

Section 2—Budgets/Sources of Income

Title of Lesson/Subject: *But I Really Need That!!*

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Time Allotment: One Class Period

Grade Level or Target Audience: 10-15 year olds

ND Standards Competencies:

2.0 Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources.

2.1 Demonstrate management of individual and family resources.

Key Economic Concepts: Wants, Needs, Choices

Brief Description: Are they **Needs** or **Wants**? This lesson will explore needs versus wants. Students will discover how needs and wants can sometimes be confused as well as how one person's needs may be another person's wants.

Learner Objectives: As a result of this lesson, students will:

1. Describe how to determine if an item is a need or a want
2. Analyze why one person's needs may be another person's wants.
3. Share why it is important to distinguish between needs and wants.

Introduction:

Needs or Wants? A “need” is something that is necessary, such as food, clothing or shelter. A “want” is something you would like to have. Needs are generally the basics that we need to exist. Wants are things we would like to have, but could live without. Sometimes we want something so badly that it feels like a need. Needs and wants can be confused when our emotions become involved.

Materials Needed:

- Situation and Task on paper (8 ½ x 11) – one per small group
- Pictures of things important to kids this age such as: family, love water, tennis shoes, jeans, computers, stereos, telephones, cell phones, pagers, shoes, music CDs, pets, etc. for initial group work. You will need enough sets for the number of small groups in your class.
- Magazines and sales ads that depict needs and wants of this age group that can be cut up (students could be asked to bring magazines, catalog, newspaper ads)
- Scissors
- Tag board
- Markers
- Glue or tape
- Have students bring a picture of themselves or if possible take a digital picture and print it out

Audio/Visual Equipment Needed: None

Lesson Outline:

- I. Introduction (3 minutes)
- II. But I Really Need That! Small group activity (3-4 students per group) (15 minutes)
- III. Wants and Needs: Individual activity (20 minutes)
- IV. Student collage presentation of “Wants and Needs!” (20 minutes)

Resources:

1. Money Fun-damentals, Financial Champions, 4-H Cooperative Curriculum System
2. Consumer Savvy Helper's Guide, 4-H Cooperative Curriculum System
3. Wants vs. Needs, Money and Your Kids – A Newsletter for Parents, NDSU Extension Service

Activities:**1. But I Really Need That! Small group activity (3-4 students per group)**

Give each small a group a copy of the situation and task written on a 8 ½ x 11 sheet of paper.

Situation: You have a lot of things you would like to have, but you do not have enough money to get all of them.

Your Task: Arrange the pictures into a “Needs” group and a “Wants” group; then prioritize within each group.

Group Discussion Questions after activity utilizing the Experiential Learning Model:

Sharing:

1. Describe how you determined whether an item was a need or a want.
2. Did everyone in your small group agree on what was a need or a want?

Processing:

3. Why is it important to distinguish between needs and wants?
4. What is important when selecting items as needs? As wants?
5. How can a want become a need or a need become a want?

Generalizing:

6. Why might your parent's idea of needs or wants differ?
7. How do needs and wants affect your family's purchases?

Applying:

8. What did you learn from this activity that will help you set goals?
9. What will you do differently now that you understand needs and wants?

2. Wants and Needs: Individual Activity

1. Cut out pictures of things important to you using the magazines and newspapers provided.
2. Glue or tape a picture of yourself at the top of a piece of poster board.
3. On the poster board, label one part of the board “Wants” and one part of the board “Needs.”
4. Sort the pictures under each heading.
5. Take all the pictures you put under the “Needs” heading and arrange them from most important to least important and attach with glue or tape. Then take the “Wants” pictures and arrange them from most important to least important and attach with glue or tape.

3. Student collage presentation of “Wants and Needs!”

Student will take two of the items on the needs and two of the items on the wants side and explain to the class why!

Application/Assignment:

1. Consumer Savvy Arcade: Play the Needs Versus Wants game
Enter The Consumer and Me section of the arcade.
<http://www.4hccsprojects.com/consumer/activities/index.html>
Depending on access to computers, this could be done at the beginning of your next class, if computers are available in class students could take turns with the game throughout the day or week.
2. Send home a copy of Wants vs. Needs, Money and Your Kids – A Newsletter for Parents

Evaluation Plan:

Evaluation of student learning will be:

1. Student participation in the discussion and activities.
2. Student “Wants and Needs” collage.