

# C4

LESSON 4  
CHILDREN  
V.1



social

## PERSPECTIVE TAKING: UNDERSTANDING THE NEEDS & WANTS OF OTHERS CHILDREN LESSON 4: SOCIAL PEACE 1

### AGE(S)

Recommended for ages 6-12

### TIME REQUIRED

45 minutes

### TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on social peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- Prepare any other needed materials for the lesson

### MATERIALS

- Pictures from newspapers & magazines that depict common human needs and wants (travel brochures and science magazines usually have pictures of “needs” such as water, air, food, shelter/ newspapers and advertisements have many pictures of “wants”)
- Collage template
- Paper
- Markers
- Pencils
- Scissors
- Glue

### LEARNING GOALS

- Students will engage in perspective taking towards developing awareness of the needs and wants of others
- Students will become familiar with perspective taking as a foundational skill for nurturing social peace

### LEARNING OBJECTIVES

- Students will create collages of their needs and wants
- Students will compare collages and identify similarities and differences between the needs and wants represented in the group, a first step toward perspective taking
- Students will explore how conflicts can arise when needs and wants are not met

### INTRODUCTION

Many conflicts have been waged over the inability to share scarce resources. This is true whether it be between children or nations. The most common conflicts between children are over sharing an object of desire. For children to begin problem-solving ways they can share resources, they

need to first recognize the needs and wants of others. This lesson introduces students to the survival needs of all living creatures and compares differences in our personal wants. As described to students, needs may be for survival, such as food, clean water and air, or they can be emotional and physical needs. Wants fall more into the category of objects or experiences that make us feel momentarily happy but usually are not necessary for our long-term self-fulfillment. Thinking about the wants and needs of others is foundational for perspective taking, a capacity essential for conflict transformation. As students practice peacefully communicating needs and wants to others, they are taking important steps in building right relationships in the social sphere of peace.

## GUIDING QUESTIONS

- What do all living creatures need to stay alive?
- What do people need to feel loved or cared for?
- What is the difference between something we need and something we want?
- Can you think of some objects you really want? Can these be hard to share?
- Have you ever had a conflict over sharing an object?
- How could this conflict have been solved peacefully?

## OPENING DISCUSSION

Begin by asking students the guiding questions above. If possible bring in examples of living creatures (e.g. plants, insects, or even a pet) for students to observe while they think about what living creatures need to survive. Facilitate student thinking by asking follow-up questions about what similarities or differences these living creatures need for survival. Ask students what they need to survive or feel cared for. Make a list on the board of student responses. If the students are preliterate you can draw symbols for their responses.

## ACTIVITY 1: NEEDS AND WANTS COLLAGE

1. After the students have responded to the questions, place students in small groups. Pass out magazines and newspapers to each group and a collage template to each student. Instruct students their task is to find pictures in the magazines or newspapers of their needs and wants. They should cut out pictures and paste them onto the collage into the section labeled “needs” if it is a need or “wants” if the picture represents a want. Tell students they can draw in pictures of needs and wants they can’t find in the magazine or newspaper clippings.

2. Give students 20 to 25 minutes to create their collages. Young children may need extra guidance from the teacher to reinforce the concept. It may be helpful to complete an example collage for students.

3. As students finish their collages, ask them to share their collages with the class. Bring attention to specific needs and wants they chose. Once multiple students have shared their work, ask students what similarities and differences they noticed between the collages. Ask students if they had to share one of their needs or wants, which would be the easiest and which would be the hardest to share? Why?

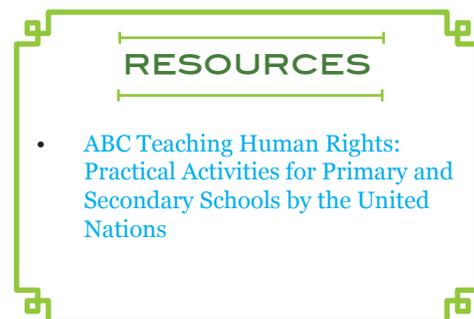
Ask students if they have ever had an argument with someone over sharing a need or want. What happened? Why was it hard to share? Was the outcome peaceful or not?

## CLOSING

In closing, ask students to share with the person sitting next to them a need or want they have right now.

- Ask students if they learned something about the other person by communicating their needs and wants.
- Ask them if it is helpful to know what others need and want.
- Can this help build peace in their relationship? How?

Tell students that by peacefully communicating their needs and wants and listening to those of others they are taking



important steps toward building right relationships. Other people will feel respected and be more likely to respond kindly and help them find a solution to a conflict if they share their needs and wants and listen to the needs and wants of others.

## FOLLOW-UP ACTIVITIES

Have students create another set of collages or even a list of needs and wants for another student, caregiver, or animal.

Connect the work on emotions in lessons 2 and 3 on personal peace with the concept of how receiving or being deprived of your needs or wants makes you feel – students can tell stories using the emotions words, draw pictures, or even identify the needs and wants of characters in stories.

## REGISTRATION, FEEDBACK & ACKNOWLEDGEMENTS

Use of this curriculum is free – no registration is required. However, we encourage you to take 3-5 minutes to complete our [registration/feedback form](#) so we may know how and where the curriculum is being used, what is most effective, and how we can continue to improve it.

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# NEEDS & WANTS COLLAGE

NEEDS

WANTS