



WANTS AND NEEDS



OBJECTIVES: Students will...

Define wants and needs.
Group items into wants and needs categories.
Justify choices in regard to placing an item in the wants or needs category.

STANDARDS:

SS.1.08

GUIDING QUESTIONS:

What is a need?
Is food a need?
What kinds of foods are needs?
When can food be a want?
How do you know when you really need something or when you just want something?
What would be a “want?”

STUDENT STATEMENTS OF OBJECTIVES: I can...

Make a choice based on wants and needs and tell why I made that choice.

MATERIALS:

Wants and needs signs/posters
Wants and needs Worksheet
Prepared list of WANTS and NEEDS

ESSENTIAL QUESTION:

Can wants and needs change?

BACKGROUND KNOWLEDGE: Students should be able to...

Read simple words of common items (Tier I) or identify images representing these words.

Method:

This lesson can be done individually or in pairs.

Prep:

- Spend some time determining the questions you would like to use to open the class discussion. See Guiding Questions and examples in the Activity section.
- Prepare 2 signs: “Want” and “Need” and place on opposite sides of the room.
- List common items which could be wants and others that would be needs. Use images and words as necessary.
- If you choose, add additional items to the WANTS and NEEDS prepared list.

Activity:

- Direct students to the posters on the wall. The “Wants” sign should be on one side of the room and “Needs” on the other.
- Read one item from the prepared list or have a student draw a card and ask the students to indicate whether that item is a want or a need by walking to the sign they think fits the item best.
- Ask the students to tell why they made the choice they did. Sharing out can be done by Popsicle stick, raise of hands, or groups spokesperson.
- Read another item (or draw another card) from the list and ask students to repeat the activity.
- Continue until you are 5 minutes from the allotted time for the activity. Then debrief.

Note: A variation on this activity can be that students draw the name or picture of an item from a deck of cards and either individually or in pairs decide where to go and justify their answer either orally or in writing.

Debrief:

Which item was the hardest one to decide if it was a “want” or a “need”? Why do you think it was so difficult? What did you learn by doing this activity? Ask the essential question listed above.

Assessment:

Ask students to write a definition for a want and a need. Then ask students to develop a list of wants and needs for themselves using the wants and needs worksheet.

Extension:

Ask students to brainstorm in writing some “wants” that they are experiencing and ask them why they are a want as opposed to a need.

Supplemental Resource:

[Those Shoes](#). By: Maribeth Boelts.