



# Our Rights, Wants, and Needs

## Objectives

Students will:

- Explore the concept of human rights and work collaboratively to compose their own class-wide declaration of rights.
- Identify their own rights, wants, and needs and consider the roles these play in peace and conflict.
- Develop an action plan and S.M.A.R.T.I.E. goal for addressing a situation in their community where people's rights, wants, or needs are not met.

## Overview

In this module, students in third through fifth grade will continue to explore the topics of Responsible Decision-Making, Social Awareness, and Relationship Skills as they learn about the importance of humans' rights, needs, and wants. Students will begin by investigating the concept of "rights" and the rights that all children are entitled to no matter where they are born or what resources they have available. Students will begin to differentiate between wants and needs, and they will consider the role each plays in conflict in their community. They will then be introduced to a strategy designed to help build respect and create resolution to conflict, and they will develop a plan for addressing a situation in their community where people's rights, needs, or wants are not met.

This digital lesson bundle both reinforces learned concepts and strategies and introduces new ones. It can act as a follow-up to any of the previous digital lesson bundles, and it can also serve as a stand-alone module.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive elements, including images, text boxes, and links, which will open in your web browser, are set to occur with a simple click. If you are using an interactive whiteboard, tap each slide with your finger or stylus to activate it. The notes section for each slide provides information on how to proceed.

## Content Areas

Health, Wellness, English Language Arts

## Activity Duration

Three class periods (about 60 minutes each)

**Timing note:** While this digital lesson bundle is presented as three one-hour periods, each period may also be divided into shorter segments to better fit the needs of your classroom.



## Instructional Note

The following digital learning bundle can be tailored to fit your current mode of instruction. Each section can be presented virtually, each handout can be shared digitally, and sharing and collaboration can occur in breakout rooms as needed. Depending on the learning tools and platforms available, you may also be able to display and share student work using a digital bulletin board or by posting pictures. If this is not possible, students can read and/or show their work to one another.

## Grade Level

Grades 3–5

## Essential Questions

- What are human rights and why is everyone entitled to them?
- Why is it important to consider our needs and wants, as well as the needs and wants of others?
- Why do we sometimes have different wants and needs?
- How do rights, needs, and wants contribute to both peace and conflict?
- How can we resolve conflict related to rights, needs, and wants?

## Materials

### All days

- Device with the ability to project, one for the teacher
- Educator Preparation Handout, one for the teacher
- Drawing/coloring materials, for the class to share

### Day 1

- Scrap paper of various sizes, one per student
- Drawing utensils (markers, colored pencils, crayons), about 50 to distribute among students
- **Handout 1: Our Classroom Rights**, enough for one-quarter of the class
- *We Are All Born Free* by Amnesty International or a version of the [video read-aloud](#)
- **Handout 2: Our Classroom Rights and Responsibilities**, enough for half the class
- Chart paper, one piece for the instructor

### Day 2

- Classroom Declaration of Rights, created during Day 1 and now displayed on chart paper in the classroom
- **Handout 3: My Needs and Wants**, one per student
- **Handout 4: Conflicting Wants and Needs**, one per student

### Day 3

- Classroom Declaration of Rights, created during Day 1 and now displayed on chart paper in the classroom
- **Completed Handout 4: Conflicting Wants and Needs**, one per student
- **Handout 5: Our Action Plan**, enough for one-third of the class



## Teacher Prep

- Read through the lesson instructions and the corresponding slide presentation in advance.
- Take a moment to review the Educator Preparation Handout.
- Make sure the materials are ready to go prior to each day's lesson.

## Background

Students need more than just academic knowledge to thrive: A foundation of emotional intelligence developed through social and emotional learning is crucial as well. Emotional intelligence refers to one's ability to perceive, control, and evaluate emotions. Social and emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social and emotional learning guides children in learning how to set and achieve goals, overcome obstacles, and develop healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become positive and healthy members of society.

