

## Teacher's Guide



Hoa Ninh Primary Education School, Vietnam 2008



Senegal, 2013

## Table of Contents

Introduction to <i>I Believe in ZERO</i> .....	<b>2</b>
About UNICEF and the U.S. Fund for UNICEF.....	<b>3</b>
Overview of Guide.....	<b>4</b>
Lessons	
Lesson 1: What We Teach Our Children.....	<b>5</b>
Lesson 2: I Believe in ZERO.....	<b>8</b>
Lesson 3: The White Shirts of Haiti.....	<b>11</b>
Lesson 4: The Bag Makers of Bangladesh.....	<b>14</b>
Handouts	
Handout 1: Brief History of the Bill of Rights, UDHR, and CRC.....	<b>17</b>
Handout 2: “What We Teach Our Children” Read-Along Questions.....	<b>19</b>
Handout 3: “I Believe in ZERO” Read-Along Questions.....	<b>20</b>
Handout 4: Problem, Explanation, and Solution Cards.....	<b>21</b>
Handout 5: “White Shirts of Haiti” Read-Along Questions.....	<b>23</b>
Handout 6: “The Bag Makers of Bangladesh” Read-Along Questions.....	<b>24</b>
Alignment to National and Common Core State Standards.....	<b>25</b>
Interview With the Author.....	<b>26</b>
Ten Ways to Take Action.....	<b>29</b>

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# Introduction to *I Believe in ZERO*

Firsthand, human stories of hope, resilience, determination, and family: a call to see the world's children as our own, by the President and CEO of the U.S. Fund for UNICEF.

In *I Believe in ZERO*, President and CEO of the U.S. Fund for UNICEF Caryl M. Stern draws on her travels around the world, offering memorable stories that present moving and sometimes counterintuitive lessons about life. *I Believe in ZERO* reflects her—and UNICEF's—mission to reduce the number of children under the age of five who die from preventable causes from 18,000 each day to ZERO.

Each of the stories in *I Believe in ZERO* focuses on a particular locale—Bangladesh, Mozambique, earthquake-ravaged Haiti, the Brazilian Amazon—and weaves together absorbing material on the country and its history, an account of the humanitarian crises at issue, and depictions of the people Stern meets there. She tells of mothers coming together to effect change, of the rich perspectives of local communities, and of children who continue to sustain their dreams and hopes even in the most dire of situations. Throughout, Stern traces her emerging global consciousness—and describes how these stories can positively affect all children.

In this incredibly moving book, Stern hopes to open hearts and minds and leave readers with the belief that no child anywhere should lack basic human support—and that every child and mother can be an inspiration.

“There isn't a need to exaggerate the plight of millions of women and children around the world, but there is always the need for an honest and powerful witness. Caryl is that witness... On one of her earliest trips, to Sudan, Caryl made a promise to those that she met in one of the UNICEF camps, that she would use her voice 'to tell their stories and to get others to listen.' These are their stories. After reading this book, I realized that perhaps more than anything else, Caryl has written about why we must believe in ZERO: Because these are not their children, they are all our children, each and every one.”

—Téa Leoni, Foreword, *I Believe in ZERO*

CARYL M. STERN has spent more than 30 years in the non-profit sector as a child advocate and civil rights activist. Since May 2007, she has served as President and CEO of the U.S. Fund for UNICEF, leading the day-to-day work of the organization's national office and five regional offices. Prior to this and other roles at the U.S. Fund, Stern served as the Chief Operating Officer and Senior Associate National Director for the Anti-Defamation League (ADL). She lives with her family in New York.



Senegal, 2013



Girls at camp for Darfur refugees, Chad, 2007

# About UNICEF and the U.S. Fund for UNICEF

Every child, no matter where he or she is born, deserves a safe and healthy childhood. UNICEF is the world's leading organization for children, operating in more than 190 countries and territories to help all children realize their full potential. UNICEF works to protect children and to promote children's access to health care, clean water, nutrition, and education. UNICEF works with families, communities, partners, and governments around the world to help every child. UNICEF works for more children, in more places, on more issues than any other humanitarian organization.



Children in Darfur, 2007

The U.S. Fund for UNICEF supports UNICEF'S efforts to provide children with immunizations, education, medicine, emergency relief, and clean water; and to protect children from violence and exploitation. We believe ZERO children should be denied the right to health care, protection, education or emergency relief, regardless of where they live or how disadvantaged their circumstances.

Funded entirely by voluntary contributions, UNICEF receives no money from the United Nations. The U.S. Fund for UNICEF is a registered charity raising funds for UNICEF's work in child survival and development. It is supported entirely by voluntary donations. The U.S. Fund for UNICEF meets the highest standards of Charity Navigator and the Better Business Bureau. Ninety cents of every dollar we spend goes directly to help children.

**For more information visit [unicefusa.org](http://unicefusa.org)**

# Overview of Guide

This guide is designed for educators to use with students in grades 9–12 in conjunction with readings from *I Believe in ZERO* by Caryl M. Stern. The four lessons correspond with specific chapters in the book and focus on children’s rights, infant mortality and children’s health, emergency relief, and child labor. Each reading and lesson can be done as a stand-alone learning experience, or can be carried out in sequence as part of a broader unit on child rights. If time allows, educators are encouraged to assign the entire book to deepen student understanding of global issues.

The lessons in this guide promote textual analysis, critical thinking about global issues, empathy for others, and collaborative research and problem solving. They are intended to create a sense of responsibility, hopefulness, and global citizenship in young people as they learn to advocate for the rights and welfare of children worldwide. The lessons are aligned to National and Common Core State Standards (see page 25) and can be integrated into English/language arts, health, history, global studies, world affairs, and other social studies classes.

Following is a summary of each lesson:

- **Lesson 1 – What We Teach Our Children** (accompanies Chapter 4)  
Youth learn about human rights and specifically children’s rights through three key documents—the U.S. Bill of Rights, the Universal Declaration of Human Rights, and the UN Convention on the Rights of the Child – and how the work of UNICEF protects the rights of children globally.
- **Lesson 2 – I Believe in ZERO** (accompanies Chapter 3)  
Youth explore the basic medical needs of children; the interventions employed by UNICEF for children at critical health risk due to malnutrition, disease, and poverty; and the role they can play in reducing the number of preventable child deaths globally.
- **Lesson 3 – The White Shirts of Haiti** (accompanies Chapter 5)  
Youth consider the impact of humanitarian emergencies on children, the ways in which UNICEF supports the protection of children and families in the aftermath of natural and human-made crises, and factors that impede the recovery process in areas where the world’s most vulnerable children have been affected by disaster.
- **Lesson 4 – The Bag Makers of Bangladesh** (accompanies Chapter 7)  
Youth investigate child labor laws in the United States, abusive child labor practices globally, and actions taken by UNICEF to counteract the denial of education and uphold the right to childhood for the world’s most impoverished children.

