

TRICK-OR-TREAT FOR UNICEF

2013 TEACHER'S GUIDE (GRADES K-2)



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Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is 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 these sites and information are up to date at the time of publication, but availability in the future cannot be guaranteed.



Welcome!

Dear Educator,

On behalf of TeachUNICEF, we're pleased to share the enclosed lesson plans and resources with you to support your participation in Trick-or-Treat for UNICEF and your interest in global learning.

This year we're excited to announce our first annual Trick-or-Treat for UNICEF School Challenge. We are encouraging educators and students to come up with new and innovative ways to make a global impact through their local Trick-or-Treat for UNICEF activities. Five Grand-Prize Winners will be selected to travel overseas on a UNICEF field visit. They will also be awarded \$1,000 cash grants for their classroom. In addition, 10 Secondary Winners will also each receive the cash grant award. Fifty Merit Winners will receive a Cricut® Expression Teacher's Bundle for their classroom. Visit trickortreatforunicef.org to learn more.

Something else new this year is the theme of our lesson plans, which for the first time highlight a specific issue. Though the funds your students raise will be put to use to address the full range of issues on which UNICEF works, this year's learning focus is on the topic of hunger and malnutrition.

The world produces enough food to feed every person on Earth, yet malnutrition plays a part in more than a third of all child deaths in developing countries. Malnutrition damages the mind and the body and continues the cycle of poverty in disadvantaged communities. As you engage in Trick-or-Treat for UNICEF activities this year, we encourage you to think especially about the issues of hunger and malnutrition, and to educate your students about this critical problem.

As always, the TeachUNICEF 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. We encourage you to visit TeachUNICEF.org for additional free lesson plans and multimedia resources that will enhance your Trick-or-Treat activities as well as your ongoing efforts to create well-informed global citizens.

As we head into Halloween season, please don't forget to tell us how you Trick-or-Treat for UNICEF. Share your lesson ideas, stories, and experiences by sending letters, drawings, photos, and videos to trickortreat@unicefusa.org or 125 Maiden Lane, New York, NY 10038. Your story may even be featured on our website.

Thanks so much for your support of UNICEF, and happy trick-or-treating!

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

UNIT OVERVIEW

This K–2 unit includes two lessons and extension activities designed

1. To foster understanding of basic concepts of nutrition, including behaviors that promote healthy development and overall wellness.
2. To develop students' decision-making and advocacy skills to improve the health and well-being of self and others.
3. To raise awareness of the work of UNICEF to combat hunger and malnutrition, and encourage students to take action in personally meaningful ways.

ENDURING UNDERSTANDINGS

Students will understand that

1. Hunger and malnutrition are *global issues* affecting people in all countries and regions.
2. Proper nutrition enhances one's ability to learn, to work, and to feel happy. In contrast, malnutrition can harm the mind, body, and spirit.
3. Hunger and malnutrition result from a variety of *natural* (e.g., drought, natural disaster) and *human-made* (e.g., access to health care, conflict and war, inequality) causes.
4. Proper health and nutrition is a *human right* that helps individuals, their communities, and the world at large; UNICEF and individual citizens worldwide work to protect this human right.

ESSENTIAL QUESTIONS

1. What are healthy behaviors (including nutrition habits) that promote and improve individual development and well-being?
2. What are the benefits of proper nutrition on the mind, body, and spirit?
3. What are the causes and effects of long-lasting hunger and malnutrition?
4. What is UNICEF doing to help end long-lasting hunger and malnutrition?
5. What can you do to be healthy? How can you help others?

Lesson 1: This lesson introduces students to the types of foods humans need to grow, be healthy, and thrive. They will be able to identify the causes and effects of proper nutrition and malnutrition on human health and well-being by exploring photographs, reading children's literature, and engaging in interactive activities. Students will develop awareness that, although human diets and customs may differ, proper nourishment from a variety of foods is a universal human need.

Lesson 2: Students apply their learning of the causes and effects of hunger and malnutrition to specific solutions. Inspired by a Trick-or-Treat for UNICEF success story about a North Carolina elementary school, students learn how they can take action to help end hunger and malnutrition locally and globally.

Activity Sheet: The unit also contains a multidisciplinary activity sheet that may be used as a stand-alone activity or a supplement to the two primary lessons.



BACKGROUND INFORMATION¹

Trick-or-Treat for UNICEF is the original Kids Helping Kids® campaign, providing youth with an effective way to make a real difference in the lives of the world's children. This season, we are offering lesson plans with a specific instructional focus — hunger and malnutrition. Though your contributions will be put to use to address the full range of issues on which UNICEF works, this year we encourage you to think especially about the issue of hunger and malnutrition, and to educate your students about ways to address this problem both locally and globally.

Introduction

Imagine a girl growing up in one of the world's poorest countries. Born to an anemic mother, the child is underweight from birth. She does not receive the early breast milk that she needs to prevent and fight illness, to grow, and to overcome the nutritional deficiencies with which she is born. In the first two years of her life, she is often hungry and rarely, if ever, gets the nutrients she needs. These nutritional deficiencies, along with poverty, a lack of clean water and proper sanitation, and a lack of maternal education mean that she is often sick and her growth is irreversibly stunted. Somehow, she survives.

If she is lucky enough to attend school, her undernourished brain and body make it more difficult to learn, with deficits equivalent to a two- to three-year loss of schooling. When she is old enough to begin work, her diminished physical and cognitive development can reduce her earning capacity by as much as 22 percent, making it more difficult to feed her own children.²

This child is one of 165 million children suffering from stunting—the irreversible outcome of chronic nutritional deficiency, often aggravated by illness, during the critical period between the mother's pregnancy and the child's second birthday.

