



## Trick-or-Treat for UNICEF Grades K–2 and 3–6 Classroom Resources

These K–2 and 3–6 units were designed to accompany the Trick-or-Treat for UNICEF campaign. These resources introduce students to the work of UNICEF and how it works to improve the lives of others through providing food, medicine, education, and more. It also engages students in recognizing ways that they can contribute to supporting others in need and they promote student reflection and critical thinking about being global citizens. Additional resources can be found at [www.trickortreatforunicef.org](http://www.trickortreatforunicef.org) and [www.teachunicef.org](http://www.teachunicef.org).

### UNIT OVERVIEW

These resources can be adapted for use with older or younger students. The following lessons assist educators in implementing the Trick-or-Treat for UNICEF campaign with students kindergarten aged through grade six.

#### LESSON 1: The World As Our Community

While our unique identities need to be acknowledged and affirmed, this specific lesson focuses largely on the commonalities that unite us as people. This lesson introduces students to the concept of human diversity, reinforcing that while each individual is unique, people around the world share many commonalities.

#### LESSON 2: Wants vs. Needs

This lesson introduces students to the concept of universal human needs essential for survival. Young children will differentiate wants and needs and will be able to determine the universal importance of basic human needs throughout the world, such as access to proper nutrition, clean water, and a quality education. Older students will determine examples of physiological, safety, development, and psychological needs. As a result of this lesson, students will understand that all humans have the same basic needs, including proper nutrition, clean water, shelter, health care, education, and love, and that humans depend upon the environment, including natural resources, and one another to meet basic needs.

#### LESSON 3: Take Action: What Can We Do?

This lesson introduces students to the concept of philanthropy and how they will participate in providing humanitarian aid to families in need through Trick-or-Treat for UNICEF. As a class, students will set goals, determine strategies for their fundraising efforts, and establish roles for the campaign. Students will develop awareness that an individual's choices and actions can have a positive impact on others.

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## Trick-or-Treat for UNICEF Grades K–2 and 3–6 Classroom Resources

### LESSON 4: Reflection and Next Steps

In this culminating lesson, students will analyze the class fundraising campaign. As a class, students will create a project to communicate their campaign to an outside audience. Individually, students will self-assess their own roles and experiences participating in Trick-or-Treat for UNICEF in a journal reflection. Students will be encouraged to further explore the work of UNICEF and to continue to make a positive difference in the lives of others.

### EVALUATION/ASSESSMENT

Students will be evaluated based on their:

- Participation in whole and small-group discussions,
- Journal reflections, and
- Involvement in a fundraising campaign.

### NATIONAL STANDARDS

This set of resources aligns with National Content Standards, which can be found at [www.trickortreatforunicef.org](http://www.trickortreatforunicef.org).



# Trick-or-Treat for UNICEF 60<sup>th</sup> Anniversary

## BACKGROUND INFORMATION

### UNICEF

UNICEF, the United Nations Children's Fund, was founded in 1946 to help children in postwar Europe, China, and the Middle East and is sustained completely by voluntary contributions. Now operating in over 150 countries, it has saved more young lives than any other humanitarian organization. To learn more, visit [www.unicef.org/about/index.html](http://www.unicef.org/about/index.html).

### U.S. Fund for UNICEF

The U.S. Fund for UNICEF supports UNICEF's work through fundraising, advocacy, and education in the United States. Its mission is to reach a day when zero children die from preventable causes by doing whatever it takes to give them the basics for a healthy childhood. To learn more, visit [www.unicefusa.org](http://www.unicefusa.org).

### About Trick or Treat for UNICEF

For 60 years, Trick-or-Treat for UNICEF has served as The Original Kids Helping Kids® campaign. In 1950, children across America were inspired to collect coins for UNICEF to aid children abroad enduring the after-effects of World War II. It was not just a charity effort—it was a call to end the needless suffering of their more vulnerable peers around the globe. Since then, for generations of America's children, Trick-or-Treat for UNICEF has been the most powerful way of making a difference in the lives of all the world's children. Today, that mission is as urgent as ever, and the campaign is just as vibrant. With nearly \$160 million raised to date for UNICEF's lifesaving programs worldwide, the campaign's long success promises an even stronger future. Trick-or-Treat for UNICEF is not just one of the longest-running youth initiatives in America, it's an inspiration to the young (and the young at heart) to further the cause of children everywhere.



## OVERVIEW

While our unique identities need to be acknowledged and affirmed, this specific lesson focuses largely on the commonalities that unite us as people. This lesson introduces students to the concept of human diversity, reinforcing that while each individual is unique, people around the world share many commonalities.

## LESSON GOALS

Students will understand that:

- People around the world are similar in many ways. We share the same basic needs, including food, water, shelter, health care, and love.
- Geographic location, climate, and access to natural resources affect how people live.

## OBJECTIVES

The students will be able to:

- Identify common human needs, abilities, and interests.
- Explain how people around the world share similarities.
- Compare his or her way of life, interests, and character traits with those of other children in the world.

## VOCABULARY

- alike (adj.)
- different (adj.)
- diversity (n.)
- needs (n.)
- same (adj.)
- unique (adj.)

## MATERIALS

- Bulletin board or wall space to display student learning
- World map or globe
- Push pins or colored stickers
- Picture book on children around the world

## NOTE TO TEACHER

Please reserve a bulletin board or wall space to display student learning about unit concepts. Ideas include adhering a map of the world upon which student illustrations and work can be connected using yarn to specific countries as discussed.

Consider sending a note home to parents/guardians explaining TOT. A sample letter can be found in this resource kit or at [www.trickortreatforunicef.org](http://www.trickortreatforunicef.org).

## Introduction

1. Display a world map or globe.
2. Ask students if they have a friend or family member who lives far away in another location.
3. As students share, reinforce geographic concepts through questioning, such as:
  - Where does your friend/family member live? In which state? Country? Continent? (Mark this location with a push pin or sticker.)
  - What is it like to live there? (Highlight weather, area's natural resources, etc.)

