

Using your 'Wants and Needs' cards

These cards have been produced to use to introduce children and young people to their rights by helping them first to consider what the difference is between a WANT and a NEED. The basic NEEDS which should be met so children and young people grow up to reach their full potential, are enshrined in the UN Convention on the Rights of the Child. When governments ratify the Convention, and 191 out of 193 countries have ratified, they commit their country to fulfilling these rights in the best way they can, and as fast as they can.

The 20 cards divide like this, the appropriate Article from the Convention is noted beside each of the 'needs':

Needs

Clean air (24 - health)
Clean water (24 - health)
Decent shelter (27 - standard of living)
Education (28 & 29)
Express your opinion (12)
Medical care (24)
Nutritious food (24)
Playgrounds and recreation centres (31)
Practise religion, culture and language (30)
Protection from abuse and neglect (19)
Protection from discrimination (2)

Wants

A bicycle
Fashionable clothes
Fast food
Holiday trips
Money to spend
Personal computer
Personal stereo
TV set
Own bedroom - a luxury,
but there are issues around privacy
i.e. re. correspondence (16)

Activities using the Wants and Needs cards

These cards first appeared in several UNICEF resources, printed on a page for users to photocopy and cut up. They were for use with an activity called Wants and Needs. This activity does not appear in its entirety on this piece of paper, instead we have some simpler alternatives and I am sure you will think of more.

UNICEF resources are listed at the end of this leaflet.

- When using the cards one activity is to get youngsters to make their own additions.

Activity 1

- In pairs divide these cards into the following categories:

MOST IMPORTANT IMPORTANT LEAST IMPORTANT

- In fours decide which are the 6 most important cards.
- As a class share groups' findings and decide on the 6 most important rights for the class.
- Discuss: do all children in our society have these rights met? If you have any resources that contain case studies of the lives of children in other countries then this could be a suitable prompt to this discussion.
- Discuss: What can be done to ensure children everywhere have their rights met?

Activity 2

From this first activity you can move to discuss the terms 'wants' and 'needs'. Then pupils divide the cards again into two categories: WANTS / NEEDS. You could then explain that children's NEEDS should be met because most of them they cannot provide them for themselves but rely on adults.

However, there are some NEEDS that they can ensure that they do not deprive any child of: protection from discrimination, opportunity to express your opinion and to be educated.

Discuss: how can they ensure that they do not deny any children they know of these rights?

Activity 3

Having multiple sets of cards in different colours allows for all sorts of card games to be played using the cards e.g.

- Pellmanism - two sets of cards of the same colour are laid face down and pupils take it in turns to turn up two at a time, if they are the same they keep them, if not they turn them down again. Pupils need to remember where cards are so they can eventually make a match. They then say whether their pair is a WANT or a NEED.
- Rummy - again using two sets of cards, pupils play in the traditional way. The two sets are shuffled then 2 - 4 children are each given four or five cards each. In turns they take a card off the pile, which they keep or discard as they try to collect pairs of cards which they can lay down in front of them, having said whether they are a WANT or a NEED. The first one to get rid of all their cards, wins.

Activity 4

WANTS AND NEEDS DOMINOES CARD GAME

Two or four players use one set of cards. Since there is an uneven number of wants cards and needs cards the game would not be able to be ended neatly, although of course it does depend on the players' perceptions of wants and needs.

- Shuffle the cards and 'deal' them out to each player, so if two are playing they will get ten each, four playing will get five each.
- The only thing the players are told prior to beginning the game is that they must decide whether the preceding player's card is a WANT or a NEED and based on their decision, they are to match it with one of their own cards. So for example, one cannot play the '*protection from discrimination*' card against the '*money to spend as you like*' card.
- The player with the water card starts. Since water is a NEED, the following player must then place another NEED card against it. The next player has free choice of cards to lay down from their hand and the next player must follow with a similar i.e. WANT or NEED card. There has to be at least a pair of each category of cards placed down before the category can be changed. Any player who cannot match a card must miss a turn until they are able to play. The first player to lay all their cards down is the winner.
- At the end of the game, there can be a discussion as to why some cards are WANTS and others are NEEDS. This discussion can then be extended to consider whether on a global dimension, children from other countries would agree with the UK children's perception of WANTS and NEEDS.

