

JOURNEY IN... YEAR ONE ON BEING HUMAN ART

This lesson's Big Ideas:

- All human beings share the same basic needs and many of the same desires.
- All human beings experience the same basic emotions.
- Most of our emotions arise from the fulfillment (or lack thereof) of wants and needs.

Lesson Materials

- A color wheel
- Tempera paints in primary colors
- Brushes
- Cups for water
- Photocopies of the Emotion Color Wheel (attached)
- Materials for a mural—stretched canvas, primed particle-board, etc.
- Slips of paper for 5th-6th graders to draw articles of Declaration from basket.

TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

All the average human being asks is something he can call a home; a family that is fed and warm; and now and then a little happiness; once in a long while an extravagance. - Mother Jones

Maslow's Hierarchy of Human Needs (note the flow from basic physical needs to complex emotional and intellectual needs and imagine the needs as a pyramid on which lower foundations and courses must be laid before higher needs can be met.)

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

TIPS FOR A SUCCESSFUL LESSON

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YOUR FIELD EXPERIENCES: FEEDBACK AND NOTES

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Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

GATHERING AND FOCUSING

🕒 2-3 minutes

- In a brief, visual check-in, have each child and the adults in the room draw on a piece of paper a picture how they're feeling today. Use a timer to keep the drawing to one minute. Ask them to consider their body, their face and the colors they choose. After a minute, have everyone hold up their drawing for all to see. Don't speak; rely on the image to share what's going on.

PRIMARY ACTIVITY ONE EMOTION COLOR WHEEL

🕒 10-15 minutes—*This activity can be used with half your class while the other half is working on the mural. Splitting the group this way is helpful when you have large groups. Take time to give instructions for both activities before dividing the class and ask the group's Journey Guide to focus on one half the class while you attend to the other half.*

- Children will work independently on this activity. Encourage them not to be swayed by what others are doing. Remind them that UUs come together in beloved community but that our search for meaning belongs to each of us alone.

TIPS FOR A SUCCESSFUL LESSON

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- Attached to this lesson you will find a blank wheel with emotions in each 'slice'. The children will use color mixing and their own instinctive color theory to mix the color that, for them, best represents that emotion visually.
- Before beginning, you might want to review basic color theory. Ask what happens when you mix red and blue. Yellow and red? All three? You might also want to help emerging readers to read the emotions aloud. Be prepared to help read again later.
- Provide each child with a color wheel sheet, a brush, a washable plate to serve as a palette, a cup of water and a small cup of each of the three primary colors: red, yellow and blue.
- Give the children time to mix and complete their color wheel. Again, encourage them not to look at other kids' wheels for guidance. UUs cherish differing points of view.
- While they work, circulate around the room and ask what sorts of situations or experiences have made them feel certain emotions. Try not to make any judgments about the colors they choose, positive or negative.
- Hang each class' wheels in a group to dry, allowing children to look at one another's colors.

PRIMARY ACTIVITY TWO DECLARATION OF HUMAN RIGHTS: THE MURAL

🕒 20 minutes or so, in shifts if your group is large

- This activity may be done as a collective project that will be completed by all of the Sunday School classes together by the end of this 6-week cycle. It can also be started and finished as a self-contained project by one group.

Inform and Brainstorm:

This mural or large-scale art piece will be a simple representation of the Universal Declaration of Human Rights, which affirms the basic needs and desires of all humankind. Introduce the idea by asking some directive questions and offering some basic concepts. Attached with your lesson you will find a history of the Declaration and a Word document outlining the articles of the Declaration.