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**NOTE TO TEACHER** (continued)

**Development**

1. Read aloud a picture book on children around the world, highlighting common human needs, abilities, and interests, such as:  
  
Fox, M. (2006). *Whoever you are*. Orlando, FL: Harcourt, Inc.  
Hollver, B. (1999). *Wake up world: A day in the life of children around the world*. New York: Henry Holt and Co.  
Kerley, B. (2010). *You and me together: Moms, dads, and kids around the world*. Washington, D.C.: National Geographic Children's Books.  
Kindersley, A., & Kindersley, B. (1995). *Children just like me*. New York: DK Publishing, Inc.  
Montanari, D. (2001). *Children around the world*. Tonawanda, NY: Kids Can Press.
2. During and following the read aloud, discuss examples of human *diversity* within the selected text, including culture, family structure, language, and more.
3. Briefly discuss what factors affect how people live around the world, including geographic location, climate, and access to natural resources.
4. Afterwards, ask students to identify how people around the world are *alike* or the *same*. Examples include:
  - a. Basic human needs (food, shelter, health care, love)
  - b. Human character traits, such as interest in learning, desire to belong to a group, and more.
  - c. Hobbies or interests, such as participation in sports, enjoyment of music, and more.

**Application**

1. Based upon the shared reading, ask students to illustrate and/or write in their journals about how they are similar to or alike other children in the world in terms of way of life, interests, and character traits.
2. Prompts may include, "I love to play! How do children around the world like to play, too?"

**Closure**

1. Encourage share-aloud of student writing and/or illustrations. As appropriate, add student work to the learning space dedicated to this unit.
2. Note similarities in student responses.

**Assessment**

Note student written and oral responses concerning:

- How are people around the world alike?
- How are people unique?



## OVERVIEW

This lesson introduces students to the concept of universal human needs essential for survival.

## LESSON GOALS

Students will understand that:

- All humans have the same basic needs, including proper nutrition, clean water, shelter, health care, education, and love.
- Humans depend upon the environment, including natural resources, and one another to meet basic needs.

## OBJECTIVES

The students will be able to:

- Differentiate wants and needs.
- Determine the universal importance of basic human needs throughout the world.

## VOCABULARY

- needs (n.)
- to need (v.)
- wants (n.)
- to want (v.)

## MATERIALS

- Bulletin board or wall space to display student learning
- Five or more each of age-appropriate photographs or illustrations representing human *needs* (e.g., clothing, food, shelter) and *wants* (e.g., electronic toys, bicycle, television)
- Picture book on basic human *need(s)*

## NOTE TO TEACHER

Encourage home involvement throughout the unit. For example, children may take digital photos or make illustrations representing *wants* and *needs* throughout the home and community to be posted on a T-chart on the unit learning space.

### Introduction

1. Review briefly the previous lesson's concepts.
2. Refer to the bulletin board or wall space where student learning about unit concepts is displayed.
3. Share aloud a few student ideas concerning how children around the world are similar. Explain that today's lesson will further reinforce the idea of human similarities.

### Development

1. Display a large T-chart labeled *examples* and *non-examples* for use during this concept attainment activity. Tell students that we will play a game where they will determine the concept or idea based on the characteristics represented in the *examples* and *non-examples* categories.

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**NOTE TO TEACHER** (continued)

**Development**

- Place photographs or illustrations of human needs and wants in a basket. Randomly pull one at a time. Show students the image and say, "This is an *example* (or *non-example*) of the concept." Ask students to name the image. Using tape or magnets, place the image under the appropriate heading. [Note: The concept of *want* or *need* may be attained in this activity with the appropriate *examples* and *non-examples* determined based on images selected.]
- Continue until all images are properly sorted.
- Ask students to compare the salient characteristics of the images in each category. What makes them similar?
- Following a brief discussion, ask students to determine which concept or idea was attained in this activity (i.e., *want* or *need*).
- Reinforce the salient characteristics of both human needs and wants.
  - Needs:** Necessary for survival, including nutrition, safe water, health, and safety.
  - Wants:** Desires to enhance one's life, such as those used for entertainment or convenience.

**Application**

- Read aloud a picture book about one or more basic human needs, such as water, some examples include:

Kerley, B. (2006). *A cool drop of water*. Washington, D.C.: National Geographic Society.

Rauzon, M., & Bix, C. O. (1995). *Water, water everywhere*. San Francisco, CA: Sierra Club Books for Children.

Strauss, R. (2007). *One well: The story of water on Earth*. Toronto, ON: Kids Can Press Ltd.

- Discuss the universal nature of human needs and humans' dependence upon the environment, including natural resources, and one another for survival.

**Closure**

- Review briefly what distinguishes human *wants* from *needs*.
- Refer to the learning space dedicated to this unit under the prompt *All children need...* As the exit ticket for the day, ask each child to write and/or illustrate a reflection regarding what they think all children need to be happy and healthy (e.g., food, shelter, family).

**Assessment**

Note student written and/or oral responses concerning:

- What distinguishes human wants from human needs?
- How do humans rely upon the environment and one another for survival?

**Extension Ideas**

Create more advanced examples and non-examples of *wants* and *needs* for concept attainment. Or, ask students to add their own examples using words, illustrations, and/or photographs of the concepts to the T-chart.



## OVERVIEW

This lesson introduces students to the concept of philanthropy and how they may participate in providing humanitarian aid to children in need.

## LESSON GOALS

Students will understand that:

- People have many similarities. We share the same basic needs, including food, water, shelter, health care, and love.
- An individual's choices and actions can have a positive impact on others.

## OBJECTIVES

The students will be able to:

- Explain the important role of community helpers and global organizations such as UNICEF that help to improve the lives of others by providing food, medicine, education, and more.
- Demonstrate being a good citizen both locally and globally by helping others in need.

## VOCABULARY

- aid (n. and v.)
- donation (n.) or to donate (v.)
- funds (n.) or fundraising (n.)
- goal (n.) or goal-setting (n.)
- philanthropy (n.)
- trick-or-treating (v.)
- UNICEF (n.)
- United Nations (n.)