I am sure your pupils will be able to think of plenty more games.

What Rights? Summary of the UN Convention on the Rights of the Child

Article 1

Everyone under 18 years of age has all the rights in this Convention

Article 2

The Convention applies to everyone under 18, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous or might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

The Government should make the Convention known to parents and children.

Resources from UNICEF to support teaching about children's rights

All UNICEF education resources contain copyright free photocopiable pupil sheets

What Rights? A summary of the text of the Convention on the Rights of the Child is available on a free leaflet which can be ordered in multiple copies. 32010

India: Children's needs; children's rights

Through the lives of six *partner* children in India from widely varying backgrounds and locations, a rights perspective is brought to Units looking at habitat and standard of living, water and health, who can afford a healthy diet, going to school in India, and play time. Also children's festivals, mendhi and world faiths. Teacher's Book; 15 colour photo sheets with activities and information on the reverse; full colour educational board game. Activities at three levels: 5-8 yrs, 9-11 yrs, 12-14 yrs. 35157 Pub 1998, £16.00

Thursday's Child is a musical for young people on the theme of children's rights. The story follows a group of children who make a journey to happiness, on the way encountering situations which illustrate aspects of children's lives and their need for love and care. It is set in no particular time or place.

Teachers' Pack: video of a performance, Teachers' Book containing the lyrics and teaching ideas 30019 £17.50

Performance Pack - everything you need to put on a performance with opportunities for both individual and ensemble performance in song, drama and dance: score, script, instrumental backing CD and poster 30009 £45.00

Songbook - piano version of songs in a simple choral arrangements, with vox pop narration for a cantata performance. 36049 £16.00

It's Only Right: 15 activities provide a practical guide for learning about the UN Convention on the Rights of the Child and using it as a springboard for action. 36083 £8.50

Talking rights; taking responsibility: 30 activities for introducing the UN Convention on the Rights of the Child into secondary English attainment targets for Speaking and Listening, and for resourcing the new Citizenship curriculum. Six carefully structured units introduce rights, and helps students realise how rights bring responsibilities, for themselves and towards each other. 36158 £13.00

What is UNICEF? - video

A lively video for children up to 12 years to explain the work of UNICEF, including the UN Convention on the Rights of the Child. Children from a London primary school talk about filtering water, a nutritious diet, and health care, supported by film footage from Nigeria and Bangladesh. Children's rights are examined through the lives of street children in Colombia and children caught up in conflict in Angola. With archive footage of the origins of UNICEF in 1946. Each section is presented separately with a stopping point.

37011 - 27 minutes, £13.50

Raised Voices - video

Four self-contained films of how children are being given the opportunity for taking up their rights. In South Africa children of all races designed a children's charter which was incorporated into the new Constitution; in the USA a high school student talks to her peers about the urgent need for accurate information after contracting HIV from her haemophiliac boyfriend; primary school children in Liverpool take control of their local environmental problems; street children in Brazil take their concerns to the National Assembly.

17013 - 30 minutes, £10.50

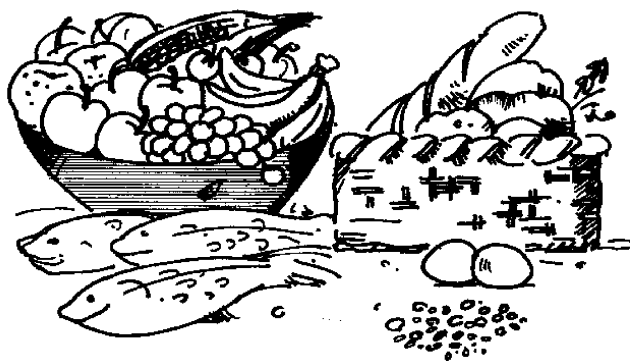
All prices include postage and packing

Orders to: UNICEF, Unit 1, Rignal's Lane, Chelmsford CM 2 8TU.

