



Students fill out a brief survey and discover the needs of a partner.



Copies of the “What Do You Need?” Handout; Pencils or pens.

Total Prep Time: 5 mins.



As this is the first Monday of the month, please consider sharing or re-sharing highlights from the Monthly Kick-Off, and if appropriate, monthly video.

Educator’s Note: This activity asks students to evaluate what needs of theirs are met and what they can use support on. Please be prepared to support students as necessary, including pointing them toward other resources (such as a school counselor or outside help).

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

GOALS FOR THE WEEK

- Discover underlying “NEEDS” within our local infrastructure—such as schools, neighborhoods, and communities—through curiosity, openness, and active listening
- Identify how labeling and stereotypes create barriers to serving others, and find ways to challenge those stereotypes
- Prepare to serve our school and community by recognizing and prioritizing “NEEDS” of others
- Understand how “KNOW THE NEED” is an important part of this month’s theme, “MONDAY GETS ENGAGED”



STUDENT ACTIVITY: **"WHAT DO YOU NEED?"**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: "WHAT DO YOU NEED?"

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY'S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What are some "NEEDS" that you think all humans have?**
 - Which of those "NEEDS" do you think take the highest priority?
- **What are some "NEEDS" that vary from person to person?**
- **What is an emotional "NEED"?**
 - Can you think of any examples?
 - Possible answers: Connection, family support, clarity, time for oneself, comfort, understanding, acceptance, empathy
- **Do you think that you and the person sitting next to you have any specific "NEEDS" in common?**
 - What are some questions you could ask to discover any "NEEDS" that may differ?
- **Have you ever had a real "NEED", or a really bad day, but instead you told people you were fine?**
- **Have you ever heard someone else say they were fine even though you could tell they weren't?**
- **What kinds of things keep us from telling others what our "NEEDS" are or what is going on in our lives?**
- **How could we learn someone's "NEEDS" while still respecting their space?**
 - Why does respecting that space MATTER?
- **Have you ever seen someone guess another person's "NEEDS" based on a stereotype?**
 - How can stereotypes and labels lead to assumptions about people's "NEEDS"?
 - How might those assumptions be incorrect?
 - How can we get past stereotypes to discover the actual "NEEDS" a person may have?
- **How could "ENGAGING" with a classmate to discover their "NEEDS" help you both to know, YOU MATTER?**

3) SET UP THE "WHAT DO YOU NEED?" ACTIVITY:

- **Explain:**
 - All of humanity shares some basic "NEEDS", like food, water, shelter, and clothing
 - If these "NEEDS" aren't met, we have a hard time thinking about much else
 - But sometimes our "NEEDS" go deeper than that
 - We all have a "NEED" for connection, a "NEED" to be loved and accepted for who we are, to have a personal purpose, and to feel safe and secure
 - There are so many varying "NEEDS", we couldn't name them all here
 - But each person has their own unique blend of "NEEDS"
 - Sometimes we can meet these "NEEDS" on our own, but other times we need help
 - Some, for example, may be okay physically but really struggling to feel accepted or valued, while it may be the opposite for someone else
 - It can sometimes feel scary or vulnerable to tell someone else our "NEEDS"
 - But when we do, it opens the way for those "NEEDS" to be met
- **Ask:**
 - How do you feel about sharing some of your "NEEDS" with a friend?
 - How might it feel to share your "NEEDS" with others?

4) START THE “WHAT DO YOU NEED?” ACTIVITY:

- **Explain:**
 - Today, our mission is to discover what some of our classmates’ “NEEDS” are, and in what ways we can help with those “NEEDS”
 - It is a completely judgment-free space today
 - We are free to share our “NEEDS” with someone who will listen, even if they cannot fully meet those “NEEDS”
 - We’ll look past what we think we know about our partner and just listen to what their actual “NEEDS” are
 - It’s okay if you don’t share all of your “NEEDS” with your partner—just share what you’re comfortable with
 - We’ll do this by filling out a small survey and then asking our partner questions
- **Let students break into partners or groups of three**
- **Give each student a copy of the “What Do You Need?” Handout and a pencil or pen**
- **Allow them 2-3 minutes to quietly fill out the Handout and evaluate their own lives by putting down their honest answers**
 - Challenge students to think of at least one “NEED” in each area, unless the area’s “NEEDS” are fully met
- **Then, when they are finished filling out their Handout, instruct students to keep their papers and to sit facing their partner, and have them take turns asking each other the questions at the bottom of the Handout**
- **Encourage openness, vulnerability, and respect, while reminding them that no one is required to share if they don’t feel comfortable doing so**
- **Allow up to 8 minutes for students to ask each other questions and to share with each other**
- **Be prepared to support students as necessary, including pointing them toward other resources and support, as some of these questions might be challenging for students to answer**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What kinds of “NEEDS” did you discover within yourself today?**
- **Did anything you talked about today come as a surprise to you?**
- **In what ways did you really “ENGAGE” with your partner as you were talking with them?**
- **Were there any “NEEDS” you had in common that you discovered today?**
- **Do you feel like you were able to see your partner in a new light today?**
 - Why or why not?
 - How did eliminating stereotypes and labels help with that?
- **Which “NEEDS” would you feel comfortable sharing with a parent?**
 - How about a teacher?
 - What about a friend?
- **Why do you think we can share some “NEEDS” with some people, but not with others?**
- **How do you feel about sharing your “NEEDS” with others after doing this activity?**
- **How did your partner “ENGAGE” with you while you were sharing your “NEEDS”?**
- **What were some feelings or thoughts that you had during this activity?**
- **How might this activity help you to recognize and “KNOW NEEDS” in the future?**
- **Who else in your life might have unseen “NEEDS” that need to be met?**
 - How can you be more aware of those people and their “NEEDS”?
- **How will you let others “KNOW” your “NEEDS” from now on?**
- **What helped you and your small group know that YOU MATTER to each other?**