However, this critical time in a child's development is not only one of risk, but also of tremendous opportunity. There is now broad global acceptance that implementing a range of integrated, low-cost, evidence-based health and nutrition interventions will improve survival chances and health, lead to better performance in school, higher future income, and the chance for the child, the community, and ultimately the nation, to live a lifetime of hopes fulfilled. Working with its partners, UNICEF is putting these interventions into place around the world.



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¹ This background summary is excerpted from the following sources: "Nutrition," United Nations Children's Fund (UNICEF), accessed April 30, 2013, http://www.unicef.org/nutrition/index_4050.html and United Nations Children's Fund (UNICEF), *Tackling Undernutrition in Children* (December 2011).

² Victora C., et al. "Maternal and Child Undernutrition: Consequences for Adult Health and Human Capital," *The Lancet, Maternal and Child Undernutrition Series* (2008).

BACKGROUND INFORMATION (CONTINUED)

Defining Malnutrition

Malnutrition is called an “invisible” emergency because, much like an iceberg, its deadly menace lies mostly hidden from view. Globally, more than one-third of under-five deaths are attributable to undernutrition. In 2011, the number of children’s death under the age of five was 6.9 million. UNICEF has found that 1.5 million infants could be saved by following optimal feeding practices. However, contrary to popular belief, only a fraction of these children die from starvation in catastrophic circumstances such as famine or war. In the majority of cases, the lethal hand of malnutrition and poor breastfeeding practices is far more subtle: they cripple children’s growth, render them susceptible to disease, dull their intellects, diminish their motivation, and sap their productivity.

Malnutrition—the state of being poorly nourished—is a result not merely of too little food, but of a combination of other factors: insufficient protein, energy and micronutrients, frequent infections or disease, poor care and feeding practices, inadequate health services, and unsafe water and sanitation.

Malnutrition’s most devastating impact is in the womb—when the fetus can fail to develop properly—and during the first years of a child’s life, when it can hamper her or his physical and mental development.

Malnutrition takes different forms and a child can be affected in several ways simultaneously. Almost one-third of children in developing countries are malnourished—101 million are underweight for their age. Another 165 million are stunted in height due to chronic illness and poor diet. And more than 60 percent of all children are not exclusively breastfed for the vital first six months.



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BACKGROUND INFORMATION (CONTINUED)

Addressing Malnutrition

UNICEF uses a holistic approach to improve the nutritional status of both mother and child, with special emphasis on pregnancy, breastfeeding, and the first three vulnerable years of life. Key tools in the effort to defeat malnutrition include maternal nutrition; infant and young child feeding; prevention and treatment of micronutrient deficiencies and severe acute malnutrition; and promotion of health, hygiene, and clean water and sanitation practices.

Also critical is the need to protect the rights of women and girls. Wherever women are discriminated against, there is greater malnutrition among children, especially girls. Children born to mothers with no education are twice as likely to die in infancy as those born to mothers with even four years of schooling. Reproductive health, including birth spacing for at least three years, also reduces stunting and death.

Due to interventions such as those described above, the global prevalence of stunting has declined 36 percent over the past 20 years and underweight prevalence has declined by 37 percent during the same period. The number of people who do not have enough to eat has fallen by 130 million since 1990. However 870 million people in the world still remain hungry today³.

UNICEF views nutrition as a basic human right, articulated in numerous human rights instruments from the Convention on the Rights of the Child to the Universal Declaration of Human Rights. Governments have the legal responsibility to protect that right and it is in the best interest of all that they fulfill this obligation. Malnutrition is both a cause and consequence of poverty. Children's nutrition and well-being are the foundation of a healthy, productive society.



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³ Food and Agriculture Organization of the United Nations, *State of Food Insecurity in the World* (2012).

Lesson 1 WHAT EVERY *BODY* NEEDS TO BE HEALTHY

TOTAL TIME: THREE LEARNING ACTIVITIES (15-30 MINUTES EACH)



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Objectives

Students will

- Describe how proper nutrition affects the mind, body, and spirit.
- Identify causes and effects of long-lasting hunger and malnutrition using contemporary case studies of families living in diverse countries.

Vocabulary

The following words and terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Health
- Hunger/hungry
- Long-lasting
- Malnutrition
- Nourishment
- Nutrition
- Temporary

LESSON 1: WHAT EVERY BODY NEEDS TO BE HEALTHY

Materials Needed and Setup



- Slideshow: [UNICEF Nutrition Photos](#) (PDF format)
- Handout 1: UNICEF Picture Cards
- Handout 2: I See, I Think, I Wonder Y-Chart
- Children's literature to introduce the food system (e.g., *Beatrice's Goat; Farm; The Good Garden; How Did That Get In My Lunchbox? The Story of Food*)



Directions

NOTE: The following activities may be implemented in small-group (e.g., learning centers) or whole-group (e.g., circle time) settings, and should be adapted at the discretion of the teacher.

1. ACTIVITY ONE: HEALTHY FOODS GROW HEALTHY BODIES AND MINDS

- Display one or more photographs from the Slideshow: [UNICEF Nutrition Photos](#) that depict a parent feeding a child.
- Discuss hunger with students. Ask: What does it feel like to be hungry? How do you feel when you finally get to eat? Help students understand the difference between *short-term, temporary* hunger (that all people experience) and *long-lasting* hunger. Have students imagine what it feels like to be hungry day after day.
- Point out: Being fed does more than just make us happy. Food contains nutrients needed for good health. Identify types of foods observed in the photograph(s), emphasizing the five main food groups needed to grow and be healthy (USDA, 2013): fruits, vegetables, grains, protein, and dairy. Examples include:
 - Bangladesh, 2008: fish (protein) and rice (grains)
 - Niger, 2010: watermelon (fruit)
 - Pakistan, 2009: milk (dairy)
- Explain that long-lasting hunger means a person's body isn't getting enough nutrients. Over time, this has serious effects on both the body and the mind.
- Discuss: How does your family help you to get the nutrients your body needs? What choices do you make that help you to stay healthy?

