

BASIC NEEDS ACTIVITY

Section

This activity is designed to help students understand the **basic needs of plants, animals, and humans**, and to explore how these needs are connected to **health, nutrition, and overall well-being**. Students will also reflect on how natural disasters (such as earthquakes, floods, and fires) can disrupt these needs and impact both physical and emotional safety.

The activity follows a **trauma-sensitive approach**, supporting students in recognizing their own emotional states, feeling safe in the classroom, and developing simple, empowering solutions to challenges they may encounter. It encourages empathy, collaboration, and a sense of control during discussions about potentially distressing topics like natural disasters.

By integrating science content with real-life problem-solving, this lesson promotes both academic understanding and emotional resilience. Students learn not only *what* living things need to survive, but also *how* to create and protect environments that support life—even in times of crisis.

Teachers are encouraged to use calm, clear language; provide predictable structure;

Lesson

Science

Grade

4-5

Learning Objectives

Students will investigate the basic needs of plants, animals, and humans, and explore how these needs relate to health, nutrition, and overall well-being.

Duration

1 class (40 Minutes)

Required Materials

Worksheet (one for each student)
Colored sticky notes(enough for the students)
Colored pencils(enough for the students)
Board or large piece of paper

Preparation and Implementation

Prepare Materials: Duplicate the worksheet (Table 1: Meeting Basic Needs & Table 2: Precautions Against Disasters) for each student. Have colored pencils, sticky notes, and other materials ready to use in class.

Introduce Disaster Types: Before class, prepare a short, positive introduction to disaster types (earthquakes, floods, fires, etc.) at a level students can understand. Think of a few examples of how disasters can affect basic needs.

ACTIVITY DESCRIPTION

1 INTRODUCTION (5 Minutes)

Ask students following question:

- “What do plants, animals, and humans need to survive?”
- Ask students to share their ideas with sticky notes and put them on the board.
- Provide a brief summary, emphasizing basic needs of plants, animals, and humans (water, food, shelter, air, etc.).

2 DISCUSSION (5 Minutes)

- A brief explanation is given to students based on the information note below.

Information Note: This activity aims to help students understand the basic needs of plants, animals and humans, explore the relationship between these needs and health, nutrition and general well-being, and learn how to protect these needs in the event of a disaster. Awareness of disaster preparedness helps children understand both their individual and social responsibilities.

Disasters can be a complex and challenging topic for children and require careful discussion. However, this activity aims to raise awareness of basic needs with a positive and supportive approach, away from traumatizing elements. Through this activity, children will understand both nature and humans better and develop solution-oriented thinking skills in disaster preparedness.

3 IMPLEMENTATION (20 Minutes)

Main Activity

A. Working in Groups (10 Minutes)

1. Divide the class into three groups:
 - **Plants Group**
 - **Animals Group**
 - **Humans Group**
2. Assign each group the following tasks:
 - List the basic needs of plants, animals, or humans.
 - Discuss how these needs relate to health, nutrition, and general well-being.
 - Think about how these needs might be affected in a disaster and what can be done to protect them.

3. Have groups prepare their ideas by writing or drawing on paper. They can use crayons for writing and drawing activities.

B. Presentation and Discussion (10 Minutes)

1. Each group presents their work to the class.
2. Discuss the following questions during presentations:
 - Are there similar needs among plants, animals, and humans?
 - What can we do to protect these needs?
 - What can we do to ensure these needs are met?

FEEDBACK

- **Duration:** 10 Minutes

1. Distribute a worksheet to students. On the worksheet:
 - They are asked to fill out a table comparing the basic needs of plants, animals, and humans.
 - They are asked to write down the precautions that can be taken to protect these needs in the event of a disaster.
2. Have a short discussion with the class and ask the following question:
 - “What can we do as individuals and as a society to be prepared for disasters?”

RECOMMENDATIONS

1

Use general and positive language instead of local disaster examples.

- Take a sensitive approach by paying attention to students' emotional states.
- Make sure that all students actively participate in class discussions.

ANNEX

Table 1: Meeting Basic Needs

This worksheet was prepared to compare the basic needs of different living species. The table below shows the basic needs of plants, animals and humans.

Living Species	Basic Needs
Plants	
Animals	
Humans	

Table 2: Precautions Against Disasters

Fill in the table below to indicate which needs are affected by different types of disasters and what can be done to protect these needs.

Disaster Type	What Needs Are Affected?	What Can We Do to Protect These Needs?