vitamins and minerals they need.

"Now Marleni is healthy and happy," says Aramilda. "She plays and runs around."

"UNICEF is determined to help these children and these mothers," says Dr. Santizo. "If we get the help we need, we can give these children a future."

Marceline's and Innocent's Stories: Finding Clean Water in Rwanda

Innocent Iyonezera is a 13-year-old boy who lives with his two little brothers in the African country of Rwanda. When he lost his parents, he became the head of his family and responsible for the care of his younger brothers.

In another community in Rwanda, 14-year-old Marceline struggles to lead her family of six siblings. Both of her parents died when she was only 12.

◄ Innocent
▼ Marceline

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"People used to visit us in the immediate days after my parents' death," shares Marceline. "But then they stopped coming and I realized that I had to become responsible for everything."

For children like Marceline and Innocent, finding food is a hard enough daily chore. But it is made even more difficult by the constant struggle to find safe, clean water.

"We would have to leave before dark to get to the water source," explains Innocent. "It would take us two hours to walk there, and then we would wait in line, for hours before we could get any water. After all that, people who were bigger than us would push us out of line and we'd have to wait until everyone else got theirs."

"I remember when we didn't have clean water," recalls Marceline. "We would go fetch water far away in the mountains and we would come back home late at night tired and hungry."

Without easy access to water, the children were not only thirsty, but they had trouble cooking and bathing. They were also at risk for illnesses that can be caught from polluted water.

Things improved when UNICEF and its partners helped to build wells in Innocent's and Marceline's villages.

"There are so many positive changes in my life," shares Innocent. "Without access to clean, safe water we could not cook food … and we used to spend sleepless nights without eating. Now, we can even bathe and stay nice and clean."

"Without water," adds Marceline, "the kids get dirty; without water, the plants get dry; without water, we are like ash. Water is very important to me."

Since safe, clean water is now close to home, life has changed overnight for Innocent, Marceline and their siblings. Now, finally there is time to play, rest and just be kids again.
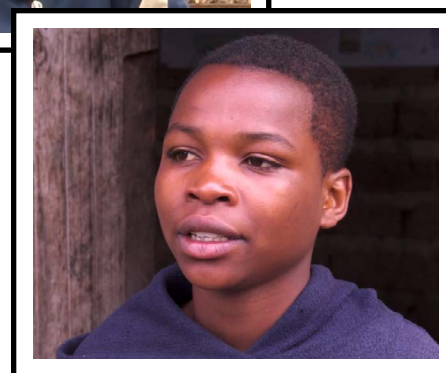
Gloria's Story: Getting an Education in Haiti

In 2010, a powerful earthquake struck Haiti. Nearly 5,000 schools were damaged or destroyed. At least 2.5 million children were unable to return to school.

With the help of UNICEF and its partners, schools were not only rebuilt, they were built back better. That's why two years after the earthquake struck, six-year-old Gloria Lincee was able to leave home, excited and happy that her first day of class was finally here.

"I'm happy because I can come to class," said Gloria. "I'm going to have friends. I can meet new friends."
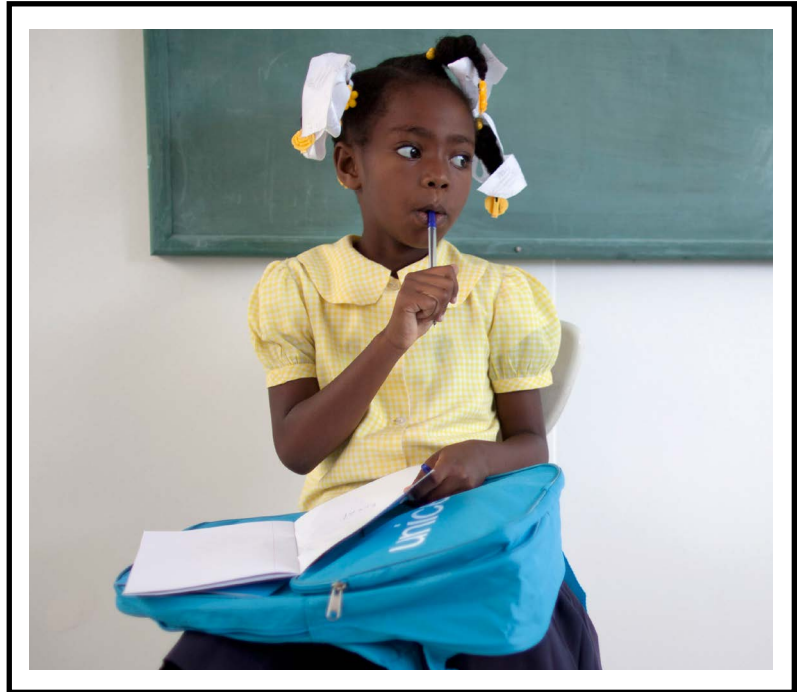
© UNICEF/UNI1371175/DORMINO