2. ACTIVITY TWO: SEE-THINK-WONDER

- Create or display a Y chart labeled I see.../I think.../I wonder... for recording students' ideas (see Handout 1).
- Display an age-appropriate UNICEF photo to pique student interest from the Slideshow: [UNICEF Nutrition Photos](#). Lead students in an analysis of the photo as follows:
 - **See.** Ask students to state what they notice, encouraging the use of descriptive language.

LESSON 1: WHAT EVERY BODY NEEDS TO BE HEALTHY

- **Think.** Then ask what it makes them think. Have students make inferences about how the child feels being fed by the parent. Ask: What do you see in the photo? What do you think is happening? Why? Use the Think-Pair-Share strategy to engage students in discussing with peers.
- **Wonder.** Ask students what they are now wondering. Add responses to the Y-chart.

3. ACTIVITY THREE: CAUSES AND EFFECTS OF HUNGER AND MALNUTRITION

- Read aloud (or conduct a picture walk of) children's literature depicting the food system, such as *Beatrice's Goat*, *The Good Garden*, *How Did That Get In My Lunchbox?* *The Story of Food*, and *Farm* (see Additional Resources). Discuss roles in the food system (e.g., farmers; grocery clerk), how people get food (e.g., from supermarket; by farming), and what might keep them from having enough food (e.g., not enough money; failed crops).
- Based upon the selected reading, highlight age-appropriate facts, such as:
 - Being well nourished helps one to be healthy, productive, and able to learn. Good nutrition benefits families, their communities, and the world as a whole.
 - About one in seven people in the world is hungry on a regular basis or does not have proper nutrition needed to be healthy. Hunger is a global issue that affects people in all countries and regions.
 - The world produces enough food to feed every person on Earth.
- (Optional for older children) Read the chapter on food in *If the World Were a Village*, by David J. Smith. Discuss issues pertaining to malnutrition, identifying their causes and effects. Use unifix cubes to illustrate statistics (e.g., if our classroom were the world, four of us would be hungry; if our school were the world, 70 children in this building would be hungry).
- Use the UNICEF Picture Cards (see Handout 2) to demonstrate cause-and-effect relationships related to health, nutrition, and the food system. First, model sample cause-and-effect scenarios using the cards. For example:

CAUSES				EFFECT		SECONDARY EFFECTS				
clean water	+	crops	RESULTS IN	nutritious foods	RESULTS IN	able to learn	+	able to play	+	feel happy

CAUSE		EFFECT		SECONDARY EFFECTS				
drought	RESULTS IN	no crops	RESULTS IN	feeling hungry	+	feeling unhappy	+	not able to learn

- Afterward, engage students in creating their own cause-and-effect relationships using the UNICEF Picture Cards.
- Summarize key ideas related to malnutrition:
 - **Causes:** not enough money to buy food; cannot grow own food due to drought (no rain), flood; there is a conflict or war and people have to move.

LESSON 1: WHAT EVERY BODY NEEDS TO BE HEALTHY

- **Effects:** Unable to participate at school or work; feel unhappy/sad/hopeless/no energy to do anything; illness and possible death.
- **Conclusion:** Proper **nourishment** from a variety of foods helps one to be healthy and happy, and to thrive. When one doesn't get healthy foods or is hungry for a long period of time, this can result in **malnutrition**. Being malnourished has negative effects on the mind, body, and spirit.

Extension Activities

- Have students complete the Trick-or-Treat for UNICEF Activity Sheet on nutrition either in class or at home with their families.
- Learn about what makes a healthy, balanced diet, including a variety of food sources that provide proper nutrition by reading books such as *Good Enough to Eat: A Kid's Guide to Food and Nutrition* (see Additional Resources). Afterward, display images of diets around the world (e.g., UNICEF photo essays; *What the World Eats*) and label the different types of foods and/or sources of nutrients. Discuss why people eat certain types of foods (e.g., climate, elevation, soil, culture, etc.).
- Use the UNICEF Picture Cards (see Handout 2) to play a memory game, the object of which is to match pairs of cards. Instructions: (1) Place the pieces on the play surface with the image side down; (2) On each turn, a player will turn over two cards; (3) When a matching pair is identified, remove that pair from the game; (4) If the chosen pair of cards is not a matching pair, the player returns them in place, face down. (5) The game is finished when all matching cards are removed. Children can play alone or with one or more peers. If playing with peers, the winner is the player with the most matched pairs.
- Watch and discuss videos on BrainPOP Jr. or play games about health and nutrition (see Additional Resources).
- Create a balanced meal illustrating a variety of food groups using magazine cutouts or drawn by hand.



Lesson 2 KIDS HELPING KIDS® TO BE HEALTHY AND HAPPY, AND TO THRIVE

TOTAL TIME: THREE 20-MINUTE LEARNING ACTIVITIES PLUS CIVIC ACTION PROJECT



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Objectives

Students will

- Examine UNICEF's work combating hunger and malnutrition.
- Take action in personally meaningful ways to promote individual and community health and well-being.