Creating the Art

- Younger children (grades 1-4) should probably use the simplified language version of the Declaration (attached, with each article broken down into smaller components). There is both a printout of the whole and cut-ups that kids can draw randomly from a basket.
- Older children (grades 5-6) can work with the original text, but will need help from adults in translating some of the language. You can have them choose or pull numbers from a basket, and the number they draw is their assigned article of the Declaration.
- Using tempera and brushes or fine art markers, invite the kids to draw images of the human needs and desires that are protected (ideally) by this document. Decide ahead how much space this group can use if you need to leave space for other groups. Give kids paper and pencils to sketch rough drafts. Allow them to work alone or in pairs.
- Take a moment to clean up and reflect on each other's artwork. Refrain from interpreting, instead asking open-ended questions and making neutral observations.
- Ask the children how closely their family's life is reflected in the ideals of the Declaration.

CLOSING AND LEAVE-TAKING

🕒 2 minutes

Ask the children to think of themselves and then their own family and then all the people of the world as you speak this blessing adapted from the *Metta Sutra*:

May all beings be happy, content and fulfilled

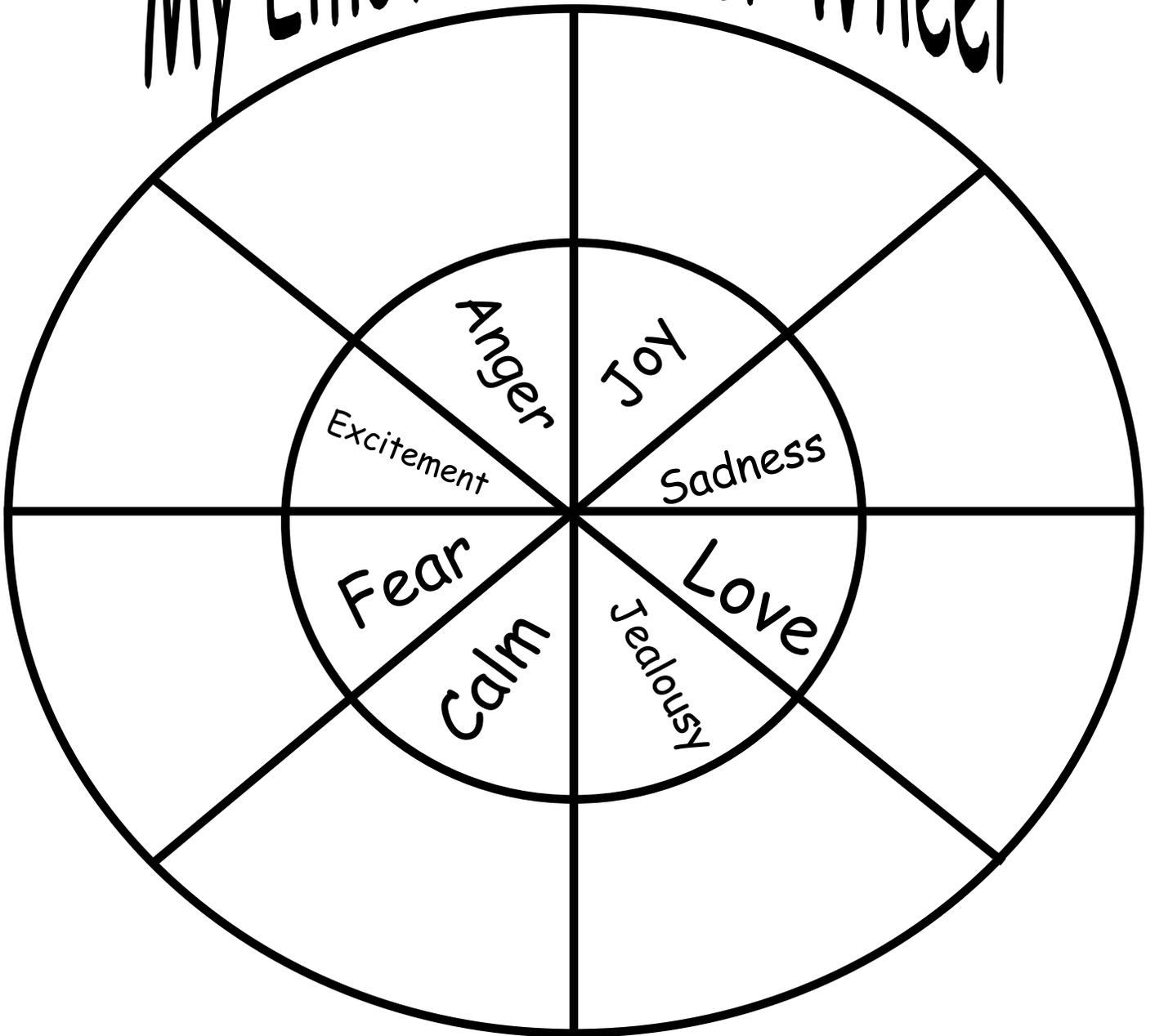
May all beings have whatever they want and need