## MATERIALS

- Bulletin board or wall space to display student learning
- Picture book(s) on helping others

## NOTE TO TEACHER

After the class sets goals for fundraising through *Trick-or-Treat for UNICEF*, track progress electronically (e.g., *Trick-or-Treat Online*) and/or on the unit learning space. Discuss philanthropic efforts locally and globally by posting newspaper stories and other anecdotes, connected using yarn to their respective countries.

### Introduction

1. Review briefly the previous lesson's concepts.
2. Refer to the bulletin board or wall space where student learning about unit concepts is displayed.
3. Ask students: Do *all* children and their families have everything they need in order to lead happy, healthy lives? Why or why not?
4. Explain that today's lesson will empower students to demonstrate good citizenship by supporting others in need. This is called *philanthropy*.

### Development

1. Read aloud a picture book on supporting others, such as:

Berenstain, S., & Berenstain, J. (1999). *The Berenstain Bears think of those in need*. New York: Random House. (next page, please)



**NOTE TO TEACHER** (continued)

**Development**

McBrier, P. (2001). *Beatrice's goat*. New York: Antheneum Books for Young Readers.

Thomas, S. M. (1998). *Somewhere today: A book of peace*. Morton Grove, IL: Albert Whitman and Co.

Williams, K. L., Mohammad, J., & Chayka, D. (2007). *Four feet, two sandals*. Cambridge, UK: Wm. B. Eerdmans Publishing Co.

2. During and following the read aloud, discuss: How have you been a good friend or helper? What has someone done to help you, your family, your community? How has supporting someone or being supported made you feel?
3. Reinforce how an individual's choices and actions can have a positive impact on others.
4. Introduce the United Nations Children's Fund, or UNICEF. Key ideas include:
  - Created by the United Nations in 1946 to help families meet their basic needs around the world. Often, a natural disaster or political conflict requires the help of UNICEF employees who coordinate the donation of food and medicine, offer education and school supplies, and more.
  - UNICEF works in over 150 countries and helps million of children each year.
  - Countries, organizations, and individuals give or collect donations, or *aid*, to UNICEF.
5. Discuss: Can children participate in helping others globally? If so, how?
6. Explain that children can help to fundraise for UNICEF through *Trick-or-Treat for UNICEF*.

**Application**

1. Introduce *Trick-or-Treat for UNICEF*. Explain that *Trick-or-Treat for UNICEF* was started 60 years ago. Each year, children around the USA collect money when they go Trick-or-Treating. This money goes to help children around the world. Discuss the benefits of such fundraising efforts (e.g., \$0.07 provides 50 kids with safe water for a day; \$2.00 buys 1 liter of therapeutic milk; \$3.00 purchases a wool blanket, etc.).
2. As a class, set a goal. Stress that this is a collective effort. For additional fundraising ideas, visit [www.trickortreatforunicef.org](http://www.trickortreatforunicef.org).

**Closure**

1. Role-play using the *Trick-or-Treat for UNICEF* box as appropriate.
2. Reinforce the benefits of many working together toward the common goal of supporting others.

**Assessment**

Note student responses and participation concerning:

- How do individuals and organizations support others in need?
- How do humans rely upon the environment and one another for survival?

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**NOTE TO TEACHER** (continued)

**Extension Ideas**

To learn more about the work of UNICEF and how children can contribute, visit [www.teachunicef.org](http://www.teachunicef.org) or read a nonfiction book, such as:

Connolly, S. (2009). *Global organizations: UNICEF*. Collingwood, ON, Canada: Saunders Book Company.

Suen, A. (2002). *Helping organizations: UNICEF*. New York: The Rosen Publishing Group, Inc.

Verloren, A. (2009). *Global Organizations: The United Nations Children's Fund*. New York: Chelsea House.



## OVERVIEW

This lesson engages students in assessing their participation in providing humanitarian aid to families in need.

## LESSON GOALS

Students will understand that:

- An individual's choices and actions can have a positive impact on others.

## OBJECTIVES

The students will be able to:

- Participate actively in creating a fundraising campaign art or media project to share with an intended audience.
- Self-assess his or her role in helping to improve the lives of others through fundraising for UNICEF.

## VOCABULARY

- goal (n.) or goal setting (n.)
- reflection (n.) or to reflect (v.)
- self-assess (v.) or self-assessment (n.)

## MATERIALS

- Bulletin board or wall space to display student learning
- Materials (e.g., paper, colored pencils, etc.) and equipment necessary for fundraising campaign art or media project
- Student writing journals

## NOTE TO TEACHER

Consider teaching about the issues UNICEF addresses throughout the year by utilizing the free resources and service ideas found at [www.teachunicef.org](http://www.teachunicef.org).

## Introduction

1. Review briefly the previous lesson's concepts related to philanthropy and *Trick-or-Treat for UNICEF*.
2. Refer to the bulletin board or wall space where student learning about unit concepts is displayed. Review how philanthropic efforts locally and globally are improving the lives of children and families worldwide.
3. Explain that today's lesson serves as a reflection about our experiences fundraising through *Trick-or-Treat for UNICEF*.

## Development

1. Review the fundraising progress tracked for the class.
2. Distribute the money that the class collected to individual students in groups.
3. Have each student or small group share their totals and calculate the class's sum.
4. Discuss the sum and what can be purchased with the class's donation.
5. Engage students in discussing how the fundraising campaign, including monies raised, could be communicated to an outside audience, such as the school's PTA, the community newspaper, or even to UNICEF! What are effective means to demonstrate our progress over time and our final amount raised?

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**NOTE TO TEACHER** *(continued)*

**Application**

Share the campaign with the intended audience. Also consider sending the class project (including stories and photos) to [totstories@unicefusa.org](mailto:totstories@unicefusa.org) (under 5MB) or

Trick or Treat for UNICEF  
U.S. Fund for UNICEF  
125 Maiden Lane  
New York, NY 10038

**Closure**

1. Engage students in self-assessing their experiences collecting money for children around the world.
2. In their writing journals or through illustrations, ask students to reflect upon their experiences using one or more of the following prompts:
  - What did I like about fundraising for UNICEF? How did it make me feel?
  - Was I a helpful team player? How do I know? (e.g., Did I take responsibility? Did I support others when needed?)
  - In what additional ways may I make a positive difference in the lives of others?