When children are equipped with a foundation of social and emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over 40 percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that effective social emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, two significant predictors of which students will not only stay in school but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in pre-K through grade 12. This organization has developed the following five interrelated core competencies for effective social and emotional learning:

- **Self-Awareness** concentrates on understanding one's own emotions and thoughts and how they influence behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes the ability to regulate emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision-Making** is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social Awareness** focuses on the ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around the ability to relate well to others. Skills include communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.

**Source:** Wings for Kids, [www.wingsforkids.org](http://www.wingsforkids.org).

The goal of this guide is to give educators a collection of resources designed to strengthen students' emotional intelligence through a social and emotional learning curriculum that focuses on three core competencies: Responsible Decision-Making, Social Awareness, and Relationship Skills. This digital lesson



bundle provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. While the content is designed to cover three class periods, these lessons can be flexible and presented in shorter intervals as well. Depending on your classroom's needs, each lesson can be divided into four 15-minute increments, three 20-minute increments, or even two 30-minute sessions. Extension ideas are also included at the end of the manuscript.

The three days of lessons follow an inquiry-driven 5E instructional model: engage, explore, explain, elaborate, and evaluate. Over the course of three class sessions, students will explore the competencies of relationship skills, social awareness, and responsible decision-making through their corresponding sections in *Words to Live By*:

*I understand the choices I make  
should be what's best for me to do,  
and what happens is on me and not any of you.*

*I understand others are unique.  
I want to learn more about everyone I meet.  
I want to step into their shoes and  
see what they are going through.*

*I am a friend. I support and trust.  
Working together is a must.  
Kind and caring I will be.  
I listen to you. You listen to me.*

In this learning module, students will work toward understanding the rights, needs, and wants of themselves and those around them.

During the first session, students will participate in an exploration of rights as they consider the rights that all people are entitled to. They will complete an activity in which they are asked to accomplish a task with varying amounts of resources. They will discuss the effect of resource inequality and they will consider how it applies to life outside the classroom. They will then be introduced to the concept of a right. They will brainstorm the rights that they believe every child should have, and they will read a book that explains the Universal Declaration of Human Rights. They will conclude the first session by creating their own Classroom Declaration of Rights, and they will recognize the responsibilities that come with the rights they identified.

During the second session, students will revisit the concept of needs and wants, and they will practice differentiating between the two. They will identify their own needs and wants, and they will learn questioning strategies that help them evaluate their wants. They will understand why people have different wants and needs, and they will discuss the value of understanding the needs and wants of others. They will also consider how wants and needs can relate to conflict, as well as the responsibilities humanity must uphold when conflict exists. They will be presented with conflict scenarios that prompt them to apply what they have learned, and they will detail a time when they experienced this kind of conflict in their own lives.



In the final session, students will be introduced to the *WINGS* 4Cs (Come together, Compromise, Change, Celebrate) as a strategy to build respect and create resolution to conflict. They will apply this strategy to the conflict scenarios that they discussed during the second session. They will then be challenged to identify and address a situation in their community where people's rights, needs, or wants are not met. They will ultimately apply their understanding of the 4Cs to develop a goal for addressing a situation in their community where people's rights, wants, or needs are not met. They will assess their goal based on the S.M.A.R.T.I.E. criteria (specific, measurable, achievable, relevant, timely, inclusive, and equitable). They will then share their plans with each other and take a moment to celebrate their change ideas.

### DAY 1 | Slide 1

- Begin by instructing the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Give each student a piece of scrap paper and between one and four markers, crayons, or colored pencils.
- Try to ensure that
  - At least three students have a small piece of scrap paper and one drawing utensil
  - At least three students have a large piece of scrap paper and four drawing utensils
  - The other students have varying combinations of materials

**Tip:** Be aware of students who, for any reason, might be sensitive to receiving fewer resources than others. If asked, acknowledge that the distribution is not equal and explain that students will find out why soon.

**Tip:** Students may also be divided into pairs for this activity instead of working alone.

- Once the supplies are distributed, instruct students to create the most colorful and eye-catching drawing that they can using the supplies they were allotted.

