

TRICK-OR-TREAT FOR UNICEF

2016 TEACHERS GUIDE (GRADES K-2)



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TRICK-OR-TREAT FOR UNICEF

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© 2016. Unless stated otherwise, the source for all charts, figures, maps and statistics used in this unit is the United Nations Children's Fund (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure that these sites and information are up to date at the time of publication, but availability in the future cannot be guaranteed.

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 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 by 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. And 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 common human needs and why some children's needs are not being met.
- Understand how they can be "kids helping kids" and make a difference in the world.
- Set a fundraising goal to guide their participation in Trick-or-Treat for UNICEF.
- Practice communicating facts they have learned, to share with their families and neighbors while trick-or-treating.

Materials

- Books about children around the world (see Lesson 2)
- Paper, and writing and drawing implements
- Chart paper and markers
- Poster board or construction paper
- Scissors and hole punch
- Yarn
- Jar of coins
- Trick-or-Treat for UNICEF collection boxes
- Trick-or-Treat for UNICEF poster (trickortreatforunicef.org/resources)
- Computer, LCD projector and screen
- Handouts (copied as directed in lesson directions)

VOCABULARY

- Education
- Fund/fundraiser
- Goal
- Impact
- Malaria
- Minerals
- Mosquito net
- Needs
- Nutrition
- Polluted/pollution
- Rights
- UNICEF
- United Nations
- Vaccine
- Vitamins
- Water pump

Lesson 1 INTRODUCTION TO UNICEF AND TRICK-OR-TREAT FOR UNICEF

TOTAL TIME: 30 MINUTES



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Directions

Part I: Introduction to UNICEF

1. Ask students who among them think they're good helpers or who has done something to help other children. Allow several children to tell their personal stories. Tell them that they will be learning about a special group of people who also help children. Explain that the group is called UNICEF and they help children with really big problems.
2. Tell students that you will show them some photos of UNICEF working with children, and they will try to figure out how UNICEF is helping the children. Project the photos in Handout 1, *UNICEF in Action*. For each, discuss the needs of the children in the photo and how UNICEF is helping to meet those needs. If desired, record student responses on the board in two columns representing needs (e.g., health care) and how UNICEF is helping (e.g., providing check-ups).
3. Tell students that UNICEF stands for United Nations Children's Fund. Discuss with students the meaning of "United Nations" (e.g., the countries of the world working together) and "fund." Review with students, based on the photo analysis exercise, how UNICEF uses its "fund" or money to help children. Note that the class will learn about a special way that they can be "kids helping kids" by contributing to UNICEF and supporting children around the world.

Part II: Introduction to Trick-or-Treat for UNICEF

4. Ask students who will be Trick-or-Treating this Halloween. Tell them that this year they will have the opportunity to do something special — to Trick-or-Treat for UNICEF and help children around the world. Explain how the campaign works, describing how they will collect money and what those funds will be used for. Pass around Trick-or-Treat collection boxes if your students will be using them.

Optional: If appropriate for your students, show the video at youtu.be/anNOcXjiodk (3:20), which provides an introduction to UNICEF and the Trick-or-Treat campaign. This video is also available on the DVD in your Trick-or-Treat for UNICEF Fundraising Kit.

5. Allow students to briefly describe the costumes they will wear for Halloween. Ask if anyone will be dressing up as a superhero. Tell them that no matter how they are dressing up, they can all be superheroes this Halloween by helping UNICEF to challenge injustice. Explain that their “superhero journey” is to collect change in order to help kids around the world who don’t have access to food, water, medicine and more.
6. In class or for homework, have students draw a picture of their superhero selves trick-or-treating for UNICEF. Have students show their pictures in small groups or to the whole class and explain how their “super trick-or-treating powers” are helping children around the world. Set up a bulletin board to display students’ work.

Note: Make sure to avoid stereotypes of people from wealthy nations as “saviors” and people from poor countries as “helpless victims.” Frame the concept of a superhero as someone who works in partnership with others to increase equality and justice around the world.

Part III: Trick-or-Treat for UNICEF Songs

7. 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 2 and 3 include lyrics for each song that can be distributed to the class if desired.