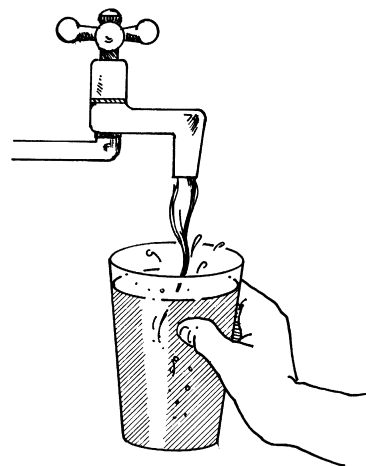
Phone and credit card orders: 01245 476315, Fax: 01245 477394

Resources can also be ordered through our web site: www.unicef.org.uk/education

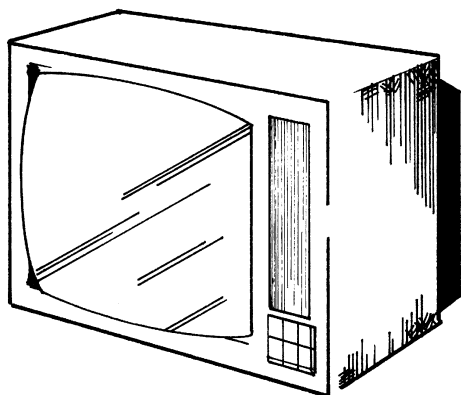
Wants and needs cards



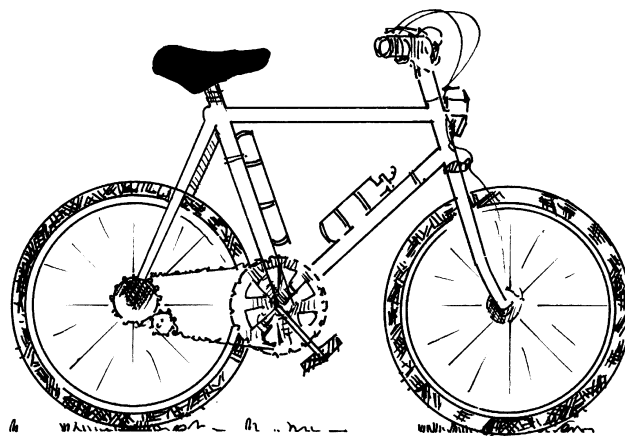
Nutritious food



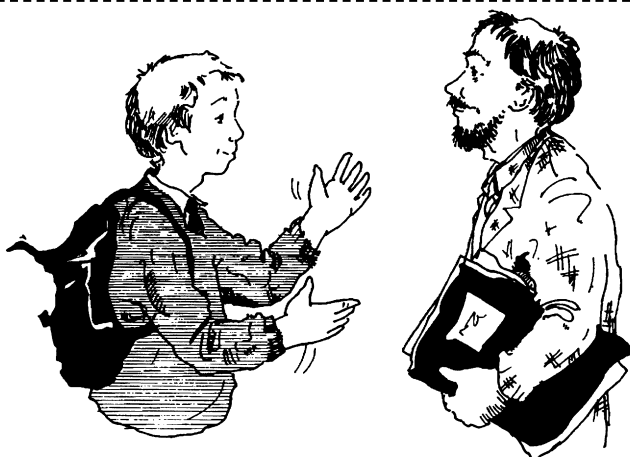
