

Key Stage 2 Years 6 & 7

# Needs and Wants



focus

Needs and Wants develops an understanding of individual roles in the society in which we live. Children are provided with opportunities to look at themselves and to compare their lives with others in the wider world.

## The Arts

- emotions and memories relating to music
- music preferences
- advertisements in the media
- tableau and thought tracking
- chat show and talent show

## Personal Development and Mutual Understanding

- roles and responsibilities at home
- rules in school
- citizenship
- democracy
- UN Convention of the Rights of the Child

## The World Around Us

- interdependence
- place
- change over time

## Physical Education

- food choices
- my role when working with others
- importance of rules in PE



# Contents

This ICL booklet 'Needs and Wants' contains the following:

## Suggested Learning Intentions and Activities for:

• The Arts	3
• Personal Development and Mutual Understanding	7
• The World Around Us	13
• Physical Education	19

## Contribution to the Development of Skills:

• Communication	23
• Using Mathematics	23
• Using ICT	23
• Thinking Skills and Personal Capabilities	24

<b>Suggested Resources</b>	<b>25</b>
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Two Thematic Units 'Action Speak Louder' and 'Moneywise' have also been developed to support this ICL.



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## The Arts

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- music preferences
- advertisements in the media
- tableau and thought tracking
- chat show and talent show

Personal Development  
and Mutual Understanding

The World Around Us

Physical Education

## What Influences My Choices?

### Suggested Learning Intentions

- Know that the media can help to inform the creative process.
- Know that ideas can be communicated in different ways.
- Understand some of the effects that a range of media can produce.

### Suggested Activities

Discuss the areas in which children can be given a choice. Think of the choices you and your peers have made in the past week.

Discuss what is meant by a healthy lifestyle. Use traditional and digital sources to research a range of health related advertisements from different forms of media.

Explore how our choices are influenced by the media, for example, in music.

In pairs or small groups, design and create a poster, leaflet or multimedia presentation to promote a new product, for example, a CD, pop group or fashion accessory. Choose an appropriate media to use in creating the illustrations, for example, pencils, paints or pastels. Scan the illustrations or use a software package such as Fresco or Colour Magic, resize them and incorporate where required into the design. Present the leaflet, poster or presentation to the rest of the class and evaluate its effectiveness. Display, compare and contrast the different pieces of work and discuss which designs would be most effective and why. Promote the message to a wider audience, for example use Spider or Publisher to publish on the school network.

# I Want To Be A Millionaire

## Suggested Learning Intentions

- Be able to express personal opinions, thoughts and ideas.
- Know how to use thought tracking to explore ideas.
- Understand the importance of good questioning in interview situations.

## Suggested Activities

As a class, develop expressions of needs and wants such as hunger, greed, admiration, envy, secrecy etc. Think about, 'What I would do if I had a million pounds.' Share your ideas in pairs and with the class and present short speeches beginning, 'If I won a million pounds I would...'. Discuss the possible negative sides to being a millionaire.

List famous millionaires, they might be from the world of sport, film, music, fashion, business, current affairs etc. Working in pairs, select a celebrity and your partner has to guess who you are by asking questions with only yes/no responses, for example, "Are you male?", "Are you a pop singer?" They must make a guess after ten questions.

Working in pairs, decide on a personality to be interviewed on a chat show. One person takes on the role of the personality and develops the appropriate style of voice, gestures etc. The other person takes on the role of chat show host, using their own or imaginary name. As a class discuss how to prepare appropriate open questions which will get the personality to talk about themselves. Rather than ask, 'Did you enjoy your last film?', perhaps suggest 'Tell me about your last film.'

Use traditional and/or digital sources to find out information about the personalities. You may use a script for their interviews at the early stages of rehearsal. Record the interviews using a video camera and play back for the class.

Discuss jobs you would like to do when in the workplace. In groups, devise tableaux of different occupations by reflecting a real-life scene in a workplace as a frozen picture, for example, working in a hospital, on a farm, in a bank, under the sea etc. Others in the class can try to guess the situation by asking different members of the tableau to speak their thoughts aloud (thought track). Research careers in the media, leisure and technology industry.

Discuss what celebrity you would like to be and then organise a "Stars in Your Eyes" talent show. Choose whether to sing to backing tracks or mime to recorded music. Develop costume and make-up ideas by looking at a range of pictures of your chosen personality.