“Trick-or-Treat for UNICEF: The Halloween Song”:

youtube.com/watch?v=YXRgTZpJCZQ (long version, 3:53) or
youtube.com/watch?v=LKtvz2OQ8lo (short version, 1:10)

- 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 Allison: bit.ly/TOTsong (2:49)

- Why might a town have no school? Why is it important for all children to go to school?
- Why don’t some children have enough food for their tummies? How does it feel when you’re hungry? How do nutritious foods help keep our bodies healthy?
- What is a vaccine? What kinds of shots have you received to keep you healthy?
- What does “polluted” mean? What kinds of things can get in water to pollute it? What other kinds of pollution cause problems in children’s lives?

Lesson 2 THE CHALLENGES FACED BY THE WORLD'S CHILDREN

TOTAL TIME: 40-60 MINUTES PLUS TIME FOR RESEARCH (OPTIONAL)



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Directions

Part I: Introduction to Common Human Needs

1. Read aloud a picture book about children around the world, highlighting common human needs. Discuss some of the following questions:
 - Have you ever been to a faraway place or met someone from a faraway place?
 - How was the place different from your community or how were the people different from the people where you live? How was it (or how were they) similar?
 - What do all children around the world have in common? (Guide the discussion toward the basic human needs that we all share — food, water, shelter, play, love, etc.)
2. Emphasize that no matter where we live, we all have the same basic needs. Play the “Common Needs” game with students. Put various photos in a basket that reflect examples and non-examples of human needs (see Handout 4). Ask for a volunteer to randomly select a photo. Work as a class to identify whether or not the photo reflects a common need and to name the need if applicable. Categorize and label the photos as you go along and attach them to a sheet of chart paper that everyone can see.
3. **(Optional)** In class or for homework, have students draw pictures and/or write a journal entry exploring how they are similar to other children around the world. You may choose to offer a prompt, such as “I love to play! How do children around the world love to play, too?” Have students share their work with the class and display it on a bulletin board.

- *Children Around the World*, by Donata Montanari
- *Children Just Like Me*, by Anabel and B. Kindersley
- *Wake Up World: A Day in the Life of Children Around the World*, by Beatrice Hollyer
- *Whoever You Are*, by Mem Fox
- *You and Me Together: Moms, Dads, and Kids Around the World*, by Barbara Kerley

Part II: Stories of Children Who Need Support

4. Remind students of the earlier conversation about needs. Ask them how it might feel if some of our needs are not met. Discuss examples of when and why this might happen. Ask what someone might do to secure his or her needs when they have been unmet.

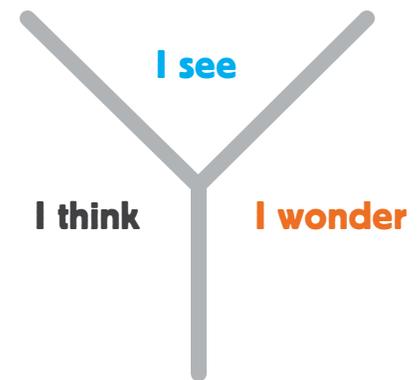
Note: Modify the discussion, as needed, to be sensitive to students in the class whose own needs might be left unmet. Consult with a guidance counselor to provide support to students from families that may be experiencing homelessness, poverty, malnutrition, etc.

5. Tell students that you are going to introduce them to a child from another part of the world who needs help to claim her or his needs. Select one of the three stories below and project the relevant image without revealing the title of the story (see Handouts 5-7).

- Story 1: Marleni's Story (Guatemala), <https://youtu.be/bKKYe1ulB3I>
- Story 2: Marceline's and Innocent's Stories (Rwanda), <https://youtu.be/isJNqosfX6w>
- Story 3: Gloria's Story (Haiti), <https://youtu.be/RV2WOGn5YHk>

6. Post a Y-chart labeled "I See, I Think, I Wonder" on the board or a sheet of chart paper. Have students in pairs or as a whole class analyze the photo using the process below and record key vocabulary and observations. During the discussion, guide children to think about what needs might be unmet in the child's life.

- **See:** Have students state what they notice, encouraging the use of descriptive language.
- **Think:** Have students make inferences about what is happening in the photo, why these things might be taking place and how the child might be feeling.
- **Wonder:** Have students pose questions about what more they want to learn.



Optional: Have students give the photo a title and write a descriptive paragraph about what they think is happening in the photo and how it relates to children's basic needs.

