



Our Rights, Wants, and Needs

Objectives

Students will:

- Explore the concept of human rights and compose their own class-wide declaration of rights.
- Identify their wants and needs and consider the roles these play in peace and conflict.
- Develop a plan for addressing a conflict in their school community where people's rights, needs, or wants are not met.

Overview

In this module, students in kindergarten through second grade will continue to explore the topics of Relationship Skills, Social Awareness, and Responsible Decision-Making as they learn about the importance of human rights, needs, and wants. Students will begin by exploring the concept of a right and the rights that every child is entitled to, regardless of the resources they have available. They will differentiate between wants and needs, and they will consider how these may affect conflict in their community. They will be introduced to a strategy to build respect and resolve this 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 on each slide with your finger or stylus to activate them. There will be information on how to proceed in the notes section for each slide.

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 you have 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 each other.

Grade Level

Kindergarten–Grade 2

Essential Questions

- What are human rights?
- Why is it important to consider our needs and wants, as well as the needs and wants of others?
- 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 and Responsibilities**, enough for one-third of 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 2: Needs and Wants**, one copy for the educator
- **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
- **Handout 5: Our Goal**, enough for half 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 succeed academically. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school; 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 which indicate 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 your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your 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 your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your 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.

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 could 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 Responsible Decision-Making, Social Awareness, and Relationship Skills 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 explore the concept of rights and learn about 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, and they will consider how a lack of resources impacts their ability to complete the task. They will brainstorm the rights that they believe every child should have and they will learn about the Universal Declaration of Human Rights. At the end of the first session, they will create 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 learn about needs and wants, differentiate between the two, and identify their own wants and needs. They will learn how to evaluate their wants, and they will consider 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 humans must uphold when this conflict occurs. They will evaluate scenarios as they discuss the role that needs and wants can play in conflict, and they will describe a time when they experienced this kind of conflict in their own lives.

In the final session, students explore the WINGS 4Cs (Come together, Compromise, Change, Celebrate) as a way to build respect and resolve conflict. They will apply this strategy to the conflict scenarios they discussed during the second session. They will then brainstorm instances in their school community when



the rights, needs, or wants of students are not met. They will ultimately apply their understanding of the 4Cs to develop a plan for improving the problem or conflict they identified, and they will share their ideas with each other.

DAY 1 | Slide 1

- Begin by instructing the class to sit on the floor in a circle or semicircle. Join the students by sitting at their level and divide the class into groups of three.
- Give each group of students pieces of scrap paper (of all different sizes) and one to four markers, crayons, or colored pencils.
 - Try to ensure that:
 - ◆ At least a few groups have two–three pieces of scrap paper and one or two drawing utensils.
 - ◆ At least three–four groups have several larger pieces of scrap paper and four drawing utensils.*
 - ◆ The other groups have varying combinations of materials.

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

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

Day 1 | Slide 2

- Once students have a few moments to create their designs, instruct everyone to stop drawing, rejoin the circle or semi-circle, and hold their artwork in front of them.
- Encourage the class to look around and observe what their peers created.
- Then lead them in a discussion around the following questions:
 - Were you able to draw the same type of drawing as all of your classmates? Why or why not?
 - Are all drawings equally colorful and eye-catching? Why not?
 - Was it the artists' fault if they couldn't create something as colorful and eye-catching as the others?
 - Imagine that a big prize was awarded to the most colorful drawing. Would this be fair?
- Conclude by explaining that a prize based on colorfulness would *not* be fair. Some artists had more colors than others. No one had a choice and it was not their fault!
- Connect this activity to life outside the classroom by saying that some people in their community—and all around the world—have more or less than others. This can make things harder for some people and easier for other people.

Day 1 | Slide 3

- Click once to display the word “rights.”
- Explain that while “right” can mean the opposite of “wrong,” the word “right” or “rights” can also



mean something else.