Each lesson includes a “Learning Extension” at the end with links to lessons and resources on [TeachUNICEF.org](https://www.teachunicef.org) that deepen learning about the issues explored in the book. Also included in this guide are handouts to accompany each lesson, an interview with the author, and ways to take action in support of UNICEF.

# Lesson 1: What We Teach Our Children

(Accompanies Chapter 4)

**Time: 90 minutes**

## Objectives

Students will

- Increase their understanding of the articles in the Bill of Rights, Universal Declaration of Human Rights, and the Convention on the Rights of the Child.
- Make connections between the aspirations of human rights documents and the realities affecting children around the world.
- Learn about the work of UNICEF in support and defense of the rights of children globally.

## Part 1 – Defining Rights

1. Open the discussion by explaining that as far back as the Medieval Period, human beings have demanded rights to freedom and protection. Engage students in a class discussion on human rights, using the following questions:
  - What is a right?
  - Why have rights been recognized by people throughout history?
  - What would life be like if we did not have rights?
  - What are some examples of rights documents created throughout history?  
*(Answers may include the Magna Carta [1215], US Bill of Rights [1791], and the Universal Declaration of Human Rights [1948])*
2. Divide students into groups of three or four. Assign one of the following categories to each group: (1) Rights of U.S. Citizens, (2) Rights of Global Citizens, (3) Children’s Rights. Direct groups to develop—for their assigned category only—a list of rights that they believe they have or feel they should have. Have each group select a recorder to list the group’s ideas on a sheet of chart paper labeled with the appropriate category. Allow about five minutes for discussion.
3. Post the charts around the room. Ask groups that were assigned the “Rights of U.S. Citizens” to share the rights they listed and explain the reasoning behind their responses. Invite the rest of the class to comment or add to the list. Repeat this process for the other two categories.
4. Explain to students that each group will now verify which of the rights listed by the class are in fact included in key historical documents.



HIV-positive girl with doll, Brazil, 2006

## Part 2 – Investigating Key Historical Documents on Rights

(Note: This portion of the lesson may be given as a take-home assignment if class time is limited.)

5. Distribute Handout 1, “Brief History of the Bill of Rights, UDHR, and CRC,” to each student. Read together as a class and answer any questions students may have.
6. Have students reconvene in their groups and distribute a copy of one of the following documents to each group member as it correlates back to their assigned category:
  - Bill of Rights (1789) → Rights of U.S. Citizens group(s), [teacher.scholastic.com/scholasticnews/indepth/constitution\\_day/inside/index.asp?article=billofrights](http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=billofrights)
  - Universal Declaration of Human Rights (1948) → Rights of Global Citizens group(s), [un.org/cyberschoolbus/humanrights/resources/plain.asp](http://un.org/cyberschoolbus/humanrights/resources/plain.asp)
  - United Nations Convention on the Rights of the Child (1989) → Children’s Rights group(s), [unicef.org/southafrica/SAF\\_resources\\_crcchildfriendly.pdf](http://unicef.org/southafrica/SAF_resources_crcchildfriendly.pdf)
7. Direct groups to read through their assigned document and to make the following notations on the class charts posted earlier:
  - Put a “✓” next to each right on the chart that is also found in the historical document.
  - Put an “X” next to each right on the chart that is *not* included in the historical document.
  - Add rights to the chart that were not initially named by the class but appear in the historical document.
8. Reconvene the class and briefly review each of the charts, one at a time. Highlight rights that were confirmed and negated by the historical documents, and new rights that were discovered.
9. Conclude by discussing some or all of the following questions:
  - Which rights were you surprised to learn you have as a U.S. citizen? Global citizen? Child?
  - What are some of the similarities and differences among the Bill of Rights, Universal Declaration of Human Rights, and the Convention on the Rights of the Child?
  - Why should there be special rights for children?
  - What would it be like to live without these rights and protections?
  - What are some examples in the United States and around the world where these rights are not enforced? Why do you think that is the case, even when those rights are recognized by the United States or the UN?
  - Why do you think the United States has not ratified the CRC?



HIV-positive girl and mother, Brazil, 2006

## Part 3 – *I Believe in ZERO* Reading Assignment and Class Discussion

10. Distribute copies of “What We Teach Our Children” (Chapter 4, *I Believe in ZERO*) and the accompanying Read-Along Questions (Handout 2) to all students. Have students read the chapter and answer the questions on the handout for homework.

11. In class, review students' responses to the questions and their general thoughts on the chapter. Wrap up the lesson by asking the class, "What do you think you have the power to do to support and protect children's rights here in the United States and in other countries where rights are denied?"

## Learning Extension

For further learning about the issues explored in this lesson, visit the TeachUNICEF Child Rights ([teachunicef.org/explore/topic/child-rights-crc](http://teachunicef.org/explore/topic/child-rights-crc)) and HIV/AIDS ([teachunicef.org/explore/topic/hivaids](http://teachunicef.org/explore/topic/hivaids)) topic pages. Download curricular units, case studies, videos, podcasts, and more.



Playing games at a support center for HIV-positive children, Brazil, 2006



# Lesson 2: I Believe in ZERO

(Accompanies Chapter 3)

**Time: 45 minutes + time for student research and presentations**

## Objectives

Students will

- Recognize the connection between adequate health care and reducing child mortality.
- Examine the risks to health care for millions of vulnerable children worldwide.
- Research and present a report on a global health challenge and potential solutions.

## Part 1 – Exploring Health Needs and Disparities

1. Begin a class discussion on health care using some or all of the following questions:
  - What does it mean to be healthy? What are some of the things we need to stay healthy (e.g., clean water, medicine, immunizations, clean environment, love, and support)?
  - How does it feel when we are not healthy? How does being sick affect our growth, daily life, schoolwork, job, and relationships? What do we do to help ourselves get better when we are sick?
  - (If students completed Lesson 1) Do you think that health care should be a right guaranteed to all? Why, or why not? In which of the documents studied in Lesson 1 is the right to health care included? How do you feel about the fact that health care is not included the U.S. Bill of Rights or the U.S. Constitution?
2. Display or distribute the Centers for Disease Control's vaccination schedule ([cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf](http://cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf)). Discuss this and other forms of health care that are readily available to most U.S. residents on a regular basis. Ask for volunteers to share how they have accessed health services during their lifetimes—from routine to lifesaving—and how this access has affected their lives.
3. Provide the following statistics<sup>1</sup> to the class and ask for students' reactions to these numbers.
  - Every year 1 million babies die on the day they are born.
  - Half of all deaths of children under five, nearly 3 million deaths per year, are attributable to malnutrition.
  - Almost a third of deaths among children under the age of five are vaccine-preventable.