7. Tell students the actual name and home country of the child in the photo and locate the country on a map or globe. Show the video of the child's story if appropriate for your students (available at the URLs above or in your Trick-or-Treat for UNICEF Fundraising Kit) or read aloud or paraphrase the simplified version (see Handout 8).
8. Debrief using some of the discussion questions below and guide students to think about how their participation in Trick-or-Treat for UNICEF can help children around the world claim their needs.
- How did the story make you feel? Why?
 - What would you want to ask the child if you could? What would you want to tell him or her?
 - Which of the child's needs are being met? Which aren't? Why?
 - How is UNICEF helping the child to secure her or his needs?
 - How do you think we can help children like this secure their needs through our participation in Trick-or-Treat for UNICEF?

Lesson 3 SETTING A FUNDRAISING GOAL

TOTAL TIME: 30-60 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 the needs of children around the world. Ask them to provide examples of the needs you discussed (e.g., education, shelter, etc.). Explain that today you will talk about how Trick-or-Treating for UNICEF can help meet the needs 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 9, *Mystery Photo 1*. Ask a series of questions to guide students in guessing how UNICEF uses the product to help meet children's basic needs:
 - 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 helping the child?
 - 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 Paste and read aloud the description from Handout 12, *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 10 and 11).

4. **(Optional)** Engage students in a matching game to help them learn about more ways that UNICEF supports children. Ahead of time, print and cut apart the *UNICEF-Inspired Gift Cards* (see Handout 13), one set for each small group of four children. In their groups, have students lay out all cards face down. One student then turns over two cards. If the cards match (a photo and corresponding product name), the student gets to keep those cards; otherwise the cards are turned back over. Students take turns until all the cards have been taken.

Part II: Setting a Fundraising Goal

5. Ask students, now that they've learned about some UNICEF products, which one they would most like to help UNICEF buy. If desired, distribute Handout 14, *What Your Money Can Buy*, to help students select an item and find out the cost. You can also project and browse through UNICEF's Inspired Gift catalog at inspiredgifts.unicefusa.org for a wider array of items.

Note: Clarify for students that they won't literally be buying the selected item. You might say, "When donations are sent to UNICEF, the workers there decide 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 go trick-or-treating.

6. Write the name and cost of the selected item on the board. Ask students how many of the item they would like to help UNICEF buy and record the total cost (e.g., 20 vaccines x \$5 each = \$100). Help students to arrive at a realistic fundraising goal and figure out together how much each person would need to raise to meet the goal (e.g., \$100 worth of vaccines for a class of 25 means each student needs to collect \$4).
7. Help students get a sense of how much change it would take to meet their individual fundraising goal. Bring in a jar of change. As a class or in groups, have students count coins from the jar and find out how many it would take to reach their goal. Demonstrate that there are many different combinations of coins that could be used. If you have a Trick-or-Treat for UNICEF collection box, put all the change in the box and pass it around so that students can get a sense of what their fundraising goal looks and feels like.
8. 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?" Students can affix stickers to the poster that represent the UNICEF products they've learned about and also find the children they learned about if they participated in Lesson 2. Have students fill in the graph at the bottom of the poster as funds come in to track progress toward their goal. Hold a celebration when the class has reached their goal.

Lesson 4 PREPARING TO TRICK-OR-TREAT

TOTAL TIME: 40-60 MINUTES



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Directions

1. Briefly review what students have learned during the previous lessons about Trick-or-Treat for UNICEF. Congratulate them on how much they know about the needs of children around the world. Tell them that they are now ready to practice what they will say and do when they go trick-or-treating (or participate in other fundraising activities).
2. Tell students that when they collect money, they need to be prepared to tell others all about UNICEF and how trick-or-treating helps children around the world. Lead students in a brainstorm to identify information that they think is important to know and use. Use the following categories and record students' ideas if desired:

What is UNICEF?	How does Trick-or-Treat for UNICEF help kids?
UNICEF stands for the United Nations Children's Fund.	Trick-or-Treat for UNICEF has been around for more than 60 years and has collected over \$175 million to help kids.
UNICEF works in more than 190 countries around the world.	On Halloween, kids all across the country go around with orange boxes and collect money to help other kids.
UNICEF helps kids get what they need to grow up happy and healthy.	The money we collect goes to buy things like vaccines (shots) so kids don't get sick.
UNICEF helps kids to get medicine.	It buys a special peanut paste for kids who don't have enough healthy foods.
UNICEF helps kids to get clean water and nutritious food.	It buys a school-in-a-box kit so kids can learn, even where there are no schools.
UNICEF helps kids to get an education.	It buys soccer balls so kids can get exercise and play.
UNICEF helps keep kids safe and protected.	It buys a birth certificate, so kids can register for school and be able to go to the doctor.