**Assessment**

Note student participation in the fundraising campaign and their written and oral responses concerning:

- How did fundraising make me feel?
- What kind of team player was I?
- What additional ways may I make a positive impact?



## OVERVIEW

While our unique identities need to be acknowledged and affirmed, this specific lesson focuses largely on the commonalities that unite us as people. This lesson introduces students to the concept of human diversity, reinforcing that while each individual is unique, people around the world share many commonalities.

## LESSON GOALS

Students will understand that:

- People around the world are similar in many ways. We share the same basic needs, including food, water, shelter, health care, and love.
- Geographic location, climate, and access to natural resources affect how people live.

## OBJECTIVES

The students will be able to:

- Define the concept of human diversity.
- Explain how people around the world share similarities.
- Compare his or her way of life, interests, and character traits with those of other children and adolescents in the world.

## VOCABULARY

- diverse (adj.)
- diversity (n.)

## MATERIALS

- Bulletin board or wall space to display student learning
- World map or globe
- Push pins or colored stickers
- Children's or adolescent book on human diversity
- Student writing journals

## NOTE TO TEACHER

Please reserve a bulletin board or wall space to display student learning about unit concepts. Ideas include adhering a map of the world upon which student illustrations and work can be connected using yarn to specific countries as discussed.

### Introduction

1. Divide students into groups of three or four. Give each group a blank sheet of paper.
2. Write the word *diversity* on the board. Ask students to brainstorm in their small groups all the words that come to mind when they hear the word *diversity*. Reinforce the rules of brainstorming where all ideas are recorded as quickly as possible without reflection.
3. Following the group brainstorm, share as a whole group, recording students' ideas on the board and checking items mentioned more than once.
4. Determine categories for organizing students' ideas, such as ethnicity, language, ability, beliefs, etc. Create a simple graphic organizer showing these categories and subcategories.
5. Relate the term *diversity* to "diverse," "distinct," "variety," "unique features," emphasizing that there is diversity in all life on Earth.

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## NOTE TO TEACHER (continued)

### Development

1. Read aloud an age-appropriate book on the diversity of life on Earth (with emphasis on human diversity), such as:

Smith, D. J. (2002). *If the world were a village: A book about the world's people*. Tonawanda, NY: Kids Can Press.

Strauss, R. (2004). *Tree of life: The incredible biodiversity of life on Earth*. Tonawanda, NY: Kids Can Press.

2. During and following the read aloud, discuss examples of human *diversity* within the selected text, including cultural elements such as family structure, language, belief systems, and more.
3. Briefly discuss what factors affect how people live around the world, including geographic location, climate, and access to natural resources.
4. Afterwards, ask students to identify how people around the world are *alike*. Examples include:
  - a. Basic human needs (food, shelter, health care, love).
  - b. Human character traits, such as interest in learning, desire to belong to a group, and more.
  - c. Hobbies or interests, such as participation in sports, enjoyment of music, and more.

### Application

1. Post the Russian proverb: *When you meet a man, you judge him by his clothes; when you leave, you judge him by his heart.*

2. In their writing journals, ask students to reflect upon the shared reading and this proverb, with emphasis on how they are similar to or alike other children or youth in the world in terms of way of life, interests, and character traits.

### Closure

1. Encourage share-aloud of student writing. As appropriate, add student work to the learning space dedicated to this unit.
2. Note similarities in student responses.

### Assessment

Note student written and oral responses concerning:

- How may human diversity be defined and categorized?
- How are humans more alike and why?

### Extension Ideas

As aligned with the existing curriculum, engage students in exploring how children and adolescents live around the world. Emphasize: hobbies, sports, schooling, family life. Post student research on the unit learning space, connecting to the country of focus.



## OVERVIEW

This lesson further strengthens students' understanding of the concept of human needs essential for survival and for leading a happy, fulfilling life.

## LESSON GOALS

Students will understand that:

- All humans have the same basic needs, including proper nutrition, safe water, shelter, health care, education, and love.
- Humans depend upon the environment, including natural resources and one another, to meet basic needs.

## OBJECTIVES

The students will be able to:

- Differentiate wants and needs.
- Determine types of human needs, including physiological, safety, development, and psychological.
- Self-assess one's own needs to lead a happy, fulfilling life.

## VOCABULARY

- needs (n.) or to need (v.)
- physiological (adj.)
- psychological (adj.)
- wants (n.) or to want (v.)

## MATERIALS

- Bulletin board or wall space to display student learning
- Large T-chart labeled *wants* and *needs*, with one per student group
- DK Publishing. (2002). *A life like mine: How children live around the world*. New York: Author.
- Student writing journals

## NOTE TO TEACHER

*A Life Like Mine* affords a rich exploration of basic needs essential to human survival and enjoyment of a life lived to its fullest potential. It also provides an introduction to the work of UNICEF to be explored in subsequent lessons.

For a more in-depth study of human needs, you may wish to engage students in exploring each key area independently.

### Introduction

1. Review briefly the previous lesson's concepts related to human diversity, emphasizing that people around the world are similar in many ways.
2. Refer to the bulletin board or wall space where student learning about unit concepts is displayed.
3. Review a few student ideas concerning how children or youth in the world are similar in terms of basic needs, way of life, interests, and character traits despite any visible differences. Explain that today's lesson will further reinforce the idea of human similarities.

