

But I Need It!

Understanding Wants vs. Needs

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Grade Level	1st – Kindergarten Grade	**Time Frame**	40 minutes
		Duration	1 class period

Essential Question

What is the difference between a want and a need? What should I spend my money on? How do I get what I need?

Summary

Students will identify a need and engage with wants and needs through a brief activity. They will reflect on the difference between want and need. They will then complete a budgeting activity to understand saving versus spending. Students will recognize that having what you need is important, and be able to determine whether something is a need or a want.

Snapshot

Engage

Students identify and discuss a need.

Explore

Students discuss whether certain items are wants or needs.

Explain

Students learn the definitions of terms and watch a video about wants and needs.

Extend

Students complete a budgeting activity.

Evaluate

Students complete a reflection.

Standards

Oklahoma Academic Standards (Kindergarten)

1.4.1: Explain the costs and benefits of spending and saving in order to meet needs and wants.

Oklahoma Academic Standards (Kindergarten)

2.4.4: Describe how setting goals and creating a budget helps people pay for things they need and want.

Oklahoma Academic Standards (Kindergarten)

K.4.1: Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.

Attachments

- Budget Builder—But I Need It - Spanish.docx
- Budget Builder—But I Need It - Spanish.pdf
- Budget Builder—But I Need It.docx
- Budget Builder—But I Need It.pdf
- Lesson Slides—But I Need It.pptx
- Reflection Sheet—But I Need It! - Spanish.docx
- Reflection Sheet—But I Need It! - Spanish.pdf
- Reflection Sheet—But I Need It!.docx
- Reflection Sheet—But I Need It!.pdf

Materials

- Lesson Slides (attached)
- Reflection Sheet (attached; one per student)
- Budget Builder handout (attached; one per student)
- Counters (beans, Bingo counters, etc.; *quantity per student determined by teacher*)
- Containers for counters
- Pencils

5 minutes

Engage

Teacher's Note: Reflection Sheet

Depending on the writing level of students, this activity may be most effectively completed by whole-group discussion. Consider using a projector or other device to display the sheet or allow them to draw their responses rather than writing. Prior to beginning the lesson, decide if the reflection sheet should be completed as a class or independently.

Use **slides 2-4** of the **Lesson Slides** to introduce the lesson and review the essential questions and lesson objectives.

Display **slide 5** and pass out a copy of the attached **Reflection Sheet** to each student. Have them begin by filling in box #1 with something they need. Try not to guide their thinking toward a true need, as the goal is to establish what they believe qualifies.

Next, have students turn to an Elbow Partner to discuss. Once each pair has had a chance to share, have a class discussion about their choices.

Teacher's Note: Sharing

To encourage good listening skills, ask students to share their partner's answer instead of their own. Ensure that they ask permission before sharing, and do not force any student to share as their need could be confidential.

5 minutes

Explore

Have students take a few minutes to fill out the table in box #2 on their Reflection Sheet by circling "want" or "need" for each item. This should be done independently, but consider reading the items aloud so that students of all reading stages may participate.

Once all students have had time to answer, display **slide 6**. In response to the activity's titular question, "Do I Need It?," instruct students to hold a "thumbs-up" if they believe the item is a need, or a "thumbs-down" if they believe it is a want.

Optional Modification

Move to **slide 7** consider modifying the activity so that students move to the side of the room corresponding to wants or needs. For example, if they think it is a want, they move to the right side of the room and vice versa. This is potentially a way for students to release energy but they may change their answers if they see other students have different opinions.

Transition through **slides 8-13** to go through the responses. The first round should be done quickly and without discussion as a formative assessment to gauge how well students understand want versus need.

5 minutes

Explain

Display **slide 14**. Discuss the definition of need with students (*to require something because it is essential, or very important*).

Optional Content

Share the "Needs and Wants for Kids" video on **slide 15**.

Embedded video

https://youtube.com/watch?v=6OAqNtueu0U

Go back through slides 8-13 and have students discuss their responses. Encourage students to think about what situations may cause wants to become needs. Allow students to change their answers on their reflection sheet by crossing out the original answer and circling the new answer.

Display **slide 16** and have students reflect on the discussion in box #3.

Possible Responses

- Transportation is a need because I need to get to school, but I may want a certain type of transportation, like a new bike or a fast car.
- I don't need headphones to survive, but I might need them to complete my homework. I might want a certain brand.
- I need water to survive.
- I don't need a computer to survive, but I want a new one. I might need a computer to complete my homework.
- I don't need candy to survive, but I want it.
- I need groceries to survive, but I want certain things from the store.

20 minutes

Extend

Teacher's Note: Budget Activity

There are three versions of the Budget Activity in the attached document, but students will only complete one activity. Choose only one to complete that best benefits students' development based on length of activity and numerical awareness and print a copy for each student.

The initial two require roughly 45 counters to obtain every item, so consider only allowing students 20-30 counters, that way each student will experience not having enough. The first has *only* wants. The second has both wants and needs.

The third option is shorter, completed with 30 counters and some variety between wants and needs. Consider allowing students 12-28 counters to experience the budgeting process.

Pass out a copy of the attached **Budget Builder** handout to each student. Ensure that students understand the meaning of "budget".

Display **slide 17**. Consider whether you will read each item to students or have them complete it independently. Remind students *not* to make changes. Once the counter touches the paper, it is stuck! Once each student is finished, discuss where they ran out of counters.

Display **slide 18**. Have students reflect in box #4 before moving on, then allow them to move the counters around. Discuss with students what they changed and what they chose to spend counters on both times. Consider asking: *What will you do differently? Did your answers change? How? What costs more than you expected? What did you decide against?*

Transition through **slides 19-22** to discuss "emergencies." This reinforces saving, which has not yet been covered.

Discuss the definitions of need and want on **slide 23**.

Teacher's Note: Counters

Consider differentiating the quantity of beans/counters provided to each student. It may be helpful to write the quantity on the bottom of a paper cup that holds them for easy reference. This enriches conversations as students have different experiences and can understand that each person does not have the same wants and needs nor identical means of reaching them. Avoid having too large a range of counters for each student, such as between 15 and 40, as some students may resent the activity while others find it too easy and miss the point. Student counters should remain between 20-30 or so.

10 minutes

Evaluate

Display **slide 24**. Have students use the Think-Pair-Share strategy to discuss whether they were correct about their initial want.

Move to **slide 25** and have them complete boxes #5 through #7 on the Reflection Sheet. Collect these to assess understanding.

Resources

- BuzzWithBee. (2020, November 29). Needs and Wants for Kids. Youtube. https://www.youtube.com/watch?v=6OAqNtueu0U
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Think-pair-share. Strategies. https://learn.k20center.ou.edu/strategy/139