



Teacher Resource

UNICEF Young Ambassador

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Briefly summarise the BTN story.
2. What is Denzel's role at UNICEF?
3. When and why was UNICEF set up?
4. What issues does Denzel hope to raise awareness about?
5. Why is it important for young people to have a voice?

Activity: Class Discussion

After watching the BTN story, hold a class discussion using the following discussion starters.

- What is a UNICEF Young Ambassador?
- What issues are important to you?
- Complete the following sentence.
It is important that young people's voices are heard because...
- Think of three questions you have about the BTN story.
- What did you like about the BTN story?



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KEY LEARNING

Students will investigate the role of UNICEF's Young Ambassador.

CURRICULUM

HASS – Years 5 and 6

Work in groups to generate responses to issues and challenges.

Present ideas, findings, viewpoints, and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

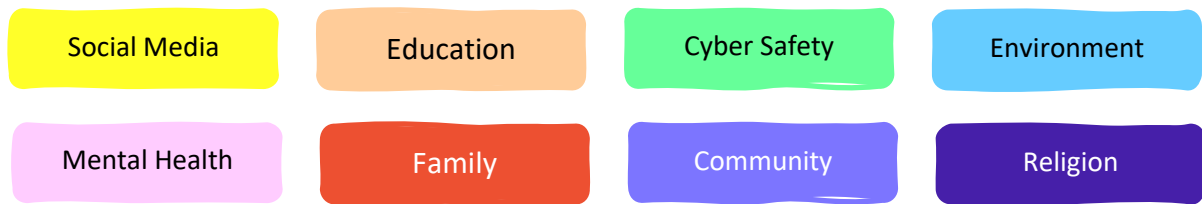
HASS – Year 7

Collaborate to generate alternatives in response to an issue or challenge and compare the potential costs and benefits of each.

Present ideas, findings, viewpoints, explanations, and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions, and concepts

Activity: What's Important to You?

Hold a brainstorming session in the classroom to find out what's important to your students and how they think things could be done better in their school community. Some topics for discussion include:



Use the following questions to help guide a discussion (either as a class or in small groups).

- What are you passionate about (what issues are important to you)? Rate on a scale of 1 to 10.
- What concerns do you have about the future?
- How do you think things could be done better in your school community?
- Do you think you can have an impact on change in the community?

Activity

Students will think about what is important to them in their community and express this creatively through writing a letter to their SRC or local Member of Parliament, creating an artwork, or writing a poem. Before starting this activity, students will think about what they appreciate about their community, the issues they observe and what they would like to see improved. Students will write their ideas and thoughts using dot points or on post-it notes.

Write a Letter

- Write a letter to your SRC or local Member of Parliament (MP).
- Your letter will need to address the issues or improvements you would like to see in your community.
- Include language that is persuasive, respectful, and specific.

Create an Artwork

- Create an artwork that represents your thoughts and values about your community.
- Your artwork can include drawings, painting, collages, or other mediums.
- Use colours, symbols and imagery that help convey your message.

Write a Poem

- Write a poem to express your feelings and thoughts about an issue in your community that is important to you.
- Use imagery and descriptive language to help convey your message.
- It could be haiku, acrostic, black-out or another type of poetry.

Reflection

- How did this activity make you feel?
- What surprised you when completing the activity? Consider the impact that you can have on social change and the empowerment of young people in the community.
- Write a short paragraph reflecting on why you believe it is important for all individuals to have a voice in society. Having the right to voice allows people to participate in decision-making, share their experiences, and advocate for change.

Activity: World Children's Day

Discover what's happening this [World Children's Day](#) – UNICEF's annual day of action for children, by children.

From climate change, education, and mental health, to ending racism and discrimination, children and young people are raising their voices on the issues that matter to their generation and calling for adults to create a better future. Kids are standing up for a more equal, inclusive world. **What will you do?**



Activity: Youth Addressing the UN

As a class watch one or more of the following videos to learn more about young people who have addressed the United Nations on a range of issues. After watching the video students will respond to the questions below.



[BTN Raise the Age](#) Meet Dujan, an Arrernte/Garrwa boy who's passionate about the issue of raising the age of kids put in detention who, last year, took his argument to the United Nations.

[Dujan addressing the UN Human Rights Council, YouTube](#)



16-year-old environmental campaigner Greta Thunberg delivers a powerful message to world leaders.

[BTN Newsbreak - Greta's passionate UN speech](#)



Watch this animated BBC video called "[The child who tried to save the world...in 1992](#)". In 1992, when she was just 12, Severn Cullis-Suzuki warned the world about the environmental crisis. Here she tells her story.

Watch her original speech here - [Severn Cullis-Suzuki's speech at Rio Summit 1992, YouTube](#).

After watching one or more of the videos students will respond to the following questions:

- What issue did they talk about in their address to the United Nations?
- Why do you think they wanted to address the United Nations?
- What impact did their speech have?

- How did the speech make you feel?
- What part of the speech (1-2 sentences) had the most impact on you? Why?
- Why is it important for young people to voice their concerns about global issues?

Further challenge – Be a diplomat.

In this activity students will play the role of diplomats and prepare a speech about an issue they are passionate about. Students will then imagine they are delivering their speech to world leaders at a United Nations Summit and deliver their speech to the class.

Useful Websites

- [Young Ambassadors](#) – UNICEF
- [World Children’s Day](#) – UNICEF
- [Climate Crisis + Mental Health](#) – Voices of Youth
- [Climate Action, The Essentials: understanding and tackling climate change](#) – Voices of Youth