### Development

1. Display a large T-chart labeled *wants* and *needs*.

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**NOTE TO TEACHER** (continued)

2. Divide students into small groups of three or four. Give each group a similar blank T-chart. Ask each group to brainstorm a list of human wants and needs on their T-chart during an allotted time period (e.g., three minutes).
3. Share as a class, determining similarities and differences. For example, is education a human need? Why or why not?
4. Record human wants and needs on the class t-chart based upon student consensus. Analyze the lists and engage students in determining categories for grouping.
5. Compare with UNICEF's categories within the Rights of the Child (see *A Life Like Mine*):
  - a. Survival – water, food, home, health
  - b. Development – education, play
  - c. Protection – love and care, protection from work, war, and discrimination (e.g., disability)
  - d. Participation – identity, freedom of expression, fulfilling life
6. Discuss briefly how humans depend upon the environment, including natural resources and one another, to meet basic needs. Relate to issues of *poverty* and *natural disasters* that threaten humans' ability to meet basic needs.
7. Reinforce that human needs are not limited to physiological needs; they also include safety needs; needs of love, affection, belonging; needs for positive self-worth and respect; and needs for self-actualization (see Maslow's Hierarchy of Needs). These needs are shared by people around the world and represent essential rights that should be protected and guaranteed to all children.

**Application**

1. Based upon the class discussion, ask students to reflect upon their own needs in their writing journals.
2. Prompts may include: What do you *need* in order to lead a happy, fulfilling life?

**Closure**

1. Encourage share-aloud of student writing.
2. As appropriate, add student ideas to the learning space dedicated to this unit.

**Assessment**

Note student written and oral responses concerning:

- What differentiates human wants from needs?
- What basic needs should be protected and guaranteed to all children?

**Extension Ideas**

In small student groups, research one of UNICEF's key areas of focus for improving the lives of children: health and nutrition, education, child protection, or water supply and sanitation. Create a presentation or poster display for peer review. Visit [www.teachunicef.org](http://www.teachunicef.org) to access additional free resources.



## OVERVIEW

This lesson introduces students to the concept of philanthropy and how they may participate in providing humanitarian aid to children in need.

## LESSON GOALS

Students will understand that:

- People share the same basic needs, including food, water, shelter, health care, and love.
- An individual's choices and actions can have a positive impact on others.

## OBJECTIVES

The students will be able to:

- Explain important role of global organizations such as UNICEF that help to improve the lives of others by providing food, medicine, education, and more.
- Demonstrate being a good citizen both locally and globally by helping others in need.

## VOCABULARY

- aid (n. and v.)
- donation (n.) or to donate (v.)
- funds (n.) or fundraising (n.)
- goal (n.) or goal setting (n.)
- philanthropy (n.)
- UNICEF (n.)
- United Nations (n.)

## MATERIALS

- Bulletin board or wall space to display student learning
- Children's or adolescent book on philanthropy
- Student writing journals

## NOTE TO TEACHER

After the class sets goals for fundraising through *Trick-or-Treat for UNICEF*, track progress electronically (e.g., *Trick-or-Treat Online*) and/or on the unit learning space. Discuss philanthropic efforts locally and globally by posting newspaper stories and other anecdotes, connected using yarn to their respective countries.

### Introduction

1. Review briefly the previous lesson's concepts related to human wants and needs.
2. Refer to the bulletin board or wall space where student learning about unit concepts is displayed.
3. Review a few student ideas concerning their own physiological and safety needs; needs of love, affection, and belonging; needs for positive self-worth and respect; and needs for self-actualization.
4. Ask students: Do *all* children and their families have everything they need in order to lead happy, healthy lives?
5. Explain that today's lesson will empower students to demonstrate good citizenship by helping others in need. This is called *philanthropy*.

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**NOTE TO TEACHER** (continued)

**Development**

1. Read aloud an age-appropriate book or case study that emphasizes the positive impact one person can make, such as:
 

Milway, K. S. (2008). *One hen: How one small loan made a big difference*. Tonawanda, NY: Kids Can Press.

Morris, A., & Larson, H. (2005). *Tsunami: Helping each other*. Minneapolis, MN: Millbrook Press.

Winter, J. (2007). *Wangari's trees of peace: A true story from Africa*. Orlando, FL: Harcourt, Inc.
2. During and following read aloud, ask students: What has someone done to support you or your community? When have you seen people support others?
3. Reinforce how an individual's choices and actions can have a positive impact on others.
4. Introduce the United Nations Children's Fund, or UNICEF, by viewing the *Trick-or-Treat for UNICEF* video enclosed in your fundraising kit or at [www.teachunicef.org](http://www.teachunicef.org). Key ideas include:
  - Created by the United Nations in 1946 to help families meet their basic needs around the world. Often, a natural disaster or political conflict requires the help of UNICEF employees who coordinate the donation of food and medicine, offer education and school supplies, and more.
  - UNICEF works in more than 150 countries and helps millions of children each year.
  - Countries, organizations, and individuals give or collect donations, or *aid*, to UNICEF.

5. Discuss: Can children participate in helping others globally? If so, how?
6. Explain that children can help to fundraise for UNICEF through *Trick-or-Treat for UNICEF*.
7. Ask students if they have heard of *Trick-or-Treat for UNICEF*.

**Application**

1. Introduce *Trick-or-Treat for UNICEF*.
2. Discuss the benefits of such fundraising efforts (e.g., \$0.07 provides 50 kids with safe water for a day; \$2.00 buys 1 liter of therapeutic milk; \$3.00 purchases a wool blanket, etc.). Visit [www.trickortreatforunicef.org](http://www.trickortreatforunicef.org) for additional examples.
3. As a class, set a goal. Stress that this is a collective effort. For additional fundraising ideas visit [www.trickortreatforunicef.org](http://www.trickortreatforunicef.org).
4. Role-play using the *Trick-or-Treat for UNICEF* box as appropriate. Reinforce the benefits of many working together toward the common goal of helping others.

**Closure**

1. Post on the board Aesop's moral: *No act of kindness, however small, is ever wasted.*
2. In their writing journals, ask students to reflect upon the shared reading, class discussion, and this proverb, considering how one's choices and actions can have a positive impact on others.

(next page, please)



**NOTE TO TEACHER** (continued)

**Assessment**

Note student responses and participation concerning:

- How do individuals and organizations help others in need?
- What role can I play in improving others' lives?

**Extension Ideas**

To learn more about the work of UNICEF, visit [www.teachunicef.org](http://www.teachunicef.org) or read a nonfiction book, such as:

Connolly, S. (2009). *Global organizations: UNICEF*. Collingwood, ON, Canada: Saunders Book Company.

