

Year: KS2

GD input after: Class charter

GD issues & perspectives: Human Rights *Values & perceptions, Global citizenship*

Vocabulary: United Nations, wants, needs, rights, United Nations Convention on Human Rights (UNCHR), United Nations Convention on the Rights of the Child (UNCRC)

Learning opportunity: The Balloon Game

Intended learning outcomes:

I understand the difference between wants & needs

I understand that everyone has the same basic needs

I understand that the United Nations has written these needs down as a list of rights.

Resources:

Wants & needs cards, simplified version of UNCRC

You may want to have an image of a hot-air balloon on the board.

Remind the children about the work they have been doing on the class charter. Remind the children that the charter was a list of things which everyone needs to do to make sure that the classroom is a safe, fair & happy place for everyone - that everyone has what they need. Explain to the children that a group of important adults have realised that children need certain things as they grow up. If all children had these things the World would be a safe, fair & happy place for everyone.

Explain that the pictures on the cards (see resource sheet) represent the things that the United Nations would like to make sure all children have, along with some things that are not as important.

Ask the children to imagine that, in pairs or small groups, they are gently drifting in a hot-air balloon to a new land where they will start their life again, with only the things which they have on board with them. These are the 'objects' on the cards. (For the sake of this exercise, pupils should imagine that all these things weigh the same). Suddenly the balloon begins to lose height. To stop their descent, they must throw one of the things overboard. What could they manage without after the balloon has landed? Which things are wants but not needs? The balloon then levels out for a while before beginning to lose height again. Something else has to be thrown over the side. The process continues until there are only 6 items left in the balloon. The children should record their decisions by placing the cards in the order in which they are thrown out. It might be useful to explain that some needs could be combined: perhaps the opportunity to practise your religion is understood in the chance to say what you think; perhaps if you have food, water & shelter, money is less important.

Which were the first things to be thrown overboard? Which 6 items have the children kept? Can the class agree a list? All of the countries in the World have agreed to a list of needs which are so important that every human being should have them & they have called them Human Rights. They are written down - in the UN Convention on Human Rights or the UN Convention on the Rights of the child, a simplified version of which is on the CD.