

# Poverty



Lesson Title: What do we really need?

- Duration:** 25 minutes
- Aim:** ■ To introduce the concept of 'needs' through Domitille's story
- Subjects:** ■ SPHE ■ English
- Strands:** ■ Myself ■ Developing cognitive abilities through language
- Strand Units:** ■ Growing and changing ■ Developing cognitive abilities through oral language
- Class:** Junior and Senior Infants / Key Stage 1

## You will need:

Poverty worksheet for Junior and Senior Infants, Domitille's story, two flashcards per desk ('yes' and 'no'), blue tack, pictures/photos of the pupils, a selection of photographs from old catalogues/magazines, including pictures of things that we all need e.g. taps/jugs/bottles to denote water, food, beds, clothes, doctor/nurse, school books; and things that we do not *need* but may use e.g. computer games, CDs, jewellery, fast food, holiday trips.

### STEP 1

The children can carry out this activity in groups or pairs. Have some photographs from old catalogues cut up and ready to hand out to the class. Stick two 'yes' and 'no' flashcards on each desk. Tell the children that they must look at each picture and decide whether or not they need that item. If the item is something that we need, the children should put it under the 'yes' flashcard; otherwise, if we do not need it, put it under the 'no' flashcard. Demonstrate this on the board. Explain that a 'need' is something you *have* to have, whereas a 'want' is something you *would like* to have. After the children have chosen where the pictures are going, ask them to tell the class why they put each picture where they did.

### STEP 2

Tell Domitille's story and show the pictures of her to the children. Ask the children various recall and comprehension questions (e.g. where does Domitille live? / why does Domitille love nursery school?).

### STEP 3

Stick pictures of the children around Domitille's story. Ask the children to think of what they and Domitille need every day (similarities). Encourage them to say what Domitille needs but does not have: not enough food. How does this make Domitille feel? How does this make the pupils feel? Is this fair?

## Conclusion:

Distribute the worksheet to the class. Ask the children to trace the words and match the sentences to the correct pictures. Talk about the needs that are important for our bodies to grow (food and water) and to keep warm (clothes). Why are friends important? Why do we need school?



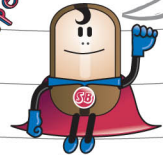
# Poverty

Worksheet for Junior and Senior Infants / Key Stage 1



My name is \_\_\_\_\_

super beanie



Join me in the battle against poverty!

Match, write, read and colour

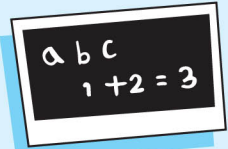
We all need school.

We all need food.

We all need water.

We all need friends.

We all need clothes.



**TROCAIRE**  
Working for a Just World



# Poverty



## Lesson Title: Our Needs

<b>Duration:</b>	35 minutes
<b>Aim:</b>	<ul style="list-style-type: none"><li>■ To understand that all children have needs and to name some of these.</li><li>■ To listen to and discuss Domitille's story.</li></ul>
<b>Subjects:</b>	<ul style="list-style-type: none"><li>■ Mathematics</li><li>■ SPHE</li></ul>
<b>Strands:</b>	<ul style="list-style-type: none"><li>■ Number</li><li>■ Myself and others</li></ul>
<b>Strand Units:</b>	<ul style="list-style-type: none"><li>■ Operations: Addition &amp; Subtraction</li><li>■ Relating to others</li></ul>
<b>Class:</b>	1st and 2nd Class / Key Stage 1

### You will need:

Domitille's story, a potato for each child, number lines, Poverty worksheet for 1st and 2nd class, world map.

### Introduction:

Give each child a potato. Tell them to examine it, feel it and look at its shape and size. Collect all the potatoes. Next, scatter the potatoes on the floor and invite the children to try to find their own potato. When everyone has found theirs, discuss the following with them: Were you able to find your own potato? How did you know it was yours? How are the potatoes different? How are they the same? Tell the children that, like the potatoes, we are all different 'on the outside' yet 'on the inside' we have the same needs, no matter what part of the world we live in.

#### STEP 1

Read Domitille's story. Find Rwanda on the world map. Do the children know what continent it is on? Africa. Ask the children what Domitille's needs are e.g. family, a home, food, school, friends, clothes and water. What are the differences between Domitille's life and the pupils' lives? For example, Domitille does not have electricity in her house. What is the same? For example, like the pupils, Domitille goes to school to learn and play. Encourage the children to find links, such as we all need water, but Domitille carries her water from the well and we turn on the tap.

#### STEP 2

Ask the children to remember a time when they cried. Why does Domitille cry? Ask the children if they think it is fair that some children do not have food or other things that they need to be happy and healthy. Explain that Trócaire works with children and their families in the poorest parts of the world, including Rwanda, to help them with their needs such as going to school, having a safe place to live, healthy food to eat and medicine when they are unwell.

#### STEP 3

Distribute the worksheet to the class. Look at the four pictures of seeds and tools, a water pump, goats and a school lunch. Discuss with the children how these things make a difference to people's lives. Why would seeds, tools and goats be useful for a family? (The family can drink the goat's milk and when the goat gives birth they can sell the kid to a neighbour. The goat's manure can be used to help the seeds grow.) Why is it important for children to eat lunch at school? Why do Trócaire help people to get clean water?

### Conclusion:

Practice adding and subtracting on the children's number lines. Help the pupils to complete the Maths activity at the bottom of the worksheet. Find out more information about Trócaire by visiting [www.trocaire.org](http://www.trocaire.org).

### Extension Activity:

Make a collage about Domitille's life by drawing pictures of her and asking the children to write short parts of her story in their own words.





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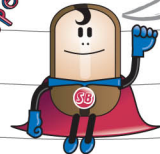
Worksheet for 1st and 2nd Class / Key Stage 1



My name is \_\_\_\_\_

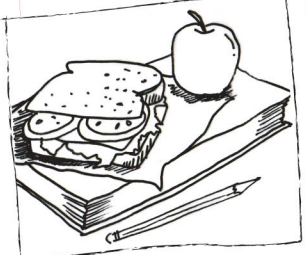
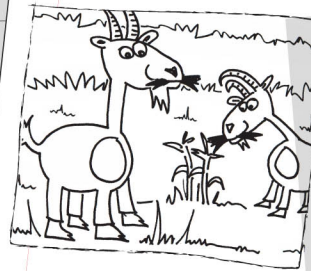
Date \_\_\_\_\_

super beanie



Join me in the battle against poverty!

Write how these things can make poor people's lives better.



Who work with poor people all over the world?

If the answer is 15, colour in the letter. If the answer is not 15, leave the letter blank.

Can you read who it is? \_\_\_\_\_

W

$10+2=$

P

$5+4=$

T

$5+10=15$

F

$1+1=$

R

$1+14=$

B

$0+7=$

O

$2+13=$

D

$6+2=$

C

$20-5=$

Y

$10-3=$

A

$16-1=$

R

$5-4=$

I

$17-2=$

R

$19-4=$

S

$9-3=$

E

$12+3=$

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