Suen, A. (2002). *Helping organizations: UNICEF*. New York: The Rosen Publishing Group, Inc.

Verloren, A. (2009). *Global Organizations: The United Nations Children's Fund*. New York: Chelsea House.



## OVERVIEW

This lesson engages students in assessing their participation in providing humanitarian aid to families in need.

## LESSON GOAL

Students will understand that:

- An individual's choices and actions can have a positive impact on others.

## OBJECTIVES

The students will be able to:

- Participate actively in creating a fundraising campaign art or media project to share with an intended audience.
- Self-assess his or her role in helping to improve the lives of others through fundraising for UNICEF.

## VOCABULARY

- goal (n.) or goal setting (n.)
- reflection (n.) or to reflect (v.)
- self-assess (v.) or self-assessment (n.)

## MATERIALS

- Bulletin board or wall space to display student learning
- Materials (e.g., paper, colored pencils, etc.) and equipment necessary for fundraising campaign art or media project
- Student writing journals

## NOTE TO TEACHER

Consider teaching about the issues UNICEF addresses throughout the year by utilizing the free resources and service ideas found at [www.teachunicef.org](http://www.teachunicef.org).

## Introduction

1. Review briefly the previous lesson's concepts related to philanthropy and *Trick-or-Treat for UNICEF*.
2. Refer to the bulletin board or wall space where student learning about unit concepts is displayed. Review how philanthropic efforts locally and globally are improving the lives of children and families worldwide.
3. Ask students to share (as desired) their reactions to Aesop's moral from the previous lesson: *No act of kindness, however small, is ever wasted*.
4. Explain that today's lesson serves as a reflection about their experiences fundraising through *Trick-or-Treat for UNICEF*.

## Development

1. Review the fundraising progress tracked for the class.
2. Engage students in discussing how the fundraising campaign, including monies raised, could be communicated to an outside audience, such as the school's PTA, the community newspaper, or even to UNICEF! What are effective means to demonstrate our progress over time and our final amount raised?

(next page, please)



**NOTE TO TEACHER** (continued)

3. In small groups have students create a plan for communicating the *Trick-or-Treat for UNICEF* fundraising campaign. Assign each student group a task to complete, such as:
  - a. Newspaper article highlighting campaign
  - b. Photo selection and written caption for each
  - c. Graph(s) of monies raised over time

**Application**

1. Allow student groups adequate time to complete their assigned tasks.
2. As a class, assemble each component into a completed project. Celebrate your hard work!
3. Share the campaign art or media project with the intended audience. Also consider sending the class project (including stories and photos) to [totstories@unicefusa.org](mailto:totstories@unicefusa.org) (under 5MB) or

Trick or Treat for UNICEF  
U.S. Fund for UNICEF  
125 Maiden Lane  
New York, NY 10038

**Closure**

1. Engage students in self-assessing their roles and experiences collecting money for children around the world.
2. In their writing journals, ask students to reflect upon their experiences using one or more of the following prompts:
  - What did I like about fundraising for UNICEF? How did it make me feel?

- Was I a helpful team player? How do I know? (e.g., Did I take responsibility? Did I help others when needed?)
- In what additional ways may I make a positive difference in the lives of others?

**Assessment**

Note student participation in the fundraising campaign art or media project and their written and oral responses concerning:

- How did fundraising make me feel?
- What kind of team player was I?
- What additional ways may I make a positive difference in the lives of others?





## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
<b>National Association for the Education of Young Children (PreK-K)</b>				
<i>Curriculum: Essential Characteristics</i>				
Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including <ul style="list-style-type: none"> <li>a. gender,</li> <li>b. age,</li> <li>c. language, and</li> <li>d. abilities (2.A.08)</li> </ul>	✓	✓	✓	✓
The curriculum guides teachers to incorporate content, concepts, and activities that foster <ul style="list-style-type: none"> <li>a. social,</li> <li>b. emotional,</li> <li>c. physical,</li> <li>d. language, and</li> <li>e. cognitive development and</li> <li>f. integrate key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies (2.A.10)</li> </ul>	✓	✓	✓	✓
<i>Areas of Development: Social-Emotional Development</i>				
Children have varied opportunities to recognize and name <ul style="list-style-type: none"> <li>a. their own and</li> <li>b. others' feelings (2.B.02)</li> </ul>				✓
Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery. (2.B.04)				✓
Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior. (2.B.05)			✓	✓
Children have varied opportunities to <ul style="list-style-type: none"> <li>a. interact positively, respectfully, and cooperatively with others.</li> <li>b. learn from and with one another.</li> <li>c. resolve conflicts in constructive ways. (2.B.06)</li> </ul>			✓	✓
Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives. (2.B.07)	✓			
<i>Areas of Development: Language Development</i>				
Children have varied opportunities to develop competence in verbal and nonverbal communication by <ul style="list-style-type: none"> <li>a. responding to questions.</li> <li>b. communicating needs, thoughts, and experiences.</li> <li>c. describing things and events. (2.D.03)</li> </ul>	✓	✓	✓	✓
Children have varied opportunities to develop vocabulary through <ul style="list-style-type: none"> <li>a. conversations,</li> <li>b. experiences,</li> <li>c. field trips, and</li> <li>d. books. (2.D.04)</li> </ul>	✓	✓	✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
<b>National Association for the Education of Young Children (PreK-K)</b>				
<i>Areas of Development: Language Development (continued)</i>				
Children are provided varied opportunities and materials that encourage them to engage in discussions with one another. (2.D.07)	✓	✓	✓	✓
<i>Curriculum Content Area for Cognitive Development: Early Literacy</i>				
Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom. (2.E.03)	✓	✓	✓	✓
Children have multiple and varied opportunities to b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. d. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. g. engage in conversations that help them understand the content of the books. h. be assisted in linking books to other aspects of the curriculum. (2.E.04)	✓	✓	✓	✓
Children have multiple and varied opportunities to write: a. Writing materials and activities are readily available in art, dramatic play, and other learning centers. d. Children are provided needed assistance in writing the words and messages they are trying to communicate. Children are given the support they need to write on their own, including access to the e. alphabet and f. to printed words about topics of current interest, both of which are made available at eye level or on laminated cards. g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. (2.E.05)	✓	✓	✓	✓
<i>Curriculum Content Area for Cognitive Development: Early Mathematics</i>				
Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols. (2.F.02)			✓	✓
Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation. (2.F.04)			✓	✓
<i>Curriculum Content Area for Cognitive Development: Social Studies</i>				
Children are provided varied learning opportunities that foster positive identity and an emerging sense of a. self and b. others. (2.L.01)	✓			
Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging. (2.L.02)	✓	✓	✓	✓
Children are provided varied opportunities and materials to build their understanding of diversity in a. culture, b. family structure, c. ability,	✓			