### Day 1 | Slide 2

- Once students have had some time to work on their designs, instruct them to stop drawing, rejoin the circle or semicircle, and hold their artwork in front of them.
- Encourage the class to look around and observe the drawings their peers created.
- Lead them in a discussion around the following questions:
  - What are the biggest differences among the drawings?
  - What factors contributed to some of the differences among the drawings?
  - Would it be fair if an award was given to the most colorful drawing? Why or why not?
  - Can you connect this activity to life outside our classroom? If so, how?
- Conclude by explaining that, just as some students were given more art supplies than others, some people have more resources than others. Resources can be money, materials, or anything else that helps you in life. When people have unequal resources, life can be harder for some people and easier for other people. Situations like this occur in their community as well as in communities all around the world.



### Day 1 | Slide 3

- Click once to display the word “rights.”
- Click once more and explain that a right is something every person in the world should be able to have, do, or be in order to grow to his or her full potential and be the best person he or she can be. All people deserve rights and are entitled to rights, no matter where they are born or what resources that they have.
- Click again and give the example that all people—from the time they are born to the time they die—have the right to be happy. This is a right that everyone should always have.
- Then ask the class to help you brainstorm: In order to survive, grow, and be the best people they can be, what are other rights that all children should have?
- Keep a list on the board as students share their ideas.

**Tip:** As needed, help differentiate between “wants” and “rights.” For instance, children have a right to be happy but owning video games is a want. The concept of “wants” will be further discussed next class session.

### Day 1 | Slide 4

- Explain that more than 70 years ago, a group called the United Nations, which is made up of representatives from countries all around the world, created a list of rights that every human in the world should have no matter what.
- Tell the class that this list is called the Universal Declaration of Human Rights.
- Introduce the book *We Are All Born Free* by Amnesty International or prepare to display a version of the [video read-aloud](#).
- Tell the class that the book will explain all of the rights that the Universal Declaration of Human Rights says that all humans should have from the moment they are born.
- Click once and explain that as you read, students should listen for the following:
  - one right that they already knew they had
  - one right that surprises them
  - one right that they think some people may have to fight for
- When the reading is complete, call on student volunteers to share their thoughts for each of the three bullets.
- Wrap up by explaining that even though the rights in the book are rights that all people—no matter who they are, where they live, what they look like, or what they believe in—*should* have, sometimes human rights are violated. When a right is violated, it means that someone does something that takes away someone else’s rights or does not protect him or her.

### Day 1 | Slide 5

- Now encourage students to think of rights that everyone in your classroom should always have.
- Divide students into groups of four and distribute one **Handout 1: Our Classroom Rights** to each group.



- Click once and begin the brainstorming with the acknowledgement that all students in the classroom should have the right to
  - Be healthy and safe.
  - Be heard.
  - Be themselves.
- Then explain that each group will have some time to brainstorm two more rights that students in the classroom should have, do, or be in order to become the best people and students they can be.
- Once the groups have a couple rights recorded on their handouts, collaborate to create a Classroom Declaration of Rights:
  - Begin by asking the groups to share the two rights they developed.
  - Record these rights on the board, being careful not to add the same rights twice.
  - Once each group has shared, review the list. Add the “right to learn” if students have not already contributed this idea.
  - If there are more than 10 rights recorded, do one of the following:
    - ◆ Combine similar rights.
    - ◆ Lead the class in a vote until the list has been narrowed to 10.
- Once you have a list of 10 or fewer rights, ask students to give you a thumbs up if they agree with the Classroom Declaration of Rights. Be sure to hear from students who don’t agree and discuss or revise accordingly before moving on.

### Day 1 | Slide 6

- Ask: How can we, as a class, make sure everyone in our classroom actually has each right in our Classroom Declaration of Rights?
- After hearing students’ ideas, try to make eye contact with every student as you explain that each and every student plays a role in making sure everyone has these rights.
- Click twice and explain that this is the responsibility of all the students in the class. A “responsibility” is something that we should do or are expected to do.
- Go on to explain that each small group will now be assigned one right from the Classroom Declaration of Rights and the groups should brainstorm the responsibility the class has to make sure these rights are met and upheld.
- Click once to display an example: “We have a right to learn. We have a responsibility to...?”
- Ask the class: In order to make sure we are all able to learn, what is one action we can take?
  - If needed, give examples, such as the following:
    - ◆ We have a right to learn. We have a responsibility to try our best.
    - ◆ We have a right to learn. We have a responsibility to listen to our teacher and each other.
- Once students understand the concept of responsibility, complete the following steps to prepare the class for the activity:



