In this programme Christine meets Ben and Jordan from Dungannon and together they explore the differences between what we need and what we want. They look at some of the contrasts between lifestyles here and in developing countries.

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KEY ISSUES
This programme explores the differences between needs and wants. It encourages pupils to think about basic human needs and the extent to which such needs are met in today’s world. They are also encouraged to think about how and where they could help to meet these needs. The issue of wants is addressed through a brief exploration of consumer culture and some consideration of peer pressure and the influence of the media.

PREVIEW
It is suggested that this section is completed prior to viewing the programme.

Key Words
The following key words may need to be clarified:

The teacher could discuss these words with the pupils and perhaps produce a definition, agreed by the whole class, for each.

What do they Mean?
In small groups the class could take the words "Needs" and "Wants" and brainstorm ideas and definitions of each. Each group’s findings could then be recorded on a web diagram or in pictures.

eg.

needs = water, food, love

wants = appreciation, education
Sorting Needs and Wants

Print the 3 pages of drawings, photocopy them and cut into separate cards.

Pupils work together in pairs, with each pair receiving a set of the pictures. From this set, pupils then make a pile of those pictures which they consider to be needs, and a pile which they think are wants. They can also make a separate pile of those pictures on which they cannot agree. They could then make a list stating which pictures are in each pile.

Two or three pairs then join together and compare their lists.
What are their reasons for putting the pictures into different piles?
Did any pair change their mind after hearing other pupils’ reasons?

The combined group should then agree on the "needs" pile.
Then ask each group if it is possible for them to prioritise the "needs" which are included in this pile?

When all groups have completed these activities, bring the class together and compare their results.
Which pile is bigger – "needs" or "wants"?
Which things did pupils disagree on?
Ask the class if they had to take two things out of the "needs" pile and place them in the "wants" pile, what would they choose?

Extend the discussion with questions like:

• does everyone need the same things?
• do adults need the same things as children?
• if there are differences, what are they?
• do children around the world need the same things?

ACTIVITIES - after viewing the programme

Football Stitching and T-shirt factories

Pupils should have watched the programme before beginning this activity. It may be helpful also to discuss and clarify the following terms with the class:

- employment
- support
- survival

Pupils may produce their own definitions of these.

Allow pupils to discuss the questions Ben and Jordan answered about Mohammed and Soogara in more detail. If they work in groups of three this should offer sufficient opportunity for differing opinions and maximum interaction. Make copies of the Child Labour worksheet on which the pupils can record their responses, or the teacher could sum up the main points on a large copy of the worksheet.
### CHILD LABOUR - Worksheet

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>Why do Mohammed and Soogara work?</td>
<td>Should children have to live like this in order to survive and to support their families? Why?</td>
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<tr>
<td>How would you feel if you had to do this?</td>
<td>What would you miss if you had to live like this?</td>
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<td>Is there anything we could do to help Mohammed and Soogara?</td>
<td>Is there anything which the government in Mohammed and Soogara’s country could do to help?</td>
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<td>Should factories employing children be closed down?</td>
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<td>What problems could be created if the factories were closed down?</td>
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Researching Victorian Times

This activity involves pupils undertaking some research into the life of children who lived in Victorian times. Working in groups pupils could use various sources to gather information, e.g. encyclopedias, history books, the internet, CD Roms. They could also ask people at home if they know anything about the topic. When the various groups have gathered their information they should discuss how to present it using words and pictures. If possible, pupils should also use the computer. Work may then be displayed around the classroom or throughout the school. Pupils could also present their findings to another class.

When the research projects have been completed the children may then complete the worksheet.