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
National Association for the Education of Young Children (PreK-K)				
<i>Curriculum Content Area for Cognitive Development: Social Studies (continued)</i>				
d. language, e. age, and f. gender in non-stereotypical ways. (2.L.03)	✓			
Children are provided varied opportunities to engage in discussions about a. fairness, b. friendship, c. responsibility, d. authority, and e. differences. (2.L.06)	✓		✓	✓
Children are provided varied opportunities and materials that allow them to contribute to the well-being of a. their classroom and b. the community, including care for the social and physical environments in which they live. (2.L.09)			✓	✓
Children are provided opportunities and materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money). (2.L.10)			✓	✓
Kindergartners are provided opportunities and materials that help them link learning about their hometown, their state, the United States and their country of origin to previous learning, as a foundation for learning geography, history, and social studies. (2.L.11)	✓			
<b>National Council for the Social Studies</b>				
Standards and Performance Expectations for Social Studies (Early Grades)				
<b>I. Culture</b> Social studies programs should include experiences that provide for the study of <i>culture and cultural diversity</i> so that the learner can: a. explore similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns; d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions	✓	✓	✓	✓
<b>III. People, Places, &amp; Environments</b> Social studies programs should include experiences that provide for the study of <i>people, places, and environments</i> , so that the learner can: a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs; c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;	✓	✓	✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
<b>National Council for the Social Studies Standards and Performance Expectations for Social Studies (Early Grades)</b>				
<b>III. People, Places, &amp; Environments (<i>continued</i>)</b>				
j. observe and speculate about social and economic effects of environmental changes and crises results from phenomena such as floods, storms, and drought.	✓	✓	✓	✓
<b>IV. Individual Development &amp; Identity</b> Social studies programs should include experiences that provide for the study of <i>individual development and identity</i> , so that the learner can:				
a. describe personal changes over time, such as those related to physical development and personal interests;				
b. describe personal connections to place—especially place as associated with immediate surroundings;	✓	✓	✓	✓
e. identify and describe ways family, groups, and community influence the individual’s daily life and personal choices;				
f. explore factors that contribute to one’s personal identity such as interests, capabilities, perceptions;				
g. analyze a particular event to identify reasons individuals might respond to it in different ways;				
h. work independently and cooperatively to accomplish goals.				
<b>V. Individuals, Groups, &amp; Institutions</b> Social studies programs should include experiences that provide for the study of <i>interactions among individuals, groups, and institutions</i> , so that the learner can:				
a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;				
c. identify examples of institutions and describe the interactions of people with institutions;			✓	✓
g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.				
<b>VI. Power, Authority, &amp; Governance</b> Social studies programs should include experiences that provide for the study of <i>how people create and change structures of power, authority, and governance</i> , so that the learner can:				
a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;			✓	✓
h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.				
<b>VII. Production, Distribution, &amp; Consumption</b> Social studies programs should include experiences that provide for the study of <i>how people organize for the production, distribution, and consumption of goods and services</i> , so that the learner can:				
b. distinguish between needs and wants		✓	✓	✓
<b>IX. Global Connections</b> Social studies programs should include experiences that provide for the study of <i>global connections and interdependence</i> , so that the learner can:				
		✓	✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
National Council for the Social Studies Standards and Performance Expectations for Social Studies (Early Grades)				
<b>IX. Global Connections (continued)</b>				
<ul style="list-style-type: none"> <li>b. give examples of conflict, cooperation, and interdependence among individuals, groups, nations</li> <li>e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;</li> <li>f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.</li> </ul>		✓	✓	✓
<b>X. Civic Ideals &amp; Practices</b>				
<p>Social studies programs should include experiences that provide for the study of <i>ideals, principles, and practices of citizenship in a democratic republic</i>, so that the learner can:</p> <ul style="list-style-type: none"> <li>b. identify examples of rights and responsibilities of citizens;</li> <li>j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.</li> </ul>			✓	✓
<b>U.S. National Geography Standards</b>				
<b>Element 1: The World in Spatial Terms</b>				
<b>Standard 1:</b> Students understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective	✓			
<b>Element 5: Environment and Society</b>				
<b>Standard 14:</b> Students understand how human actions modify the physical environment.	✓	✓		
<b>Standard 15:</b> Students understand how physical systems affect human systems.				
<b>National Science Education Standards</b>				
<b>Science Content Standards—Grades K–4</b>				
<b>Content Standard C: Life Science Standards</b>				
<i>As a result of activities in grades K–4, all students should develop an understanding of</i>	✓	✓		
Characteristics of organisms				
Organisms and environments				
<b>Voluntary National Content Standards in Economics (K-4)</b>				
<b>Content Standard 1:</b> Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.		✓		
<b>Content Standard 10:</b> Students will understand that institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.			✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
National Council for the Social Studies Standards and Performance Expectations for Social Studies				
<p><b>I. Culture</b> Social studies programs should include experiences that provide for the study of <i>culture and cultural diversity</i> so that the learner can:</p> <p><b>Early Grades:</b></p> <ul style="list-style-type: none"> <li>b. explore similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;</li> <li>e. compare ways in which people from different cultures think about and deal with their physical environment and social conditions</li> </ul> <p><b>Middle Grades:</b></p> <ul style="list-style-type: none"> <li>a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns;</li> <li>d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.</li> </ul>	✓	✓	✓	✓