Gloria lives in the community of Citron Marlique in the mountains near the capitol city of Port-au-Prince. She shares a one-room cement house with her parents and three sisters. The new school is just down the hill from her house and can provide for 200 students.

UNICEF partnered with the government of Haiti to build Gloria's school and to provide education for millions of children across the country. UNICEF also trains teachers and distributes school supplies.

The year Gloria returned to school, UNICEF prepared 750,000 school kits. Each kit contains notebooks, pens, pencils, erasers and chalk.

On the first day of school, a school kit found its way to Gloria. She quickly found a spot in her classroom and carefully wrote her name in each of her new UNICEF notebooks.

"My dream for Gloria is that she becomes something in life, finishes school and chooses a career she feels good about, like a doctor, an engineer," remarked Gloria's teacher, Mirielle Gazeau. "Who knows? Maybe she'll even become President some day!"

Nobody knows how far Gloria's education will carry her. But for now, she has the proper tools for learning and a safe school to attend.

Mystery Photo 1

Mystery Photo 2

© UNICEF/NYHQ2005-0491/AMI VITALE

Mystery Photo 3

© UNICEF/NYHQ2004-1261/PIROZZI

Inspired Gift Descriptions

© UNICEF/NIGB2010-0054/GIACOMO PIROZZI

therapeutic food

Peanut Paste: Malnutrition contributes to one-third of all preventable child deaths. Therapeutic Food can mean the difference between life and death, providing quick, lifesaving nourishment to a child suffering from acute malnutrition. Known as a "miracle food," this peanut-based paste — loaded with vitamins and minerals — is easy to ship, ready to eat and does not need to be refrigerated. All of this makes it amazingly effective.

© UNICEF/NYHQ2005-0491/AMI VITALE
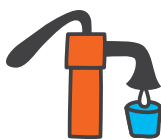
Water Pump: In some communities, people don't have running water in their homes and have to walk long distances to collect water from streams, lakes and other sources. When UNICEF helps build a water pump in a community, people have clean, safe water near their homes, which improves health and provides more time for going to school and other activities.

© UNICEF/NYHQ2004-1261/PIROZZI

Mosquito Net: In many countries, mosquitos carry a disease called malaria. Malaria takes a child's life about every 60 seconds, but there is a simple solution. Anti-malarial bednets protect sleeping children — and entire families — from this deadly, preventable fate. Bednets are the first line of defense against malaria. They can reduce the chance of children dying from malaria by 50 percent on average. But many families that need them can't afford them.

Protein Paste

A soft, sticky peanut paste loaded with vitamins and calories was invented by a French doctor to help malnourished children. Children on a diet of protein paste put on pounds quickly, often going from very ill to healthy in a month. Here's a look at what's in one packet of protein paste and how it measures up to some typical foods that you may eat.

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Calories	501.4	2 McDonald's hamburger patties	
Fat	32.8 grams	8 pats (⅓ stick) of butter	
Protein	12.5 grams	½ chicken breast	
Calcium	294.4 milligrams	3 cups of milk	
Vitamin C	48.8 milligrams	1 small orange	
Iron	10.3 milligrams	1 bunch spinach	
Folic Acid	193.2 milligrams	9 asparagus spears	
Vitamin E	18.4 milligrams	½ cup olive oil	
Vitamin A	0.84 milligrams	1½ medium carrots	

Source: NPR, "The Peanut Butter Cure Moves From Hospital To Snack Room," **http://www.npr.org/blogs/health/2012/10/04/162224960/the-peanut-butter-cure-moves-from-hospital-to-snack-room**

What Your Donations Can Buy

UNICEF works in more than 190 countries and territories to help keep the world's kids alive and healthy — using money you help raise! See how you can help kids in need!

