

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.
- One human need can only be filled by the Sacred—the need to connect with God.

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 particleboard, etc.
- Slips of paper for 5th-6th graders to draw articles of Declaration from basket.
- Blank paper and pencils

TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

“My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style.”

-Maya Angelou

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.

TIPS FOR A SUCCESSFUL LESSON

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YOUR FIELD EXPERIENCES: FEEDBACK AND NOTES

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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.

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

🕒 5 minutes

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

TEACHER NOTE:

Especially for large groups, splitting the class into two groups to alternate between activity one and activity two can be helpful.

PRIMARY ACTIVITY ONE (TWO PARTS)

🕒 20 minutes

EMOTION COLOR WHEEL

🕒 10/20 minutes

- Children will work independently on this activity. Encourage kids to go with what they are drawn to, rather than be swayed by what others are doing. As UUs, we practice sharing and coming together, and we need our different perspectives and ideas to enrich the whole.
- 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? For younger and emerging readers, 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 rely on other kids’ wheels for guidance.
- 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.

LINE CONTOUR DRAWING

🕒 10/20 minutes

- Children will work in pairs for this activity using blank paper and pencils (to even out numbers, an adult should participate).
- The task is for everyone to draw a continuous line contour portrait of their partner. Both people in pair should draw.
- Kids can look back and forth from their partner to their paper—the challenge is not to pick up their pencil from the paper (ideally, the drawing is one continuous line).
- After about five minutes, invite kids to show their partner their portrait.
- Ask: in one-to-three words, how would you interpret or describe your portrait?
- Remember: this activity is intended as a silly way to practice drawing as a way of witnessing one another, “good” contour drawings come in all shapes and sizes!

PRIMARY ACTIVITY TWO

DECLARATION OF HUMAN RIGHTS: THE MURAL

🕒 20 minutes

- This activity may be done as a collective project that will be completed by all of the Rotation classes by the end of the unit. 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 is a brief history of the Declaration and an outline of 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. 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 and judging as positive or negative, instead ask open-ended questions and make specific observations.
- Ask the children how closely their family's life is reflected in the ideals of the Declaration.

CLOSING AND LEAVE-TAKING

🕒 5 minutes

Gather the children in a circle or cluster. Holding hands is a warm gesture of connection; do so if the children feel so inclined. Allow for a moment of silence.

