



Lesson 4: Needs & Wants Around the World

Essential Questions:

- How are needs and wants different around the world?
- How does what we value vary among people?
- How does learning about other countries and cultures help us understand multiple perspectives?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that all people share certain basic needs and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address disparities.

Outcomes:

Students will...

- recognise and be able to identify basic, universal needs.
- discern the difference between values and possessions that are "needs" versus "wants".
- recognise that despite differences between people around the world, everyone shares basic commonalities.
- appreciate that one's circumstances affect one's needs and wants.
- identify several issues directly affecting people in other countries.

Curriculum Ties

- Social Studies: needs and wants, economic conditions, cultural differences
- Maths: polls and graphs
- Science: graphs

Time Required:

- Day One: 50 minutes
- Day Two: 50 minutes (*time may vary according to computers and connection speed*)
- Day Three: 50 minutes (*time may vary according to computers and connection speed*)

Age Range:

Ages 5 - 7

Materials/Resources:

Students can view the online movies either as a group or on individual computers. If viewing as a group, make sure the sound either comes out through the speakers of the LCD or a set of speakers is available. If each child will be viewing the movies on individual computers, each child should have his or her own headset.

- Panwapa Movie Play-Along
 - *Kamia from the USA*
 - *Joao from Angola*
 - *Oleg from Russia*
- Computers with Internet Access
- Index cards or small pieces of paper
- Writing utensils
- Blank Panwapa Game Cards
- Handouts:
 - Panwapa Movie Poll Choices

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- Basic Needs Sheet

Day One:

1. Tell students to imagine they are taking a boat to an area of Panwapa Island where no one has ever been before.
2. Divide the students into groups of four. Groups will have ten-to-fifteen minutes to brainstorm items they will take on the trip and write or draw each item on an index card.
3. Once all the groups have finished, tell students that the boat only has enough room for twelve items. As a group, they must choose twelve items to take and leave all the rest behind by sorting their cards into "take" and "leave" piles.
4. As students decide which items to take and leave, remind them to consider the following:
 - Are the items they chose things they will need in order to survive on the island, or things they want and which are not essential to their survival?
 - Are there some other "needs" that they may have missed?
5. Once all the groups have finished, tell students that it turns out the boat is even smaller than they thought! Now there is only room for six items. Repeat the process of creating "take" and "leave" piles, this time reducing the number of items from twelve to six.
6. Ask each of the groups to share the six items they chose with the rest of the class. As each group shares, make a list of the items on the board.
7. Play the game twice more. The first time, tell students that Panwapa Island is floating away from the Equator towards Antarctica, and that the temperature is getting colder. The next time, tell students that Panwapa Island is floating closer to the Equator and the weather is getting warmer. Students should make their choices of what to bring using this information. Invent additional scenarios as time permits, and continue to list items students picked on the board. As you make the lists, discuss how climate and geography affects one's needs and wants.
8. Review the lists on the board from the numerous scenarios. Discuss the needs that we all have in common. Ask students to share what they think other students in the school might need. What might people in the neighbourhood need? What might people in other countries need?
9. Tell students that everybody in the world has the same basic needs: water, clothes, shelter, air and food.
10. Ask students to share some of the items that they decided to leave. Using a show of hands, find out which groups had similar items. Discuss how these items were not "needs", but "wants". Discuss how and why wants differ between groups. Discuss how wants might differ around the world.

Closure:

- Review how needs and wants are different by going around the room and each naming one need and one want. Remind students that our similarities and differences make us unique.

Day Two:

1. Inform students that they will be watching a short film about Kamia who lives in the USA. The film will be about how Kamia and his family get their water in the USA.
2. To view the movie, ask students to first click on Bill's movie projector to choose the Panwapa Movie Play-Along with Bill the Bug. Students should then click on "Movie Library" on the lower left hand corner of the screen. Then students should select *Kamia from the USA*.
3. The film will play through. When the film ends, Bill will ask the students to play a game with him by watching the film again and clicking on the "Panwapa Button", featuring the spiral island design, every time they see water. Whenever students click on the button, they will receive feedback as to whether they are right or wrong.
4. Once the second screening is finished, Bill will announce how many answers the student got

