

# Similar Needs, Different Means

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## 1. Overview and Objectives

### Activity Overview

In this activity, students look at pictures of houses and their contents from around the world, in order to identify similarities in human needs (such as shelter, comfort, food, drink) and differences in the ways by which these needs are fulfilled.

### Learning Objectives

General Objectives

- To begin to understand that all human beings have the same basic needs, which we may fulfill in different ways depending on the local environment.

Keywords

cultural differences, surface culture, intercultural awareness

## 2. Activity Context

This is part of a course about how to get along with people from different background for students who mainly think that people holding different passports from themselves are irredeemably different from them in every possible way. It is a large class and students expect to do little more than listen to the teacher throughout the lesson.

### Students

Number of students	1 Min.	100 Max.
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Do students need to use a second language?	Yes	<input checked="" type="radio"/> No
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## 3. Activity Materials & Prep

### Activity Duration

Total duration in minutes:	35
How many sessions?	1
Any homework?	No

### Materials

Material # 1 Title:	A book, called "Material World: A Global Family Portrait"
Material Type:	Book
Material Access:	<a href="https://www.amazon.com/Material-World-Global-Family-Portrait/dp/0871564300">https://www.amazon.com/Material-World-Global-Family-Portrait/dp/0871564300</a>

### Set-Up Instructions

1. Prepare copies of many of the pictures from the book showing diverse family homes and their belongings.
Estimated Set Up Time (min.): 5

## 4. Activity Description

Suggested Time	Activity Instructions
2m	Teacher asks the students to examine the pictures of homes and their contents from around the world and notice similarities between them.
1m	Distribute the pictures randomly to groups of students.
15m	Students, in groups, examine the pictures and brainstorm similarities. Teacher circulates, keeps them on task, prompts when necessary.
15m	Teacher collects responses (orally) and compares them, grouping similar responses together, pointing out when students have hit upon a human universal.
5m	Teacher elicits other human universals not readily apparent from the pictures (eg. need for companionship, self-esteem)

## 5. Additional Information

Tips during the activity:

Don't use the pictures from China. They have dated the most of all the pictures in the book.

Post-activity suggestions:

This activity can segue nicely into a consideration of why, if all humans have the same basic needs, there is such diversity in the way in which these needs are fulfilled.