



Needs and Wants: Investigation of Children's Rights

(Grades 5 – 8)

Curriculum Expectations:

Grade 5 Social Studies (Aspects of Citizenship):

- Identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives
- Identify the relevance to their own lives of individual and group rights

Grade 5 Visual Arts:

- Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
- Demonstrate an understanding of composition, using selected principles of design to create narrative artworks or artworks on a theme or topic

Grade 6 Social Studies (Canada's Links to the World):

- Explain the relevance to Canada of current global issues and influences
- Describe Canada's participation in international efforts to address current global issues

Grade 6 Visual Arts:

- Apply the creative process to produce artworks in a variety of traditional two- and three-dimensional forms, as well as multimedia artworks, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies
- Demonstrate an understanding of composition, using selected principles of design to create narrative artworks or artworks on a theme or topic
- Use elements of design in artworks to communicate ideas, messages, and understandings

Grade 8 Social Studies:

- describe the factors contributing to change in Canadian society (e.g., immigration, technology, politics, globalization);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs;
- compare the characteristics of places with high and low population densities;
- compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries;



- summarize the factors that affect patterns of urbanization, industrialization, and transportation.
- explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;

Grade 8 Visual Arts:

- Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view
- Demonstrate an understanding of composition, using multiple principles of design and the “rule of thirds” to create narrative art works or art works on a theme or topic
- use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
- use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges
- interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
- identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

Objective of Workshop:

- To explore children’s rights through students’ perspectives of everyday life’s needs versus wants
- Synthesizing the lessons’ content (and information) along with using cooperative skills, teamwork, imagination and creativity to create a student version poster of a Charter of Rights of a Child
- To compare created charter to the Convention on the Rights of a Child

Synopsis of Activities:

1. Group discussion on how we define a right, and notions of needs vs. wants
2. Group-work creating a poster, dividing conventions between two categories of needs and wants
3. Picking top three needs vs. Wants and discussing differences
4. Creating of Class’ Convention of Child Rights
5. Creation of poster on one Child Right

Resources:

- packet of needs wants images
- powerpoint access (projector, LCD)



- Bristol board or chart paper for each group for images
- Markers for writing additional rights on poster board
- Piece of paper for each group with pencils, markers and crayons to create own Charter of Rights (could even create a formatted document)

Lesson:

Introduction / Opening (3 min)

- Presenters introduce themselves and provide a brief background about Pueblito
- We will be exploring the concept of needs and wants, and how these apply to our lives and identities, and later we will look at the Rights of Children.
- Inform students they will be making posters to promote child rights

Group Discussion (5min)

What type of resources do we need/use in order to survive?

What are some things that you need? What do you want? Do these need and wants provide us with our bare necessities as well as help build our identities? How do these things provide us with not only our physical needs, but as well as our mental needs? Is it our wants that make us humans (or shape our identities) or our needs? What shapes your identity more: wants, needs or both?

- Explore what we mean by a need and what we mean by a want.
- What about children in other parts of the world (developing countries)?
- All humans have similar needs and desires, so what could happen if our needs and wants are not met?

(Examples: fights, children throwing fits, depression, bad attitudes, wars, death, etc)

Charting Activity (15 min)

- Divide students into groups of three, four or five, Hand out packets. With grade 5's we selected 8 images per group, grade 6's and 7's did about 12 to 15. And all 20 do work with grade 8's, but it does take longer.
- With group, divide pictures into want /need categories
- Also rank your choices on both sides from most important (at top) to least important (at bottom)

**Do not glue until your group has decided how you will rank them!

Group Discussion (5 min)

Also if you don't have enough time, we just asked the groups to share their top 3 needs and wants, and had groups compare and discuss their differences.

- Have groups share some of their rankings and provide explanation. Also tell students to notice the similarities and differences, and feel free to comment and ask other groups questions.
- *What were the needs everyone agreed on?*
- *What needs spurred disagreement? Why?*

Class Discussion and Creation of Convention of Child Rights (10 min)

- Facilitator states that based on our needs and wants, the UN came up with the *Convention of the Rights of a Child*. Define a convention (not like a charter). State that in Canada all Children have rights.
- Ask: Why is it good to know our rights?
- Then go over some of the Rights and have a discussion, ask them, what does this mean to you? Are these rights met?

• **Child Right #24: Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.**

• **Discuss Child Right # 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.**

Take a survey to see if students feel that this happens or if it does not (in their lives).

• **Child Right #17: Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.**

Discuss whether they think that they do get reliable information from mass media, or information that is harmful.