## Why Do We Need Music In Our Lives?

### Suggested Learning Intentions

- Understand how music is used to evoke a response.
- Be able to perform and respond to music.

### Suggested Activities

Discuss, listen to and explore music and songs that are associated with different occasions.

As a class, explore how music represents feelings and emotions, for example, music that makes you feel happy, sad, frightened or lonely and how music can change emotions.

Discuss music preferences in the class, for example, CD collections, playlists on MP3 Players or live concerts attended. Create, use and evaluate a data collection sheet and carry out a survey on music preferences amongst your peers. Record, collate and present results using a software package such as Number Magic or Numberbox 2.

Listen to the top three songs from the survey and discuss why they might be popular.

Explore work in the music industry, for example, performer, recording engineer or disc jockey.

Plan and organise a music talent show. Consider a charity to support during this enterprising event.



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# Personal Development and Mutual Understanding

- roles and responsibilities at home
- rules in school
- citizenship
- democracy
- UN Convention of the Rights of the Child

The Arts

The World Around Us

Physical Education

## Roles And Rules

### Suggested Learning Intentions

- Recognise that each family member has a role and place in the family.
- Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned.

### Suggested Activities

Read from a selection of novels to examine the roles and responsibilities people have at home.

Discuss the duties that everyone living at home has in a typical day. Complete an individual timetable using the 24-hour clock and add in any extra duties completed on a weekly basis.

Consider the following. Do all mums and dads have the same roles? Does everyone in the class have the same roles? Do girls and boys have the same roles? Do roles depend on age? How have roles changed in the recent past?

Discuss which roles are considered fair or unfair. Give reasons and justify choices. Using role-play and drama, work through situations that may arise at home when asked to do something that seems unfair. Discuss your responsibility to others at home.

List the individual needs of everyone at home and state who helps to satisfy them. Focus on emotional needs. Discuss how disagreements can be resolved and why we need to take responsibility for our actions. Now consider these situations from an adult's perspective.

# Me At School

## Suggested Learning Intentions

- Know the importance of adhering to the school rules.
- Identify risks to personal safety.
- Know ways of keeping safe.

## Suggested Activities

Predict what would happen if schools did not have rules to follow. List the advantages and disadvantages. In groups, create and present 'Golden Rules' for the classroom and communicate your choices to others. Agree on a set of positive classroom rules. Draw up, sign and make a visible agreement, which is adhered to by all. Explore ideas on what should happen if the rules are kept or if they are broken. Organise a hierarchy of rewards. Decide on how this should be recorded and create a display in the classroom that sequences the process and highlights the end result. Talk about a situation where the rules are broken and how this may affect the rights of others, for example, bullying.

In circle time, reflect on a situation that has been discussed, for example, "When people call me names I feel..." Empathise with other children in the classroom and consider how you treat others. Discuss how important each person's contribution is to the classroom.

## Me In My Community

### Suggested Learning Intentions

- Recognise the rights and responsibilities of members of the community.
- Be aware of the lives and cultures of some people in other countries.

### Suggested Activities

Pose the question 'What is a citizen?' and record the answers.

In groups, children debate different scenarios, for example:

- Stealing money from my friends is fine because they get more pocket money than me.
- Writing on the walls is just good fun and isn't really doing anyone any harm.
- Throwing down litter doesn't really matter because someone is paid to clean it up.

Hold a class debate with one side arguing for laws in society and one side arguing against having laws. Why does society need laws?

Talk about sanctions. Think about what sanctions you have faced after misbehaving. Was the sanction fair/unfair? Discuss the importance of making the right choices and decisions in view of the consequences that particular actions may have.

Invite a representative from the PSNI to conduct lessons on crime from the Citizenship and Safety Education (CASE) programme, focus on inappropriate behaviour and the sanctions that can be imposed.

In circle time discuss how it feels to be bossed all the time and never feel you have a say in decisions that are made. This may be in situations at home, with peers, in youth groups etc.

# Me In The World

## Suggested Learning Intentions

- Be able to express personal opinions, thoughts and ideas.
- Know that the views, opinions and responses of others can influence personal decisions or actions.

## Suggested Activities

Consider the United Nations Convention of the Child and discuss each individual right. In groups, prioritise the rights and justify your choices to the whole class. Identify the reasons why children around the world may not have these rights.