- Click once more and explain that a “right” is something everyone should be able to have, do, or be. Every person should have the same rights, no matter where they are born or the things that they have.
- Click again and give the example that everyone—from the time they are born to the time they die—has the right to be happy.
- Then ask the class to help you brainstorm: In order to live, grow, and become the best person they can be, what are other rights that every child 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 the 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 there is an important group called the United Nations that is made up of adults from countries all around the world. The United Nations works to make the world a more peaceful place.
- Go on to explain that the United Nations 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.
- Click once and explain that some of these rights include that every single person has the right to*...
 - Be born free and equal
 - Be safe and not be hurt
 - Have laws treat everyone the same
 - Education
 - A job
 - Food and shelter
 - Play and relax
 - Move and travel
 - Own things
 - Our own beliefs, thoughts, and ideas
 - ...and more!

Tip: Review as many or as few of these rights as your students are ready for!

- Click twice and explain that in summary, everyone has the right to be healthy, be safe, be heard, and be themselves!

Day 1 | Slide 5

- Encourage students to think of rights that every student in the classroom should have.
- Click once to project and read through the summary of rights that you just discussed.



- Then ask students: What else do we think every student in this classroom should have the right to be or do?
 - Possibilities include the right to learn, the right to feel like they belong, the right to be liked, etc.
- Record students' ideas as they share. If the class comes up with several ideas, lead an anonymous vote to narrow the list down to two.
- Once your Classroom Declaration of Rights list is complete, ask: How can we, as a class, make sure everyone actually has these rights in our classroom?
- Try to make eye contact with every student as you explain:
 - Everyone must help make sure that every student has these rights.
 - This is their responsibility.
 - We all have a responsibility to act in certain ways and do certain things to make sure everyone always has these rights in our classroom.
- Click once to project the first page of **Handout 1: Our Classroom Rights and Responsibilities** and read: "We have a right to learn. We have a responsibility to."
- Ask students to take a few moments to think to themselves about one action the whole class can take to make sure we are all able to learn.
 - If needed, kick off by giving an example, such as:
 - ◆ 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 the teacher.
- Invite students to share one responsibility that they came up with with their partner. Then direct students' attention to the slide and discuss how they could record this example in words or pictures on **Handout 1**.
- Next, divide the class into pairs *or* groups of three or four, depending on how your students collaborate best.
- To prepare the groups for the activity:
 - Give each group one page from **Handout 1: Our Classroom Rights and Responsibilities** and read the page's header aloud as you distribute it.
 - If the page's header has a blank, fill it in with one of the rights that your class brainstormed.
 - It's okay for more than one group to work on the same right, but make sure all rights have been distributed before groups double up!
 - Explain that groups will spend time brainstorming how they can make sure your classroom protects the right they received. To begin, lead each group through their example and a sample responsibility. As they brainstorm a few more ideas, they should record them in words and/or pictures in the space provided.

Day 1 | Slide 6

- Wrap up the class session by inviting groups to share the responsibilities they brainstormed, one right at a time. Hang their completed handouts on the wall as they share.



- Once every group has presented, congratulate the class on thinking seriously about how to protect the rights that every member of the class deserves. Thinking about rights and responsibilities is an important part of being a responsible community member and citizen of the world!

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 1 | Slide 7

- Begin the second session by instructing the class to sit on the floor in a circle or semicircle. Join the students by sitting at their level.
- Click once to project the following section from *Words to Live By* and read it aloud as you invite the class to follow along:

*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.*

- Explain that the class will think about these words as they complete the next couple of activities.

Day 2 | Slide 8

- Bring students' attention to the definition of a right again, and ask students to turn to a partner and recount some of the rights that every human should have.
- Then explain that in addition to rights, every human also has needs and wants.
- Click and explain that:
 - A need is something people *must* have to live or grow.
 - A want is something people *would like* to have.
- Place a sign that says "Needs" on one side of the classroom and a sign that says "Wants" on the other side of the classroom (from **Handout 2: Needs and Wants**).
- Then click twice to reveal each of the needs and wants below. As you do, encourage students to independently consider whether each one is a want or a need, and then walk to the appropriate side of the classroom to demonstrate their decision.
 - Ice Cream (want)
 - Food (need)
 - A Beach Vacation (want)
 - Rest (need)
 - A Feeling of Belonging (need)