May all beings enjoy inner peace and ease

May there be peace in their world and throughout the entire universe.

May it be so and amen.

My Emotional Color Wheel



Universal Declaration of Human Rights (from <http://www.un.org/rights/HRToday/declar.htm>)

Fifty years ago, the United Nations General Assembly adopted the Universal Declaration of Human Rights as a bulwark against oppression and discrimination. In the wake of a devastating world war, which had witnessed some of the most barbarous crimes in human history, the Universal Declaration marked the first time that the rights and freedoms of individuals were set forth in such detail. It also represented the first international recognition that human rights and fundamental freedoms are applicable to every person, everywhere. In this sense, the Universal Declaration was a landmark achievement in world history. Today, it continues to affect people's lives and inspire human rights activism and legislation all over the world.

The Universal Declaration is remarkable in two fundamental aspects. In 1948, the then 58 Member States of the United Nations represented a range of ideologies, political systems and religious and cultural backgrounds, as well as different stages of economic development. The authors of the Declaration, themselves from different regions of the world, sought to ensure that the draft text would reflect these different cultural traditions and incorporate common values inherent in the world's principal legal systems and religious and philosophical traditions. Most important, the Universal Declaration was to be a common statement of mutual aspirations -- a shared vision of a more equitable and just world.

The success of their endeavour is demonstrated by the virtually universal acceptance of the Declaration. Today, the Universal Declaration, translated into nearly 250 national and local languages, is the best known and most cited human rights document in the world. The foundation of international human rights law, the Universal Declaration serves as a model for numerous international treaties and declarations and is incorporated in the constitutions and laws of many countries.

Drafting the Universal Declaration

The preparatory work for the Universal Declaration of Human Rights is a remarkable and early example of the Organization's capacity to bring about international cooperation and consensus. The text was drafted in two years – between January 1947, when the Commission on Human Rights first met to prepare an International Bill of Human Rights, and December 1948, when the General Assembly adopted the Universal Declaration. An eight-member drafting committee prepared the preliminary text of the Universal Declaration. The committee, chaired by Mrs. Eleanor Roosevelt, widow of the former United States President, agreed on the central importance of affirming universal respect for human rights and fundamental freedoms, including the principles of non-discrimination and civil and political rights, as well as social, cultural and economic rights. The Commission then revised the draft declaration, in the light of replies from Member States, before submitting it to the General Assembly.

The General Assembly, in turn, scrutinized the document, with the 58 Member States voting a total of 1,400 times on practically every word and every clause of the text. There were many debates. Some Islamic States objected to the articles on equal marriage rights and on the right to change religious belief, for example, while several Western countries criticized the inclusion of economic, social and cultural rights. On 10 December 1948, the United Nations General Assembly unanimously adopted the Universal Declaration of Human Rights, with 8 abstentions. Since then, 10 December is celebrated every year worldwide as Human Rights Day. The adoption of the Declaration was immediately hailed as a triumph, uniting very diverse and even conflicting political regimes, religious systems and cultural traditions. During 1998, the fiftieth anniversary of the Universal Declaration is being commemorated all over the world as Human Rights Year.