Choose a country where children are denied their rights due to different circumstances, for example, famine, conflict, poverty. In groups, compile a list of questions to find out about this country, for example, "What kind of food is eaten?", "What types of clothes do people wear?", "What is the climate like?", "What religions are present in the country?", "How do people celebrate important times?", "What does the future hold for this country?" The children undertake research in groups using traditional and/or digital sources to answer the questions. Present your report to the class using presentation software such as PowerPoint or Slideshow.

Use traditional and/or digital resources such as Save the Children's Partners in Rights Pack or Interlinks to investigate and discuss issues such as how children are treated and to what extent human rights are denied. Use a software package such as Word, Paw Prints, PowerPoint or Slideshow to create a diary entry for a child from Year 4 from the country studied. Compare it to a day in their own life. Visit the Year 4 class and read their stories to the children.

Consider other case studies and discover how different rights are affected in different countries.

Find out what different organisations may be doing to help conditions throughout the world for children. In pairs, write to different organisations requesting further information. As a class decide what measures could be taken by our government to help children who may be suffering in other countries. Write a letter or send an email to an influential person to raise awareness of the life of the children studied.

Organise an exhibition on children's rights for the rest of the school and invite a speaker from a charity organisation involved with human rights, for example, Save the Children or NSPCC, to speak in assembly.



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# The World Around Us

- interdependence
- place
- change over time

## The Arts

## Personal Development and Mutual Understanding

## Physical Education

## Money, Money, Money

### Suggested Learning Intentions

- Understand the factors that accelerate interdependence over time.
- Understand the consequences of change.

### Suggested Activities

Using traditional and/or digital sources, access images of shopping in the past. Compare and contrast a 'shopping list' from the past with one today. Visit the 'Shop and Town' area at the Ulster Folk and Transport Museum. Explore the language used for items.

In groups, discuss aspects of shopping in the 21st century, for example, credit cards and Internet shopping, and predict shopping in the future.

Use a Shopping Spreadsheet to investigate shopping budgets.

# Survival

## Suggested Learning Intentions

- Know the ways in which people adapt to their environment.
- Understand the interdependence between people and the environment.
- Know why some things remain constant with little or no change.
- Know some of the effects of change.

## Suggested Activities

Discuss the term 'Hunter-Gatherer' and plot their position on a timeline. Visit the Ulster Museum's Early Ireland gallery to find out about the lives of hunter-gatherers and the first farmers. Use traditional and/or digital sources to research who the hunter-gatherers were and how we know they existed (i.e. archaeological information, cave drawings and digs).

Take on the role of an archaeologist and carry out a mini-dig\* to find out what food was eaten at that time. Discuss the findings and create daily menus for hunter-gatherers;

Compare and contrast the lifestyle of hunter-gatherers and early farmers, for example, their homes, tools and development of crops. Suggest reasons for the development of early farming methods, i.e. the need to ensure food supply by cultivating crops and rearing animals. Create and present reports on the lifestyles of hunter-gatherers and early farmers.

Find out how food was preserved in the past. Visit the Ulster American Folk Park to find out about food preservation in the past. Use traditional and/or digital sources to research people in the world today who still use hunter-gatherer methods of accessing food, for example, Inuits.

*\* Mini-dig: Fill a shoebox with gravel, sand and soil to represent the different soil levels. At different stages, add replica items such as nutshells, fish bones and berries. Allow children to use small paintbrushes to unearth the clues.*

## Trade

### Suggested Learning Intentions

- Understand the factors that accelerate interdependence over time.
- Understand the effect of change over time.

### Suggested Activities

Consider how the development of early farming led to early trading among people. Role-play barter and exchange scenes. Examine market towns. How relevant are they today? How did they develop? What is their future?

Look at a list of different types of food, ask them to decide which of these are locally produced and which are not.

Grow some food plants. Investigate the effects of different light, temperature and soil conditions on growth. Record the growth in millimetres, using ICT software such as Number Box 2. Consider the possibility of a mini-enterprise project.

Ask the children to find out how profits in farming are distributed, for example, how much profit does the producer of milk get? Where does the rest go?

Consider what is meant by the term 'food miles' and trace the journey of a globally produced food item, for example, a banana. As a class, examine the inequality of resources world wide by playing the **FairTrade Game\***. Create and send an email to the local supermarket to find out if they have a Fair Trade policy. Compare and contrast a Fair Trade item with a non-Fair Trade item, for example, a bar of chocolate. Consider taste, price, packaging and place of origin. Use a spreadsheet to investigate the best value for money, comparing weight and price.