- A Place to Live (need)
- Transportation (need)
- A TV (want)
- To Be Liked By Everyone (want)
- A Fancy Car (want)
- Water (need)
- Medicine (need)

Day 2 | Slide 9

- Pass out one **Handout 3: My Needs and Wants** to each student.
- Encourage each student to think about their own needs and wants, and give them a little time to sketch or write them in the boxes provided on the handout.
- As students finish, assemble the class back into a circle.
- Explain that it is important to know the needs we have in life. Right now, adults help the students meet at least some of their needs. As they grow up, they will do more and more on their own to meet their own needs.
- Go on and explain that sometimes wants can be a little trickier. It can be good to have wants because they inspire us to work harder. For instance, 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 staying up really late every night might not actually be good for us.
- Tell students that if we are unsure whether our "want" is good for us, we can ask ourselves: Will the thing that I want help me be successful or do better?
- Click once and invite students to turn to a partner and share a want from their handout that may not be good for them, as well as a want that is good for them!

Day 2 | Slide 10

- Explain that while *everyone* in the world should have the same rights, everyone in the world is also unique and unlike anyone else. This means that everyone has different wants and needs.
- Share a want that you have that the students may not be aware of.
- Then invite students to find a partner and share a few of their wants or needs that their partner may not know about them.
- Then click twice and ask:
 - Why is it good to think about, and know about, the needs and wants of others?
- Explain that understanding 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 11

- Explain: If we don't understand other people's wants or needs, it can create conflict or problems with other people.
- Point to the two different boys on the slide: Lucas and Caleb.
- Explain that Lucas and Caleb are friends.
 - Lucas wants to play with Caleb every day at recess.
 - Caleb wants to play with Lucas, but he also wants to play with some of his other friends.
- Ask: How could this create a problem or conflict?
- Encourage students to share their ideas.
- Then click twice to display another example:
 - Alexandra and Rosa are sisters.
 - Rosa needs more help from their babysitter because she is younger.
 - Alexandra doesn't need extra help, but she wants attention from her babysitter too!
- Ask: How could this create a problem or conflict?
- Encourage students to share their ideas with the people around them.
- Then click twice more to show a final example:
 - Joey is a second-grade student. Every day after school, he goes to aftercare.
 - Joey wants to have a break after school before he does his homework. His body needs to move!
 - Mr. Manuel, the aftercare teacher, wants Joey to do his homework right away.
- Ask: How could this create a problem?
- Encourage students to share their ideas.

Day 2 | Slide 12

- Pass out one **Handout 4: Conflicting Wants and Needs** to each student.
- Explain that students will now think about a time when they have seen needs or wants create problems like the ones they just discussed.
- Review the blanks on the handout that each student will fill in with their own words or pictures. Answer questions as needed before encouraging students to work independently.*
Tip: It may also be helpful for students to brainstorm with a partner.
- Collect students' handouts at the end of the session, and explain that they will investigate how to resolve conflicts like these during the next class session.



Day 3 | Slide 13

- 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 read it aloud as you invite the class to follow along:

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 class that they ended last session by thinking about how different wants and needs can create conflict. Today, they will talk about how knowing the wants and needs of others can help them understand these people better... and solve problems!

Day 3 | Slide 14

- Remind the class that while they each have their own unique wants and needs, they also have a responsibility to make sure everyone's classroom rights are met.
- Bring students' attention to your Classroom Declaration of Rights, as well as the responsibilities that you brainstormed together.
- 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 and listen to all sides. This enables everyone to have a voice, share their wants and needs, and be heard.

Day 3 | Slide 15

- Click once to reveal the 4Cs and explain that remembering these four "C" words will help students build respect and resolve conflict.
- Click once to reveal each word. As you do, explain their meanings and lead the class through the action in italics.

Note: You may choose to modify this activity by having students gather around and sharing examples of how they have used the 4 Cs.

- Come together: When you work with other people, you first have to come together to work toward the same goal.
 - ◆ *Action:* Ask all students to come together by holding hands with the people next to them.
- Compromise: You have to communicate to find out what will work and what won't work. You have to share your ideas, wants, and needs, and listen to others. Each side may not get exactly what they want, but everyone should be okay with the final result.
 - ◆ *Action:* Ask students to demonstrate compromise by gently tugging on the hands of those they are already holding.