- Ask students to reassemble into their rights groups and give each group one **Handout 2: Our Classroom Rights and Responsibilities**.
- Flip back to Slide 5 and assign each group one right from the Classroom Declaration of Rights. As you do, have them record the right on the top of their handouts.
- **Tip:** *You may need to split some of the groups into pairs so that all rights are covered.*
- Explain that each group should brainstorm how the class can protect the assigned right. As they brainstorm ideas, they should record them in the space provided on the handouts.
- Once groups understand the directions, encourage them to begin.

### Day 1 | Slide 7

- Wrap up the class session by inviting groups to share the responsibilities they came up with, one right at a time. Hang their completed handouts in the classroom as they present.
- Once the responsibilities associated with each right have been discussed, congratulate the class on thinking seriously about how to protect the rights that we all deserve. Explain that standing up for our own rights and the rights of others is one important part of being a member of a community and a citizen of the world. Over the next couple sessions, students learn more about how to continue growing as compassionate and engaged citizens.

**Educator Note:** *Before the next session, record the Classroom Declaration of Rights that your class developed on a piece of chart paper and display it in your classroom.*

### Day 2 | Slide 8

- Begin the second session by instructing the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Show the class where you have displayed the Classroom Declaration of Rights.
- Reread the rights together and call students up in small groups to sign their names at the bottom of the chart paper to demonstrate that they agree to work toward protecting these rights.
- Then click to project the following section from *Words to Live By* and invite the class to join you in reading:

*I understand the choices I make  
should be what's best for me to do,  
and what happens is on me and not any of you.*

*I understand others are unique.  
I want to learn more about everyone I meet.  
I want to step into their shoes and  
see what they are going through.*

- Ask students to think about and share how these words may relate to their classroom rights.
- Explain that the students should continue to think about these words as they complete the next couple days of activities.





## Day 2 | Slide 9

- Bring students' attention to the definition of "rights" one more time.
- Tell the class that in addition to rights, every human also has wants and needs.
- Click once and explain that a "need" is something people must have to live.
- Ask students to brainstorm a few human needs.
- After hearing students' thoughts, explain that food, rest, a place to live, and a sense of belonging are all examples of needs.
- Click again and explain that a "want" is something people would like to have.
- Ask the class to brainstorm a few examples of wants.
- Then explain that dessert, a beach vacation, or a new video game are all examples of wants. We may like to have them, but we don't need them.

## Day 2 | Slide 10

- Pass out one **Handout 3: My Needs and Wants** to each student.
- Encourage students to think about their own needs and wants and give them a little time to write them in the space provided.
- As students finish, have them join you back on the floor in a circle or semicircle.
- Explain that sometimes it can be good to have wants because they inspire us to work harder. For instance, if someone wants to go to college, this want could motivate them to work hard in school. Or, if someone wants to be a football player one day, this want could motivate them to practice as much as possible.
- Go on to tell the class that sometimes we may want things that aren't actually good for us. For instance, we may want to stay up late every night.
- Ask students to explain: Why might wanting to stay up really late every night not actually be good for us?
- Click once and tell students that if they are unsure if their want is good for them, they can ask themselves the following question: Will the thing that I want help me be successful or do better?
- Then click again and invite students to turn to a partner and share the following:
  - One want they have that may not be good for them
  - One want they have that they believe will help them be successful or do better

## Day 2 | Slide 11

- Explain that while *everyone* is entitled to certain rights, everyone is also unique and unlike anyone else.
- Ask: Why might being unique mean that we have different wants and needs?
- After hearing students' thoughts, explain that we all have different wants and needs because we are born into unique situations and have unique personalities.
- Encourage students to think about the art challenge as an example and remind students that people are born with different amounts of resources and different personal characteristics. In order to succeed in life, people may need different things.



