

What's Your ZERO?

GRADES 3–6

unicef
united states fund

TEACHunicef

Overview

In 2012 the U.S. Fund for UNICEF launched *Believe in ZERO*, a national campaign to achieve ZERO preventable child deaths globally and provide every child with the opportunity to survive and thrive. In this lesson, students view the campaign PSA and explore what it takes for seemingly impossible ideas (like *Believe in ZERO*) to become possible. They learn about the work of UNICEF and use discussion and art to identify problems that they would like to see eliminated in their community, nation, or on a global level. Students then create an action plan to address one of the priorities they identified and in doing so become part of the global movement to achieve ZERO.

Objectives

Students will:

- Reflect on the human values that contribute to the attainment of large goals
- Learn about the work of UNICEF and global efforts to protect and save the lives of children
- Develop action plans to address problems that concern them

Materials

- Chart paper and markers
- Computer and Internet access
- Screen and LCD projector or interactive whiteboard

Advance Setup

- Chart the prompt in step #1
- Test the videos in steps # 2 and 3
- Prepare and set out art supplies for step #5
- Prepare Handouts 1 and 2 for projection or distribution

About
This
Lesson

Time

60-90 minutes or
two class periods

Grade Level

Grades 3–6

Vocabulary

- bold
- conviction
- determination
- exploited
- fathom
- preventable child deaths
- unimaginable
- unwavering

We want to hear your students' ideas about *Believe in ZERO* and what they are doing to create a better world for all children. Please send copies of student essays and other creative work to TeachUNICEF@unicefusa.org. Some of their work will be featured on TeachUNICEF.org in order to inspire a national dialogue about *Believe in ZERO*. We invite you and your students to join us!

Directions

1. Either for homework or in class as a pre-lesson exercise, have students write a brief response to the following prompt:

Describe a time when you accomplished something even though people around you said “no way” or didn’t believe you could do it. What did it take for you to achieve your goal?

Ask for volunteers to share their writing, and highlight common themes and ways in which they overcame doubt in order to realize their aspirations.

2. Tell students that you’d like to show them a short video about people who believed in “impossible” dreams and achieved big things even when others doubted them. Play *Believe in ZERO* (www.unicefusa.org/about/believe-in-zero/watch) and discuss, using the following questions:
 - What do you know about the brothers who said “we believe man can fly,” the women who believed “we should all be equal,” and the folks who “insisted we walk on the moon.” (*Briefly clarify for students the significance of these breakthroughs and identify some of the people or “believers” associated with them.*)
 - What other “believers” have made you feel encouraged or inspired? What did they accomplish?
 - What conditions or environments do you think allow people to “dream impossible things”?
 - What is the boy in the video’s dream (*ZERO children dying; ZERO starving children*)? What’s happening in the world today that might make him hope for these things? (*Prompt students for specific issues, diseases, places, etc., to the extent that they are aware of the issues.*)
 - Do you think the boy’s dream is possible? What would it take to make his dream a reality?
3. Tell students that the video was created by U.S. Fund for UNICEF, and ask students what they know about this organization. Many students may be aware of Trick-or-Treat for UNICEF. Provide the following information to expand on what UNICEF does:

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

OPTIONAL: Play the *Believe in ZERO* video at www.youtube.com/watch?v=oAqOli1gLzk (2:52), which provides a brief overview of UNICEF’s work.

4. Project or distribute *Handout 1: UNICEF Believe in ZERO Poster* and ask for a volunteer to read it aloud. Write “What’s Our ZERO?” on the board. Tell students that you’d like them to think about what the words on the poster mean to them and what “ZEROS” they think are most important to achieve.