Vocabulary

The following words and terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- | | | |
|---------------|-----------------|------------------|
| • Aid | • International | • Malnutrition |
| • Human right | • Nutrition | • Responsibility |

Materials Needed and Setup

- Children's literature (e.g., *For Every Child, a Better World* and *Mine & Yours: Human Rights for Kids*) or multimedia to introduce human rights
- Chart paper and markers

LESSON 2: KIDS HELPING KIDS® TO BE HEALTHY AND HAPPY, AND TO THRIVE

- Slideshow: **UNICEF Nutrition Photos**
- Children's literature (e.g., *Give a Goat* and *Faith the Cow*) to introduce nutrition interventions
- Handout 3: Moyock Elementary Trick-or-Treat Campaign Success Story
- Handout 4: Facts-Question-Response Chart
- Trick-or-Treat Collection Box (or photograph)

Directions

NOTE: The following activities may be implemented in small-group (e.g., learning centers) or whole-group (e.g., circle time) settings, and should be adapted at the discretion of the teacher.

1. ACTIVITY ONE: IT'S MY RIGHT *AND* RESPONSIBILITY TO BE HEALTHY

- Introduce the concept of human rights by asking children what rules they have at school. Why do they have these rules? Emphasize that rules help to keep us safe. They make sure that everyone is treated fairly and respectfully. Rules protect our rights, or freedoms that all people deserve, no matter who they are or where they live. Discuss what children believe their rights are at school (e.g., to have friends; to be safe; to have food and water; to learn; to be happy; to play).
- Read aloud (or conduct a picture walk of) children's literature about human rights, such as *For Every Child, a Better World* and *Mine & Yours: Human Rights for Kids* (see Additional Resources). Or watch and discuss an age-appropriate video:
 - UNICEF Article 24 video (the right to food and nutrition): <http://teachunicef.org/explore/media/watch/article-24-right-food-and-nutrition>
 - Top 10 Cartoons for Children's Rights (short animated features with examples of children's rights): http://www.unicef.org/videoaudio/video_top_cartoons.html
- Ask children to identify rights from the selected video or text. (Note: The teacher may elect to create a T-chart labeled Rights and Responsibilities for this activity). Examples of human rights include:
 - To be safe
 - To be healthy
 - To be loved
 - To be heard
 - To have food and nourishment
- Explain that having these rights means we also need to be responsible. Add to the listing personal responsibilities related to each human right, such as:
 - To take care of one's body and belongings so as to not harm others
 - To maintain good hygiene (e.g., to bathe; to brush one's teeth)
 - To love and care for others
 - To listen respectfully to others when they are speaking
 - To eat healthy foods and avoid wasting foods
- Afterward, ask students to respond in words and pictures to the writing prompt: *I'm responsible for me! I will be healthy by...*

LESSON 2: KIDS HELPING KIDS® TO BE HEALTHY AND HAPPY, AND TO THRIVE

2. ACTIVITY TWO: EXPLORING THE WORK OF UNICEF USING THE PICTURE-WORD INDUCTIVE MODEL (PWIM)

- a. Review the concept of human rights from the previous activity. Ask students who protects their rights in school (e.g., teachers; the principal). Explain that there are international organizations that work to make sure human rights are protected everywhere. The United Nations and the United Nations Children's Fund (UNICEF) are two of these organizations. These international groups were created by the countries of the world to work for people all around the world.
 - Like teachers and principals in a school, they work for peace and cooperation.
 - They try to ensure humans' basic needs — like housing, food and clean water, and health care — are met everywhere.
- b. Display a photograph from the Slideshow: [UNICEF Nutrition Photos](#) that depicts a child being helped with nutrition supplements. Project the image on a white board or sheet of paper that can be written on.
 - Explain that students will help to “shake out” the words they see in the photo. The class will help to label what they observe in the photo.
 - Ask students to describe what they see in the photo. As a child “shakes out” each word, the teacher draws a line from the corresponding object in the photo and labels it. The teacher writes the word, names each letter in the word, then says the word aloud again, which the class repeats in unison. Reinforce previously learned concepts about food and nutrition. Sample vocabulary may include:
 - o UNICEF
 - o Nutrition
 - o Vitamins and minerals
 - o Help/aid/assistance
 - o (Fortified) Milk
 - o Protein paste
 - o Health care worker (“community health helper”)
 - After all related vocabulary words have been identified and spelled, help children to formulate a title for the image and a short paragraph using the words.

3. ACTIVITY THREE: KIDS HELPING KIDS® BY TAKING ACTION WITH UNICEF!

- a. Introduce nutrition interventions by reading children's literature such as *Give a Goat and Faith the Cow*. During and following the read-aloud, discuss what motivated these individuals or organizations to make a difference or to take action.
- b. Explain that the United Nations Children's Fund, or UNICEF, takes action every day by providing food, medicine, and education to help those in need. Children can participate in this life-saving work in many ways, including by Trick-or-Treating for UNICEF.
- c. Display the Moyock Elementary Trick-or-Treat Campaign Success Story (Handout 3) and a Facts-Question-Response (FQR) chart (see Handout 4).
 - Model the FQR strategy by reading the first paragraph aloud, underlining an important fact and recording it on the chart. Ask students what questions come to mind, followed by a personal response. Once this process has been modeled, invite students to identify additional facts, questions, and responses.

LESSON 2: KIDS HELPING KIDS® TO BE HEALTHY AND HAPPY, AND TO THRIVE

- Alternative for Advanced Readers: Pass out the text to pairs and have them complete the FQR together.
- d. Explain to students that they, too, can help tackle problems like hunger and malnutrition through Trick-or-Treat for UNICEF. Display a Trick-or-Treat Collection Box and ask students what they know about Trick-or-Treat for UNICEF. Provide a brief overview, including that it was started by schoolchildren a long time ago (in 1950) and since that time, millions of children around the world have collected money for UNICEF. Donations help to purchase food, medicine, clean drinking water, educational supplies, and more. To date, children and youth have raised more than \$170 million.
- Using the Moyock Elementary Trick-or-Treat Campaign Success Story as inspiration, ask students how they would like to help. Brainstorm students' ideas on chart paper. Discuss the benefits and drawbacks of each, ultimately selecting one or more strategies to implement.
- Individually or as a class, use the Action Planning and Reflection Chart (Handout 5) to record goals, steps, actions, and reflections.