- Click twice and encourage students to turn to a classmate and share a personal need or a want that they think this person may not know about them.
- Then click two more times and ask: Why is it good to think about the needs and wants of others?
- Be sure students recognize that knowing the wants and needs of other people can help us understand them better. We usually act a certain way because of what we want and need. When we understand what other people want and need, it can help us understand what they are thinking and why they act the way that they do

### Day 2 | Slide 12

- Explain: If we don't understand other people's wants or needs, it can create conflict or problems.
- Point to the two boys on the slide: Lucas and Caleb.
- Explain that Lucas and Caleb are neighbors. Tell the class the following information about the two boys:
  - Lucas is a little shy. He wants to play alone with his friend Caleb.
  - Caleb is very outgoing. He wants to play with Lucas, but also wants to invite other kids from the neighborhood.
- Ask: How could this create conflict?
- Encourage students to share their ideas.
- Click twice to display another example:
  - Alexandra is a fourth-grade student. Every day after school, she goes to aftercare.
  - Alexandra wants to have a break after school before she does her homework. Her body needs to move.
  - Mr. Manuel, the aftercare teacher, wants Alexandra to do her homework right away.
- Ask: How could this create conflict?
- Encourage students to share their ideas.

### Day 2 | Slide 13

- Pass out one **Handout 4: Conflicting Wants and Needs** to each student.
- Explain that students will now think about a conflict that they have personally seen or experienced that was caused by people's wants or needs.
- Review the directions provided. Explain that students should record the following information:
  - In the top boxes, the two people or groups of people who are involved
  - In the middle boxes, their wants or needs
  - In the bottom box, how these wants or needs created conflict
- Give students until the end of the session to work on their handouts. If students struggle to come up with an example, walk students through the sample provided on the handout.
- Conclude the session by collecting the students' handouts. Explain that students will investigate how to resolve conflicts like these during the next class session.



### Day 3 | Slide 14

- Begin the third session by instructing the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Then click to project the following section from Words to Live By and invite the class to read aloud with you:

*I am a friend. I support and trust.  
Working together is a must.  
Kind and caring I will be.  
I listen to you. You listen to me.*

- Remind the students that they ended the last session by thinking about how different wants and needs can create conflict. Today, they will talk about how they can use their understanding of rights, wants, and needs to understand others and work together to resolve problems.

### Day 3 | Slide 15

- Remind the class that while we each have our own individual wants and needs, we have an important responsibility to make sure everyone's rights are met.
- Bring students' attention to the Classroom Declaration of Rights, reread the rights that everyone signed, and remind the students of the responsibility they have to uphold these rights.
- Click once and ask the class to consider: When there is conflict in our classroom community, what responsibilities do we have?
- Click twice and explain that when conflict exists, we have a responsibility to respect people's rights, be kind and caring, and listen to all sides. This enables everyone to have a voice, share wants and needs, and be heard.

### Day 3 | Slide 16

- Click once to reveal the WINGS 4Cs.
- Explain that there are four "C" words that can help people build respect and resolve conflict.
- Click once to reveal each phrase. As you do, ask student volunteers to help you read each phrase aloud and then explain its meaning.
  - **Come together.**
    - ◆ Explain: When you work with other people, you first have to come together to work toward the same goal. If you are working to only make *you* happy, you are not coming together.
  - **Compromise.**
    - ◆ Explain: You have to communicate to find what will work and what won't work. You have to share your ideas, wants, and needs and be willing to listen to others. You then work together to meet everyone's needs as best as you can. On each side, people may not get exactly what they *want*, but their needs should be met.



Remember that the goal is to make everyone happy, not just you.

- **Change:**
  - ◆ Explain: Everyone must be willing to make a change. You need to decide what is best for everyone, even if it wasn't your idea or exactly what you wanted to do.
- **Celebrate:**
  - ◆ Explain: Once the changes occur, you should have a win-win outcome. Everyone should be happy in at least some way. When this happens, it's time to celebrate.

