LESSON TITLE: Do all children have sweet dreams?

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: Lower Elementary, grade 1, 2, 3

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 4 30-minute periods

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BRIEF DESCRIPTIVE SUMMARY OF LESSON:

This lesson invites students to develop an understanding of the basic concepts of needs and wants, but bring their comprehension beyond their own world. Students begin examining needs and wants of household members, and then view images from the photography book “Where the Children Sleep” to see lives of children around the world. This lesson should lead elementary school children to examine how other children around the world, including some in the United States, do have different needs and wants. This includes tangible items, for example children in Africa not having the same toys as others. Students will learn that needs are the same for everyone around the world, all kids need food/water, but wants differ around the world based on how needs are fulfilled (if you don’t have water you most likely don’t want an XBox). Students will also question and discuss how some needs guaranteed in the Convention on the Rights of the Child, for example Articles 24 and 27, are met and the difficulties guaranteeing these to all children worldwide.

NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

A. 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

B. 6.1.4.A.10 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

C. 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
D. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

E. 6.1.4.D.19 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON:**

1. CCSS.ELA-LITERACY.RI.2.1 - Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

2. CCSS.ELA-LITERACY.RI.2.7 - Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

3. CCSS.ELA-LITERACY.SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

4. CCSS.ELA-LITERACY.SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

5. CCSS.ELA-LITERACY.SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**LITERACY DEVELOPMENT CONNECTIONS IN LESSON:**

A. Students are practicing the literacy skills of reading images and comparing/contrasting. The same concept of children in either poor circumstance or privilege are displayed in both images.

B. Students will connect components of the Convention on the Rights of the Child to images they are analyzing. Students will be comparing and contrasting images to identify where needs and wants are or are not being met.

**LESSON GOALS/OBJECTIVES**—Students will be able to:

1. Define and distinguish between the concepts needs and wants.

2. Explore how basic needs and rights are guaranteed to all children and how they are provided to them in different areas of the world.

3. Compare and contrast the needs and wants of children in selected countries and locales with varied socio-economic status and other characteristics.
LESSON METHODOLOGY AND PROCEDURES:

1. To have students begin to understand the concepts of needs and wants have each student write a list of ten things they would take if they had to live on an island. Students should then form groups of four and answer this question— from all of their lists if they could only bring four things what they would be?

2. The class as a whole should discuss the difference between needs and wants and then make a T chart with columns for needs and wants and put items from the lists under the appropriate labeled columns.

3. Students should take some time and think about how they fill some of these needs in their life. The teacher can ask “How are these needs filled in your life and who fills them?” and then, students can discuss these questions with a partner: 1. Do the students and/or their parents meet these needs, or does the school meet these needs?, 2. How do the students determine if a specific thing was a need or want?, and 3. What things are not on their partner’s list and why didn’t they include them? Then students should determine if things they are discussing are really wants, and not needs. While discussing student examples, reinforce the definition of needs and wants.

4. Encourage students to think about how the wants of someone in a city could be different than someone on a farm. To reinforce the point that needs and wants vary in different areas of the world, show the class the picture of the room of “Jaime age 9 from New York” from the book or website http://jamesmollison.com/books/where-children-sleep/ Ask students what words they would use to describe this room and then discuss what this child’s needs and wants might be. After looking at the room look at the picture of Jaime with the class and read the description located in book on given page.

5. After looking at Jaime, examine “Lamine, age 12 from Senegal” from the book or website http://jamesmollison.com/books/where-children-sleep/ Before students start comparing the two ask them to describe this room and then discuss what this child’s needs and wants might be. The students will likely have many questions about how Lamine lives and the picture itself and this could be a good time to speak about the importance of learning about other children around the world, specifically focusing on Article 2, Article 6, Article 24, and Article 27 from the Convention on the Rights of the Child, recognizing every child has an inherent right to life. The teacher might ask questions such as, “Do you think these children are healthy? What makes you think that? Do you think these children, just because they live in different places, are treated the same?”
6. After discussing Lamine the teacher should ask the students what a right is, specifically if someone else is giving it to you. Referencing the T chart students made earlier, ask the class if the needs and rights can go together. Using the examples of Lamine and Jamie, find where a need is not met, (example: clean drinking water) and have students think about how it could be met on a family level, school level, community level, etc.

7. The teacher can explain that people from many different nations made a list of rights for all children in the world. The teacher should explain that this list included “safe water to drink, nutritious food, and a safe place to live” and cite other examples from the UN Convention on the Rights of the Child. The teacher should ask Why are these rights so important that many countries of the world would promise them?, but also discuss how it might be a problem to guarantee a child like Lamine all of these rights. Consider water--do you see a faucet in his room, is there likely one nearby, and if there is a river nearby can Lamine just drink from that?

8. After looking at this room ask the class how would Lamine’s needs and wants be different from Jaime’s. Discuss with the class how needs and wants can be situational and how the needs and wants they initially listed may not be the same for everyone, even in their own town. The class should refer back to the fundamental rights from before and discuss if each child in the image is having these rights met.

9. In groups of three or four give the students pictures of two different rooms, likely from two different areas of the world, but do not include the children’s picture or description yet. Each group should have two different rooms because they are going to present about them. Have the group write out needs and wants for each room and then ask them to write out what needs and wants are similar and different between the two rooms. Based on the groups formed, assign students different roles (i.e., scribe, timekeeper, paper holder, presenter, etc.) to keep the class on task. Students should also receive an excerpt from the Convention on the Rights of the Child in Child Friendly Language including suggested Articles 24, 27, and 31, though teachers can choose others. Students should be analyzing the image to see if both children are getting these rights met and explaining how that is or is not occurring.

10. After groups have compared the two rooms give them the image of the children and the description. The group should see how accurate their description was and add anything that may be missing. The teacher should circulate and discuss the student’s work with each group. The teacher can also discuss with the groups why it is important these children had these photos taken, stressing Article 13 in the Convention on the Rights of the Child, which recognizes freedom of speech and expression for the children. Groups will be presenting to the class and explaining how both children live and if they are having all their needs met and/or rights provided to them.
11. Each student group will have the opportunity to go in front of the class and introduce the two children they analyzed. Other students should be writing down one or two key needs and wants from the other groups presentations.

12. When all student groups are done presenting, the class as a whole can discuss the following questions: 1. What were some of the things that surprised them about studying this? 2. Were they surprised about how some people lived in other parts of the USA and around the world? 3. How are some of the rooms alike or different from what they know? 4. Why might some of these children not have all their needs met? 5. Are there other children’s rights they can think of? The class should also brainstorm good ways to help those children that they saw which were not having all of their needs and rights met. Students should be linking some of the issues they saw to specific articles from the Convention on the Rights of Children they read. The teacher should help students discuss their ideas to help include what bigger organizations and the government could do, but also what the students in their classroom could do.

ASSESSMENT OF STUDENT PERFORMANCE:

A. Needs and wants charts that students create during different parts of the lesson.

B. Student writings about the two children they examine within their group.

C. Student presentations about the two children they examined within their group.

LEARNING RESOURCES:


EXTENSION RESOURCES:


C. UNICEF Canada has excellent resources on teaching about children’s rights. Go to http://www.unicef.ca/en/our-work/article/childrens-rights

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS

1. A student group may only be given one child to examine to help differentiate the lesson for them.

2. Students may need to have certain words defined or text read to them if needed from the descriptions of children.

3. Students may need to have individual copies of the pictures/text to use.

4. Student grouping may accommodated/modified based on individual needs.

5. Students willing to go above and beyond can extend this lesson by brainstorming ideas of how they can take action themselves to help those who are not having all needs and rights met.