3. Have students make their own Trick-or-Treat for UNICEF Fact Cards that they can carry while fundraising to help them remember key points.
 - Cut construction paper or poster board into 2" x 4" rectangles, enough for each student to get at least two and up to four pieces.
 - On one card, have students draw a picture that reflects a fact from the “What is UNICEF?” brainstorm above. On another card, have them illustrate one way “Trick-or-Treat for UNICEF helps kids.”
 - On the back of each card, help students to write a few words or a sentence describing their pictures.
 - If time permits, allow students to make two more cards for a total of four.
 - Use a hole punch and yarn to string the cards together into a necklace that students can wear while fundraising.

Optional: If time is short, provide students with some of the premade *Trick-or-Treat for UNICEF Fact Cards* (see Handout 15) and have them label the back of each photo with facts, either in class or for homework.
4. Have a few volunteers show or read their cards to the class. Tell students that they can provide information from these cards to the people they meet while fundraising.
5. **(Optional)** If time allows, engage students in a role-play to help them practice what to say when they go trick-or-treating. Ask for two volunteers. Tell them that they will be acting as trick-or-treaters, and you will be a neighbor in the community. Have them start by ringing a pretend doorbell and exclaiming “Trick-or-Treat for UNICEF!” Greet them and proceed to ask questions that reflect the fact cards students have made. Encourage students to answer as best they can and remind them to consult their fact card necklaces. Repeat with other volunteers as time allows.

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.
6. Conclude by answering any remaining questions students may have. Distribute collection boxes (if you’re using them) and relevant materials from trickortreatforunicef.org/resources (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!

Extension Activity

Revisit the “Trick-or-Treat for UNICEF” song from Lesson 1. Have children memorize the refrain and repeat it together as a chant:

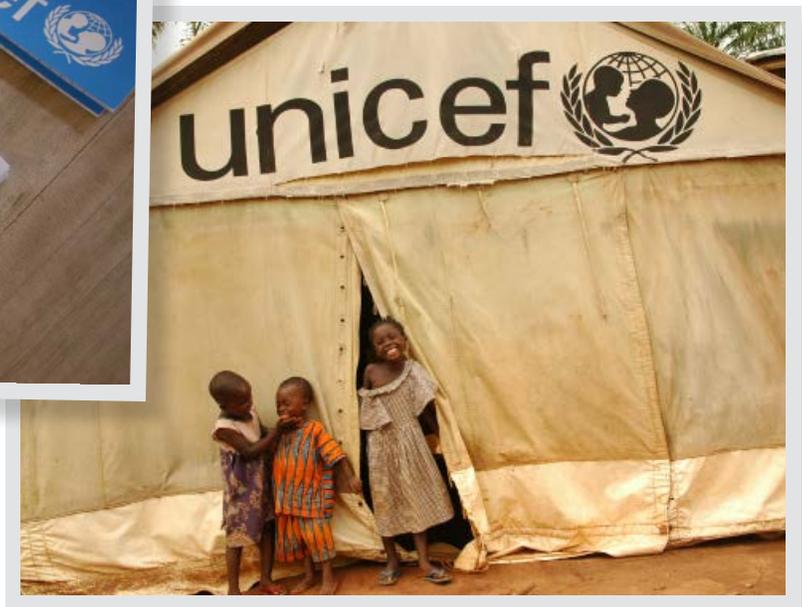
*Trick-or-Treat for UNICEF, that’s what we say,
Kids helping kids in the whole world today.
Trick-or-Treat for UNICEF, give what you dare,
So many kids need our help everywhere.*

Have students make up additional lines to add to the chant that will help them to remember facts about UNICEF and the Trick-or-Treat campaign. For example:

*Trick-or-Treat for UNICEF, that’s what we say,
Nutrition for kids every night, every day.
Trick-or-Treat for UNICEF, give what you dare,
Vaccines and medicines for health and good care.*

Encourage students to teach the chant to their families and to recall the facts when they are out fundraising and talking to neighbors.