Plan and devise an enterprise campaign within the school, for example, supporting local produce or using Fair Trade tea and coffee in the staff room. Advertise this campaign throughout the school.

### \* Fair Trade Game

Divide children into groups. Allocate each group a country name (include developed and developing world countries). Provide each with different quantities of raw materials (paper) and machinery (scissors, ruler and pencil), for example:

Group	paper	pencils	scissors	ruler	monetary units
A	12	1	0	0	18
B	2	1	1	2	30
C	1	2	3	2	140
D	25	0	0	1	8
E	6	1	1	1	50

The aim is for each group/country to produce a finished product. This could be to create as many shapes (using accurate measurements) from templates. The goods can be cashed at the bank (teacher). Raw materials and machinery can also be purchased from the bank at a cost, for example paper @ 3 units, pencils @ 50 units and scissors @120 units. Each country can also barter with each other at any cost they agree. After half an hour, stop the game and evaluate. Consider what is meant by the term 'fair'.



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## Physical Education

- food choices
- my role when working with others
- importance of rules in PE

## The Arts

## Personal Development and Mutual Understanding

## The World Around Us

## The Dinner Game

### Suggested Learning Intentions

- Understand the relationship between physical activity and good health.

### Suggested Activities

Before the PE lesson, discuss the choices of food we have every day. What influences your choices? What is your favourite food? Discuss what you like to eat for dinner or tea.

Introduce the 'dinner game' as a warm up activity in PE. When you call out a food explain that if they have eaten it that day they have to do an action, for example:

- “Chicken Nuggets” – jogging on the spot;
- “Potatoes” – hop around;
- “Fruit” – skip in and out of all the spaces;
- “Vegetables” – bouncing in and out of all the spaces;
- “Sandwiches” – Jumping Jacks;
- “Yoghurt” – jump on the spot.

In class, discuss the difference between what we need to eat to be fit and healthy and what we want to eat. Link to activities completed in The Arts.

# The Great Outdoors

## Suggested Learning Intentions

- Follow simple routes and trails.
- Recognise where they are on a plan or diagram.
- Understand the importance of rules.

## Suggested Activities

We need certain things to survive. Discuss what you think these things are and create a class list, for example, water, food, heat, light, shelter. Collect these essential items by orienteering around the playground/school grounds. Work in groups, visiting all the controls in order, writing down on your card what you have found, for example, go to A4 – water – from there go to A1 – shelter etc. To make it more difficult, set a time limit.

**NB:**

*Before going outside, ensure the children know how to orientate a simple map. Discuss the importance of rules and agree on the rules for orienteering outside.*

# Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

## Communication

- Check work for accuracy and redraft to improve meaning.
- Use a wide range of sources to locate and make use of relevant information.
- Identify the main features of texts.
- Use a widening imaginative and appropriate vocabulary.
- Begin to make inferences and draw conclusions.

## Using Mathematics

- Within purposeful contexts identify, collect and record data.
- Find information from a range of graphs and diagrams and draw conclusions.
- Use simple percentages in everyday use.
- Make choices about spending and value for money.
- Understanding budgeting and spending.
- Measure, using correct notation and read scales with an appropriate degree of accuracy.

## Using ICT

- Research, select, edit, organise and present information/assets using a range of digital sources.
- Process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
- Communicate and develop ideas by creating and editing text onscreen, combining this with appropriate selected images and/or sound.
- Use contemporary digital methods to communicate, share and exchange information with peers.

## Thinking Skills and Personal Capabilities

**Managing Information:** Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

**Thinking, Problem-Solving and Decision-Making:** Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

**Being Creative:** Experimenting in a playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

**Working with Others:** Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

**Self Management:** Becoming self-directed by working alone. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/different in different contexts.