NOTE: If collecting money is not an option in your community, emphasize other ways to help, such as volunteering locally, educating peers, and improving the school environment (e.g., planting a garden in which healthy foods are grown and consumed by students).

Extension Activities

- Have students complete the Trick-or-Treat for UNICEF Activity Sheet on nutrition either in class or at home with their families.
- Reinforce “random acts of kindness” (sharing, helping others, etc.) in the classroom and beyond and how these acts help not only others, but also the person being kind. Read *How Full Is Your Bucket?* and provide a bucket for collecting examples of children being kind at school. Share at the end of each day or week.
- Start a health and nutrition service-learning project, such as a local food drive, and post it online and collaborate with others (e.g., via Hands On Network, www.handsonnetwork.org/tools/startproject, or Kids Care Clubs, www.kidscare.org).



GLOSSARY

All definitions from Merriam-Webster online at www.Merriam-Webster.com and www.wordcentral.com unless otherwise noted. Used with permission.



Aid: To provide with what is useful or necessary.

Health: The condition of being sound in body, mind, or spirit.

Human rights: The basic rights and freedoms to which all humans are entitled.⁴

Hunger: A desire or a need for food.

Malnourished/Malnutrition: Having so few nutrients that the body begins to fail in its basic workings.

Nourish: To provide with food.

Nutrition: A source of nourishment, especially a nourishing ingredient in a food.⁵

Poverty: The state of being poor; lack of money or possessions.

Protein paste: A high-protein and high-energy peanut paste used for the treatment of severely malnourished children.⁶

Responsibility: The quality of being dependable.

Scarce: Lacking in quantity or number; not plentiful.

Temporary: Not permanent: lasting for a limited time.

Volunteer: To perform or offer to perform a service of one's own free will.⁷



⁴ From The Free Dictionary, accessed May 3, 2013, www.thefreedictionary.com.

⁵ From The Free Dictionary, accessed May 3, 2013, www.thefreedictionary.com.

⁶ From UNICEF, accessed May 3, 2013, www.unicef.org.

⁷ From Answers.com, accessed May 3, 2013, www.answers.com.

ACTIVITY SHEET: FOCUS ON NUTRITION (GRADES K–2)

What Is UNICEF?

UNICEF—the United Nations Children’s Fund—is more than 60 years old. UNICEF believes all children have the right to be healthy. UNICEF community health helpers work in more than 100 countries. They provide food, clean water, and medicine to those in need.

Here, a UNICEF worker gives a hungry child a special protein paste. The paste is made from peanuts. It helps children gain weight. Other times, UNICEF gives children milk, nutritious biscuits, or a special powder called “Sprinkles.” The powder is filled with vitamins and minerals. UNICEF helps children and families to be healthy when they do not have nutritious foods or enough food to eat.



Write About It!

Use any of the words below to write one or two sentences about UNICEF community health helpers.

.....

.....

Word Bank

nutrition healthy UNICEF water children helps medicine

Did You Know?

- One in four children is hungry or does not have enough healthy foods to eat. This hurts their growth. It hurts their ability to go to school and learn. It makes them unhappy.
- Different types of foods, or food groups, are part of a healthy diet. The main food groups are fruits, vegetables, grains, proteins, and dairy. Eating a “rainbow” of many healthy foods helps you to grow healthy and strong.



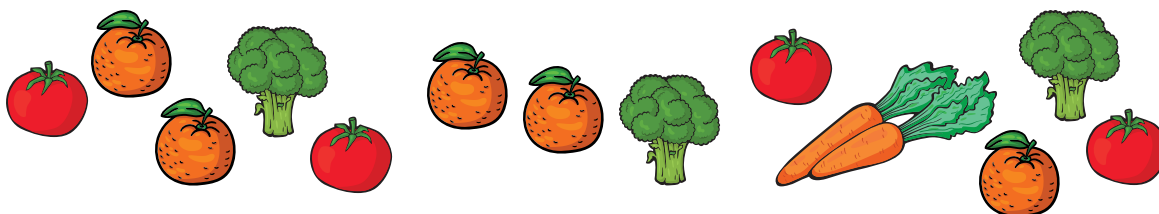
This is a market in Malawi, Africa. Malawi is known as a friendly, peaceful country. It is sometimes called the “Warm Heart of Africa.” Many healthy fresh fruits, vegetables, grains, and other foods are sold in the market. Can you find some of them? Circle the foods you see in the photo on the list below. (Hint: There are three.)