5. Divide the class into small groups of 3-5 students, and have each group select a recorder and a reporter. Then do the following:
 - Assign each group one or two of the following words from the poster to look up, and have recorders write the definitions on the class “word wall” or on a chart with new vocabulary: conviction, determination, exploited, preventable, unimaginable, unwavering.
 - Have groups discuss their reactions to the poster (what it made them think or feel) and identify one problem in their community, nation, or the world that they would most like to see solved (it doesn’t have to be limited to the issues mentioned on the poster).
 - Have each group label a large sheet of construction paper with the question “What is Our ZERO?” and create a piece of artwork that reflects their reaction to the poster and the ZERO they have identified. Ask them to draw and/or create a collage using magazine images, words, or headlines cut from newspapers, etc.
6. Reconvene the class and have the reporters display and briefly summarize their group’s work. Discuss common themes that run throughout the pieces. Work with students to identify one ZERO that the class will take action to address over the course of the school year.
7. (Optional) For homework, assign students to write an essay or poem or create a short video that explores ways to take action to address the ZERO the class has chosen. Direct them to outline their vision for a world without the problem selected (e.g., poverty, hunger, homelessness, lack of education, etc.).
8. Following the lesson, work with students to put a plan in place for addressing their ZERO (e.g., educate others about the problem through the school newspaper/website, plan a fundraiser, write to politicians to advocate for laws, etc.). If desired, share *Handout 2: 4 Fun Ways to Help UNICEF!* to provide ideas on how students can act on behalf of UNICEF as part of the class plan.

Extension Activities

1. Assign students to research and write a report on one of the “believers” referenced in the *Believe in ZERO* PSA (e.g., the Wright brothers, Susan B. Anthony, Neil Armstrong). Have students explore the obstacles that these visionaries faced and the personal attributes and environmental factors that contributed to the realization of their dreams.
2. Show/read to students one or more of the videos and books listed on *Handout 3: Resources by and about UNICEF*. These child-friendly resources will help to make the issues UNICEF addresses concrete and understandable to students. After exploring several of these resources, challenge students to create their own picture book, comic book, or video on the issue or ZERO the class is working to address. Have students share their books and videos with other classes as a way to educate their peers.

UNICEF Believe in ZERO Poster

BEFORE ANYTHING UNIMAGINABLE
CAN BECOME REAL,
THERE MUST BE A BELIEVER.
SOMEONE WHO BELIEVES
WITH UNWAVERING DETERMINATION.
SOMEONE WHOSE CONVICTION
IS SO POWERFUL
THAT OTHER PEOPLE START TO BELIEVE, TOO
— MORE AND MORE, UNTIL FINALLY
A SEEMINGLY IMPOSSIBLE IDEA
BECOMES POSSIBLE.
AN IDEA LIKE BELIEVE IN ZERO.
ZERO STARVING CHILDREN.
ZERO EXPLOITED CHILDREN.
ZERO PREVENTABLE CHILD DEATHS.
BELIEVE IN ZERO.

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4 Fun Ways to Help UNICEF!

1 Trick-or-Treat for UNICEF

Pick your favorite character or design your own collection box to help kids around the world! For even more fun, get your whole class involved!

Visit: www.trickortreatforunicef.org.



2 Walk for Water

Ask your parents to help you organize a Water Walk so that you and your friends can raise money for the UNICEF Tap Project, which provides clean drinking water for kids. Did you know that \$1.00 can give a kid clean drinking water for 40 days?

Visit: www.UNICEFtapproject.org.



3 Let Them Know

Sometimes adults need reminders about what is important, so sharpen your pencil and write a letter to your local politicians to let them know you believe that kids deserve to be protected! Visit our sample letters at: www.unicefusa.org/campaigns/public-policy-advocacy.

4 Go Online

Check out our websites, where you can learn and make friends with kids from all over the world! Check out what kids have to say about issues you're interested in on the Voices of Youth website. There are even UNICEF games that show you what we do to help kids just like you! Visit: youth.unicefusa.org/games/ and www.voicesofyouth.org.

Resources By and About UNICEF

(Upper Elementary and Middle Schools Students)

BOOKS

Children Just Like Me by Susan Elizabeth Copsey and Barnabas Kindersley

DK Publishing (1995), 79 pages, grades 2-6

The authors spent two years meeting and photographing youngsters from every continent and more than 140 countries.