<p><b>III. People, Places, &amp; Environments</b> Social studies programs should include experiences that provide for the study of <i>people, places, and environments</i>, so that the learner can:</p> <p><b>Early Grades:</b></p> <ul style="list-style-type: none"> <li>c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;</li> <li>j. observe and speculate about social and economic effects of environmental changes and crises results from phenomena such as floods, storms, and drought.</li> </ul> <p><b>Middle Grades:</b></p> <ul style="list-style-type: none"> <li>c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;</li> <li>j. observe and speculate about social and economic effects of environmental changes and crises results from phenomena such as floods, storms, and drought.</li> </ul>		✓	✓	✓
<p><b>IV. Individual Development &amp; Identity</b> Social studies programs should include experiences that provide for the study of <i>individual development and identity</i>, so that the learner can:</p> <p><b>Early Grades:</b></p> <ul style="list-style-type: none"> <li>b. describe personal connections to place—especially place as associated with immediate surroundings;</li> <li>e. identify and describe ways family, groups, and community influence the individual’s daily life and personal choices;</li> <li>f. explore factors that contribute to one’s personal identity such as interests, capabilities, perceptions;</li> <li>h. work independently and cooperatively to accomplish goals.</li> </ul>	✓	✓	✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
<b>National Council for the Social Studies Standards and Performance Expectations for Social Studies</b>				
<b>IV. Individual Development &amp; Identity (continued)</b> <b>Middle Grades:</b> <ul style="list-style-type: none"> <li>b. describe personal connections to place—especially place as associated with community, nation, and world;</li> <li>e. identify and describe ways regional, ethnic, and national cultures influence the individual's daily life and personal choices;</li> <li>f. identify and describe the influence of perception, attitude, values, and beliefs on personal identity;</li> <li>g. identify and interpret examples of stereotyping, conformity, and altruism;</li> <li>h. work independently and cooperatively to accomplish goals.</li> </ul>	✓	✓	✓	✓
<b>V. Individuals, Groups, &amp; Institutions</b> Social studies programs should include experiences that provide for the study of <i>interactions among individuals, groups, and institutions</i> , so that the learner can: <b>Early Grades:</b> <ul style="list-style-type: none"> <li>b. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;</li> <li>d. identify examples of institutions and describe the interactions of people with institutions;</li> <li>h. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.</li> </ul> <b>Middle Grades:</b> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;</li> <li>c. describe the various forms institutions take and the interactions of people within institutions;</li> <li>g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.</li> </ul>			✓	✓
<b>VI. Power, Authority, &amp; Governance</b> Social studies programs should include experiences that provide for the study of <i>how people create and change structures of power, authority, and governance</i> , so that the learner can: <b>Early Grades:</b> <ul style="list-style-type: none"> <li>c. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;</li> <li>i. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.</li> </ul> <b>Middle Grades:</b> <ul style="list-style-type: none"> <li>a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;</li> <li>h. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.</li> </ul>			✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
<b>National Council for the Social Studies Standards and Performance Expectations for Social Studies</b>				
<p><b>VII. Production, Distribution, &amp; Consumption</b> Social studies programs should include experiences that provide for the study of <i>how people organize for the production, distribution, and consumption of goods and services</i>, so that the learner can:</p> <p><b>Early Grades:</b></p> <ul style="list-style-type: none"> <li>b. distinguish between needs and wants</li> </ul> <p><b>Middle Grades:</b></p> <ul style="list-style-type: none"> <li>j. use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.</li> </ul>		✓	✓	✓
<p><b>IX. Global Connections</b> Social studies programs should include experiences that provide for the study of <i>global connections and interdependence</i>, so that the learner can:</p> <p><b>Early Grades:</b></p> <ul style="list-style-type: none"> <li>c. give examples of conflict, cooperation, and interdependence among individuals, groups, nations</li> <li>g. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;</li> <li>h. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.</li> </ul> <p><b>Middle Grades:</b></p> <ul style="list-style-type: none"> <li>d. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;</li> <li>f. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights</li> <li>g. identify and describe the roles of international and multinational organizations.</li> </ul>		✓	✓	✓
<p><b>X. Civic Ideals &amp; Practices</b> Social studies programs should include experiences that provide for the study of <i>ideals, principles, and practices of citizenship in a democratic republic</i>, so that the learner can:</p> <p><b>Early Grades:</b></p> <ul style="list-style-type: none"> <li>c. identify examples of rights and responsibilities of citizens;</li> <li>k. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.</li> </ul> <p><b>Middle Grades:</b></p> <ul style="list-style-type: none"> <li>b. identify and interpret sources and examples of the rights and responsibilities of citizens;</li> <li>j. examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.</li> </ul>			✓	✓



## National Standards

	Lesson			
	1	2	3	4
<b>National Association</b>				
<b>U.S. National Geography Standards</b>				
<b>Element 1: The World in Spatial Terms</b> <b>Standard 1:</b> Students understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective	✓			
<b>Element 5: Environment and Society</b> <b>Standard 14:</b> Students understand how human actions modify the physical environment. <b>Standard 15:</b> Students understand how physical systems affect human systems.	✓	✓		
<b>National Science Education Standards</b>				
<b>Science Content Standards—Grades K–4</b> <b>Content Standard C: Life Science Standards</b> <i>As a result of activities in grades K–4, all students should develop an understanding of</i> Characteristics of organisms Organisms and environments  <i>As a result of activities in grades 5–8, all students should develop an understanding of</i> Diversity and adaptation of organisms	✓	✓		
<b>Voluntary National Content Standards in Economics (K–8)</b>				
<b>Content Standard 1:</b> Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.		✓		
<b>Content Standard 10:</b> Students will understand that institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.			✓	✓

### National Standards

Council for Economic Education. (1997). *Voluntary national content standards in economics*. Retrieved May 9, 2010, from [www.councilforeconed.org](http://www.councilforeconed.org).

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