

GRADE LEVEL K-2

DO YOU REALLY NEED IT?



TOPIC

Differentiating Between Needs and Wants

SUBJECT AREA

Social Studies

RELATED SUBJECT AREAS

Math, Economics

LESSON OBJECTIVES

Students will:

- Explore differences between needs and wants
- Learn the importance of buying needs before wants
- Recognize the importance of saving for unexpected needs

IMPORTANT TERMS

needs, wants, savings

LITERATURE CONNECTION

Olaleye, Isaac. *Bikes for Rent!* Orchard, 2001.

Wells, Rosemary. *Bunny Money*. Penguin Putnam Books for Young Readers, 2000.

INTERACTIVE EXTENSION

Students learn the difference between needs and wants, and practice identifying examples of each. The following is the Web address for the interactive activity that complements this lesson:

<http://www.citigroup.com/citigroup/financialeducation/curriculum/kids.htm> and click on "Do You Really Need It?"

Teaching Notes

Estimated Time Requirement

30 - 40 minutes

Materials Needed

- Copies of **Handout 1: Needs and Wants** worksheet, one per student
- Chart paper and marking pen or chalkboard and chalk
- Magazines, a few per small group
- Scissors, one pair per small group
- Glue or glue sticks, one per small group
- Poster boards, one per small group

GRADE LEVEL K-2

DO YOU REALLY NEED IT?



Teaching Notes

Introduction

Students need to learn the difference between needs and wants, and the importance of meeting needs before wants. In this lesson, students will explore the difference between needs and wants, and will discuss saving for unexpected needs.

Teaching Strategies and Learning Activities

- Throughout the lesson, emphasize the Important Terms.
- Distribute **Handout 1: Needs and Wants** worksheet to students. Ask, “Which things do you need?” “Which things do you *not* need?” Define for the students that needs are things that we cannot live without (such as food, clothing, and shelter), while wants are things we can live without (such as TV, toys, etc.)
- Have students circle either “Need” or “Want” next to each item.
- When students have completed their worksheets, record students’ answers on chart paper or chalkboard. As necessary, discuss why some students chose “want” for a certain item while others chose “need.”
- Ask, “Should your family buy toys or food first?” “Should your family buy a bicycle before paying for electricity?” Elicit students’ reasons for their answers. Guide students to see that needs should be paid for first before money is spent on wants.
- As a class, discuss “surprise” expenses, such as surgery, car repair, toothache, and so on. Ask students which category – needs or wants – these items fit into. Elicit students’ reasons.
- Explain to students that it is a good idea to **save** money for unexpected needs.
- Review the Important Terms.

Evaluation

Divide the class into small groups. Distribute magazines, scissors, poster boards, and glue to each group. Instruct students to find examples of several needs and wants in the magazines and to cut them out. Then, have students create a T-chart with the headings “Needs” and “Wants” on poster board. Next, have students glue the pictures in the appropriate column. Hang the posters in the classroom.

HANDOUT 1: NEEDS AND WANTS



Name: _____ **Date** _____

food	Need	Want
dog	Need	Want
house or apartment	Need	Want
clothes	Need	Want
electricity	Need	Want
toys	Need	Want
bicycle	Need	Want
TV	Need	Want
shoes	Need	Want
CD	Need	Want
books	Need	Want
water	Need	Want