Children Just Like Me—Celebrations! by Anabel Kindersley

DK Publishing (1997), 64 pages, grades 2-6

Original photography and children's own words bring to life major religious and local celebrations from countries such as Japan, Mexico, India and Sweden.

For Every Child by Caroline Castle

Phyllis Fogelman Books (2000), 40 pages, grades K-3

This book features 14 of the most pertinent rights of the child, retold in simple text. Each right has been interpreted in a double-page spread by some of the world's most acclaimed artists.

A Life Like Mine: How Children Live Around the World

DK Publishing (2005), 128 pages, grades 5 and up

Profiling children from all over the globe who are leading their lives in different and fascinating ways, the challenges of nations both developed and developing are revealed through stories and photographs.

A School Like Mine: A Unique Celebration of Schools Around the World

DK Publishing (2007), 80 pages, grades 3 and up

In this celebration of the commonalities and differences among schools in different countries, children discuss their lives, views, and hopes for the future.

UNICEF and Other Human Rights Efforts: Protecting Individuals by Roger Smith

Mason Crest Publishers (2006), 88 pages, grades 4 and up

This book provides an overview of UNICEF and the UN, and explores topics including the UN Charter and its role in human rights, the Universal Declaration of Human Rights, and human rights and international law.

UNICEF (Global Organizations) by Sean Connolly

Saunders Book Co (2009), 48 pages, grades 5 and up

This book is part of a series that explains the role and functions of some of the world's major international organizations.

UNICEF (International Organizations) by Deborah A. Grahame

Gareth Stevens Pub (2003), 48 pages, grades 5-8

This book takes a brief look at the history, funding, and organization of UNICEF, and explores the many problems and diseases addressed by UNICEF workers, including polio, malaria, and smallpox.

UNICEF: United Nations Children’s Fund by Anastasia Suen*Rosen Publishing Group (2002), 24 pages, grades K-2*

Students learn when the UN and UNICEF started, what UNICEF stands for, and some of the ways in which it raises money and helps children and families worldwide.

UNICEF (World Organizations) by Katherine Prior*Franklin Watts (2004), 32 pages, grades 4-8*

This book is part of a series that examines the role key international organizations play in improving the lives of people around the world. Case studies describe how each organization functions.

The United Nations Children’s Fund (Global Organizations) by Ada Verloren*Chelsea House Publications (2009), 136 pages, grades 6 and up*

Part of a series focusing on the world’s top governing bodies, this volume on UNICEF describes the institution’s conception, structure, and mission, as well as its economic, political, geographical, and historical frameworks.

VIDEOS**Trick-or-Treat for UNICEF***2010, Running Time: 5:21, ages 5-13*

This film uses footage of UNICEF’s work globally to teach about UNICEF’s efforts to save children’s lives. It provides a brief overview of Trick-or-Treat for UNICEF and how kids can help UNICEF to meet its goals.

UNICEF Lucanor’s Island—A Discovery of Children’s Rights*2007, ages 4-10*

When shipwrecked kids discover an island of adults who have forgotten about the outside world, they discover what it means to have rights. Includes real images of UNICEF in action.

In addition, visit:

- TeachUNICEF Educational Resources: teachunicef.org/explore/media
- UNICEF Television and Radio: www.unicef.org/videoaudio
- UNICEF Online Shop: www.unicefusa.org/shop/unicef-videos
- UNICEF YouTube Channels: www.youtube.com/user/unicef; www.youtube.com/user/unicefusa
 - Believe in ZERO: www.youtube.com/watch?v=oAqOli1gLzk
 - When Children’s Worlds are Turned Upside Down: www.youtube.com/watch?v=JMEueYuMadU
 - Child-Friendly Schools for Life: www.youtube.com/watch?v=6ksFagtQEK4&feature=relmfu
 - Education: www.youtube.com/watch?v=e5R4jAxKY-I&feature=relmfu