Points which the teacher may wish to emphasise:

- have needs and wants changed over time? (e.g. think about cars, telephones)
- are there things which were once considered “wants” and which are now considered “needs”?
- how do Victorian people’s needs compare to the needs of developing countries now?
<table>
<thead>
<tr>
<th>What are the similarities between a Victorian child’s lifestyle and yours?</th>
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<tr>
<td>What are the differences between a Victorian child’s lifestyle and yours?</td>
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<td>What needs did children in Victorian times have?</td>
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<td>What needs do you have?</td>
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<td>How have needs changed during this time?</td>
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<td>Do you think that Victorian children’s lives were less happy than ours today?</td>
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ACTIVITIES - to do at home

Needs and Wants in my Home

If possible, provide a brief explanation of this activity with pupils’ parents or guardians. Perhaps a note could be written into their homework books. Give the pupils copies of the worksheet on which to record their findings.

In this activity, pupils are asked to look at different objects/appliances in their home and to consider if these things are really "needs" or just "wants". Encourage pupils to think about whether their home could manage without the object/appliance or if another object/appliance could perform the same operation.

The activity could be undertaken looking at objects/appliances associated with an individual room or objects/appliances throughout the whole house. For example, if pupils choose the kitchen they might look at objects/appliances such as a soup spoon or a toaster and decide if these are needs or wants.

Back in class, the teacher may discuss the following questions with the class:

• which circle contained the most items?
• why do you think this is?
• how many items in your house are actually needed?
• does this surprise you?
• why?
Choose one room in your house _________________.

Look at as many objects as you can.
Discuss with an adult if each object is a "need" or a "want".
Write the names of the items in the appropriate circle.
GAMES

I Would Choose …

Set the scene by asking pupils to think of something they would really like to have.

The first person starts the game by saying:
“If I could have anything I would choose… (e.g.) a trip to America”.

The second person continues by repeating:
“If I could have anything I would choose a trip to America and …a skateboard.”

The third person repeats the first two items and adds one of their own to the list.

The game continues until a pupil forgets the items or cannot repeat them in the correct order.

After the game, discuss the items chosen and why we may not have everything we would like.

Boat Trip

Working in groups of 4 or 5 ask pupils to make a list of 20 items which they think would help them to survive on a desert island.

Then tell the class that as they are on their way to the island the boat starts to take in water.

Each group needs to identify 5 things which could be thrown overboard in order that the boat will stay afloat.

Which items did they agree to throw overboard and why?

Soon more water is coming into the boat – another 5 items have to go! And then another 5! Finally you reach the shore.

Discuss with the class what items each group was left with and why.

Compare the items each group was left with.

Ask each group of pupils to discuss which items their group found difficult to agree to throw overboard.

How did each group make a decision when there were disagreements?

What is still missing?

If one more item could be kept, could the class agree on what this would be?

After this discussion each child could complete the Personal Survival Kit worksheet.
PERSONAL SURVIVAL KIT - Worksheet

Choose 5 items you would take with you to the desert island and say why you have chosen them.
GAMES  Contd…

Auction - Bid to Survive

Working as a class, make a list of 20 items which pupils think they would need to survive.

List these on a large copy of the "Auction List" and display this at the front of the class.

Each child is then given £1000. (Pupils could make their own money or toy notes could be used).

Ask pupils to decide which items they would like to buy.

The teacher acts as the auctioneer. Bids will be in multiples of £10. Bids are placed by pupils raising their hands. As each item is bought, the auction form is filled in.

Remind each child that they can only spend £1000.

When the auction is finished, the teacher may ask the class some questions. These could include:

• how did you feel when you bought something?
• how did you feel if you didn’t manage to buy anything?
• what were the highest bids for? Why?
• who had money left over? How do you feel?
• who has no money left? How do you feel?
• who was happy with the outcome of the auction? Why? Why not?

As an extension to this activity the auction could be repeated allocating each pupil a different amount of money, e.g. £100, £200, £2000 etc.

Repeat the questions afterwards and also explore the issue of fairness and how it felt when pupils were not given equal amounts of money.
**AUCTION FORM**

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<th>Item/Need</th>
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MORE TO EXPLORE

Role Plays

Children often don’t understand why adults say "No!". This activity allows pupils to look at the adult’s point of view.