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- right, and offer him or her the chance to play again or move on to "Bill's Big Question". Students should select "Bill's Big Question".
5. Bill will ask the students: "Where do you get most of your water from?"
 6. Once the students select an answer, Bill will present a bar graph featuring the percent breakdown of the answers from all the Panwapa World kids who have taken this poll. Students should stop at this point. Discuss the information presented on the graph as a class. (There is the possibility that the graphs differ, reflecting the fact that students will be submitting their answers at different times.)
 7. Point out parts of the graph (such as the title and axis labels) and how to read the information. If students previously completed the "Who Am I? Part 2" lesson, point out how this graph is a long bar instead of individual pictures, but it still displays similar information in a similar fashion.
 8. Ask students where their answers fit in with the poll results. How do their answers compare to the answers other Panwapa Kids gave?
 9. Briefly discuss how different people have different ways of getting their water. Some different ways children get their water include:
 - Water goes through pipes that go into individual homes through taps.
 - Water goes through pipes into taps, but is only available certain times of the day.
 - Water must be pumped into buckets from outdoor pumps, after which it must be carried into the house or building, which may be miles away.
 - Water comes in through the tap, but must be boiled before it is drinkable.
 - Water needs to be purchased for drinking and bathing.
 10. Distribute the "Basic Needs" hand out.
 11. Students should write "Kamia" in the "Movie Play-Along" box, and write their own names in the "Me" box.
 12. Ask students how Kamia meets his need for drinking water. Ask students to write or draw their answers in the "Drinking Water" box in Kamia's column. Now ask students how they get their drinking water. Students should write or draw their answers in the "Me" column.
 13. Ask students how Kamia meets his need for food. Ask students to write or draw their answer in the "Food" box in Kamia's column. Now ask students how they get their food. Students should write or draw their answer in the "Me" column.
 14. Ask students how Kamia meets his need for shelter. Ask students to write or draw their answer in the "Shelter" box in Kamia's column. Encourage students to use images and evidence they saw in the movie, such as the fact that Kamia lives on a farm in the US, and probably lives in a house. Now ask students how their needs for shelter are met. Students should write or draw their answers in the "Me" column.
 15. Discuss how students' answers were similar to, and different from, Kamia's answers.

Closure to Day Two Lesson

- Ask students what they learned by watching the Kamia movie.
- Review that people who live in different places may have their needs met in different ways, but we all have the same basic needs.
- As a class, create Panwapa Game Cards to be used with the Panwapa Game that are based on what the students learned in the lesson. Examples:
 - Identify a basic need for all people.
 - Name at least two ways that people around the world get their water.

Day Three:

1. Inform students that now they will be watching two more movies (listed below), each one from a different country, so they can see some other ways that needs are met. (*Depending on the students' ages, teachers should use their judgement as to how many movies to watch. Not all movies are needed to complete this activity.*)

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- Joao from Angola
 - Oleg from Russia
2. Before viewing, remind students to pay attention to how each child's needs are met in each movie. How are these similar to, or different from, the ways we meet our needs in this class?
 3. At the end of each movie, ask students to complete a "Basic Needs Sheet" and discuss their findings as a group. Students will have to look closely to find how needs are met, and may not be able to complete the sheet based solely on the movie. If possible, make books, magazines or travel brochures available, so that students can research the appropriate part of the world.
 4. After completing all the "Basic Needs Sheets" ask students to describe what they learned about how different needs are met in different places.
 5. Reinforce that despite our differences, all people have the same basic needs.

Closure:

- Each student will create a Panwapa Game Card based on the lesson. For example:
 - Describe at least two different types of houses.
 - Name three different ways in which people get their food.

Assessment:

- Class participation
- Teacher observation of the students' abilities to differentiate between needs and wants
- Basic Needs Sheets
- Panwapa Game Cards

Extension/Enrichment:

- Watch all of the Panwapa Movie Play-Alongs, and complete the lesson with all of the movies.
- Ask students to complete hand Venn diagrams for all the movies. This activity is available on page 8 of the magazine. These Venn diagrams may compare different children in different movies, or they may compare students to children in the movie.

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Basic Needs

How are needs met in different places around the world? As you watch the Panwapa Movie Play-Along, write or draw in the "Movie Play-Along" boxes about how you think that child's needs are met. In the "Me" boxes, write how you meet the same needs.

Need	Movie Play-Along:	Me:
Drinking Water		
Food		
Shelter		

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Country	Question	Choices
Guatemala	Where do you get most of the books that you read?	1. From home
		2. From the library
		3. From school
		4. From a friend or someone in your family.
		5. From a shop
		6. From a book festival
		7. In the mail
		8. Somewhere else
Tanzania	Where do you go to school?	1. In a school building
		2. In a hut
		3. On a farm
		4. I don't go to school
		5. My home
		6. On a boat
		7. Outdoors
		8. Somewhere else



Country	Question	Choices
USA	Where do you get most of your water from?	1. A tap
		2. A well
		3. A pump
		4. A standpipe
		5. A river or spring
		6. Rain
		7. A bottle
		8. Somewhere else
Angola	Where do you get your food from?	1. A shop
		2. We grow it
		3. A restaurant
		4. An outdoor market
		5. A friend or neighbor
		6. We catch it
		7. A farm
		8. Somewhere else

Country	Question	Choices
Russia	What kind of home would you like to live in?	1. A flat or apartment
		2. A houseboat
		3. A house
		4. A chum
		5. A mobile home
		6. A tree house
		7. A farm
		8. Somewhere else
Israel	What is the first thing you want to do to help in your community or neighbourhood?	1. Take part in a cleanup day
		2. Plant a community garden
		3. Paint a mural
		4. Find ways to reuse objects
		5. Create a community welcome sign
		6. Give one thing that could help someone else
		7. Help a neighbor
		8. Something else

Country	Question	Choices
Bangladesh	What is one thing you would like to make with things you can find around you?	1. A leaf boat
		2. A house with cardboard
		3. A painted eggshell
		4. A bracelet
		5. A paper hat
		6. A drum
		7. A doll
		8. Something else
China	What new food would you most want to try?	1. Tofu
		2. Dried, salted goat meat
		3. Mango
		4. Sushi
		5. Taco
		6. Sour milk
		7. Artichoke
		8. Something else