

SESSION 1: NEEDS AND WANTS

Age range: 8-11 years Time: 1 hour

<p>Outline</p> <p>Learners will work in small groups to prioritise items into what they 'need' and what they 'want'. In this context, learners will start to use spoken language to persuade others of their viewpoints in a structured way.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To structure a persuasive argument through a series of logical points, opening and ending with the strongest arguments. To link their persuasive argument to a target audience. To differentiate between needs and wants. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will distinguish between needs and wants and prioritise them in a ranking exercise. Learners will try to persuade others to agree with their opinions about priorities. Learners will listen carefully to others' opinions. Learners will collate persuasive phrases into a class phrase bank. 	
<p>Key questions</p> <ul style="list-style-type: none"> What is the difference between something you 'need' and something you 'want'? What do you really need in order to live? What do you consider to be very important, even though you could survive without it? What do you think everyone has a right to? Should these be rights for all children or just children in the class? 	<p>Resources</p> <ul style="list-style-type: none"> <i>Children's Rights slideshow: slide 3</i> <i>Diamond ranking formation</i> <i>Needs and wants picture cards</i> <i>Our persuasive argument</i> 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be taught to:</i> Spoken language</p> <ul style="list-style-type: none"> Enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. Listen and respond appropriately to their peers. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Wales English: Oracy Skills: Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener. Range: Speaking and listening individually, in pairs, in groups and as members of a class. Literacy Framework: Collaboration and Discussion Contribute purposefully to group discussion to achieve agreed outcomes. Follow up points in group discussions, showing agreement or disagreement giving reasons.</p>	<p>Scotland Literacy and English</p> <ul style="list-style-type: none"> When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking (LIT 2-01a). I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience (LIT 2-06a). I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language (ENG 2-03a).

Activity Outline

Starter (5 min)

Introducing the idea of persuading others

- In pairs, ask learners to take turns spending one minute persuading their partner to:
 - come with them on a holiday to the moon.
 - come round to their house to play.
 - join them on a journey to the bottom of the sea.
 - join them in eating roasted slugs and pickled caterpillars for tea.

Activity 1.1 (15 min)

Prioritising needs

- In groups of four, give learners a set of picture cards (worksheet below). Ask learners to sort the pictures into a diamond formation, showing the item that learners feel they most need at the top. Where learners disagree, they should try to persuade others in the group by giving reasons for their choice. Encourage learners to listen to each other carefully before making a decision.
- When the whole group has agreed, ask them to stick the pictures down.
- Lead a class discussion on the formation of pictures that each group has agreed on:
 - *How did you decide which picture to put at the top of your diamond? Did everyone in your group agree?*
 - *Did someone in your group have to persuade the others to put a picture in a particular place?*
 - *How did you decide which picture to put at the bottom of your diamond? Did everyone in your group agree?*
 - *Is there a point in your diamond formation where the pictures change from things you 'need' to things you 'want'? Where is this? What is the difference between something you 'need' and something you 'want'?*

Activity 1.2 (25 min)

Structuring an argument

- Explain that when we want to persuade others of something, we must first decide who our target audience is. Explain that for this next activity the target audience will be another group of four learners.
- Still in their groups of four, give learners a few minutes to complete the *Our persuasive argument* sheet. Encourage learners to think of useful persuasive language they could use. For examples, see slide 3.

- Explain that they will need to consider how to structure their argument:
 - They will need to present their points in a logical order, starting either at the top or at the bottom of their diamond.
 - They will need to open and end with their strongest arguments that will persuade their audience of their point of view.
- Join two groups of four learners together and ask them to take turns persuading the other group that theirs is the correct formation of pictures.
- During their group discussions, ask learners to note down any other particularly strong pieces of persuasive language they hear on their *Our persuasive argument* sheets.
- Collate persuasive words and phrases together in a class phrase bank for later use.

Differentiation

Make it easier: Specify that learners should start their argument by explaining why they 'need' the item at the top of their diamond. They could use the sentence starter: "We believe we need ___ because..."

Make it harder: Suggest that learners use more persuasive devices to strengthen their argument. Can they ask their audience a rhetorical question: "Do we really think that we need a ___?" Can they emphasise a point by linking three items together? For example, "A ___, a ___ and a ___ are all items we want rather than need because..."

Plenary (15 min)