UNICEF in Action



CLOCKWISE FROM TOP LEFT: © U.S. FUND FOR UNICEF/PETERSON, © UNICEF/NYHQ2003-0515/NOORANI, © UNICEF/NYHQ2006-2881/UDLOWSKI, © UNICEF/NYHQ2005-0207/PIETRASIK

Trick-or-Treat for UNICEF: The Halloween Song



Sing along with this Halloween music video by visiting youtube.com/watch?v=LKtvz2OQ8lo (short version, 1:10) or 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 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!



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

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, cosmicttoaststudios.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!]

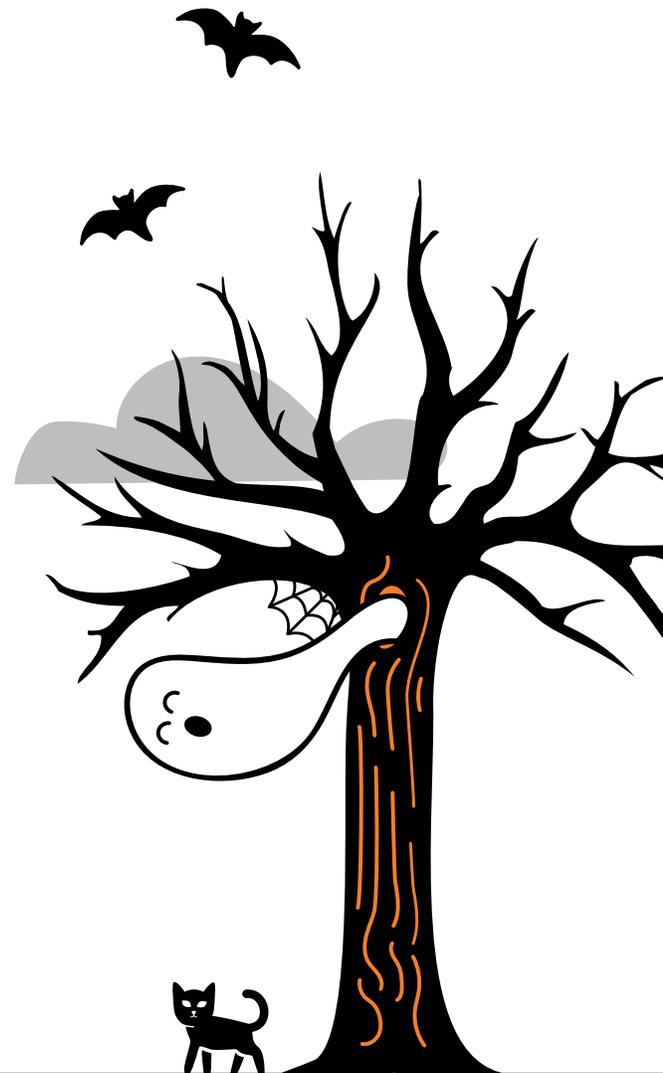
So help us to help them,
Give kids a good drink,
Good food and good schools,
and just how do you think?

