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## Lesson: I Am A Global Citizen

### Objectives

#### Students will:

- Define who a global citizen is.
- Look into the lives of two global citizens and examine how they are impacting their communities.
- Understand and articulate how they are a global citizen.

### Set-Up

- Have **I Am A Global Citizen** (See below) ready to show on an interactive whiteboard or projector/screen.

**Time:** 45 minutes

### Materials

- Copies of [Mind Map](#) (One copy per person)
- Interactive whiteboard or projector/screen
- Notebooks and pencils

## Directions

1. Divide students into groups of three to five students. Pose the question, “What does it mean to be a global citizen?” and foster a discussion as a class.
  - Ask students to give examples of who they believe is a global citizen. List out characteristics, what they think a global citizen should know and value or even words and feelings that pass through their minds when they hear the phrase ‘global citizen’. Remind students that there is no right or wrong answer and that you are defining global citizens together.
  - Project **I Am A Global Citizen** to the class on an interactive whiteboard or projector.
2. Pass out a copy of [Mind Map](#) to each person or have students draw the Mind Map figure in their notebooks or on a piece of paper.
  - In the head portion of the mind map, have students write in words that occupy their thoughts or define who they are. Again, remind them there is no right or wrong answer, but the more significant the word is to them, the larger it should be. If your students have access to colored pencils or pens, encourage them to color code their words. For example, if there are words that are linked or related to one another, they can write them with the same color.



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- Reflecting on your classes' conversation of who a global citizen is, ask students to use their own words to describe how they believe they are (or can be) a global citizen near the prompt 'I am a global citizen because.'
- Have students take ten minutes to fill in answers for the remaining prompts. Encourage them to be creative; they can use sentences, but also draw pictures and shapes if they wish.
- In groups, have students share each other's mind maps. If time remains, ask the group to present on similarities and unique characteristics of each person in their group to the entire class.
- (Optional) Do a tally of your students' favorite way to exercise and stay active. End lesson with everyone mimicking movements of that activity for 30 seconds.

**Teacher Tip:** Take a break and get active by playing games that will transport your class to [Niger and Indonesia](#).



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## I Am A Global Citizen

**I am:  
Ime Rueben**



**Growing up I...** recognized the importance of education. My dad was an immigrant from Nigeria and seeing his life, I saw how education had the power to transform and open up new windows of opportunities.

**I am a global citizen because...** I care about my community and the world! I used to do a lot of community service in high school. When I started college, I missed being able to serve others and be involved. I wanted to be part of something that would have a global impact. I heard about UNICEF's work and realized that my school didn't have a UNICEF club, so I started one! Working with UNICEF has made me so much more compassionate as I learned about the lives of kids around the world.

**As a child, I got active by...** playing kickball. And I danced everywhere. I still dance around my room! Sometimes I sing on the top of my lungs and dance to the music.

**I am:  
Hassan Nomao**



**Growing up I...** played in the rice farms along the Niger River. I was fascinated by the rows and rows of rice growing in water. Rice is a staple in my country. Seeing it grow was special. It was like I could see the journey rice took from the fields to my dinner.

**I am a global citizen because...** I understand how important it is to bring an end to malnutrition. In 2006, UNICEF began to support locally-produced RUTF in Niger. I was one of the peanut farmers who started growing more crops to meet the demands. My family has been in the peanut farming industry for many years, and it's great to know that our work plays a role in providing life-saving RUTF.

**As a child, I got active by...** watching camel racing whenever I could. My friends and I would play games that imitated the camels or try to run alongside them from a distance. I loved playing soccer, too!



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**I am:  
RUTF**



**I am made in...** countries like Niger, Haiti, France, India and the United States. As you can see, I'm pretty global! No matter where I'm made, my ingredients are usually peanuts, oil, sugar, milk powder and vitamin and mineral supplements. Artificial flavoring is not allowed, but I'm tasty even just with natural flavors.

**I help global citizens by...** being involved in bringing an end to global malnutrition. One serving of me has as much iron as a bunch of spinach and as much calcium as three cups of milk. More than 90 percent of severely malnourished children who are treated with me recover. UNICEF is the world's largest purchaser and distributor of RUTF, and with UNICEF, I'm happy to know that I play a role in saving lives!

**I am:  
A Global Citizen**



**What's your story?**