lettuce apples tomatoes
pineapples broccoli

Challenge Question: In which food groups do these belong? _____ and _____

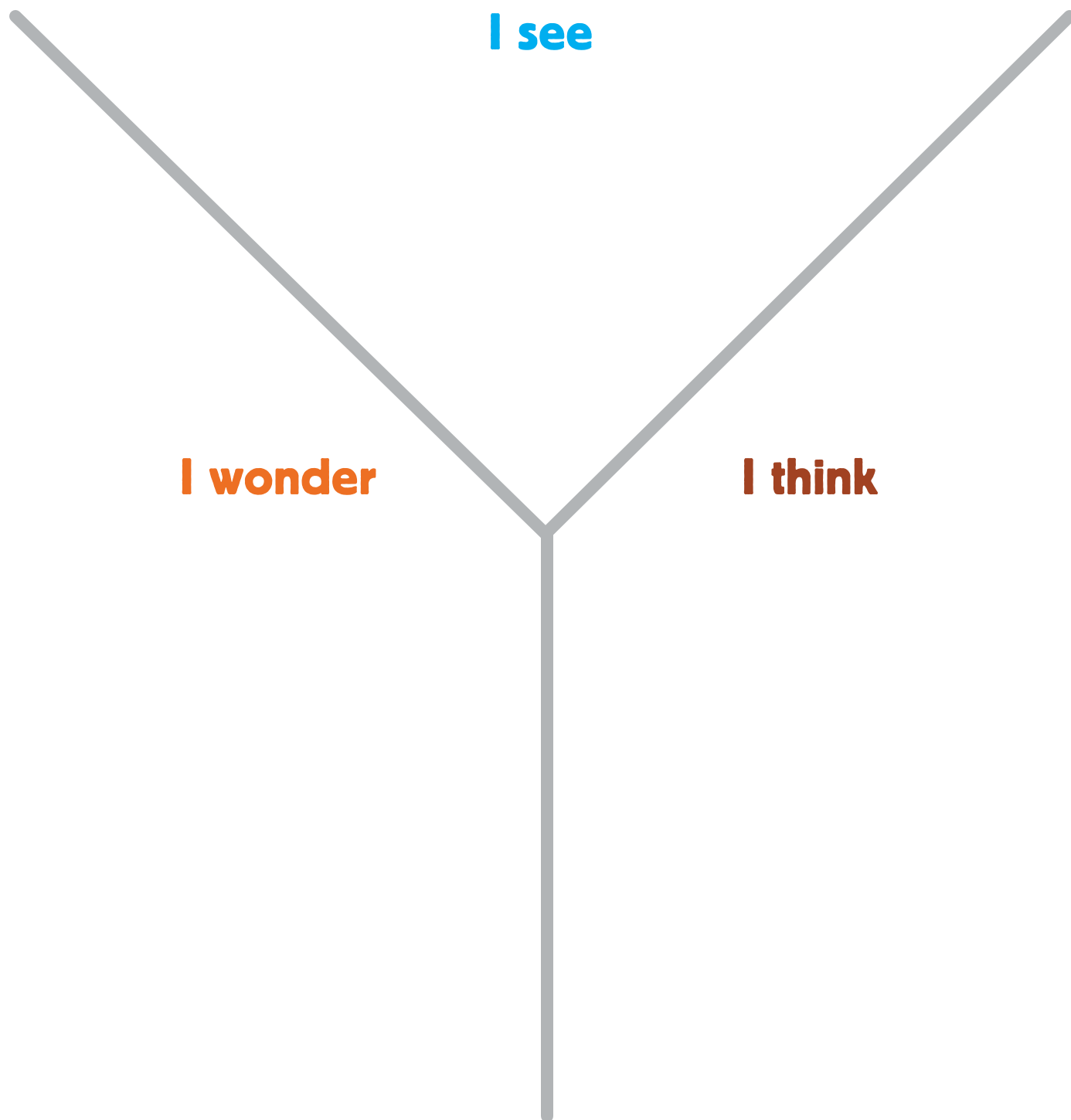
Count It! Graph It!

Count the healthy food items below. Then color in the bar graph.



Healthy Food Graph					
Tomatoes	1	2	3	4	5
Carrots	1	2	3	4	5
Broccoli	1	2	3	4	5
Oranges	1	2	3	4	5

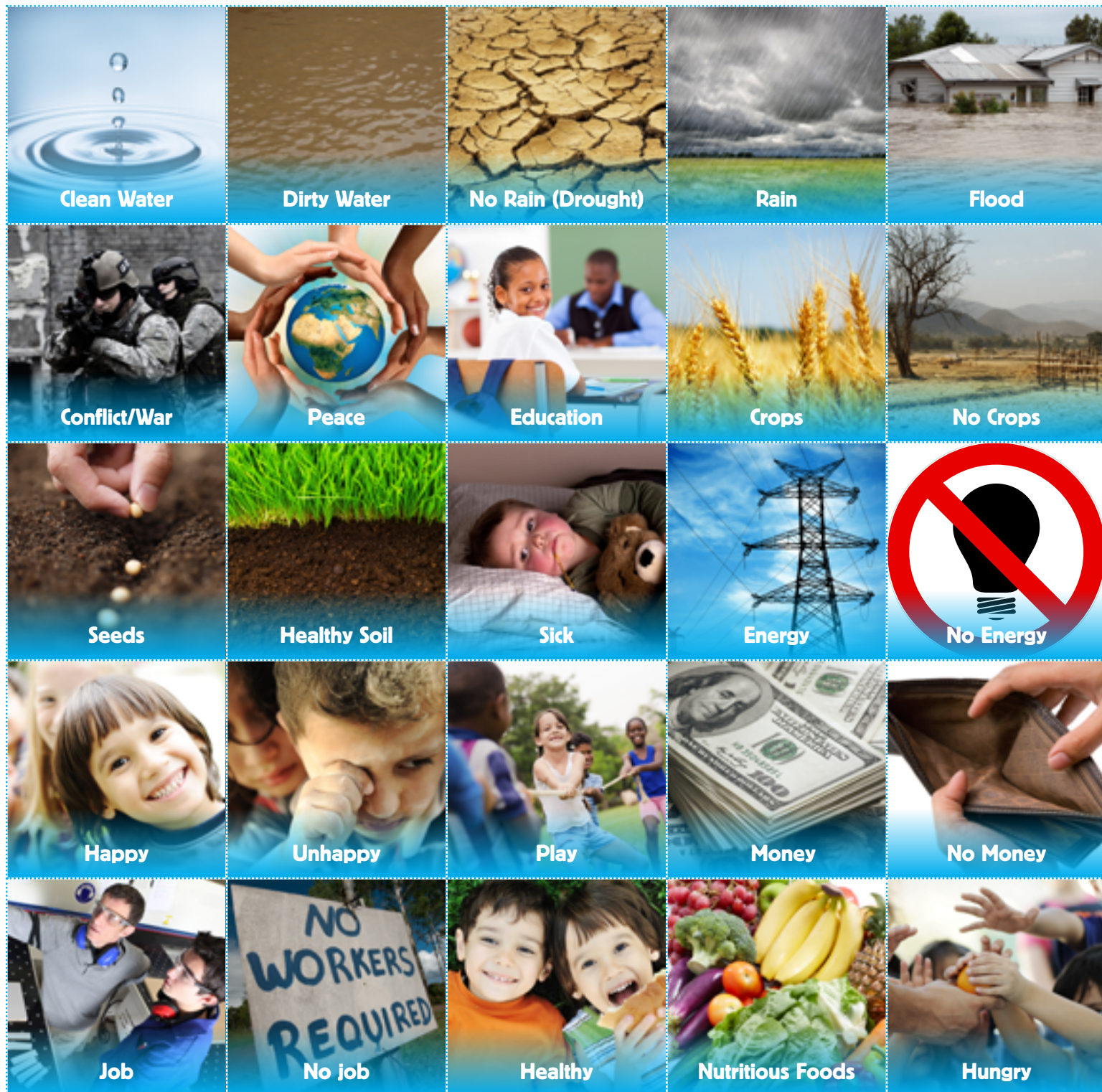
HANDOUT 1: I SEE, I THINK, I WONDER Y CHART



