

Panwapa Formal Lesson: 4) Needs and wants around the world

Panwapa objectives	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.	
Panwapa Outcomes	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.	
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?	
Year Group	Year One/Two	
National Curriculum Subject links (England and Wales)		
Objectives/learning goals		
(refer to Foundation and KS1 curriculum grids for detailed breakdown of learning objectives and links to other subjects)		
Key Stage One	Citizenship QCA Unit 5 Living in a Diverse world	To recognise and show respect for similarities and differences about identities and the things that contribute to our identity, including our membership of different groups To know about different communities, including family and school To recognise and respect diversity within their communities
	SEAL Theme 1 New Beginnings	To recognise and show respect for similarities and differences about identities and the things that contribute to our identity, including our membership of different groups To recognize that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc To know that there are similarities, as well as differences, between communities in other parts of the world and our own
	Geography	To recognise similarities and differences and communicate them
	Numeracy	To represent the data as block graphs or pictograms
	ICT Unit 2C: Finding information ICT Unit 1E: Representing information graphically: pictograms Unit 2E: Questions & answers	key idea: that information comes from a variety of sources and can be presented in a variety of forms key idea: that data represented graphically can be easier to understand than textual data key idea: that there are different types of questions which can be answered in different ways

Time scale	Day One: 50 minutes Day Two: 50 minutes (<i>Time may vary according to the connection speed and computers</i>) Day Three: 50 minutes (<i>Time may vary according to the connection speed and computers</i>)	
Resources	<p><i>Pupils 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.</i></p> <p>Panwapa Movie Play-Along: <i>Kamia from the USA, Joao from Angola, Oleg from Russia</i></p> <p>Computers with Internet Access, small pieces of paper, Writing utensils, Blank Panwapa Game Cards</p> <p>Handouts: Panwapa Movie Poll Choices, Basic Needs Sheet 2</p>	
Suggested Activities		
Day One	Whole class Input	Tell pupils to imagine they are taking a boat to an area of Panwapa Island where no one has ever been before.
	Guided/Independent group work	<ol style="list-style-type: none"> 1. Divide the pupils 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 a small piece of paper. 2. Once all the groups have finished, tell pupils 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. 3. As pupils 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? 4. Once all the groups have finished, tell pupils 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. 5. 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. 6. Play the game twice more. The first time, tell pupils that Panwapa Island is floating away from the Equator towards Antarctica, and that the temperature is getting colder. The next time, tell pupils that Panwapa Island is floating closer to the Equator and the weather is getting warmer. Pupils should make their choices of what to bring using this information. Invent additional scenarios as time permits, and continue to list items pupils picked on the board. As you make the lists, discuss how climate and geography affects one's needs and wants.

	Plenary	<ol style="list-style-type: none"> 1. Review the lists on the board from the numerous scenarios. Discuss the needs that we all have in common. Ask pupils to share what they think other pupils in the school might need. What might people in the local area need? What might people in other countries need? 2. Tell pupils that everybody in the world has the same basic needs: water, clothes, shelter, air and food. 3. .Ask pupils 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". <p>Discuss how and why wants differ between groups. Discuss how wants might differ around the world.</p> <p>Remind pupils that our similarities and differences make us unique.</p>
Day Two	Whole class Input	<ol style="list-style-type: none"> 1. Inform pupils 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 pupils to first click on Bill's movie projector to choose the Panwapa Movie Play-Along with Bill the Bug.
	Guided/Independent group work	<ol style="list-style-type: none"> 1. Pupils should then click on "Movie Library" on the lower left hand corner of the screen. Then pupils should select <i>Kamia from the USA</i>. 2. The film will play through. When the film ends, Bill will ask the pupils 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 pupils click on the button, they will receive feedback as to whether they are right or wrong. 3. Once the second screening is finished, Bill will announce how many answers the pupil got right, and offer him or her the chance to play again or move on to "Bill's Big Question". Pupils should select "Bill's Big Question". 4. Bill will ask the pupils: "Where do you get most of your water from?" 5. Once the pupils 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. Pupils should stop at this point.

	Whole class discussion	<p>Discuss the information presented on the graph as a class. (There is the possibility that the graphs differ, reflecting the fact that pupils will be submitting their answers at different times.)</p> <ol style="list-style-type: none"> 1. Point out parts of the graph (such as the title and axis labels) and how to read the information. If pupils 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. 2. Ask pupils where their answers fit in with the poll results. How do their answers compare to the answers other Panwapa Kids gave? 3. 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.
	Guided/Independent work	<p>Distribute the "Basic Needs" hand out.</p> <ol style="list-style-type: none"> 1. Pupils should write "Kamia" in the "Movie Play-Along" box, and write their own names in the "Me" box. 2. Ask pupils how Kamia meets his need for drinking water. Ask pupils to write or draw their answers in the "Drinking Water" box in Kamia's column. Now ask pupils how they get their drinking water. Pupils should write or draw their answers in the "Me" column. 3. Ask pupils how Kamia meets his need for food. Ask pupils to write or draw their answer in the "Food" box in Kamia's column. Now ask pupils how they get their food. Pupils should write or draw their answer in the "Me" column. 4. Ask pupils how Kamia meets his need for shelter. Ask pupils to write or draw their answer in the "Shelter" box in Kamia's column. Encourage pupils 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 pupils how their needs for shelter are met. Pupils should write or draw their answers in the "Me" column.
	Plenary	<p>Discuss how pupils' answers were similar to, and different from, Kamia's answers. Ask pupils 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.</p>

	Extension activity	As a class, create Panwapa Game Cards to be used with the Panwapa Game that are based on what the pupils 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 3	Whole class Input	Inform pupils 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. <i>(Depending on the pupils' ages, teachers should use their judgement as to how many movies to watch. Not all movies are needed to complete this activity.)</i> <i>Joao from Angola Oleg from Russia</i> 2. Before viewing, remind pupils 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?
	Guided/Independent group work	1. Pupils watch play a long movies and complete tasks. 2. At the end of each movie, ask pupils to complete a "Basic Needs Sheet" and discuss their findings as a group. Pupils 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 pupils can research the appropriate part of the world.
	Whole class discussion	After completing all the "Basic Needs Sheets" ask pupils to describe what they learned about how different needs are met in different places. Reinforce that despite our differences, all people have the same basic needs.
	Plenary	Each pupil 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.
	Extension activities	Watch all of the Panwapa Movie Play-Alongs, and complete the lesson with all of the movies. Ask pupils 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 pupils to children in the movie.



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		



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

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