- 6) **THANK STUDENTS FOR PARTICIPATING IN DISCOVERING THE UNIQUE “NEEDS” OF THEIR PARTNER. REMIND THEM THAT BEING ABLE TO TALK ABOUT “NEEDS” CAN BE DIFFICULT AT TIMES, BUT IT ALSO LEADS TO MORE FULFILLING RELATIONSHIPS WITH OTHERS, AND IS A LIFE-LONG SKILL. CONGRATULATE THEM FOR LEARNING AND APPLYING THAT SKILL TODAY.**
- 7) **CHALLENGE STUDENTS TO “ENGAGE” WITH OTHERS DAILY, TO NOTICE UNDERLYING “NEEDS”, AND TO BE HELPFUL WITH THOSE “NEEDS” WHENEVER POSSIBLE. REMIND THEM THAT NOT EVERYONE WANTS HELP MEETING THEIR “NEEDS”, AND TO JUST DO THEIR BEST WHEN OPPORTUNITIES ARISE.**
- 8) **CONTINUE EXPLORING HOW TO “KNOW THE NEED” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) **Visualize Their Needs:** Have students graph their own “NEEDS” by creating pie charts that show the percentage of each “NEED” they feel they have. Have them individually brainstorm ideas for ways they can meet their own “NEEDS”, and areas in which they need outside help.
- 2) **Need Pyramid:** Show students a picture of Maslow’s “Hierarchy of Needs” chart and discuss why each “NEED” MATTERS. Have them create artful pyramids to represent each level of “NEEDS”. Ask them which “NEED” is most pressing for them at this very second. Discuss what life would look like for someone if one of these “NEEDS” were missing from the pyramid.
- 3) **Trust Falls:** Do an activity that demonstrates that we “NEED” each other, like a trust fall. Talk about how we can be a person that others “NEED” and appreciate.
- 4) **Regular Check-Ins:** Set up a way to check in with students daily or weekly, as inspired by Erin Castillo at <https://www.upworthy.com/this-teacher-s-viral-check-in-board-is-a-beautiful-example-of-mental-health-support>.
- 5) **Support Buttons:** Have partners make buttons or badges to have a visual reminder to check in on each other during the week.

“ NO ONE CAN FILL THOSE OF YOUR NEEDS THAT YOU WON'T LET SHOW.”

- BILL WITHERS

WHAT DO YOU NEED?



KNOW THE NEED

Make one copy for each student.

PHYSICAL NEEDS: Food, Water, Sleep	SAFETY NEEDS: Shelter, Health, Personal and home safety, Family employment	EMOTIONAL NEEDS: Family support, Friends, Self-esteem, Acceptance	SELF- ACTUALIZATION NEEDS: Creativity, Purpose, Sense of accomplishment, Gratitude toward life
<input type="checkbox"/> I have all my needs met in this area	<input type="checkbox"/> I have all my needs met in this area	<input type="checkbox"/> I have all my needs met in this area	<input type="checkbox"/> I have all my needs met in this area
<input type="checkbox"/> I have a few needs in this area, but can meet them myself	<input type="checkbox"/> I have a few needs in this area, but can meet them myself	<input type="checkbox"/> I have a few needs in this area, but can meet them myself	<input type="checkbox"/> I have a few needs in this area, but can meet them myself
<input type="checkbox"/> I have a few needs in this area and would like some help	<input type="checkbox"/> I have a few needs in this area and would like some help	<input type="checkbox"/> I have a few needs in this area and would like some help	<input type="checkbox"/> I have a few needs in this area and would like some help
<input type="checkbox"/> I could REALLY use some help in this area	<input type="checkbox"/> I could REALLY use some help in this area	<input type="checkbox"/> I could REALLY use some help in this area	<input type="checkbox"/> I could REALLY use some help in this area
My needs are:	My needs are:	My needs are:	My needs are:

Questions for partners:

- In which area/s do you have the most need?
- Would you mind sharing some of your needs with me?
- How can I help with the needs you have?
- How can I be a better friend/classmate to you?
- What are some other things you need in your life?
- What are some ways I can check in with you about these needs?