- Change: You have to be willing to make a change that is best for everyone.
 - ◆ *Action:* Ask students to make a change by letting go of the hands they are holding, crisscrossing their own hands in front of them, and then again holding hands with the same people.
- Celebrate: Once the change occurs, you should have a win/win outcome. Everyone should be happy in at least some way. When this happens, it's time to celebrate!
 - ◆ *Action:* Encourage everyone to celebrate. They can drop hands with those around them, raise their own hands above their heads, and give their bodies a little shake!

Day 3 | Slide 16

- Click once to begin revealing the conflict scenarios that were displayed during the second session.
- Read the first scenario aloud again, and encourage the class to think through how the characters could use the 4Cs to resolve their conflict. Ask:
 - If Lucas and Caleb come together to solve this conflict, what needs or wants should Lucas share? How about Caleb?
 - What change could they make to help them feel better?
- Once students have shared a few change ideas, encourage them to stand up, give a celebratory silent dance, and then sit back down.
- Then click twice to display the second scenario.
- This time divide students into pairs, and ask one student to be Alexandra and the other student to be Rosa.
- Encourage them to place themselves in their character's shoes and lead them through discussing the following questions:
 - If you come together to solve this problem, what needs and wants should you share with the other person?
 - Once you know the other person's needs and wants, what change could you make so you both feel better?
- Ask a few pairs to share the change they would make. Then encourage students to stand up, give a celebratory silent dance, and sit back down.
- Click twice more to display and read the final scenario.
- Explain that this situation is a little different because it involves an adult and a child. In a situation like this, it is still okay to let the adult know our wants and needs. However, we also must be respectful of what the adult decides.
- Ask students to share:
 - What could Joey say to let Mr. Manuel know about his wants and needs?
 - What could Joey suggest as a good solution that might make them both happy?



Day 3 | Slide 17

- Tell students that they will now think about how they can apply what they learned about rights, needs, and wants to their own school community.
- Keep track of students' ideas on the board as you pose and discuss the following questions.
 - First, bring students' attention to your Classroom Declaration of Rights and ask: Are there ever times in our school community when people feel like they don't have these rights?
 - ◆ It may be helpful to share a few ideas such as "When people feel bullied or unsafe" or "When people feel like their voices aren't heard" to prompt student brainstorming.
 - Then click twice and ask: Can you think of times in our school community when people may not feel like they have what they need?
 - ◆ It may be helpful to share a few examples such as "Maybe some people feel like they don't belong" or "Maybe some people need help with resources like food, clothing, or school supplies."
 - Then click two more times and discuss one final question: Can you think of times in our school community when people might not feel like they have what they want?
 - ◆ It may be helpful to share an example such as "Maybe some people want to have more friends" to encourage student responses.

Day 3 | Slide 18

- Divide students into pairs and pass out one **Handout 5: Our Goal** to each group. To prepare students for completing the handout:
 - Explain that they 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 each pair will choose one of the rights, needs, or wants that the class just said needs help. They should choose one that they think is important to protect, change, or make better.*
 - Once they agree on a need, want, or right to work on, they should describe the problem in words or pictures in the handout's first blank.
- When students understand the directions, flip back to Slide 17 so students can review the list they brainstormed. It may be helpful to read the list you recorded one more time.

**Tip: You may also select one want, need, or right through a classroom vote and then work as a class to complete the handout focused on this goal.*

Day 3 | Slide 19

- Once pairs have selected a right, need, or want that your school community could improve, encourage them to think about *how* they could make people in this situation feel better.
- Bring students' attention to the two sample problems on the slide and read them aloud:
 - Problem 1: Some students feel like they don't belong.
 - Problem 2: Some students are hungry during the school day.



