



## Educate Together / Plan Resource Project

- **Topic: Gender Equality**
- **Sub Topic: Gender Perspective on Needs and Wants**
- **Lesson: 3**

- **Date:**
- **Subject: Learn Together Programme**
- **Class level: 5<sup>th</sup>/6<sup>th</sup> Class (Ages 10-12)**

### ■ **Learning objectives**

*In this lesson students will explore the difference between needs and wants and how gender impacts this process.*

**Strand:** Equality and Justice, Moral and Spiritual Development

**Strand Unit:** Promoting Equality, Exploring Moral Development

### **Content Objectives:**

- To explore an issue in depth such as gender, migration etc. comparing issues at a community, local/national level and globally.
- To help children develop the ability to critically question and make informed decisions.
- To explore the concept of collective responsibility.

### **Lesson Objectives:**

- Examine the issue of needs vs. wants available to girls and boys locally and globally.
- Investigate whether boys and girls have the same needs
- Investigate and record whether boys and girls have access to the same needs.

### ■ **Learning activities**

#### **Introduction:**

- Teacher starts the class by asking the children to brainstorm in pairs what are all the things that they need and want in this world to lead a happy life.
- The pairs then join another pair (to make a group of four) to compile a list of needs and wants on a sheet given to them by the teacher.
- In groups the children must choose two from the list of needs, which could be moved to the list of wants.

#### **Development:**

- Teacher develops this concept by getting the groups to exchange their lists. Each group must consider the contribution of another group and critically analyse it.
- Teacher leads the children towards a collated list of needs and wants for the whole class.

- Teacher leads a discussion on this topic using some or all of the following questions, the idea is to bring about an understanding of needs and wants and to get the children to consider whether there is gender equality regarding access to needs locally and globally.  
(A list of possible questions to guide the discussion are attached as 'Question sheet')
- During the discussion the teacher can display statistics of inequality of access to needs based on gender such as:
  - 70% of the 855 million illiterate adults in the world are female.
  - In every country on earth, women are paid less for doing the same work as men.
  - More than 100 million girls under 18, some as young as 12, are expected to marry over the next decade.
  - Sixty-two million girls are not in primary school.
  - Over 900 million girls and women are living on less than a dollar a day.
  - About 450 million women suffer from stunted growth as a result of being poorly fed in childhood. (\*)

### **Conclusion /Plenary:**

- Children will play the 'What do I want? / What do I need? Game' (*Note: take into consideration size of classroom and whether bigger room is needed*)
- Each child will be given a card with a different gender identity from around the world. They all stand at one end of the classroom. Teacher will call out a list of wants (round 1) / needs (round 2). If the child feels that want or need applies to them they step forward.
- The hope is that children will see as they step forward together that we all have the same wants and needs no matter what our gender is and where we are from.
- All children should arrive at the other end of the room at the same time. If this does not happen then it is a great opportunity for the teacher to question the choice of children who chose not to move on certain wants or needs. *Why did you not step forward on that want? Is there a reason why your character would not want that? Can you explain why you think that?*

(\*) more statistics related to these figures can be found at [www.unicef.org](http://www.unicef.org) (country specific data or more information on the Millennium Development Goals)

### **■ Linkage and Integration for this lesson:**

**Geography:** People and Places in other countries

**English:** Reading, Writing, Oral Language

**SPHE:** Myself and the Wider World

**Maths:** Number / Data (proportion, fractions, percentage, graphs – choose whichever suits class level/progress to represent statistics)

## ■ Differentiation:

Differentiation by

- Group work and roles: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
- Questioning: Teacher will use a series of higher and lower order questions (see above marked HO and LO).
- Resources: Prompt questions can be given to the children who might be less able to critically analyse the other groups' work. Do you agree that this a want and not a need? Could a person survive without this?
- Students' abilities: An additional adult is strongly recommended to assist ESL students particularly for debate/discussion aspects of lesson. Furthermore, language support teacher could engage student/s on the topic to allow for better inclusion in this lesson.

## ■ Assessment:

- Teacher Observation: Teacher will observe who is moving forward and not during 'What do I want? / What do I need? Game'.
- Teacher designed tests and tasks (e.g.: lists of wants and needs)
- Peer to Peer and Self Assessment (teacher will observe this during the class discussion)

## ■ Resources:

- IWB
- PowerPoint presentation
- Worksheet 1 – Needs and Wants
- Question sheet – Needs and Wants
- Record Cards
- Fact sheet (in-depth information on PowerPoint slides only for teacher. If used in class teacher needs to make sure information is age-appropriate.)
- Character cards, list of wants and needs (this is created within the lesson by your class)

■ **Extension Activities:** *(Ideas to extend this sub topic in EE and other subjects)*

- How encouraging girls to play football in Togo is bringing about wider social change, leading to more equal access to basic needs for girls. <http://plan.ie/about-plan/news/football-is-much-more-than-a-game> -
- Class project – Find out why gender equality is good for boys and girls: Because I am a Girl 2011 full report: 2011, “So what about boys?” (2011 edition of “The State of the World’s Girls” reports) <http://plan.ie/what-you-can-do/campaigns/because-i-am-a-girl>
- More able students could refer to <http://www.iamapeacekeeper.com/genderinequalityinsociety.htm> for information on which they could base a presentation or project on this topic.
- Geography/English/History/EE/SPHE: One world, Our world – A booklet from Irish Aid about five children from around the world. A fact file on their lives and their countries. <http://www.developmenteducation.ie/files/resources/OneWorldOurWorld.pdf>
- The class could take the list of statistics included in this lesson and examine a selected few of them as they apply in different countries, looking at reasons for the statistics and identifying possible solutions.

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