Pupils work together in groups of four. Each group has to play the role of at least one adult and one child. All children should take part. Each role play should include a child/children wanting something and an adult/adults’ argument against giving them the "something". The groups should each choose a different "want".

Examples of wants could include:
• a new pair of designer trainers
• an up-to-date computer game
• a new bicycle
• a mobile phone

After the groups have practiced their role plays they could then be paired and one group could perform to the other.

During a plenary session the teacher may list the reasons adults give for not providing all the "wants" children ask for.

The teacher may discuss the following questions with the class:
• why can we not always have what we want?
• why is it hard to accept "No" as a response when we want something?
• should children always get what they want?
• does it help if an adult explains why a child cannot have what they want?
MORE TO EXPLORE Contd…

Needs and Wants around the World

Consider NEEDS under 3 headings: clothes, food, shelter. Investigate with pupils how the climate in different countries determines: the type of shelter/housing people live in; the food eaten; the clothes worn.

Children could collect pictures from magazines and sort them into sets.

CLOTHES

What clothes do we need for:
  • a day in summer?
  • a day in winter?

Ask pupils to list or draw the minimum number of things they think they would need.

Ask them then to compare this list with the things they actually have in their wardrobes for each season.

This activity could be completed just by hearing a quick comment from each pupil about, for example the number of T-shirts, jumpers, shoes he or she has. It could also be completed as a written exercise.

(There may be a need for particular sensitivity if there are some children who are disadvantaged relative to the rest of the class).

Follow-on activity:
Look at whether children all over the world need the same amount/type of clothing. There is an opportunity here to look at cultural differences, e.g. national costumes. Pupils may investigate this further using books, magazines, holiday brochures and the Internet.

FOOD

Ask each pupil to think about and then answer the following questions:
  • how many meals do you eat each day?
  • make a list of all the things you ate yesterday.
  • do you know what you need to eat/drink per day?

(This could be done as a written exercise or as discussion in Circle Time).

Follow-on activity:
Look at the nutritional needs of children in other situations or parts of the world. Are there children who do not have enough to eat? Where do pupils think they live? (Local, global)

Why may they not have enough to eat?
MORE TO EXPLORE  Contd…

SHELTER

Ask pupils to discuss and then answer the following questions:

• what is the difference between a "shelter" and a "home"?
• what might a "shelter" be made from?
• would you need different types of shelters in different parts of the world?
• what would you put in a shelter to make it more homely?

Follow-on activities:

Collect pictures of shelters used by refugees, street children, homeless people.

Invite a speaker from "Simon" or "Shelter" to come and talk about their work.

Find out about homeless people in your area from newspapers/magazines, the "Big Issue", or the library. Where do they get food from? Who helps them?

Is there anything the class could do to help homeless people or refugees?

Look at homes around the world – caravans, tents, houses, igloos. Ask pupils to think about the benefits and problems with these different kinds of accommodation.

ECONOMIC ISSUES

Employment and the amount of money earned by individuals could also be explored.

Discuss the following questions with pupils:

• what would happen if people in India were paid more for their labour?
• how would this change their lives?
• would this be beneficial?
• why are they not paid more?
• should all children in India be able to go to school?
• what would happen if the Government did not allow children under 16 to work?

Try to encourage the children to think about the consequences of different actions.
MORE TO EXPLORE - Contd...

Organisations

- One World Centre, Belfast. Tel: (028) 9024 1879
- Save the Children Fund, Belfast. Tel: (028) 9062 0000
- Trócaire, Belfast. Tel: (028) 9080 8030
- Oxfam NI, Belfast. Tel: (028) 9023 0220
- Shelter (NI), Belfast. Tel: (028) 9024 7752
- Simon Community NI, Belfast. Tel: (028) 9023 2882

Also see our web pages for links to useful websites.