Your donations go a long way to help the kids who need it most! Use the price points below to help set your fundraising goal.

$5 — Can provide 13 doses of a measles vaccine.

$15 — Can provide a child with clean, safe water for one year.

$50 — Can provide 35 malnourished children with lifesaving nutrition for one day.

$165 — Can provide a bicycle to deliver medicine to children.

Use the price points above to solve the following problems.

WARM-UP: If each of your classmates puts 50 cents in your collection box, how many doses of measles vaccines could you provide?

1. If your class earns $195, how many bicycles could you purchase? How much would be left over? What additional products could be purchased?

2. $15 can provide a year's worth of clean, safe water for a child. If your class raises $60, how many children could you help for a year?

3. Choose the UNICEF product you find most important. If you collect $2 from 15 people, $3 from 10 people and $5 from 5 people, would you have enough money for UNICEF to purchase your product? How much more would you need or how much would you have left over?

Trick-or-Treat for UNICEF Questions and Answers

Q: What is Trick-or-Treat for UNICEF?

A: Trick-or-Treat for UNICEF is a national campaign that motivates young people to make the world a better place for children. During Halloween season, children gather donations by going door-to-door with special orange collection boxes and also hold other types of fundraisers. Since 1950 the campaign has raised more than $175 million. It's helped provide countless children around the world with clean water, nutrition, medicine, immunizations and education. When you Trick-or-Treat for UNICEF, small donations add up to big changes in children's lives.

Q: What is UNICEF?

A: UNICEF (United Nations Children's Fund) is an international organization that works in more than 190 countries and territories to help get kids what they need to survive and grow into happy and healthy adults. UNICEF helps to supply things like medicines and vaccinations, clean drinking water, health-giving foods and shelter. It also helps to build schools and provide school supplies, and responds with emergency relief when wars take place or when disasters like earthquakes and floods occur.

Q: How did Trick-or-Treat for UNICEF start?

A: One Halloween night in Pennsylvania, the Reverend Clyde M. Allison and his wife, Mary Emma, experienced mixed emotions as they handed out candy to a parade of trick-or-treaters. "It's too bad we can't turn this into something good," said Mary Emma. "We can," replied Clyde. In 1950 Clyde and Mary Emma began collecting change on Halloween for children left vulnerable by World War II, and Trick-or-Treat for UNICEF was born. Over the years, presidents, movie stars, authors, cartoon characters, and thousands and thousands of kids have been part of the movement.

Q: What's an example of how Trick-or-Treat for UNICEF helps children?

A: Randy and Rendy's mother was so worried. Her twin sons had become sick and thin, and weren't growing properly. Unlike other kids in their village in West Timor, Indonesia, they didn't have the strength to laugh or play. At a UNICEF-supported clinic, she discovered why. Randy and Rendy were both severely malnourished. A vitamin-packed peanut paste helped them to regain their health. Now, both twins are strong again.

Q: What other kinds of supplies do my Trick-or-Treat for UNICEF donations buy?

A: Here are some examples of how UNICEF puts your contributions to use:
- **$3** can protect a woman and her future babies from tetanus.
- **$15** can provide a child with clean, safe water for one year.
- **$40** can provide 8 mosquito nets to protect children from Malaria.
- **$165** can provide a bicycle to deliver medicine to children.

Q: How can I learn more and get involved?

A: Visit **trickortreatforunicef.org** to order collection boxes, download materials, learn how to donate to UNICEF and discover more about the Kids Helping Kids® movement.

Trick-or-Treat for UNICEF Sample Role-Play Script

Trick-or-Treater: [Ding dong] Trick-or-Treat for UNICEF!

Neighbor: Happy Halloween! Nice costume! Here's a treat for you.

Trick-or-Treater: Thank you! Would you also like to make a donation to Trick-or-Treat for UNICEF? [holding up a collection box]

Neighbor: What's Trick-or-Treat for UNICEF?

Trick-or-Treater: It's a national campaign that helps make the world a better place for children in need. During Halloween season, kids like me collect donations. Since 1950, the campaign has raised more than $175 million.

Neighbor: How will my money be used?

Trick-or-Treater: UNICEF uses it to provide children around the world with clean water, nutrition, medicine, immunizations, education and more.