Healthcare worker weighing baby, Sierra Leone, 2013

<sup>1</sup> United Nations Children's Fund (UNICEF), "Committing to Child Survival: A Promise Renewed, Progress Report 2013," September 2013, accessed October 9, 2013, [unicef.org/publications/files/APR\\_Progress\\_Report\\_2013\\_9\\_Sept\\_2013.pdf](http://unicef.org/publications/files/APR_Progress_Report_2013_9_Sept_2013.pdf).

- Pneumonia, diarrhea, and malaria are the leading causes of child deaths globally, claiming the lives of about 6,000 children under the age of five each day.
  - As the result of organizations working to eradicate preventable child deaths, global child deaths of those under five are down by almost half since 1990 (from 33,000 to 18,000 per day).
4. Ask students to consider why the world’s most vulnerable children do not have similar access to health care as compared with most children in the United States. (If some students do not have regular access to health care, discuss disparities within the United States as well.) Discuss how problems such as poverty and war affect the health of children, and how the issue of access to health care might be addressed.

## Part 2 – *I Believe in ZERO* Reading Assignment and Class Discussion

5. If students have not yet read *I Believe in ZERO*, provide a brief introduction to the book. Tell students that you’d like to read together a passage from the book that demonstrates the lack of access to health care among children and families in the developing world. Ask for volunteers to take turns reading aloud from Chapter 3, pages 70–75 (beginning with “Sierra Leone’s beauty...” and ending with “...silence for little Fatima”).
6. Hold a class discussion using some of the following questions:
- What are your reactions to and feelings about this reading?
  - What picture does the author paint of Sierra Leone as she gets off the plane and arrives at the hospital? How would you contrast this picture with that of your own community? How do you feel about the disparity?
  - How might the health records of children like Fatima look different from your own?
  - What new information did you learn about the state of health care for vulnerable children like Fatima in impoverished countries around the world?
  - How can the statistics on children’s diseases and deaths cited earlier in the lesson be improved? What kinds of actions are needed to ensure ZERO children die from preventable causes?
7. Assign students to read all of Chapter 3 for homework, and have them answer the accompanying Read-Along Questions (Handout 3).



Mother with baby and nurse, Sierra Leone, 2013

## Part 3 – Researching Global Health Problems and Solutions

8. Divide the class into seven groups. Distribute a copy of Handout 4, “Problem, Explanation, and Solution Cards,” to each student. Assign each group one of the categories on the handout: (1) Undernutrition, (2) Major Preventable Diseases, (3) Diarrhea, (4) Malaria, (5) Lack of Micronutrients, (6) Pneumonia, and (7) Lack of Safe Drinking Water and Sanitation. Provide the following instructions to groups:
- Read the “Problem, Explanation, and Solution” cards for your assigned category and work with your group to create an eye-catching billboard or bulletin board display highlighting the problem, current global statistics, and potential solutions.

- Visit the U.S. Fund for UNICEF website ([unicefusa.org](http://unicefusa.org)), UNICEF website ([unicef.org](http://unicef.org)), and other sources for additional information on your category.
  - Prepare a five-minute presentation about your billboard/bulletin board display to present to the class.
- 9.** Have groups give their presentations (preferably spread out over several class periods so there is ample time for processing). Discuss the following questions after each presentation:
- What were you surprised to learn through this presentation?
  - How does the information you researched for your category relate to what you learned from the other groups' presentations? What patterns do you notice?
  - What are some of the ways youth can be a part of current efforts to eliminate preventable child diseases and deaths worldwide?
- 10.** As a follow-up to the lesson, post students' billboards/bulletin board displays in school hallways and have them present to other classes.

## Learning Extensions

- For further learning about children's health issues, visit the TeachUNICEF Health topic page at [teachunicef.org/explore/topic/health](http://teachunicef.org/explore/topic/health). Download curricular units, including "Child Survival: A Global Challenge" and "Maternal and Newborn Health: A Global Challenge," as well as case studies, videos, podcasts, and more.



Mothers getting healthcare, Sierra Leone, 2013

# Lesson 3: The White Shirts of Haiti

(Accompanies Chapter 5)

**Time:** 60–75 minutes

## Objectives

Students will

- Learn about and compare natural disasters and human-made crises.
- Deepen their understanding of the needs of survivors of emergencies by preparing “survival packs.”
- Identify ways children are affected during humanitarian emergencies, and ways in which humanitarian organizations provide relief.
- Make connections between what they know about children’s rights and the needs of children during humanitarian emergencies.
- Build empathy for, and a sense of agency to act on behalf of, those who are most vulnerable during humanitarian emergencies.



All girls orphanage, Haiti, 2010

## Part 1 – Exploring the Impact of Humanitarian Emergencies

1. Using the following questions as a guide, conduct a class discussion about the most recent humanitarian emergencies that students can recall.
  - What images come to mind?
  - What was lost or destroyed as a result of the events?
  - How were people in general and children in particular affected by these events?
  - What were some of the humanitarian relief efforts surrounding the events? How were children kept safe and healthy?
  - (If students completed Lesson 1) What human and children’s rights were protected?
  - What role, if any, did you or others you know play in helping with the relief efforts?
2. Explain that there are two main types of humanitarian emergencies and provide the following definitions:
  - Natural Disasters: Refers to the effects of severe natural hazards, such as tsunamis, mudslides, floods, hurricanes, volcanic eruptions, and earthquakes.
  - Human-Made Crises: Refers to the effects of human activities, such as war, conflict, environmental damage, and industrial accidents.

Ask students how they would categorize the emergencies discussed previously, based on these definitions. Ask them to compare the effects of natural and human-made disasters. Discuss other national or global emergencies that come to mind after reviewing the above definitions.

3. Ask students to think about how they would respond if a humanitarian emergency struck their community, and what they would take if they had to evacuate their home for an extended period. Tell students that they will be working with a partner to create a “survival pack.” The survival pack can be no larger than their school backpack or a similar bag that could easily be carried a long distance. Allow 5–10 minutes for pairs to generate a list of the items they would put in their survival packs. (Optional: Assign students to prepare an actual survival pack at home and bring it into class.)
4. Reconvene the group and ask each pair of students to read one item from their survival pack list (without repeating items mentioned by others). Chart responses and repeat this process until students have read all items on their lists. If the following additional items have not been mentioned, highlight them and allow students to add them to their lists:
  - Food
  - Water
  - Blankets
  - Waterproof shoes/walking shoes
  - Extra clothes
  - Medicines/first aid supplies
  - Written telephone numbers of family and friends (in case cell phone batteries run down)
  - Small pets
  - Toothbrush and toothpaste
  - Soap
  - Book/Notebook
  - Pens and pencils
  - Social Security Number
  - Money
  - A form of I.D. (in the event they are separated from parents/guardians)
5. With students again working in their pairs, ask them to reevaluate the number of items on their lists and to determine if they would all fit in their survival packs. If not, have them eliminate items. Once students have completed this task, discuss what they removed and cross off items from the master class list that a majority of students felt were most dispensable.
6. Debrief the class by discussing some of the following questions.
  - How did it feel to remove items from your survival packs, knowing that the items left behind may be lost forever?
  - How did you decide what to keep and what to leave behind?
  - How would it feel to leave behind things that cannot be transported, such as your home or school? How would it feel to separate from friends or family members?
  - Which categories of people do you think are most at risk in times of disaster or crisis? (Responses may include children, elderly people, people with disabilities, and people living in poverty.)
  - What factors determine how quickly a family or community is able to rebuild and restore their lives?
  - How does this exercise help to build awareness of and empathy for the survivors of humanitarian emergencies, in particular those living in poverty?