HANDOUT 2: UNICEF PICTURE CARDS

Note to teachers: If these cards are used to play a memory game, simply print this page twice to have two cards of each image.

CAUSE AND EFFECT CARDS



HANDOUT 2: UNICEF PICTURE CARDS

FOOD CARDS



WORK OF UNICEF



HANDOUT 3: MOYOCK ELEMENTARY TRICK-OR-TREAT CAMPAIGN CASE STUDY



Allyson S. and Sarah M. are students at Moyock Elementary school. This is their success story.

Moyock Elementary is a school of about 500 students in North Carolina. Our school has taken part in Trick-or-Treat for UNICEF for over 10 years. Last year, we collected almost \$700 to help kids around the world.

We raised money in many different ways.

One student held a lemonade and cookie sale. Some took their boxes to sports events or church activities. Others asked their parents to take the collection box to work with them. Of course, a favorite way to collect money was by trick-or-treating!

After the money was returned to school, we got busy. Classrooms created charts. These charts showed how much money had been collected. Teachers and students made graphs to display the weekly collection totals. Then the coins had to be sorted, stacked, and counted. We rolled the coins and even took a field trip to the local bank. We turned in the coins and got one big check for the total amount. We sent the check to UNICEF.

Moyock students want to tell everyone how we feel about UNICEF. We are happy to know the money we raised is going to a good cause. We are proud to have helped others. What's the best part about collecting the money? Knowing that it saves lives and gives kids a brighter future! That adds up to a lot of helping.

UNICEF has shown kids in the U.S. something very important. There are other kids out there who don't have the same things that kids in this country have. But we also learned that we can help. We learned that kids can really make a difference!

HANDOUT 4: FACTS-QUESTION-RESPONSE CHART

The Facts-Question-Response (FQR) chart helps students to analyze nonfiction texts. With the help of the teacher, students can identify facts, questions they have based on the facts, and personal responses to the text.



Facts	Question	Response
Moyock Elementary School is located in North Carolina.	Where is North Carolina?	
Moyock Elementary School collected approximately \$700 to help kids around the world.	How did they raise money? What did they do?	
They raised money in different ways, such as by holding a cookie sale or by trick-or-treating.	Which strategy raised the most money?	

HANDOUT 5: ACTION PLANNING AND REFLECTION CHART



STEP 1: CHOOSE A TRICK-OR-TREAT FUNDRAISING IDEA

- ☐ Trick-or-Treat on Halloween
- ☐ Hold a Candy Sale at School
- ☐ Start a Read-a-Thon and Gather Donations for Amount Read
- ☐ Organize a Talent Show With Entry Fees
- ☐ Other:
- ☐ Other:



STEP 2: NAME OUR PROJECT:

STEP 3: DETERMINE OUR GOALS

- a.
- b.
- c.

STEPS 4: MATERIALS AND PEOPLE NEEDED

- a.
- b.
- c.

HANDOUT 5: ACTION PLANNING AND REFLECTION CHART (CONTINUED)

STEP 5: TAKE ACTION AND REFLECT!

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WHAT ARE OTHER WAYS WE CAN HELP IN OUR COMMUNITY?

- ☐ Help Plant a School or Community Garden
- ☐ Organize a Food Drive
- ☐ Volunteer at a Local Soup Kitchen
- ☐ Learn More About Hunger and Teach Others at an Event
- ☐ Other:
- ☐ Other:

COMMON CORE STATE STANDARDS AND NATIONAL CONTENT STANDARDS

COMMON CORE STATE STANDARDS⁸

	LESSON		
	1	2	Activity Sheet
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.		✓	✓
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓	✓	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	✓	✓	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✓	✓	
College and Career Readiness Anchor Standards for Writing			
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		✓	
College and Career Readiness Anchor Standards for Speaking and Listening			
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.	✓	✓	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	✓	✓	

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COMMON CORE STATE STANDARDS AND NATIONAL CONTENT STANDARDS

	LESSON		
	1	2	Activity Sheet
Common Core State Standards for Mathematics			
Standard for Mathematical Practice			
5. Use appropriate tools strategically.		✓ (optional activity)	
Grade Level Standards			
Measurement and Data			
Grades 1 and 2: Represent and interpret data.		✓ (optional activity)	

NATIONAL CONTENT STANDARDS

	LESSON		
	1	2	Activity Sheet
National Health Education Standards⁹			
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health	✓	✓	✓
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	✓	✓	
8. Students will demonstrate the ability to advocate for personal, family, and community health.		✓	
National Curriculum Standards for Social Studies¹⁰			
1. CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity.	✓		
3. PEOPLE, PLACES, AND ENVIRONMENTS: Social studies programs should include experiences that provide for the study of people, places, and environments.	✓		✓

⁹ 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/>.

