

UNIT 1 SESSION 5: WHAT DOES IT MEAN TO DO WELL IN LIFE?

Age range: 8 - 12 years

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| <p>Outline</p> <p>Learners will consider what it means to do “well” in life and the difference between “needs” and “wants”. They will identify and rank a list of “well-being” indicators. Learners will then have the opportunity to compare their ideas with those of two young people in Ethiopia and Peru.</p> | | |
| <p>Learning objectives</p> <ul style="list-style-type: none"> • To develop awareness and understanding of the meaning of ‘well-being’. • To be able to work collaboratively with others to make decisions. • To develop empathy for others. | <p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will identify and rank well-being indicators collaboratively with others. • Learners will compare and discuss their own well-being indicators with those of their peers and well-being indicators devised by young people in Ethiopia and Peru. | |
| <p>Key questions</p> <ul style="list-style-type: none"> • What do we need to do “well” in life? • What do we mean by “needs” and “wants” and how are they different? • How are your ideas similar and different to those of others? • Do you think everyone in the world has the things that they need to do “well” in life? Why or why not? | <p>Resources</p> <ul style="list-style-type: none"> • Unit 1 Slideshow (Sessions 4 - 6): Slides 26 – 31 • Resource sheets: <ol style="list-style-type: none"> 1. <i>Well-being indicators: Ethiopia</i> 2. <i>Well-being indicators: Peru</i> • Activity sheet 1: <i>What do we need to do well in life?</i> | |
| <p>Curriculum links</p> | | |
| <p>England</p> <p><i>Pupils should be taught to:</i></p> <p>English</p> <p>Spoken language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • 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</p> <p>English</p> <p>Oracy</p> <ul style="list-style-type: none"> • Listen and view attentively, responding to a wide range of communication. • Develop their awareness of the social conventions of conversation and discussion. <p>Geography</p> <p>Communicating</p> <ul style="list-style-type: none"> • Express their own opinions and be aware that people have different points of view about places, environments and geographical issues. • Make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments. | <p>Scotland</p> <p>Literacy and English: Listening and talking</p> <ul style="list-style-type: none"> • As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <p style="text-align: right;">LIT 2-04a</p> |

Activity 5.1 (15 min)

- Show slide 27 of the *Unit 1 Slideshow (Sessions 4 – 6)*. Ask learners: *What do we need to do well in life?*
 - **Think:** Ask learners to think about the question on their own for a minute.
 - **Pair:** Give learners a couple of minutes to compare their ideas.
 - **Share:** Spend a few minutes sharing some learners' suggestions as a whole group. You might like to record their ideas on the board.
- Spend some time thinking about the difference between “needs” and “wants”. Ask learners to consider what they think we really need to live. Tell learners to look again at their ideas and ask: *Which of these are “needs” and which are “wants”?* You may have to prompt learners to consider family, shelter, safety, education, play, medicine, friendships and so on.

Activity 5.2 (35 min)

- Ask learners to work in groups of three and produce a list of nine “well-being” indicators they believe to be the most important. They should write their ideas on sticky notes or small pieces of paper.
- Show slide 28 and provide learners with a copy of: *What do we need to do well in life?* (Activity sheet 1). In their groups, ask learners to rank their ideas in order of importance in a diamond formation. Tell learners to place their most important indicator at the top, followed by a row of the next two, then a row of three and so on. Remind them that there are no right or wrong answers – there will be advantages and disadvantages to every option so they should rank them as they think best.
- Allow time for learners to share their ideas as a whole class. Learners could circulate around the class to see the rankings of other groups. Encourage them to explore the choices that they have made and the reasons for these. Ask learners if they spot any patterns in the rankings for example the most commonly occurring indicators or the same indicator at the top or bottom.
- Show slides 29 and 30 with examples of the well-being indicators identified by two young people in Ethiopia and Peru (Seble and Luz). Alternatively you could distribute copies of the *Well-being indicators* (Resource sheets 1 and 2). Ask learners to compare these ideas with their own sets of well-being indicators. One possible approach is to ask learners to use hoops on the floor to create a Venn diagram to compare their own set of indicators with Seble or Luz.
- Show slide 31 to facilitate further discussion. Possible questions include:
 - *What similarities and differences are there between the class indicators and those of the two featured children?*
 - *Why do you think there are similarities? (We are all human and need the same things.)*
 - *Why do you think there are differences? (Our environment and culture may affect our ideas.)*
 - *Do you think everyone in the world has the things that they need to do “well” in life? If not, why not? (This will lead to a discussion about how resources are distributed around the world and potential causes of inequality.)*

- Explain that learners will be finding out more about other well-being indicators used by statisticians in *Unit 3*.

Further ideas

- If time allows you could spend more time exploring the difference between wants, needs and rights. A series of useful lesson plans and activities are available on the Oxfam Education website: www.oxfam.org.uk/education/resources/childrens-rights

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What do we need to do well in life?

Activity sheet 1

What things do you think young people need in their lives to be well?