Haiti, 2010

## Part 2 – Video and Analysis of the 2010 Haiti Earthquake

7. Ask students if they recall the earthquake that occurred in Haiti in January 2010. Show the following two short video clips to the class (at [teachunicef.org/explore/topic/emergencies](http://teachunicef.org/explore/topic/emergencies), click on the “Watch” tab):

- Haiti Earthquake Overview (February 6, 2010, UNICEF Television, 3:44)
- Haiti Earthquake Six Month Report (July 5, 2010, UNICEF Television, 3:57)

8. Engage students in a dialogue about the two video clips, using the following questions:
- What was lost as a result of the earthquake in Haiti, and how were children’s lives affected?
  - In what ways was the earthquake crisis a human-made crisis as well as a natural disaster for Haiti’s most impoverished children?
  - What were some of the achievements for the people of Haiti made by humanitarian organizations such as UNICEF immediately after the quake, and six months later?
  - (If students completed Lessons 1 and 2) How were these humanitarian organizations working to secure the health and protection of children’s rights in Haiti after the quake?
  - Considering what you put into your individual survival packs, how long do you think your supplies would have lasted in the aftermath of Haiti’s earthquake? What additional supplies would you have needed from humanitarian organizations?

### **Part 3 – *I Believe in ZERO* Reading Assignment and Class Discussion**

9. Distribute copies of the materials below to each student. As a take-home assignment, have them complete the readings and record their answers to the read-along questions.
- “White Shirts of Haiti” (Chapter 5, *I Believe in ZERO*)
  - UNICEF at Work During Natural Disasters ([teachunicef.org/sites/default/files/sites/default/files/documents/unicef-at-work-in-natural-disasters.pdf](http://teachunicef.org/sites/default/files/sites/default/files/documents/unicef-at-work-in-natural-disasters.pdf))
  - Handout 5: “White Shirts of Haiti” Read-Along Questions
10. After students complete the take-home assignment, discuss their overall reactions to the chapter “White Shirts of Haiti.” Review some of the flowcharts students created for homework and their responses to the questions. Wrap up the lesson by asking the following questions:
- Based on what you have learned, how do you think you might respond differently to a future humanitarian emergency (as compared with your past reactions)?
  - In what ways do you think you may be able to help with the relief effort when the next humanitarian emergency occurs?

**Note:** Students may wish to revisit Stern’s description of a “Mercury Fund” (p. 125) and create one for their school. Students and adults can work together to fundraise, manage funds, make allocation decisions, and report to the community on how funds were used to respond to humanitarian emergencies.

### **Learning Extension**

For further learning about humanitarian emergencies, visit the TeachUNICEF Emergencies topic page at [teachunicef.org/explore/topic/emergencies](http://teachunicef.org/explore/topic/emergencies). Download curricular units, including “When Disaster Strikes: Humanitarian Response,” as well as case studies, videos, podcasts, and more.

# Lesson 4: The Bag Makers of Bangladesh

(Accompanies Chapter 7)

**Time: 60–90 minutes**

## Objectives

Students will

- Increase their knowledge of different forms of labor, the history of child labor in the United States, and U.S. child labor laws.
- Increase their awareness of abusive child labor practices globally and the efforts of UNICEF and its partners to combat them, and actions that can be taken to address this issue.
- Build empathy for, and a sense of agency to act on behalf of, children who are victims of abusive labor practices and who are denied protection of their rights.



Childhood Development Center, Bangladesh, 2013

## Part 1 – Defining Labor and Labor Protections

1. Begin the lesson by asking students to define the word “labor” (e.g., the services performed by workers for wages). Then lead a discussion using the following questions:
  - What are the different types of labor, or work, people do?
  - What do your parents/guardians do as work?
  - What kind of formal work do you have currently? What would be your ideal career after high school or college?
  - How does it feel to work, whether at school, at home, or at a formal job?
  - What kind of work do you think is acceptable for children to do?
  - What do you think is an acceptable age for a child to have a formal job and to be paid wages?
2. Working in pairs, have students develop a list of five critical protections they feel minors should have in a formal work environment. Once the students have completed the task, ask pairs to report their lists to the class. Chart their responses and allow time for discussion.

## Part 2 – Investigating U.S. Labor Law and History

3. Explain to students that, working in their pairs, they will find answers to the following questions using the U.S. Department of Labor YouthRules! website ([youthrules.dol.gov](http://youthrules.dol.gov)).
  - Based on your age, what kinds of jobs does the law allow you to perform?
  - What kinds of work are you prohibited from doing?
  - How many hours are you allowed to work?
  - What is the minimum you should be paid per hour?

- How can you file a complaint about an unsafe or abusive work environment?
- If you are an immigrant, what are your rights to work?

**Note:** If Web access is not available, print out and distribute the following pages: [dol.gov/whd/regs/compliance/whd\\_fs.pdf](http://dol.gov/whd/regs/compliance/whd_fs.pdf), [youthrules.dol.gov/support/filing-complaint/procedures.htm](http://youthrules.dol.gov/support/filing-complaint/procedures.htm), and [youthrules.dol.gov/know-the-limits/immigrant-rights.htm](http://youthrules.dol.gov/know-the-limits/immigrant-rights.htm).



Primary Education School, Bangladesh, 2013

4. Reconvene the class and discuss students' findings. Ask the class to compare the list of critical protections they developed during the opening activity with the child protections stipulated on the Department of Labor website.
5. With students in pairs or together as a class, have them read the brief history of child labor in the United States on the Child Labor Public Education Project website ([continuetolearn.uiowa.edu/laborctr/child\\_labor/about/us\\_history.html](http://continuetolearn.uiowa.edu/laborctr/child_labor/about/us_history.html)). Ask students to imagine growing up in the early 1900s, prior to child labor reform, and to discuss what their lives might have been like.
6. Conclude with the following discussion questions:
  - Do you think child labor violations still occur in the United States? If so, what communities do you think are most vulnerable?
  - How do you think labor laws in other countries compare with ours?
  - Where in the world do you think child labor is still a problem? Why do you think it's a problem in these places?
  - What factors do you think contribute to the practice of child labor?
  - What do you know from the news or other sources about child labor in other parts of the world?