- Taking these Rights into consideration, discuss how the reality of resource access and allocation make this particular right difficult to achieve... Do rich countries help poorer countries? Does everyone get help from the government? Is it easy to get help?
- As a class, make decision based on what key rights children should have. As a class, create their own *Charter of Child Rights*. Facilitator writes on blackboard or chart paper (approximately 5 are good, depending on how much time is left). When finished explain that they are to pick one of these rights and create a poster to promote it.

Poster (15 mins+)

- In their groups, have them choose one child right and **create a poster** with the title of the child right printed at the bottom of the page. Also give them the option to choose a right that is their favourite or perhaps not on the board.
- Using poster paper, markers, pencil crayons
- Gallery walk to see other creations or (if have 5 minutes left) have groups share/present their posters.

Optional: Viewing Slide Show: Rights of the Child: Photo essay

<http://www.unicef.org/photoessays/30048.html>

(Jessica and I did not use this)



Closure (2 mins)

- Balance of Responsibilities to all / Rights

Extension (We never had enough time to do this)

Pick two rights and then ways to provide that right or the responsibilities associated with right

Example: Right of having enough to eat.

Responsibilities: eating a healthy diet, pay a low but fair price for food, avoid the waste of food.

Facilitator's Notes:

The charting activity students love doing. It's very interactive and they get to put their opinions into it. They also love to present their findings. Also, it's important that you talk about education being both a need and a want (it's debatable), and same thing with religion. Some things are both and the distinction between needs and wants starts to blur. Also you must try to be respectful to all the other opinions, and take them into consideration, never saying "No, you're wrong, this is clearly a need". Also many groups have a third column during their charting activity, because they couldn't decide whether some things are a need or a want, so they placed them in the middle or named it "both" or "nants" (needs+wants). This is Ok. The Creation of a class *Convention of Rights* is also very important. A lot of students like to participate. Also some students say the same *right*, just worded differently, so don't re-write it, just say, "Ok this is the same as this one". The poster activity is great too, but it is important that you give them enough time. 20 minutes is great, even half an hour for the younger ones.

Overall, we had a great response to this lesson, both teachers and the students enjoy it, and it was one of our more popular workshops that we did!



Ipod



Extra Money to Spend



Fast Food



Television



Personal Bedroom



Trendy Clothes



Vacation



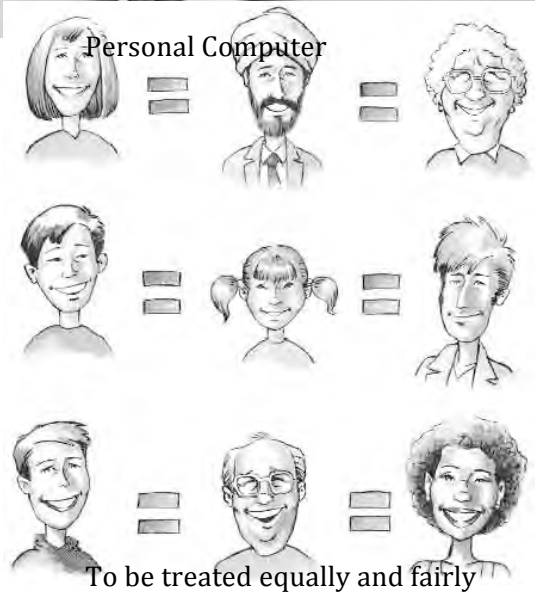
Bicycle



Safety/security



Play/recreation space



Home/shelter



Clean Air



Healthcare

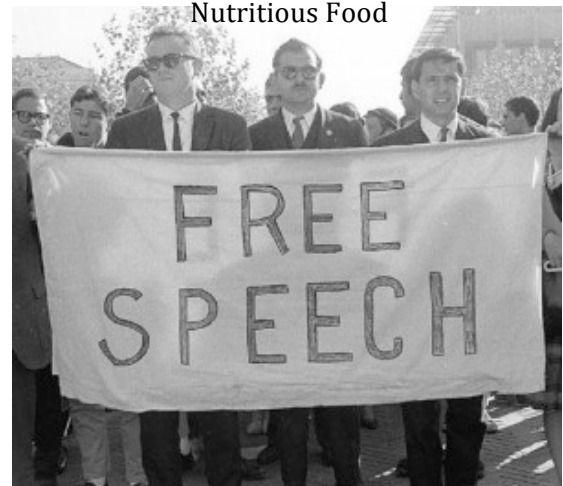


Clean Water



Religious and cultural freedom

Nutritious Food



Freedom of speech



Education