### Day 3 | Slide 17

- Follow the instructions below to discuss how the 4Cs could be used to resolve the conflict scenarios from Session 2:
  - Click once to display the first scenario.
  - Instruct students to find a partner.
    - ◆ Ask one partner to pretend to be Lucas and the other to pretend to be Caleb. Encourage them to put themselves into their character's shoes and role-play addressing the following questions:
      - In order to come together to solve this problem, what needs and wants should you share with each other?
      - Once you know the other person's wants and needs, what change can you make so you both feel better?
  - Click twice to display the second scenario.
  - Explain that this situation is a little different because it involves an adult and a child. In a situation like this, it is OK to let the adult know our wants and needs. However, we also must be respectful of what the adult decides.
  - Ask students to share their thoughts on the following questions:
    - ◆ What could Alexandra say to let Mr. Manuel know about her wants and needs?
    - ◆ What could Alexandra suggest as a good solution that might make them both happy?
- Guide students in connecting the 4Cs to their own experiences. Pass back the completed **Handout 4: Conflicting Wants and Needs** to each student.
- Encourage students to reread the conflict they outlined.
- Then click twice and encourage them to turn their handouts over and write an independent reflection on the following two questions:
  1. If these people come together to solve the conflict, what needs and wants should they share with each other?
  2. What change(s) could be made so everyone feels better?

### Day 3 | Slide 18



- Explain that now students will think about how they can apply what they have learned about rights, needs, and wants to their own community.
- Ask: Can you think of times in our community when we need to work harder to protect people's rights?
  - It may be helpful to share ideas, such as "Some people in our school may feel bullied or unsafe" or "Some people in our city may feel like their voices aren't heard," to prompt student brainstorming.
  - Record students' ideas as they share.
- Click twice and ask: Can you think of times in our community when people may not feel like they have what they need?
  - It may be helpful to share examples, such as "Maybe some students need help feeling like they belong" or "Maybe some people need help with resources like food, clothing, or school supplies."
  - Continue to record students' ideas as they share.
- Click twice and ask one final question: Can you think of times in our community when people might feel like they do not have what they want?
  - It may be helpful to share an example, such as "Maybe some people want to have more friends," to prompt student responses.
  - Continue to take note of students' ideas as they share.

### Day 3 | Slide 19

- Divide students into groups of three and pass out one **Handout 5: Our Action Plan** to each group.
- Explain that students will now think about how they can use what they have learned to help protect people's rights or help people have their wants and needs met.
- Explain that groups can select one of the needs, wants, or rights that they just brainstormed as a class *or* select another important need, want, or right that didn't make it to the board. No matter what they choose, it should be something that is causing conflict in their community and that needs to be changed.
- Take a few minutes to walk through the handout's Steps 1 and 2 together.
  - Explain that the groups will brainstorm two possible solutions to the conflicts they selected.
  - Acknowledge that no solution will be perfect and compromise will be needed. However, everyone's rights should be protected.
  - Say: You know that everyone's rights must always be protected. After that, when compromising, is it more important to meet everyone's needs or everyone's wants?
  - Be sure students understand that while it is important to take people's wants into consideration, it is important to make sure their needs are met first.
- Encourage groups to work together on the first two steps.

### Day 3 | Slide 20



- As groups are starting to finish Step 2, regain the class's attention.
- Explain that it can be hard to know where to start when you want to achieve change. Developing goals can make change easier to achieve.
- Review each part of the handout's Step 3 together and then have students continue on to this final step.

### Day 3 | Slide 21

- Bring the students back together and lead them in reviewing the goals that they outlined.
- Click once to display each of the letters below and ask the accompanying questions. Explain that these questions will help students make sure that their goals are as strong as possible.
- For each letter, allow groups a moment to review and discuss their work, then give you a thumbs up or a thumbs down to demonstrate their answers.
  - **S** = Specific: Does your goal say exactly what you want to achieve?
  - **M** = Measurable: How will you know if you're able to achieve your goal?
  - **A** = Achievable: Is it possible to accomplish your goal?
  - **R** = Relevant: Is this goal important to the people who are affected?
  - **T** = Timely: Does your goal have a deadline?
  - **I** = Inclusive: Does your goal take into account the wants, needs, and rights of all sides?
  - **E** = Equitable: Does your goal make the situation more fair?
- If it seems like students need time to revise or improve their goals, you may give pairs a few minutes to do this *or* make a point to spend one-on-one time with them soon so you can revise their goals together.