### **Part 3 – *I Believe in ZERO* Reading Assignment & Class Discussion**

7. Distribute copies of "The Bag Makers of Bangladesh" (Chapter 7, *I Believe in ZERO*) and Handout 6: "The Bag Makers of Bangladesh Read-Along Questions." Have students complete the reading and answer the questions on the handout as a take-home assignment.
8. After students have completed the assignment, discuss their responses to the read-along questions as a class, and pose these additional discussion questions:
  - What protections are being denied to children in places such as Bangladesh?
  - (If students completed Lesson 1) What rights are being denied in places where children are subject to abusive labor conditions?
  - What can be done to protect children from such abusive practices?
  - How do organizations such as UNICEF work to give these children opportunities outside of work?
  - How can young people advocate for the rights and protections of vulnerable children, such as those in Bangladesh?



## Learning Extensions

- For further learning about child labor, visit the TeachUNICEF Child Labor ([teachunicef.org/explore/topic/child-labor](https://teachunicef.org/explore/topic/child-labor)) and Child Trafficking ([teachunicef.org/explore/topic/child-trafficking](https://teachunicef.org/explore/topic/child-trafficking)) topic pages. Download curricular units, student activity sheets, case studies, videos, podcasts, and more.
- Visit U.S. Fund for UNICEF's End Trafficking page ([unicefusa.org/campaigns/end-trafficking](https://unicefusa.org/campaigns/end-trafficking)) for resources and information on ending forced labor and child trafficking, including a tool kit with more than 20 ways to take action.



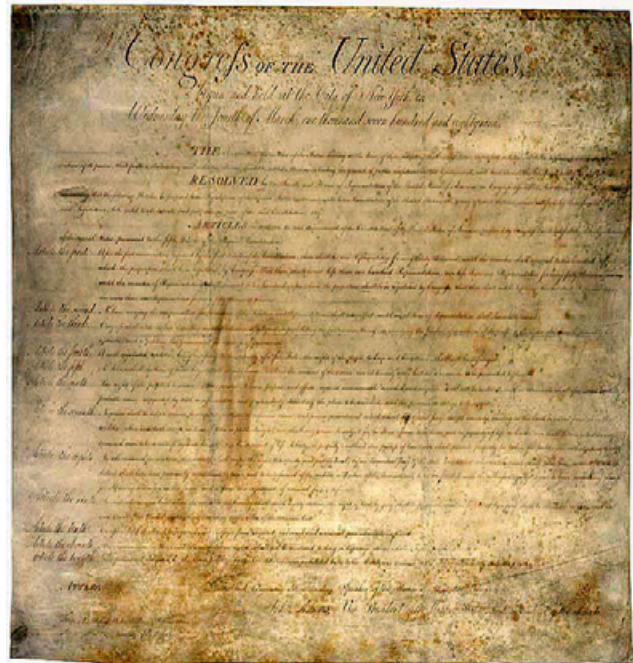
Children unload building blocks at a resource center in Bangladesh, 2012

# Handout 1: Brief History of the Bill of Rights, UDHR, and CRC

## The Bill of Rights (1789)

The Bill of Rights is the first 10 amendments to the U.S. Constitution, and includes freedom of religion, speech, and press; the right to bear arms; freedom from unreasonable searches; and the right to due process of law. When the Constitution was first written, it did not focus on individual rights, but rather on creating the system and structure of government. Many Americans believed that the Constitution should guarantee the rights of the people. They were afraid that a strong government would take away the rights people won in the Revolutionary War. So James Madison, one of the framers of the Constitution, wrote a list of individual rights and limits on the government. These rights appear in the first 10 amendments, called the Bill of Rights. It was ratified on December 15, 1791.

(Source: U.S. Citizenship and Immigration Services, [uscis.gov/citizenship/teachers/bill-rights-day](https://uscis.gov/citizenship/teachers/bill-rights-day))



U.S. Bill of Rights

## The Universal Declaration of Human Rights (1948)



Eleanor Roosevelt with the UDHR, November 1949

By the end of World War II, the international community vowed never again to allow human atrocities and mass genocide to occur as they had during the war. At the first session of the United Nations (UN) General Assembly in 1946, a process was started to draft a document that would guarantee the rights of every individual everywhere. Despite their different and sometimes conflicting views, the drafting committee agreed to include in the document the principles of nondiscrimination, civil and political rights, and social and economic rights. They also agreed that the Declaration had to be universal, or apply to all people. Two years later, on December

10, 1948, the General Assembly adopted the Universal Declaration of Human Rights (UDHR) with 48 states in favor and eight states declining to vote. Since 1948, the Universal Declaration has been translated into more than 200 languages and remains one of the best known and most influential human rights documents in the world.

(Sources: The United Nations, [un.org/en/documents/udhr/history.shtml](http://un.org/en/documents/udhr/history.shtml) and [un.org/rights/50/carta.htm](http://un.org/rights/50/carta.htm))

## The Convention on the Rights of the Child (1989)

The League of Nations—an international organization devoted to world peace—adopted the Geneva Declaration of the Rights of the Child in 1924. This act established the idea that children require special rights and protections that need to be named in a separate document. The United Nations adopted an expanded version of the Declaration on the Rights of the Child in 1959. In 1979, work began on the Convention on the Rights of the Child (CRC), which was adopted by the UN General Assembly 10 years later on November 20, 1989. A convention is stronger than a declaration because it is law for those countries that sign on, and governments that violate a convention can be censured or reprimanded by the United Nations. The CRC has gone on to become the most widely accepted human rights treaty in history. To date, 193 nations have ratified or approved this important treaty. The only three UN member states that have not ratified the CRC are Somalia, South Sudan, and the United States.<sup>2</sup>

(Sources: U.S. Fund for UNICEF, [teachunicef.org/sites/default/files/sites/default/files/documents/SOWC\\_Special\\_Edition\\_Youth\\_Report\\_9-12.pdf](http://teachunicef.org/sites/default/files/sites/default/files/documents/SOWC_Special_Edition_Youth_Report_9-12.pdf) and [unicefusa.org/campaigns/public-policy-advocacy/the-convention-on-the-rights.html](http://unicefusa.org/campaigns/public-policy-advocacy/the-convention-on-the-rights.html))



2 As of this writing (December 2013), the national legislative assembly in South Sudan passed a bill to ratify the CRC. The convention will be ratified in South Sudan after the bill is signed by the president.

## Handout 2: “What We Teach Our Children” Read-Along Questions

(Chapter 4, *I Believe in ZERO*)

Using both sides of this worksheet, respond to the following questions:

1. What are some of the rights denied to RC, as described by Stern, as a result of living in poverty in Brazil? How is RC able to survive with HIV despite these challenges?