Clean water



A television set



A bicycle



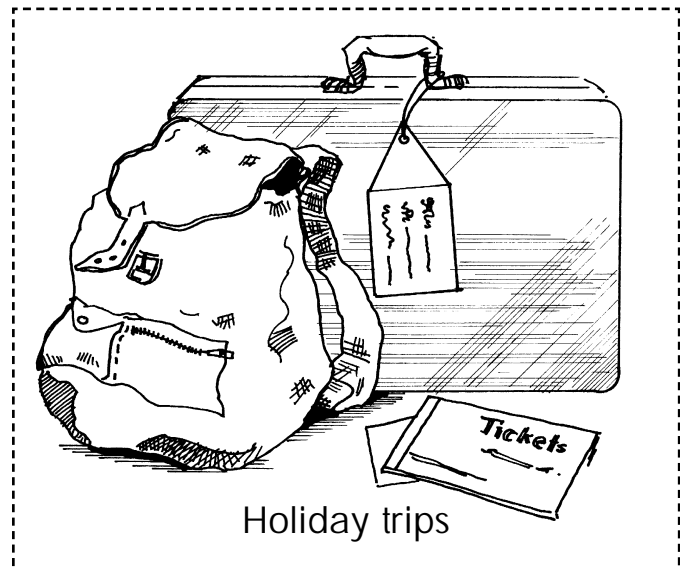
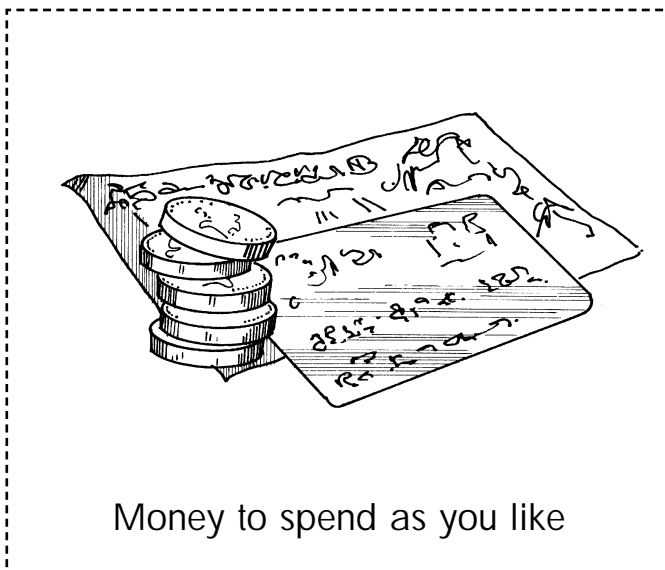
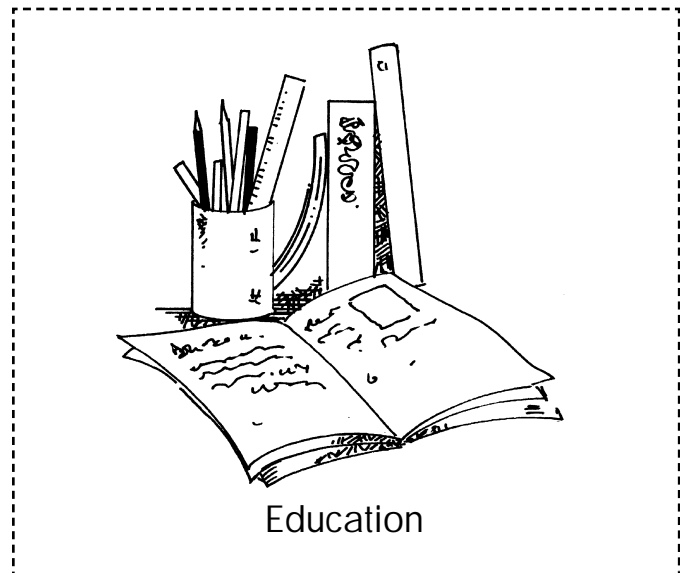
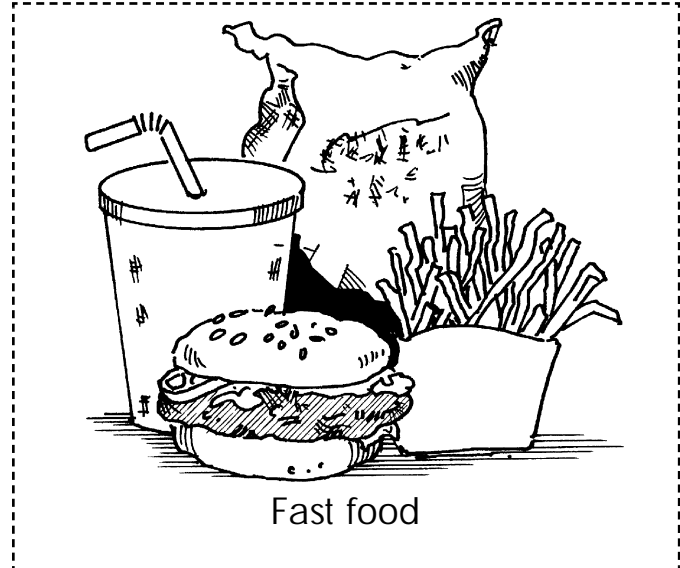
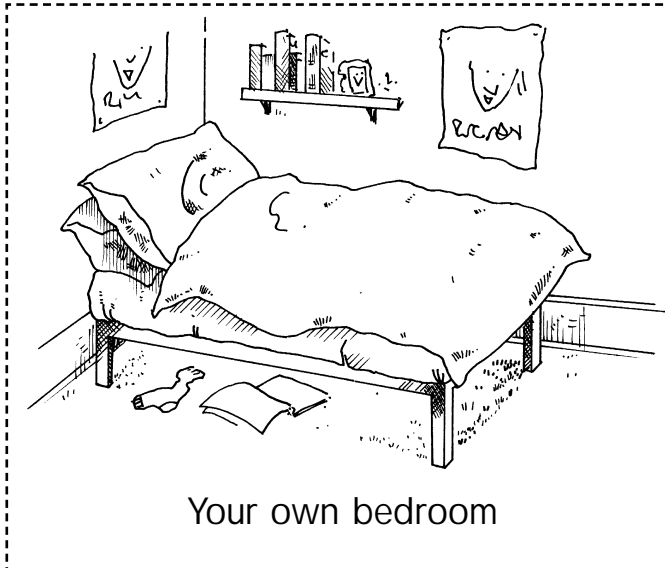
The opportunity to express your opinion and be listened to