### Day 3 | Slide 22

- Once groups have finished their goals, wrap up the session with a sharing and celebration of the students' work.
- Have the class join you on the floor in a circle or semicircle.
- Encourage the groups to share the needs, wants, or rights that they focused on, as well as their plans for addressing them.
- Try to also emphasize how the groups' plans are both inclusive (i.e., How do they address the wants, needs, and rights of all sides?) and equitable (i.e., How do they make the situation more fair?).
- Once each group has shared, commemorate the work that the students have done. Recognize the importance of always working to protect people's rights and listening to the needs and wants of others. Tell the class that if people around the world can do this, our world will become a kinder, fairer, and more peaceful place.

### Day 3 | Slide 23



- End the sessions by clicking to display the *Words to Live By* one more time and asking students to join you in reading them aloud.

*I understand the choices I make  
should be what's best for me to do,  
and what happens is on me and not any of you.*

*I understand others are unique.  
I want to learn more about everyone I meet.  
I want to step into their shoes and  
see what they are going through.*

*I am a friend. I support and trust.  
Working together is a must.  
Kind and caring I will be.  
I listen to you. You listen to me.*

## Extension Ideas

- Work as a class to decide what your class can do to make each group's S.M.A.R.T.I.E. goals come to life. Focus on one or two plans a month as you challenge students to continually advocate for the rights, needs, and wants of themselves and others.
- Challenge students to create a school campaign that educates their peers about the importance of rights, needs, and wants—as well as how they can work to uphold rights and prioritize needs and wants in their community.
- Encourage students to share what they have learned with their families, create their own Family Declaration of Rights, and discuss the responsibilities of each family member in order to make sure rights are upheld.



## 3–5 Standards

### National Health Standards

- 4.5.2: Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3: Demonstrate nonviolent strategies to manage or resolve conflict.
- 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

### Common Core English Language Arts Standards

#### Reading

- RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Writing

- W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Speaking and Listening

- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade four topics and texts, building on others' ideas and expressing one's own clearly.
- SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





## Digital Lesson Bundle: Our Rights, Wants, and Needs

The all-new 2021 Wings for Kids Digital Lesson Bundles focus on providing educators with social and emotional learning (SEL) resources centered on themes of human rights and global citizenship, community, and identity. Taught after or alongside the other Wings for Kids Digital Lesson Bundles, these lessons aim to provide you with relevant and important content as you integrate SEL into your classroom culture and prepare students for 21st-century challenges.

A classroom environment focused around SEL must ensure that its teaching and learning is culturally responsive and based on students' strengths. It can achieve this by building connections between students' learning, culture, and lived experiences. When students feel connected, heard, and valued, their classroom becomes a safe place where they begin to feel a sense of belonging. Fostering student relationships—both within themselves and with those around them—is key to building this sense of security. It is only once students feel safe that they can begin to work on understanding their emotions, expressing themselves, communicating, responding to conflict, and developing leadership skills.

These digital lesson bundles will help you create this safe place within your classroom. This particular lesson, *Our Rights, Wants, and Needs*, is the third digital lesson bundle in the 2021 series. It incorporates CASEL's core competencies for social and emotional learning and specific Wings for Kids strategies into an exploration designed to help students build empathy as they learn about humans' fundamental rights, needs, and wants. As they begin to strengthen their connection to those around them, students will be empowered to become responsible and compassionate citizens of their community and, as they grow up, of the world.

Despite its importance, discussions around community, belonging, and conflict can be difficult. To help you start—or continue—this important work, below are a brief collection of tips and resources.