# Suggested Resources Needs and Wants

Digital Resources	
ICT Software	Suggested Websites
Fresco or Colour Magic	BBC Northern Ireland Learning <a href="http://www.bbc.co.uk/ni/learning">www.bbc.co.uk/ni/learning</a>
Interlinks	Cool Planet- Oxfam's site for young people <a href="http://www.oxfam.org.uk/coolplanet/">www.oxfam.org.uk/coolplanet/</a>
Just Like.... Concept!	Fair Trade Foundation <a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a>
MS Publisher, Paw Prints, Textease, Powerpoint or Slideshow	FIT for TOPS – Youth Sport Trust <a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>
Number Magic or Numberbox 2	Global Eye- international development site for young people <a href="http://www.globaleye.org.uk">www.globaleye.org.uk</a>
Spider	Global Footprints – Humanities Education Centre <a href="http://www.globalfootprints.org/teachers/index.html">www.globalfootprints.org/teachers/index.html</a>
	Global Gang- Christian Aid's site for young people <a href="http://www.globalgang.org.uk">www.globalgang.org.uk</a>
	Global Issues <a href="http://www.globalissues.org/">www.globalissues.org/</a>
	Make Trade Fair – Oxfam International <a href="http://www.maketradefair.com">www.maketradefair.com</a>
	Museums and Galleries of Northern Ireland <a href="http://www.magni.org.uk">www.magni.org.uk</a>
	National Lottery <a href="http://www.national-lottery.co.uk">www.national-lottery.co.uk</a>
	NSPCC <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
	One World Centre Citizenship <a href="http://www.bigpic.biz">www.bigpic.biz</a>
	Save the Children <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>
	Unicef <a href="http://www.unicef.org">www.unicef.org</a>

Traditional Resources	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<p><b>Answers (Pack 2)</b> John Foster (Collins Educational:1994) ISBN: 0003120074</p> <p><b>Bullying: don't let them suffer in silence</b> Save the Children</p> <p><b>Lift Off</b> The Cross Border Human Rights Education Initiative</p> <p><b>Me as a Citizen</b> Carole Barnickle and Duncan Wilson (Hopscotch Educational Publishing:2000) ISBN: 1902239466</p> <p><b>Partners in Rights</b> Save the Children</p> <p><b>Primary Values (CCEA)</b></p> <ul style="list-style-type: none"> <li>• <b>Something Else</b> by Kathryn Cave and Chris Riddell-</li> <li>• <b>Leon and Bob</b> by Simon James-</li> <li>• <b>The Second Princess</b> by Hiawyrn Oram and Tony Ross</li> </ul> <p><b>Quality Circle Time In The Primary Classroom</b> Jenny Mosley (LDA:1998) ISBN: 1855032295</p> <p><b>The One World Centre</b>, Belfast has a wealth of resource packs for teachers: 'Go Bananas' photopack 'Working Worldwide' books (farming and shopping) 'Making A Meal Of It' photoset</p> <p><b>The Tinder-box: Assembly Book</b>, Sylvia Barrett (A &amp; C Black:1982) ISBN: 0-7136-2169-9.</p> <p><b>The UN Rights of the Child Primary Values Resource</b></p> <p><b>Warming Up and Cooling Down</b> J. Harris and J. Elbourn (Human Kinetics Europe:2002) ISBN: 0736038787</p>	<p><b>'A Whiter Shade of Pale'</b> Procul Harem, BBC Television, <b>'The World Around Us' – History</b> Autumn 2003</p> <ul style="list-style-type: none"> <li>• Building a picture of life in early times Teacher's notes and interactive material available on the website</li> </ul> <p><b>Girus Polka</b> Stravinsky</p> <p><b>Mother Goose Suite</b></p> <p><b>'Orinoco Flow'</b> Enya</p> <p><b>'Petit Poucet and Prelude'</b> M Ravel</p> <p><b>'The Comedian'</b> Kabalevsky.</p> <p><b>The Streets of London</b></p> <p>4Learning Videos: <b>Eureka! 'The Inuit: People of the Ice'</b> order code: 217990 (see website)</p>

## Organisations

Useful Contacts	Places to Visit
<p>The One World Centre, 4 Lower Crescent Belfast BT7 1NR Order resources online at <a href="http://www.belfastdec.org">www.belfastdec.org</a> or find out about membership details where resources are available to hire by telephoning 028 9024 1879.</p>	<p>Ulster American Folk Park Castletown Omagh Co. Tyrone 028 8225 6320</p> <p>Ulster Folk and Transport Museum Cultra Holywood Co. Down 028 9042 8428</p> <p>Ulster Museum Botanic Gardens Belfast BT9 6TS 028 9038 3030</p>

*Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.*