Support center for HIV-positive children, Brazil, 2006

2. How do you feel about the author’s call to teachers and parents to educate youth about the rights and privileges we have in the United States?
3. How does UNICEF work to support and protect the rights of children like RC? Visit the U.S. Fund for UNICEF website ([unicefusa.org](http://unicefusa.org)) and choose one area of UNICEF’s work to protect vulnerable children. Give two examples of how UNICEF is working to support and protect the rights of children in this one area.
4. Using RC’s fight to survive with HIV as an example, explain Stern’s assertion that children in developing countries are “heroes who prove themselves every bit as capable” (p. 89) of changing their own lives. Has reading this chapter changed the way you see children living in poverty with little access to health care? If so, how?

# Handout 3: “I Believe in ZERO”

## Read-Along Questions

(Chapter 3, *I Believe in ZERO*)

Using both sides of this worksheet, respond to the following questions:

1. What is MNT (maternal and neonatal tetanus) and how is it caused? Why do you think it is that one infant or mother dies of MNT every three minutes in places such as Sierra Leone, while in the developed world most people have never even heard of the disease?



Health worker vaccinating a child, Sierra Leone, 2013

2. If the cost of a vaccine to cure MNT is only seven cents, what factors do you think are preventing the world community from wiping out this disease today?
3. When Fatima dies, the author and her team struggle over releasing the video footage to “educate the masses” versus keeping it private to respect the dignity of Fatima and her family. Do you think they made the right decision? Why?
4. The author highlights actress Salma Hayek’s comment, “If you knew how to help save a child’s life, what could stop you?” What is your personal response to this question?
5. What is the “I Believe in ZERO” campaign? Why did U.S. Fund for UNICEF launch it and what does it mean to you?

## Handout 4: Problem, Explanation, and Solution Cards<sup>3</sup>

	PROBLEM	EXPLANATION	SOLUTION
<b>Undernutrition</b>	Undernutrition is caused by a lack of nutritious food to maintain health and growth. Many children get enough food, but are underweight or stunted because their diet is not nutritious. Undernutrition is linked to about 3 million deaths, or nearly half of all deaths of children under the age of five, each year.	Undernutrition weakens the body's resistance to illness and deprives a young child's body and mind of the nutrients needed for growth and development. The damage to the brain caused by stunting is irreparable in many cases. Children who receive good nutrition are less vulnerable to many illnesses.	Breastfeeding during the first six months of life can prevent undernutrition, and ready-to-use therapeutic foods provide lifesaving nutrition to children who are undernourished.
<b>Major Preventable Diseases</b>	Polio, measles, diphtheria, pertussis (whooping cough), and tetanus are the major preventable diseases. Millions of children die every year from these diseases, which can be prevented by vaccines. Pneumonia, diarrhea, and malaria alone were responsible for 6.6 million child deaths in 2012.	Measles and pertussis can lead to other serious infectious diseases such as pneumonia and tuberculosis. Pneumonia is the single largest killer of children under five, as well as the leading infectious cause of childhood mortality.	Immunization is one of the most important and cost-effective ways of protecting children from these diseases. In 1974 less than five percent of the world's children were immunized during their first year of life against diphtheria, tuberculosis, pertussis, polio, measles, and tetanus. Today that estimate stands at more than 80 percent.
<b>Diarrhea</b>	Diarrhea kills 1,600 children each day through dehydration and malnutrition. Of those deaths, 1,400 are caused by lack of access to clean water and sanitation. Children are more likely than adults to die from diarrhea because they become dehydrated more quickly.	Waterborne viruses, bacteria, and parasites; poor sanitation and hygiene practices; and a lack of clean water are all causes of diarrhea. Diarrhea kills children by draining vital fluids from the body. Children with diarrhea often have other diseases as well.	Breastfeeding can reduce the severity and frequency of diarrhea. Other low-cost treatments are Oral Rehydration Salts (ORS) and supplemental zinc. Increasing access to clean water, improved sanitation facilities, and improving education on sanitation practices like hand washing with soap can help reduce water-related diseases.

<sup>3</sup> The statistics in this handout were last updated in October 2013.

	PROBLEM	EXPLANATION	SOLUTION
<b>Malaria</b>	Malaria is a serious disease spread through mosquito bites. Each year there are over 200 million cases of malaria throughout the world and about 660,000 child deaths. The death toll is higher in tropical and subtropical regions. The burden is particularly high in Africa, where 17 percent of deaths in children under five are attributable to malaria (versus 7 percent worldwide).	Spread by the bite of an infected mosquito, malaria causes fever and the loss of body fluids through sweating. Malnutrition and dehydration can result when malaria is untreated. Frequent malarial infection can slow children's growth and brain development and is likely to cause anemia.	Prevention and early treatment of malaria saves lives. Insecticide-treated bed nets protect sleeping children from infected mosquitoes that swarm at night. This can reduce deaths of children from malaria by 20 percent.
<b>Lack of Micronutrients</b>	Many children are missing vitamins and minerals, such as vitamin A and iodine, in their diets. Vitamin A helps children resist illness and prevents night blindness. Iodine is needed to promote growth and prevent learning disabilities.	Micronutrients are essential to keeping children healthy; without this type of nourishment, children are vulnerable to diseases such as diarrhea, measles, and malaria.	Supplementing children's diets with micronutrients (vitamins and minerals) is essential for growth and development. Iodized salt used in food prevents brain damage; vitamin A capsules can boost the immune system and prevent blindness.
<b>Pneumonia</b>	Pneumonia, a serious disease of the lungs, causes the most child deaths around the world—about 11 million children each year—the bulk of whom are less than two years old.	Undernourished children are at a high risk of developing pneumonia. Many children die of pneumonia at home because their families do not recognize the symptoms of the illness and delay getting medical care.	Good nutrition, clean air, and immunization protect children from pneumonia. Antibiotics (medicines that kill disease-causing bacteria) are used in cases of severe pneumonia. With the help of community health workers, parents can be taught to recognize symptoms and treat pneumonia at home.
<b>Lack of Safe Drinking Water and Sanitation</b>	Unsafe drinking water, lack of sanitation, and poor hygiene contribute to diarrhea, pneumonia, newborn disorders, and undernutrition—four of the major causes of child deaths.	Every day, 1,400 children die from diarrheal diseases caused by lack of access to clean water and sanitation facilities.	Community awareness, political action, and international commitment are crucial to providing safe drinking water and proper sanitation for all people. Community health workers teach the importance of hand washing with soap and safe water for drinking and cooking. Families with clean water, free of germs, have fewer illnesses.