### Tips:

1. Consider how your background, upbringing, and/or bias may be affecting your classroom and how you can change this. What books are students exposed to? How is seating arranged? How do students participate in discussions?
2. As you teach, continually ask yourself: How does this help my students learn about themselves, others, their community, and their world?
3. Feel, show, and model empathy. Try your best to understand where your students are coming from and why they act as they do.
4. Give students many and diverse opportunities to build relationships, resolve conflict, and show others who they are.
5. Acknowledge that certain conversations are difficult, but don't avoid them. Instead, help manage them. Indiana University's Center for Innovative Teaching and Learning offers the following guidelines for difficult classroom discussions:
  - Listen respectfully, without interrupting.
  - Allow everyone the opportunity to speak.



- Criticize ideas, not individuals or groups.
  - Avoid inflammatory language, including name-calling.
  - Ask questions when you don't understand; don't assume you know others' thinking or motivations.
  - Connect to class concepts whenever possible.
  - Don't expect individuals to speak on behalf of their gender, ethnic group, class, status, or the groups we perceive them to be a part of. [2]
6. Find ways to celebrate every student.
7. Reflect, refine, and move forward: As teachers, you know that lessons rarely go perfectly. Reflect regularly on what is going well in your classroom and where your students need extra support. Then continue to march forward with these changes in mind.

**Resources:**

- [Universal Declaration of Human Rights](#)
- [10 Powerful Community-Building Ideas](#)
- [Why We Can't Afford Whitewashed Social-Emotional Learning](#)
- [5 Culturally Responsive Teaching Strategies](#)
- [Supporting Racial Equity with Culturally Responsive Pedagogy and SEL](#)
- [How to Support Young Learners in Racially Diverse Classrooms](#)

# Our Classroom Rights

In our classroom, students should have the right to

- be healthy and safe
- be heard
- be themselves

- \_\_\_\_\_
- \_\_\_\_\_

# Our Classroom Rights

In our classroom, students should have the right to

- be healthy and safe
- be heard
- be themselves

- \_\_\_\_\_
- \_\_\_\_\_



We have the **right** to

---

---

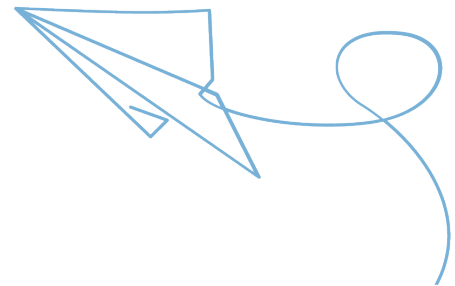
We have the **responsibility** to

---

---

---

---



## My Needs

## My Wants

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Meet \_\_\_\_\_

**Ex. Meet Carlos**



Meet \_\_\_\_\_

**Ex. Meet Jasmin**



They want or need:

**Ex. Carlos wants to sit at the front of class.**



They want or need:

**Ex. Jasmin needs to sit at the front of class to be closer to the board because she has trouble seeing.**



This can cause conflict because

**Ex. Ex. This can cause conflict because both students want to be near the board but Carlos may not know that Jasmin needs to be near the board to help her see.**



## Step 1: What is the problem?

In the space below, describe the conflict. Include the following information:

- Who is involved
- The needs, wants, or rights that are not met



A large, empty rectangular box with rounded corners, outlined in blue, intended for students to write their response to the problem description.

## Step 2: Come Together, Compromise, and Change

In the space below, brainstorm two ways your community could come together, compromise, and change to resolve the conflict.

Be sure to think about the rights, needs, and wants of all sides.

Change Idea 1: \_\_\_\_\_

---

---

---

How would this change help solve the conflict? Explain how it would help protect people's rights, needs, and/or wants.

---

---

---

---

Change Idea 2: \_\_\_\_\_

---

---

---

How would this change help solve the conflict? Explain how it would help protect people's rights, needs, and/or wants.

---

---

---

---





## Step 3: Create a Goal

1. Select the change idea from Step 2 that you think will work best at making all sides happy. Then rewrite it below:

To help solve a conflict in our community, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe the steps that need to be taken to create this change.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Choose a deadline! This change could happen by \_\_\_\_\_

\_\_\_\_\_

4. Double-check your goal.

- How does your plan make the situation more fair? (If it doesn't, change your goal so it does!)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- How does your plan take into account the rights, needs, and wants of every side? (If it doesn't, change your goal so it does!)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