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



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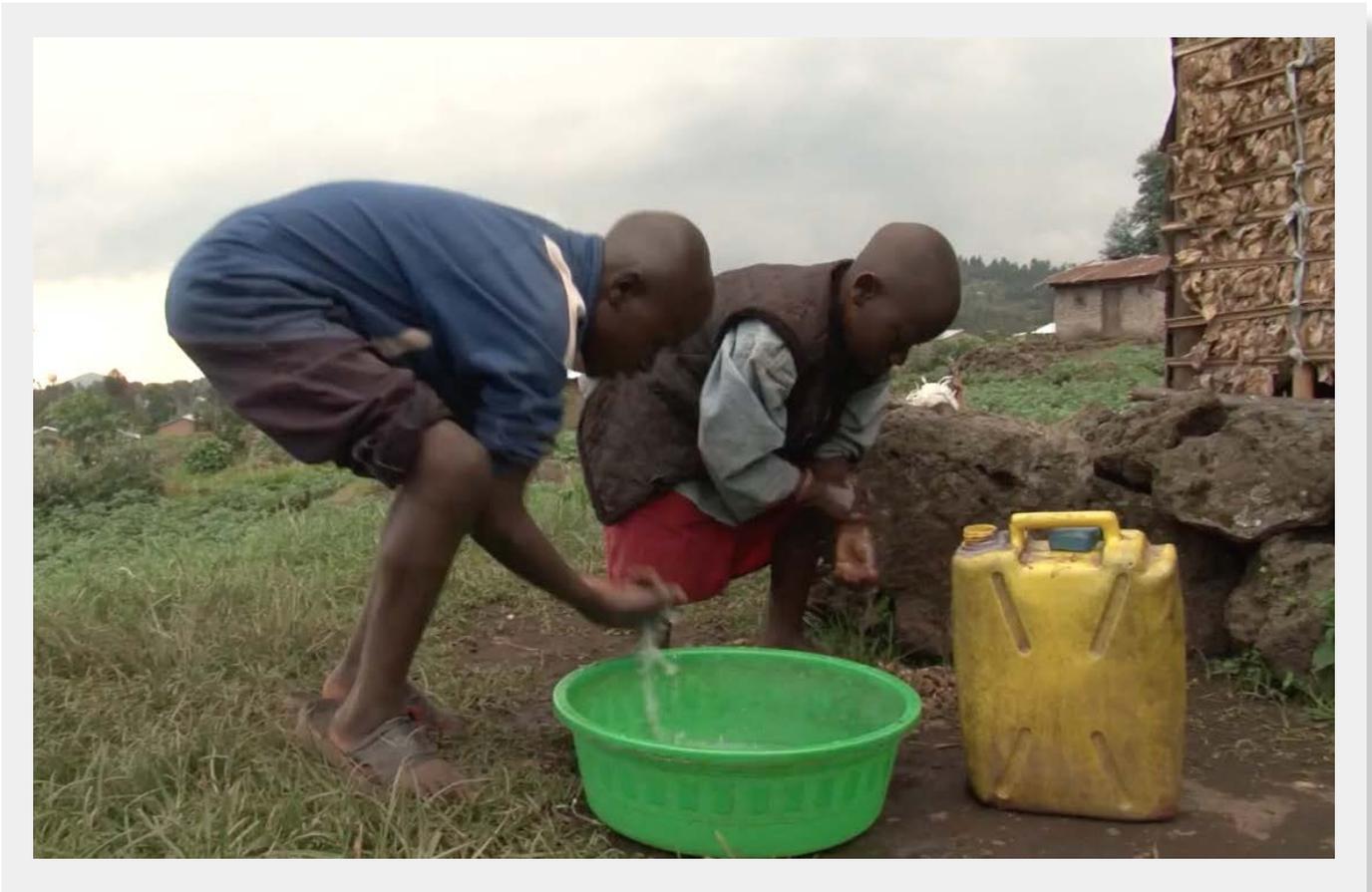


Story 1



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Story 2



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Story 3



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Marleni's Story: Providing Nutrition in Guatemala

Providing Nutrition in Guatemala

Marleni Aldana is a young girl who lives in the country of Guatemala. She shares a one-room home with her three brothers.

The four children are small for their age because they don't get enough nutrition. They mostly eat tortillas and beans. They get very little protein, fruit or vegetables.

When your body does not get all of the vitamins and other nutrients it needs, it can grow very slowly.

Poor nutrition caused other problems for Marleni. Her hair became thin, changed colors, and fell out. Her face, arms, and legs swelled.

Marleni's mom, Aramilda, brought her daughter to a UNICEF nutrition center. There Marleni got 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 checkups to make sure that they are healthy and getting the vitamins and minerals they need.

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

UNICEF works hard to help children like Marleni and their families. If they get the help they need, these children will have a happy future.



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

Innocent is a 13-year-old boy who lives with his two brothers. Marceline is 14 and she lives with her six brothers and sisters. Both children come from the African country of Rwanda.

Innocent and Marceline are the oldest in their families and work hard to care for the younger children. But they have a big problem. There is not safe, clean water in their communities.

"We would have to leave before dark to get to the water," 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."

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

Without clean water, the children were thirsty and could not cook or bathe. They also worried about becoming sick from polluted water.

Things got better when UNICEF helped to build wells in Innocent and Marceline's villages.

"There are so many positive changes in my life," shares Innocent. "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."

Now, finally there is time for Innocent and Marceline to play, rest and just be kids again.



is

◀ Innocent
▼ Marceline



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Gloria's Story: Getting an Education in Haiti

Six years ago, an earthquake hit the country of Haiti. Thousands of schools were destroyed and millions of children were not able to go to school.

Six-year-old Gloria Lincee was one of those children. Gloria lives in a community near the mountains. She shares a one-room cement house with her parents and three sisters.