COMMON CORE STATE STANDARDS AND NATIONAL CONTENT STANDARDS

	LESSON		
	1	2	Activity Sheet
5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.		✓	✓
7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.	✓		
8. SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.		✓	✓
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 Association¹¹			
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).	✓	✓	✓
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.		✓	✓

¹⁰ 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.

¹¹ 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>.

COMMON CORE STATE STANDARDS AND NATIONAL CONTENT STANDARDS

	LESSON		
	1	2	Activity Sheet
National Geography Standards¹²			
Essential Element II. PLACES AND REGIONS: The geographically informed person knows and understands...	✓ (extension activity)		✓
4. The physical and human characteristics of places.			
Essential Element III. PHYSICAL SYSTEMS: The geographically informed person knows and understands...	✓ (extension activity)		
8. The characteristics and spatial distribution of ecosystems on Earth's surface.			
Essential Element IV. HUMAN SYSTEMS: The geographically informed person knows and understands...	✓		
11. The patterns and networks of economic interdependence on Earth's surface.			
Essential Element V. ENVIRONMENT AND SOCIETY: The geographically informed person knows and understands...	✓ (extension activity)		
15. How physical systems affect human systems.			
Principles and Standards for School Mathematics¹³			
Data Analysis and Probability: In prekindergarten through grade 2 all students should —			
Represent data using concrete objects, pictures, and graphs.	✓ (optional activity)		
Describe parts of the data and the set of data as a whole to determine what the data show	✓ (optional activity)	✓	

¹² 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.

¹³ National Council of Teachers of Mathematics, *Principles and Standards for School Mathematics* (Reston, VA: National Council of Teachers of Mathematics, 2000), 78, 108.

ADDITIONAL RESOURCES

CHILDREN'S BOOKS

Berry, Joy. *Mine & Yours: Human Rights for Kids*. (New York: Powerhouse Books, 2005).

Butterworth, Chris, and Lucia Gaggiotti. *How Did That Get In My Lunchbox? The Story of Food*. (Somerville, MA: Candlewick Press, 2010).

Cooper, Elisha. *Farm*. (New York: Orchard Books, 2010).

Gibbons, Gail. *The Vegetables We Eat*. (New York: Holiday House, 2008).

Kermit the Frog, Louise Gikow, and Ellen Weiss. *For Every Child, a Better World*. (New York: Goldenraft in cooperation with United Nations, 1993).

Hoover, Susan Bame, and Maggie Sykora. *Faith the Cow*. (Elgin, IL: Brethren Press, 1995).

Leedy, Loreen. *The Edible Pyramid: Good Eating Every Day*. (New York: Holiday House, 2007).

McBrier, Page, and Lori Lohstoeter. *Beatrice's Goat*. (New York: Atheneum Books for Young Readers, 2001).

Menzel, Peter, and Faith D'Aluisio. *What the World Eats*. (Berkeley, CA: Tricycle Press, 2008).

Milway, Katie Smith, and Sylvie Daigneault. *The Good Garden: How One Family Went from Hunger to Having Enough*. (Tonawanda, NY: Kids Can Press Ltd, 2010).

Olson, Gillia M. *MyPlate and You*. (Minneapolis, MN: Capstone Press, 2011).

Rabe, Tish. *Oh, the Things You Can Do That Are Good for You! All About Staying Healthy*. (New York: Random House, 2001).

Rath, Tom, Mary Reckmeyer, and Maurie J. Manning. *How Full Is Your Bucket? For Kids*. (New York: Gallup Press, 2009).

Rockwell, Lizzy. *Good Enough to Eat: A Kid's Guide to Food and Nutrition*. (New York: HarperCollins Publishers, 2009).

Schrock, Jan West, and Aileen Darragh. *Give a Goat*. (Gardiner, ME: Tilbury House Publishers, 2013).

Sears, William, Nancy Sears, and Christie Watts Kelly. *Eat Healthy, Feel Great*. (New York: Little, Brown and Company, 2002).

Simon, Seymour. *Guts: Our Digestive System*. (New York: HarperCollins Children's Books, 2005).

Smith, David J., and Shelagh Armstrong. *If the World Were a Village: A Book about the World's People*. (Tonawanda, NY: Kids Can Press Ltd., 2011).

INTERNET-BASED RESOURCES

BrainPop. "Nutrition." Accessed April 29, 2013. <http://www.brainpop.com/health/nutrition/nutrition>.

BrainPop Jr. "Eating Right." Accessed April 29, 2013. <http://www.brainpopjr.com/health/food/eatingright>.

PBS Kids. "Fizzy's Lunch Lab." Accessed April 29, 2013. <http://pbskids.org/lunchlab>.

GAMES OR VIRTUAL TOURS

Centers for Disease Control and Prevention. "Dining Decisions Game." Accessed April 29, 2013. <http://www.cdc.gov/bam/nutrition/game.html>.

Sheppard Software. "Nutrition for Kids." Accessed April 29, 2013. <http://sheppardsoftware.com/nutritionforkids/index.htm>.

United States Department of Agriculture Food and Nutrition Service. "BlastOff." Accessed April 29, 2013. http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html.

WGBH Educational Foundation. "City Farm." Accessed April 29, 2013. http://www.teachersdomain.org/assets/wgbh/sust13/sust13_int_cityfarm/index.html.