# Handout 5: “White Shirts of Haiti”

## Read-Along Questions

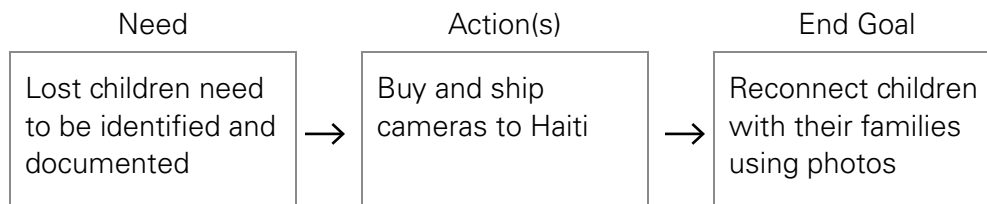
(Chapter 5, *I Believe in ZERO*)

Using both sides of this worksheet, respond to the following questions:

1. Stern describes various humanitarian actions taken in the aftermath of the 2010 earthquake in Haiti. On the back of this worksheet, create a flowchart outlining at least five needs of the survivors, the actions taken to provide relief, and the end goal of those efforts as described by Stern. For example, Stern describes going to a local store to buy cameras so that lost children could be documented (p.128). This example can be recorded in a flowchart as follows:



“I saw dilapidated houses and completely leveled buildings—rubble rising up everywhere.”



2. Stern puts two elements of the Haiti earthquake story side by side: (a) the enduring spirit of children in Haiti as demonstrated by keeping their white shirts clean and pressed for school daily; and (b) the waning support of the media and international community after one year of relief efforts. What factors kept the recovery in Haiti moving at a slow pace? What prejudices surfaced in the international community as a result, and how could such prejudices make it harder to protect the rights of children in a humanitarian emergency?
3. Visit the U.S. Fund for UNICEF website ([unicefusa.org/work/emergencies/Haiti](http://unicefusa.org/work/emergencies/Haiti)) and give two examples of how Haiti has made progress in protecting the health, safety, and education of children since 2010.



# Handout 6: “The Bag Makers of Bangladesh” Read-Along Questions

(Chapter 7, *I Believe in ZERO*)

Using both sides of this worksheet, respond to the following questions:



Bangladesh, February 2011

1. What does the author mean when she writes “[B]eing grown up isn’t defined by your age” (p.188) and “[T]hese children in Bangladesh didn’t get the luxury of time” (p.198)? In what ways has poverty forced many children in Bangladesh to grow up prematurely?
2. The author also ponders the question, “[A]t what age is a child a child, not an adult?” (p.205). Where would you draw that line? What requirements do you think any society should put in place to protect children and childhood?
3. List at least three obstacles the nine-year-old girl in Bangladesh (who serves as Stern’s guide to the underground factory) struggles to overcome (pp. 198–201). List three corresponding relief actions carried out by UNICEF-supported programs to assist children like her.
4. While shopping for saris, the author wonders, “...[I]f it was made by a child, was purchasing it helping them or hurting them?” (p. 201). Why was Stern tormented by this question? Do you think she made the right decision to buy the fabric? Why, or why not? What can you do to make sure that your purchases (at home or abroad) are not supporting child labor?
5. What was the significance of the 1971 Concert for Bangladesh then, and what is its legacy today? What event during your lifetime has raised your awareness of global inequities? What actions did you take as a result, or might you take in the future, in response to what you now know about global inequities?

# Alignment to National and Common Core State Standards

## Common Core State Standards

	Lesson			
	1	2	3	4
<b>College and Career Readiness Anchor Standards</b>				
Reading: Key Ideas and Details	✓	✓	✓	✓
Reading: Craft and Structure	✓	✓	✓	✓
Writing: Text Types and Purpose, Production and Distribution of Writing	✓			
Writing: Research to Build and Present Knowledge		✓		
Speaking and Listening: Comprehension and Collaboration	✓	✓	✓	✓
Speaking and Listening: Presentation of Knowledge and Ideas		✓		

## National Content Standards

	Lesson			
	1	2	3	4
<b>National Curriculum Standards for Social Studies<sup>4</sup></b>				
5. Individuals, Groups, and Institutions		✓	✓	✓
6. Power, Authority, and Governance	✓			
7. Production, Distribution, and Consumption				✓
8. Science, Technology, and Society		✓		
9. Global Connections	✓	✓	✓	✓
10. Civic Ideals and Practices	✓	✓	✓	✓
<b>Standards for the English Language Arts<sup>5</sup></b>				
Reading	✓	✓	✓	✓
Writing	✓			
Research and Inquiry		✓		
Community Through the Language Arts	✓	✓	✓	✓

4 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.

5 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>.

# Interview with the Author

## Why did you write this book?

**CS:** I feel one of the primary responsibilities of my job is to give voice to children whose voices cannot be heard. Every day as we go about our business, 18,000 kids under the age of 5 die. I find it really hard to reconcile that fact with the privilege I get to experience here in the United States. This book explores that balance and invites readers to act on behalf of the world's children.

## What are the most glaring differences or inequalities you have observed in your travels?

**CS:** Everything. One day the most glaring difference is that *my* children eat and others don't, and on another day it's *my* children have water and others don't. Other days it's *that* woman got to have an immunization and another didn't, and *that* woman's child lived and another's didn't. The book is about these inequities; there isn't one that stands out more than others.

## What is the most meaningful lesson you've learned through travel?

**CS:** The most meaningful lesson that I have learned over the past seven years is that people are really a lot stronger than we think. In times of tragedy, those people who we, the bystanders, perceive as victims do not think of themselves as victims. They see themselves as survivors. This is an amazing and powerful realization. The kids in Haiti after the earthquake taught me more about what's important in life in their ability to see themselves as survivors than anything that I could ever read or research—same with the kids in Darfur.

## Why should people in the U.S. act on behalf of children in distant countries, especially when we have so many problems here at home?

**CS:** I don't believe in pain wars – any child who is suffering anywhere, it's horrible. I'm not saying you should help children in other countries *over* children in our own country, I'm saying we should help *all* children, including children in our country. But if you were to compare them, a child in the United States is born and the first thing he or she gets is a birth certificate, proof of citizenship. This child is then guaranteed an education because in the U.S. education is a right, not a privilege. In order for this child to go to school, the United States requires and guarantees that he or she be immunized. Then, as bad as it may be, there is a shelter system in this country so most children are not forced to live in the street. If the parents were to die, no child becomes the head of household and there are social services, child protection laws. In the developing world, a child is born and there may be no birth certificate. In Haiti, for example, when the earthquake happened, we didn't even know how many kids



Senegal, 2013

we were looking for because there was no registry of children. In the developing world, if mom and dad die, children take over and so what you find are nine- and ten-year-olds as head of household. There is no law protecting children from being married off at the age of 13 in some places. There aren't schools in some places and children are not guaranteed an education, so there is nothing to interrupt the cycle of poverty. There are those people that say, "well those are their children" and I counter that argument by saying these are *children*. They're not Ethiopia's children, Somalia's children, Africa's children, Asia's children, South America's children, U.S. children. They are *children* and we're the grown-ups, and that's why we should help.