UNICEF helped to build a new school for Gloria. It is just down the hill from her house and big enough for 200 students.

Two years after the earthquake, Gloria returned to school. She was excited and happy on her first day.

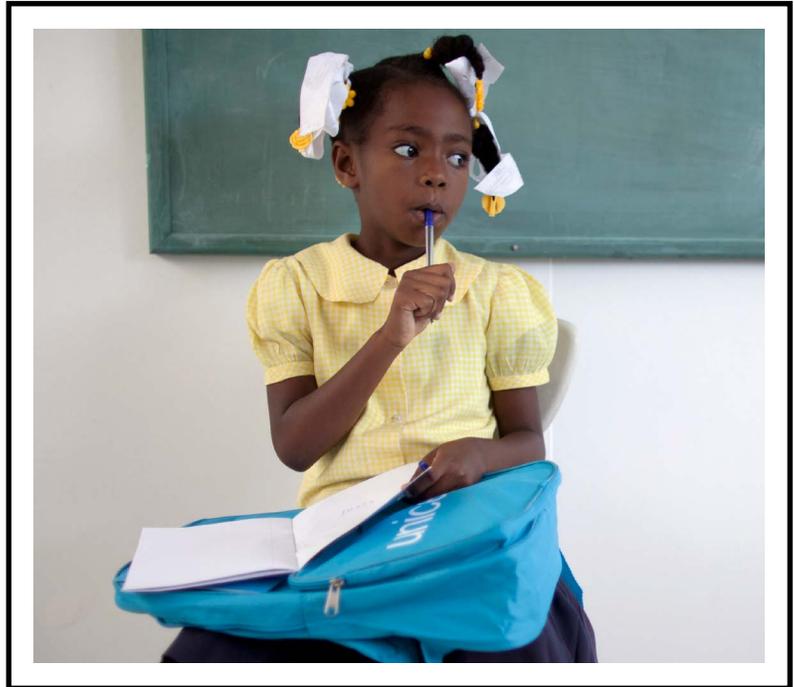
"I'm happy because I can come to class," said Gloria. "I'm going to have friends. I can meet new friends."

UNICEF helped to build other schools for the children of Haiti. UNICEF also gave out school supplies for thousands of students, such as notebooks, pens, pencils, erasers and chalk.

On the first day of school, Gloria quickly found a seat and carefully wrote her name in each of her new UNICEF notebooks.

"My dream for Gloria is that she becomes something in life," said Gloria's teacher, Mirielle. "Who knows? Maybe she'll even become President some day!"

Gloria and other children who missed school after the earthquake are happy to be back. Today, more children than ever are getting a good education in Haiti.



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Mystery Photo 1



© UNICEF/NIGB2010-0054/PIROZZI

Mystery Photo 2



© UNICEF/NYHQ/2005-0491/VITALE

Mystery Photo 3



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Inspired Gift Descriptions



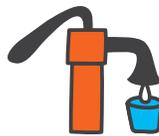
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therapeutic
food

Peanut Paste: When children don't have enough food, they can become undernourished and lose weight, which is very dangerous for their health. Fortunately there is a great product called peanut paste that UNICEF uses is a little like peanut butter. It is a mix of peanuts, oil, vitamins, and minerals – almost all the nutrients a child needs. This “therapeutic food” helps children gain weight quickly and become healthy again.



© UNICEF/NYHQ2005-0491/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. This makes them healthier and gives them more time for school, work, play, and rest.

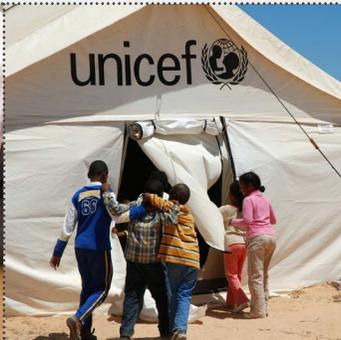
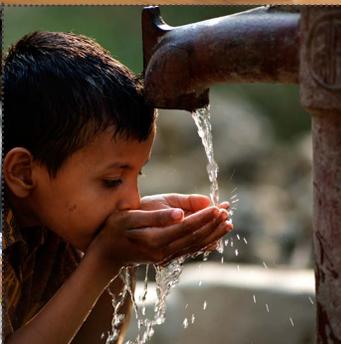


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Mosquito Net: In many countries, mosquitos carry a disease called malaria. This disease is dangerous for children, but there is a simple solution. When children sleep underneath a mosquito net, they are protected from the mosquitos that carry malaria.

