

### Sustainable Development Activity #2: Needs

**Grade Level:**

Kindergarten

**Guiding Questions:**

The following are six guiding questions to be considered from the student's perspective:

- What are my needs?
- What are the needs of other people in the world?
- What is the environment around me?
- Why is the environment important to me?
- How can I safely explore my environment?
- How can I help?

**Subjects:**

- Social Studies Skills: Active Democratic Citizenship
- Social Studies Cluster 3: The World Around Me
- Science, Cluster 1: Trees
- Physical Education/Health Education, Attitude Section
- Physical Education/Health Education, Section 3: Safety
- English Language Arts
- Arts Education (Visual Arts)

**Setting:**

Indoors

**Duration:**

2A. K-4 Sustainable Development Poster

- one to two half-hour periods for activities
- 1-4, one to two half-hour periods for Activity 5

2B. Needs in Other Places in Canada and the World: one to two half-hour periods

**Group Size:**

three to five students

**Vocabulary:**

food, shelter, safety, appreciate, beauty, house, barn, trees, berries, crosswalk, tomatoes, flowers, litter, wetlands, garden, bicycle helmet, school bus, bus stop, natural environment, constructed environment, litter

**Materials:**

magazines, scissors, glue, run-off sheets of picture chart, picture cards, and needs sheets, gloves, and compostable garbage bags or reusable containers

**Safety:**

1. Check and follow divisional and school policies for taking students beyond the classroom.
2. Walk the area to determine any safety hazards.
3. Designate a specific area of the schoolyard rather than the whole schoolyard.
4. Use gloves to avoid cuts and scrapes.

**Preparation:****2A. K-4 Sustainable Development Poster**

1. Obtain a large copy of the K-4 Sustainable Development Poster. If one is not available in your school, the order form for a free large poster copy (one per class) can be found at [www.edu.gov.mb.ca/k12/esd/pdfs/sk-4\\_order\\_form.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/sk-4_order_form.pdf). The poster can also be printed from the website.
2. Print out copies of the following material on 8.5 × 11 paper for each student and yourself:
  - The K-4 Sustainable Development Poster (see [www.edu.gov.mb.ca/k12/esd/poster.html](http://www.edu.gov.mb.ca/k12/esd/poster.html))
  - The chart from this activity (pages 38–40 in this document)
  - The sets of the picture cards for this activity (pages 41–43 in this document)
    - Cut the pages to separate the cards.
    - Put each set of cards in a container.

## 2B. Needs in Other Places in Canada and the World

1. Obtain magazines that have pictures of safety, food, shelter, and clothing in Canada and around the world.
2. Print one set of Needs sheets for each student (pages 44–47 in this document).

## 2C. Taking Action: Schoolyard Cleanup

1. Review the items in the safety section.
2. Obtain a supply of gloves and compostable garbage bags or reusable containers.
3. Take pictures of the area to be cleaned up.

A suggestion is that the 2A, 2B, and 2C activities are ideal opportunities to involve older students to mentor the Kindergarten students.

**Hint:** Small gardening gloves can be stored in the classroom and used for continued cleanup.

## Activity

### 2A. K–4 Sustainable Development Poster

1. Ask students, “What do people need to live?” Lead them to answer: safety, food, shelter, and clothing.
2. In groups, have students look at the K–4 Education for Sustainable Development Poster.
3. Using a large copy of the poster,
  - have a few students pick up a picture card from you
  - have the students bring the card to the large poster
  - have students find the part of the poster that matches the student’s card
  - ask the student or another member of the class whether the matched part of the poster shows a basic need
  - ask students to explain what is beautiful in that card
  - ask students whether the picture shows a constructed environment, a natural environment, or both natural and constructed environments
4. Using the 8.5 x 11 letter-size poster,
  - have the students work in groups to match their picture card to their 8.5-x-11-inch poster by holding the picture card and pointing to the matching part of the poster
  - have each group member take a turn matching a picture card to the poster
5. Have students complete “Picture Chart: Needs” by checking off the appropriate boxes. You might ask them to explain to their group their reasons why they put their checkmarks where they did.

## 2B. Needs in Other Places in Canada and the World

1. Review the understanding of needs by using examples from the large sustainable development poster.
2. Provide a set of magazines, scissors, and glue to the group.
3. Provide copies of the needs sheets to each student.
4. Each student selects one picture for each of the four needs.
5. The student cuts out the picture and glues it on his/her sheet.
6. The student explains to the other group members why the picture was selected.

## 2C. Taking Action: Schoolyard Cleanup

1. Ask students how they feel when they see litter.
2. Brainstorm with students about safety and the environment.
3. Respect rules before going to the designated area of the schoolyard.
4. Have students pick up litter and put the litter in the compostable garbage bags or reusable containers.
5. Take pictures of the students cleaning up.
6. Make a picture display of the area before the clean-up, during the cleanup, and after the cleanup.

Hint: Use gardening gloves.

### Debriefing questions:

#### **Affective questions**

- Which part did you enjoy the most?
- Would you like to do the activities again?
- How do you feel after you cleaned up the schoolyard?

#### **Cognitive questions**

- What did you learn about \_\_\_\_?
- What uses do trees have in other countries?
- Do people in other countries have the same needs as you?
- How can you reduce litter?

### Extensions:

1. Have the students take home the small poster, the picture sheets, and the chart and the needs sheets. Ask the students to explain to a parent/guardian and/or older sibling why they put their checkmarks where they did.
2. Have the students draw a picture of their favourite part of their environment and explain why they made that choice.

### Sustainable Development Connections in Assignment

This assignment connects with the ESD concepts highlighted for Kindergarten.

Students will

- identify ways in which humans and animals use trees
- recognize that people all over the world have the same basic needs
- appreciate the beauty and importance of the natural environment and learn how it influences their daily lives
- respect the natural environment while participating in physical activities (see page 3 at [www.edu.gov.mb.ca/k12/esd/pdfs/k-4\\_brochure.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/k-4_brochure.pdf).)

### Activity #2: Needs

This activity helps students make connections to sustainable development.

Students will

- become aware that the need for beauty is met by their environment
- sharpen their observation-of-the-environment skills by differentiating between constructed and natural environments (This helps them learn that people affect the environment.)
- understand that things on earth are connected
- identify ways in which some of their needs are met by trees and other parts of the environment.
- learn to contribute to groups and communities (see page 3 at [www.edu.gov.mb.ca/k12/esd/pdfs/k-4\\_brochure.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/k-4_brochure.pdf).)

The quality of life section of the sustainable development Venn diagram comes from the intersection of the three parts of sustainable development. The human health & well-being and environment sections are activated by showing how our needs of food and shelter are met by trees and other plants. human health & well-being is also strongly represented by the emphasis on safety, such as wearing bicycle helmets and using crosswalks. Also, growing flowers shows the importance of nature. The inclusion of the economic circle is triggered by the inclusion of the constructed environment.

# PICTURE CHART: NEEDS

Put a checkmark in the boxes that match the picture. The needs boxes include human and other animal needs.

Picture Part	Need: Food	Need: Shelter	Need: Safety	Appreciation: Beauty	Constructed Environment	Natural Environment
						
						
						
						

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Picture Part	Need: Food	Need: Shelter	Need: Safety	Appreciation: Beauty	Constructed Environment	Natural Environment
						
						
						
						

SUSTAINABLE DEVELOPMENT PICTURE CARDS



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NEEDS: SAFETY

NEEDS: FOOD

NEEDS: CLOTHING

NEEDS: SHELTER