Neighbor: How will my money get from your little orange box to UNICEF?

Trick-or-Treater: After Halloween all of the kids in my class will bring the money we have collected to school. We'll count it up and then my teacher will mail a check for the total directly to U.S. Fund for UNICEF. So your donation will get to kids in need before long.

Neighbor: Why should I donate to UNICEF when so many kids here in the U.S. need help?

Trick-or-Treater: I think it's terrible if any child is suffering, no matter where they live. I don't think we should help children in other countries over children here at home. I think we can do both! I'm helping UNICEF do their part for children in other countries, where problems like poverty and malnutrition are very serious.

Neighbor: There are a lot of groups that help children. Why should I give to UNICEF?

Trick-or-Treater: Since 1946 UNICEF has helped save more children's lives than any other humanitarian organization. In 1990, almost 35,000 kids died every day from problems we know how to prevent. Today that number is 16,000 — less than half! UNICEF won't stop working until no children die of preventable causes. Over 90 cents of every dollar the U.S. Fund for UNICEF spends goes directly to helping kids.

Neighbor: Thanks for the information. I'd be happy to help with a donation today.

Trick-or-Treater: Thanks! Every donation helps — even small change adds up to big changes in children's lives. Happy Halloween!

Neighbor: Happy Halloween! Keep up the good work!

	LESSON			
	1	**2**	**3**	**4**
College and Career Readiness Anchor Standards for Reading				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓		✓ (optional activity)	
College and Career Readiness Anchor Standards for Writing				
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		✓		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		✓ (optional activity)		
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		✓ (optional activity)		
College and Career Readiness Anchor Standards for Speaking and Listening				
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		✓		
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		✓		✓
Common Core State Standards for Mathematics				
Standards for Mathematical Content				
Operations and Algebraic Thinking GRADE 3: Represent and solve problems involving multiplication and division. GRADE 4: Use the four operations with whole numbers to solve problems.			✓	
Number and Operations in Base Ten GRADES 3 AND 4: Use place value understandings and properties of operations to perform multi-digit arithmetic. GRADE 5: Perform operations with multi-digit whole numbers and with decimals to hundredths.			✓	

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NATIONAL CONTENT STANDARDS

	LESSON			
	1	**2**	**3**	**4**
National Health Education Standards[2]				
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health			✓	
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.			✓	
5. Students will demonstrate the ability to use decision-making skills to enhance health.			✓	
National Curriculum Standards for Social Studies[3]				
3. PEOPLE, PLACES, AND ENVIRONMENTS: Social studies programs should include experiences that provide for the study of people, places, and environments.		✓		
9. GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence.	✓	✓	✓	✓
10. CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	✓			
National Council of Teachers of English & International Reading Association[4]				
1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace.	✓	✓	✓	
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).				
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.				✓

2   Joint Committee on National Health Education Standards, "National Health Education Standards," Centers for Disease Control and Prevention, last modified February 27, 2013, **http://www.cdc.gov/healthyyouth/sher/standards/**.

3   National Council for the Social Studies, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, Maryland: NCSS, 1994), 14–23.

4   National Council of Teachers of English and International Reading Association, *Standards for the English Language Arts* (Urbana, IL, and Newark, DE: National Council of Teachers of English and International Reading Association, 1996), 25. For a full list of standards, see **http://www.ncte.org/standards**.

	LESSON			
	1	**2**	**3**	**4**
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	✓			
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.		✓ (optional activity)		
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.		✓ (optional activity)		
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).				✓
National Geography Standards[5]				
Essential Element I. THE WORLD IN SPATIAL TERMS: The geographically informed person knows and understands ... 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.		✓		
Principles and Standards for School Mathematics[6]				
Number and Operations				
In grades 3–5 all students should — Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.			✓	
In grades 6–8 all students should — Develop and analyze algorithms for computing with fractions, decimals, and integers and develop fluency in their use.			✓	

5   National Geography Standards, Geography Education Standards Project, *Geography for Life: The National Geography Standards* (Washington DC: National Geographic Society Committee on Research and Exploration, 1994), 34–35.

6   National Council of Teachers of Mathematics, *Principles and Standards for School Mathematics* (Reston, VA: National Council of Teachers of Mathematics, 2000), 148, 158, 182.