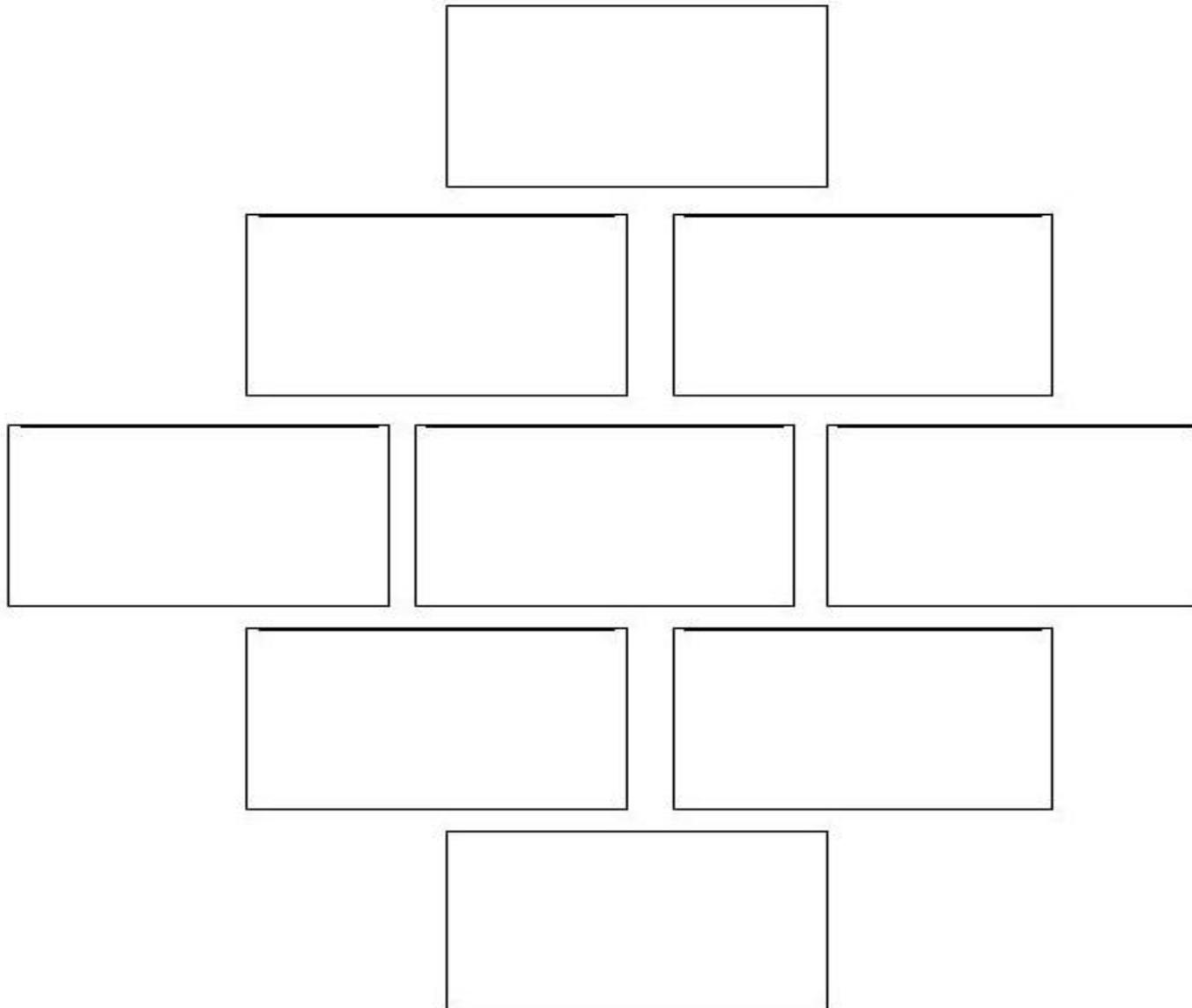
- Ask learners to reflect on the discussions they have had by considering these points:
 - What do we really need in order to live?
 - What items do we consider to be very important even though we could survive without them?
 - What items do we think everyone has a right to?
 - Should these be rights for all children or just some children?
 - Do all children have access to these rights? Scaffold the discussion to explain that some children do not get the things they need because of poverty and a lack of resources. *Note that you may need to be sensitive to the needs of children within your class.*
 - Are there any other items (not on the cards) that all children should be entitled to?
 - Do children's rights help to ensure their needs are met?
 - Who has the responsibility to ensure children have their rights met? (*Parents and carers, teachers, medical professionals, local councils, governments and so on*).

Further ideas

- Ask learners to look again at the categories above each picture card: shelter, family, safety, education, medicine, friendships, play, food, water. Then ask learners to think of more items that could fit into each category. For example, what else provides us with safety other than traffic lights? Explain that a useful way of structuring an argument is to link items, evidence or examples which fall into the same category and therefore support the same key idea.
- Ask learners to write a short text persuading others to agree with their ranking order of needs and wants. Each need or want could be a new paragraph.

Diamond ranking formation

- Enlarge onto A3 paper to show one box at the top and bottom of the diamond.



Needs and wants picture cards

- Provide each group with a set of these pictures



Needs and wants picture cards

Play



[Pieter Bos, Wikimedia Commons](#)

Food



[Warren Dew, Wikimedia Commons](#)

Water



[Homerescue, Wikimedia Commons](#)

Terms of use

Copyright © Oxfam GB

You may use photographs and associated information in this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image and Oxfam. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time the project work took place.

Our persuasive argument

Our opening argument (*make this a strong argument about your ranking choices, for example, “We put XX at the top because...” or “We decided XX need to be in the bottom three because...”*)

Other reasons for our opinions we can use to persuade the other group:
(*Add a list of bullet points.*)

-

Persuasive phrases we might use to persuade the other group (*For example, “It’s obvious that...”*)

Persuasive language we heard in the discussion with the other group

Our closing argument (*make this another strong argument about your ranking choices, for example, “We put XX at the bottom because...”*)