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

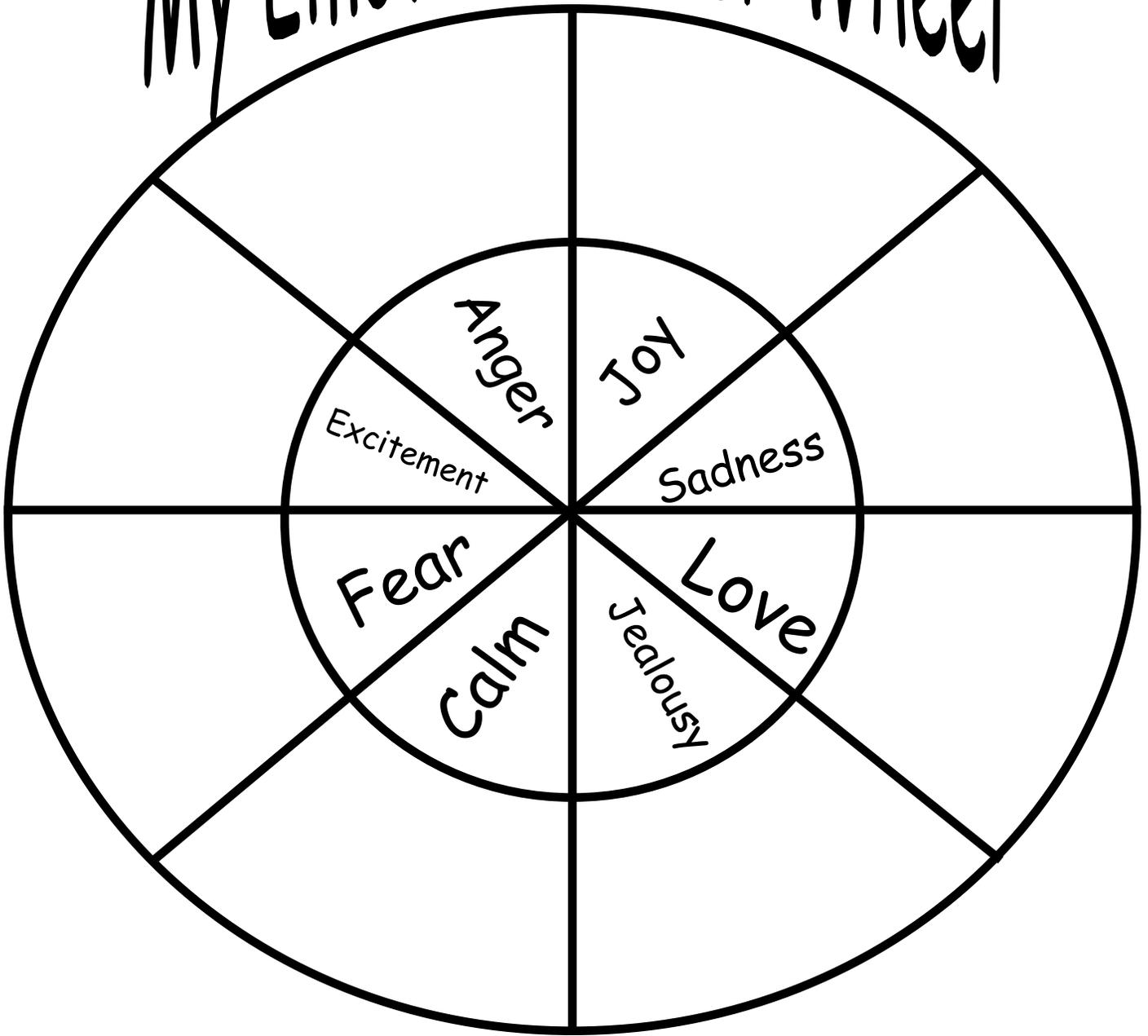
May all beings have whatever they want and need

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



Brief History: 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 endeavor 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.

- 1 When children are born, they are free and each should be treated with inherent worth. They have reason and conscience and should act towards one another in a friendly manner.
- 2 Everyone can claim the following rights, despite
 - a different sex or gender
 - a different skin color
 - speaking a different language
 - thinking different things
 - believing in different religion
 - owning more or less
 - being born in a different social group
 - coming from another countryIt also makes no difference whether the country you live in is independent or not.
- 3 You have the right to live, and to live in freedom and safety.
- 4 Nobody has the right to treat you as an enslaved person and you should not enslave anyone else.
- 5 Nobody has the right to torture you.
- 6 You should be legally protected in the same way everywhere, and like everyone else.
- 7 The law is the same for everyone; it should be applied in the same way to all.
- 8 You should be able to ask for legal help when the rights your country grants you are not respected.
- 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
- 10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
- 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
- 12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
- 13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
- 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
- 15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

- 16 As soon as a person is legally entitled, they have the right to marry and have a family. In doing this, neither the color of your skin, the country you come from nor your region should be impediments. All genders have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.
- 17 You have the right to own things and nobody has the right to take these from you without a good reason.
- 18 You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.
- 19 You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
- 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21 You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all people in your country.
- 23 You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a two people, regardless of gender, do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
- 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
- 25 You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old. The person who is going to have a baby and the baby should get special help. All children have the same rights, whether or not the birthing parent is married.
- 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

- 27 You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
- 28 So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
- 29 You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 30 In all parts of the world, no society, no human being, should take it upon themselves to act in such a way as to destroy the rights which you have just been reading about.