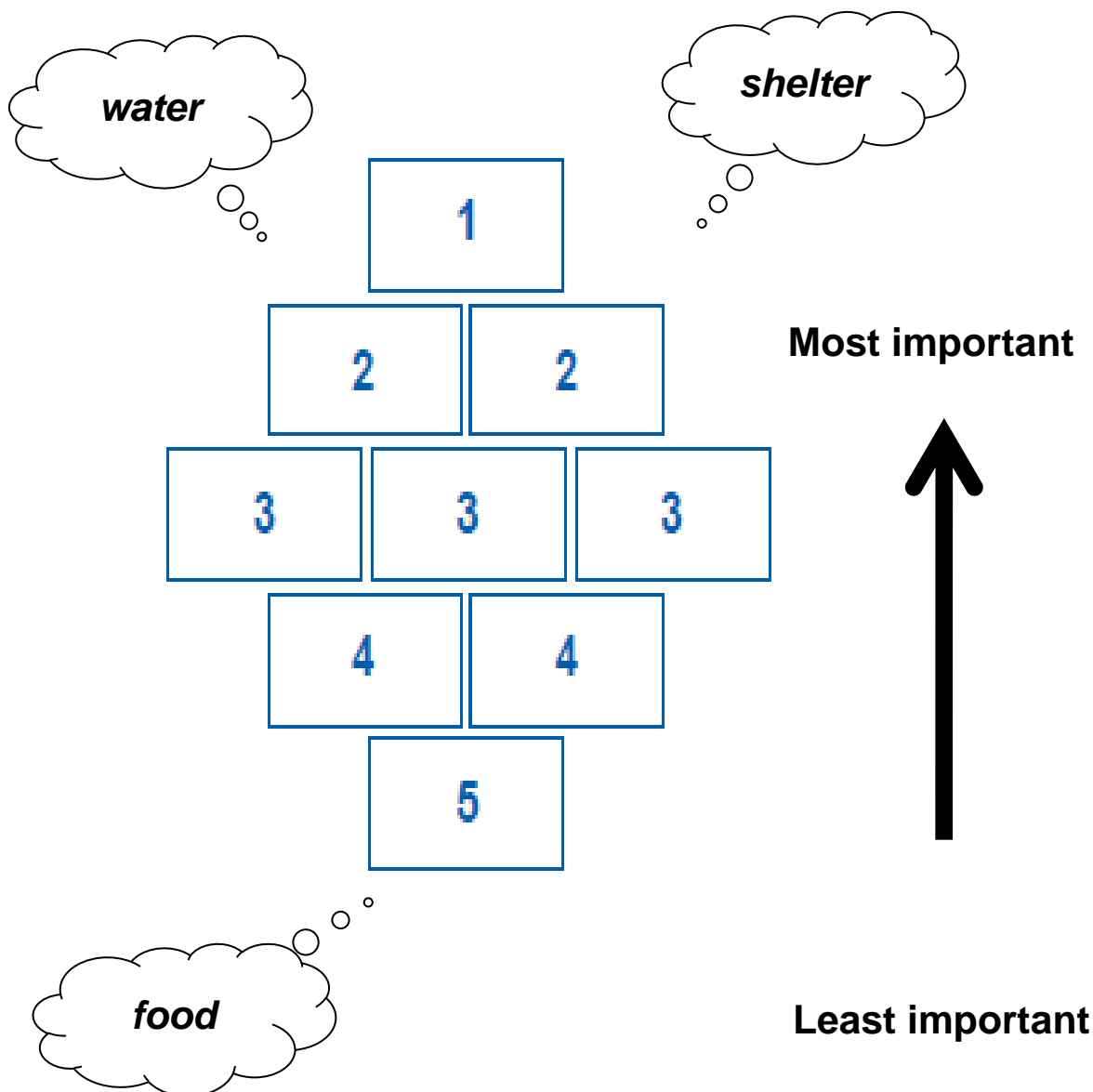
Think about **needs** rather than **wants**.

Work in groups of three to think of nine well-being indicators.

Write each well-being indicator on a separate sticky note. Now rank your ideas in a diamond formation, in order of how important you think they are. Place the most important indicator at the top, followed by a row of the next two, then a row of three and so on.

Remember that there are no right or wrong answers – there will be advantages and disadvantages to every option, and you should rank them as you think best.

Share your ideas as a whole group. Explore the choices you have made and the reasons for them.



Well-being indicators

Resource sheet 1

Seble

Ethiopia

Having cattle, sheep, chicken, donkey, horse and mules.

Having a house with a corrugated iron/tin roof (rather than one made of grass/thatch).

Having enough good-quality household furniture.

Having good food, like meat, fish, *injera*, *shiro* and eggs.

Having enough kitchen equipment.

Being able to play with friends.

Being able to get medical treatment if you're sick.

Having enough good-quality clothes.



Here is Seble collecting hay feed with a friend.

Photo Credit: © Young Lives/Antonio Fiorente

Key words

Injera: a type of flat bread.

Shiro: a stew made with powdered beans or chick peas.

Well-being indicators

Resource sheet 2

Luz

Peru

Receiving love from your parents.

Father and mother are working.

Having parents to take care of you.

Having parents who don't fight.

Having friends.

Having a nice home.

Not having to work.

Being able to study well.



Here is Luz in a lesson at school.

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