- Then click once and challenge students to brainstorm what could help each situation and make the people affected feel better.
- Once you have heard some of the students' ideas, click again to show and read another possible solution for each problem.
 - Problem 1: Having someone to play with at recess could help those who are affected.
 - Problem 2: Having a free healthy snack during the school day could help those who are affected.
- Acknowledge whether the solutions are similar to or different from what the students already brainstormed. Explain that there are often many possible changes that can be made to help a problem or conflict!
- Then ask each group to think about the problem they put on their own handout, and brainstorm a change that could help.
- Show them where they should write or illustrate this change in the space provided for #2 on **Handout 5: Our Goal**.

Day 3 | Slide 20

- Finally, encourage students to think about what they could do to help make this change happen.
- Remind students to think about the 4Cs as they consider how they can come together and compromise to create change in their community.
- Click once and bring students' attention to one of the problems and solutions they just discussed.
- Ask: What are three ways students could help make sure that someone who feels like they don't belong has someone to play with at recess?
- Record students' ideas in the three squares as they brainstorm.
 - Ideas could include: Asking students who are alone if they would like to play, creating recess buddies, playing more group activities, starting a Buddy Bench, etc.
- Once you have finished the class-wide example, give pairs time to complete the final section of their own handouts and consider three steps they can take to make their solution happen.

Day 3 | Slide 21

- Wrap up the session with a sharing and celebration of the students' plans.
- Have the class join you on the floor in a circle or semi-circle before they share.
- Then encourage each group to describe the need, want, or right that they focused on and their ideas for addressing it.
- Once each group has shared, commemorate the work that the students completed. Recognize the importance of always working to protect people's rights and listen 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.
- Then encourage each student to reach their arms together, and do a little wiggle in celebration of the citizens they are and the world they are working towards.



Day 3 | Slide 22

- Finally, end the session by clicking to display the *Words to Live By* one more time and ask 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 make the students' goals come to life. Focus on one goal a month as you challenge students to continually advocate for the rights, needs, and wants of others and themselves!
- Guide students in creating a school campaign (through posters, overhead announcement, classroom visits, etc.) that educates their peers about the difference between rights, needs, and wants as well as the importance of advocating for each one.
- Encourage students to share what they have learned with their families. They can create their own Family Declaration of Rights and discuss the responsibilities each family member has in order to make sure their rights are upheld.



K-2 Standards

National Health Standards

- 4.2.1: Demonstrate healthy ways to express needs, wants, and feelings.
- 6.2.1: Identify a short-term personal health goal and take action toward achieving the goal.
- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core English Language Arts Standards

Speaking and Listening:

- SL.1.1: Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6: Produce complete sentences when appropriate to task and situation.

Writing:

- W.1.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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]
1. Find ways to celebrate every student.
 2. 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](#)

We have the right to be healthy and safe.

We have the responsibility to...



We have the right to learn.

We have the responsibility to...



We have the right to be heard.

We have the responsibility to...



We have the right to be ourselves.

We have the responsibility to...



We have the right to _____
_____.

We have the responsibility to...



We have the **right** to _____
_____.

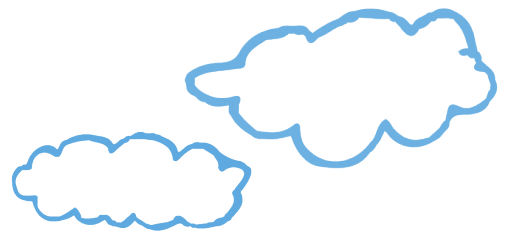
We have the **responsibility** to...



Need



Want



My Needs

-

-

-

-

-

-

My Wants

-

-

-

-

-

-

Meet _____

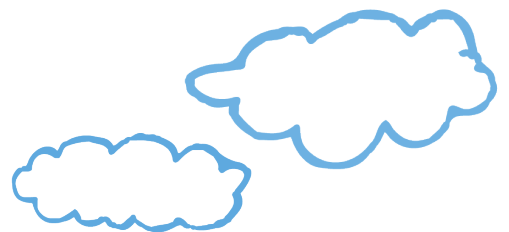
Meet _____



They want / need:

They want / need:

This can cause...



In our school community, one way people's needs, wants, or rights are not met is:

What could help?

We can help by:

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