UNICEF-Inspired Gift Cards

<p>Baby Scale</p>	<p>Peanut Paste</p>	<p>Notebooks and Pencils</p>	<p>Tent</p>
<p>Vitamin Sprinkles</p>	<p>Story Books</p>	<p>Water Pump</p>	<p>School-in-a-Box Kit</p>
			
			

FROM LEFT: © UNICEF/NYHQ2010-0653/ASSELIN, © UNICEF/NYHQ2011-0709/ASSELIN, © UNICEF/NYHQ2003-0104/NOORANI, © UNICEF/NYHQ2011-0670/YOUSSEF, © UNICEF/NYHQ2009-0610/SHEHZAD NOORANI, © UNICEF/BANAZ2011-01230/SIDDIQUE, © UNICEF/NYHQ2009-0866/NOORANI, © UNICEF/NYHQ2004-1247/PIROZZI

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.**



Can provide 13 doses of a measles vaccine.



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



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



Can provide a bicycle to deliver medicine to children.



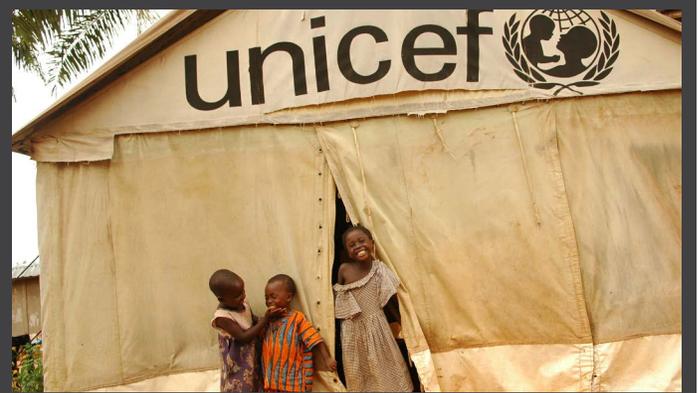
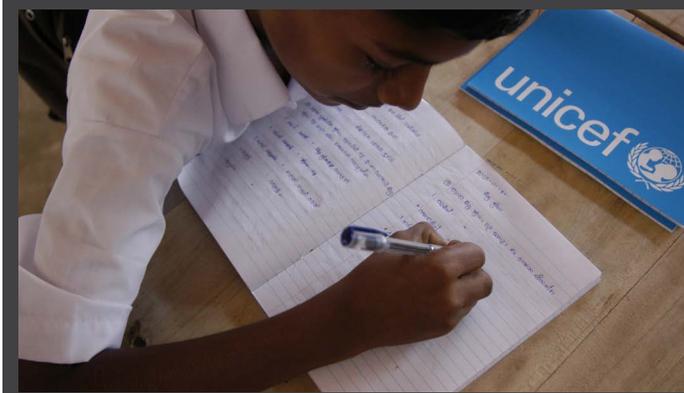
Which item do you want to help UNICEF buy?

How many of the item would you like to help UNICEF buy?

What is the total cost?
(This is your group fundraising goal.) \$

How much money will each person in your group need to collect to meet the goal?
(This is your individual fundraising goal.) \$

Trick-or-Treat for UNICEF Fact Cards



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COMMON CORE STATE STANDARDS

	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.	✓			
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.		✓ (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.	✓	✓	✓	
College and Career Readiness Anchor Standards for Language				
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.				
Common Core State Standards for Mathematics				
Standards for Mathematical Content				
Measurement and Data GRADE 2: Work with time and money.			✓	

NATIONAL CONTENT STANDARDS

	LESSON			
	1	2	3	4
National Curriculum Standards for Social Studies²				
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 Association³				
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.	✓	✓	✓	
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.				✓
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 nonprint texts.	✓			
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 Standards⁴				
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.		✓		

2 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.

3 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>.

4 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.

NATIONAL CONTENT STANDARDS

	LESSON			
	1	2	3	4
Principles and Standards for School Mathematics⁶				
Number and Operations				
In prekindergarten through grade 2 all students should— Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.			✓	
In prekindergarten through grade 2 all students should— Develop and use strategies for whole-number computations, with a focus on addition and subtraction.			✓	