**What is the message that you would like readers to take away with them after reading the book?**

**CS:** The primary message is that you *can* make a difference in a child's life. I know that in my lifetime I'm not going to be able to save all the world's children. I'm not the one on the ground who's giving immunizations or providing medical care, nor am I the nutrition expert. My real strength is writing and speaking, so I am using my voice and my words on behalf of the world's children. If you're a painter, paint. Whatever it is that you do best, use your skills for the world's children – that's what I want you to walk away with. I want you to think: What can I do that fills my heart, but also saves a life, and how can I further the cause? That's why I wrote the book.

**What are some simple actions that anyone can take to help achieve "ZERO"?**

**CS:** Write a letter to your member of Congress and tell him or her we can't keep cutting foreign aid to children. When you immunize your child, think about how the cost of your co-payment could immunize three other children, and consider making a donation in that amount. When you raise your children, teach them to be philanthropic, teach them that we are our brother's keeper. Expose them to different cultures, encourage them to value people who may look, feel, act, or believe differently from them. Teach them that we are neither inferior nor superior to others, but we are equal.

**As CEO of the U.S. Fund for UNICEF, you have had the opportunity to expose your sons directly to the challenges other children face around the world. What can families in the U.S. do to develop global consciousness in their children?**

**CS:** You can raise global consciousness with your children at your dinner table by saying to your children, "So what would you think if we didn't have enough chocolate cake tonight? What if we only had one piece left and I said to you and your brother, 'Who should I give it to?' How would I make that choice? I love you both. And what if this cake is all we have left to eat for the next two days. How do we divide it up? Would it be fairer to make sure one of you gets the whole piece or would I give you each half? What if eating only half isn't enough food? What do you think about that?" Posing dilemmas and then discussing outcomes makes kids think about the challenges others face. "Imagine if only one of you could go to school. What would you do if you couldn't go to school? How would you feel about your brother getting to go?" It's important to ask these kinds of questions, have these conversations, and then give your kids opportunities to give back. It feels good to give back. It's also important to make



Measuring for malnutrition, Darfur, 2006

sure you show pride and applause when your kids give back – it should be as big a deal as the A on the report card, scoring the home run, anything you applaud your children for. You should applaud them because they gave 10 percent of their allowance to a charity, they wrote a letter to their member of Congress, or they Trick-or-Treated for UNICEF. That's your job as a grown-up, to make your child feel good about doing good.

**What are your greatest hopes for the future of the world's children?**

**CS:** My greatest hope is that those of us who go about our lives and don't pay attention begin to pay attention. When I was a kid, the thing that I could never understand was how the Holocaust happened and so few people did anything. I used to think that the absence of the Internet made it so people really didn't know what was going on outside of their community. Then, as I got older I realized people did know, but they just didn't think about it. I don't think people consciously said, "Oh my G-d that's happening, but I don't care." I just think they chose not to think about it—and that's what many of us do every single day. If you had to look a mom in the face the way I did and know that her baby died, and that you could have stopped it, you wouldn't be able to say, "I'm just not going to think about it anymore." So, my greatest hope is that we're all forced to think about these issues because I believe that people are inherently good and that given the right choice, people will do the right thing. I hope that my book will propel those who read it to do just that: the right thing.



Respite center for children with disabilities, Vietnam, 2008

# Ten Ways to Take Action

**1. Volunteer.** Share your time with UNICEF and join our mission to save children's lives. Volunteers educate, advocate, and fundraise on behalf of UNICEF in their communities. Join the UNICEF Action Center to learn about campaigns, join discussion forums, and to access tools and resources. [actioncenter.unicefusa.org](http://actioncenter.unicefusa.org)

**2. Advocate.** Use your voice to speak up on behalf of the world's children. Send a message to elected officials in support of U.S. government funding for UNICEF and other current UNICEF-supported legislation. Help educate your fellow citizens on the Convention on the Rights of the Child and its importance to UNICEF's lifesaving work. [unicefusa.org/campaigns/public-policy-advocacy](http://unicefusa.org/campaigns/public-policy-advocacy)

**3. Get Connected.** Read daily updates and posts about UNICEF's work around the world by visiting the U.S. Fund for UNICEF's Fieldnotes Blog, and follow UNICEF USA on Facebook, Twitter, Google+, YouTube, Instagram, and Pinterest. [fieldnotes.unicefusa.org](http://fieldnotes.unicefusa.org)

**4. Give a Gift.** For the holidays or special celebrations, give a UNICEF Inspired Gift—an actual lifesaving product shipped straight from UNICEF's warehouse to children in need around the world. You can also buy cards, gifts, and special products that help to save children's lives. [unicefusa.org/shop](http://unicefusa.org/shop)

**5. TeachUNICEF.** Download UNICEF-themed lesson plans, activities, presentations, and multimedia resources on global issues. Share them with teachers and youth leaders in your community, and use them to educate your peers at school clubs and youth group meetings. [teachunicef.org](http://teachunicef.org)

**6. Join or Start a School Club.** Join the UNICEF High School Clubs or UNICEF Campus Initiative programs. This movement of grass-roots, student-led groups works to educate, advocate, and fundraise in support of children around the world through community programming and activism. [myactioncenter.unicefusa.org/high-school-clubs](http://myactioncenter.unicefusa.org/high-school-clubs), [myactioncenter.unicefusa.org/campus-initiative](http://myactioncenter.unicefusa.org/campus-initiative)



Haiti, 2010



Respite center for children with disabilities, Vietnam, 2008

**7. Trick-or-Treat for UNICEF.** The original Kids Helping Kids® campaign is for people of all ages. You can participate by carrying a collection box door-to-door, hosting a Halloween party or event, by donating online, or educating younger children in your community. [trickortreatforunicef.org](http://trickortreatforunicef.org)

**8. UNICEF Tap Project.** Support UNICEF's efforts to provide clean water and sanitation to children around the world. Just \$5 can provide one child safe drinking water for 200 days. Volunteers conduct local fundraising events and awareness activities. [unicefusa.org/campaigns/tap-project](http://unicefusa.org/campaigns/tap-project)

**9. Host a UNICEF Fundraiser.** Leverage your unique talents as a UNICEF fundraiser. Participate in a run, walk, or bike-a-thon; host a UNICEF Party; or solicit donations at a community event. The money you raise will give children the clean water, food, medicines, vaccines, and protection they need to survive. [actioncenter.unicefusa.org](http://actioncenter.unicefusa.org)

**10. End Trafficking.** UNICEF works to protect all children from violence, exploitation, and abuse. Get involved in the End Trafficking project by educating yourself about the issue, posting the National Human Trafficking Hotline number (1-888-373-7888), hosting a screening of the film *Not My Life*, and taking other meaningful actions to end trafficking. [unicefusa.org/endtrafficking](http://unicefusa.org/endtrafficking)



Children pumping water, Darfur, 2006



Camp for displaced people, Darfur, 2006