Medical care when you need it



Wants and needs cards



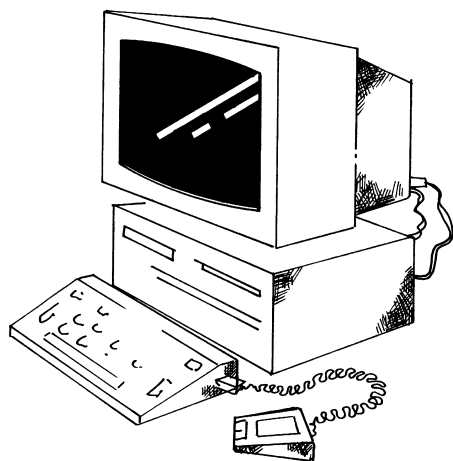
Wants and needs cards



Decent shelter



The opportunity to practise
your own religion and culture



A personal computer



Clothes in the latest style



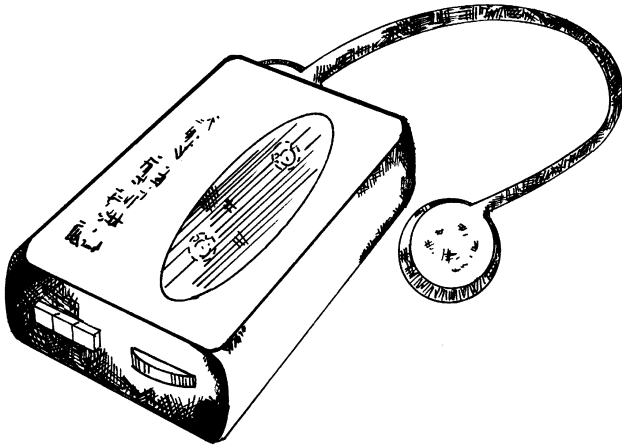
Clean air



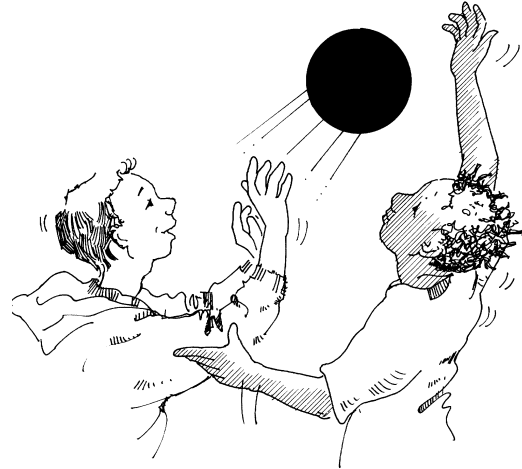
Protection from abuse and neglect



Wants and needs cards



A personal stereo



Playgrounds and recreation centres

