

Do I Need What I Want?

Overview

Students will begin to recognize that people have basic needs and wants and that money-smart people know the difference between them.

Objectives

Students will be able to:

- Explain the difference between needs and wants.
- Create a simple chart.

Preparation

- ☐ Display the **Junior Achievement Banner**.
- ☐ Determine the best place to display or project the **Needs and Wants Poster**. The poster should be hung where students can easily see it and near enough for you to write on it.
- ☐ Review the activity and the materials. Discuss the session with the teacher in advance so he or she can assist you.
- ☐ Flash cards help students see, hear, and learn words. Use the session's **Illustrated Key Term Flash Cards** to introduce today's key terms or project the digital asset. Key terms also are highlighted in bold in the guide and defined in the margin.
- ☐ Prepare the student name tags before class or have the teacher prepare them for you.
- ☐ Review the session's **Extended Learning Opportunities** beginning on page 18. Discuss application options with the teacher.

Concepts

Buying
Money
Needs
Spending
Wants

Skills

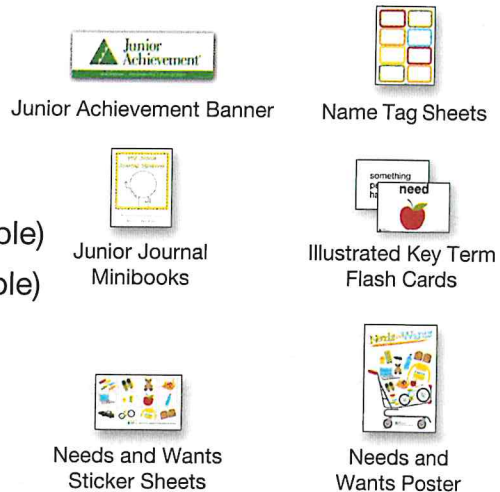
Analyzing
Critical thinking
Decision making
Following directions
Gathering information from personal experience
Interpreting information
Making a chart
Social skills
Sorting
Speaking and listening

Recommended Time

This session typically takes 30 minutes to complete. If needed, ask the teacher to help you keep track of the time.

Materials

- 1 Junior Achievement Banner
- 4 Name Tag Sheets
- 2 Illustrated Key Term Flash Cards (c, d)
(digital asset available)
- 30 Junior Journal Minibooks (digital asset available)
 - 1 Needs and Wants Poster (digital asset available)
- 30 Needs and Wants Sticker Sheets
- 2 Different colored markers (not included)
- Pencils (not included)
- Crayons (not included)



Presentation

Introduction

Greet the students. Introduce yourself and tell them you are glad to be back in the classroom. Seat the students as you did last time—in a semicircle on the floor around you. If you have the **This or That? Picture Cards** from the last session, hold up a few and review how students made choices the last time you met.

Introduction Time
15 minutes

If you made a wise money choice during the past week, consider sharing it with the class.

Write your wise money choice here.

Start the session with the following questions.

Talking Points

- Who likes to go shopping?
- What things go into your shopping cart? (Ask the teacher to write the suggested items on the board.)
- Are the items free? How do people pay for the things they buy?
- What would you buy with \$10.00?

Share the following with the students:

- ## Key Terms

Something people
must have to live.

Something people
would like to have.

Needs and Wants

This illustration shows a shopping cart filled with various items. The items are categorized into 'Needs' (essential for survival) and 'Wants' (desires that are not essential). The items in the cart include:

- Needs:** A house, a car, a laptop, a teddy bear, a water bottle, bread, a sweater, shoes, a bicycle, and fruit (apple, banana, orange).
- Wants:** A toy car, a doll, and candy.

Presenting Tip

Slowly read aloud the poem on the following page. Pick student volunteers to stand and find the items on the poster as you mention them. Circle the items or have the students circle them.

Can you find ... two slices of bread to make lunch fun? (Pause for students to find each of the items.)

Can you find ... a pair of shoes to help you run?

Can you find ... a sweater the color of a bee?

Can you find ... someplace to live? How many do you see?

(Circle the house and apartment.)

Can you find ... one red apple to munch a lot?

Can you find ... water to sip when you're hot, hot, hot?

Finally, count the number of circled items on the poster with the students. (There should be six circled items). Congratulate the students for their attention and participation.

Poem: Stanza Two

Say to the students, "Now, we're looking for six things we *want* in the shopping cart. Remember, want items are not as important as need items because we don't need them to live."

Slowly read aloud the poem below. Pick student volunteers to stand and find the items on the poster as you mention them. Underline the items.

Can you find...a friendly kitty that likes to purr? (Pause for students to find each of the items.)

Can you find...a stuffed animal with super soft fur?

Can you find...a computer that types clickety-clack?

Can you find...a toy car that is shiny and black?

Can you find...a bunch of candy, some sweet, some sour?

Can you find...a blue bicycle with plenty of power?

Finally, count the number of underlined items on the poster with the students. (There should be six underlined items.)

After the activity, tell the students they did a great job finding needs and wants. Ask them for other examples of needs and wants not found on the poster. Emphasize that money-smart grown-ups buy the things they need before the things they want. Thank the students for sitting and listening attentively.

Activity

Activity Time
10 minutes

Activity-at-a-Glance

Students sort stickers and create a needs and wants chart in their **Junior Journal Minibooks**.

Have students return to their seats for the next activity. Remind them not to run or touch other students.

Once the students are seated, distribute the **Junior Journal Minibooks** and one **Needs and Wants Sticker Sheet** to each student.

Activity Steps:

1. Ask students to get their crayons.
2. Have students turn to page 2, *I Can Sort Needs and Wants*, in their minibooks. Use an extra minibook and hold up the page for students to see or display the digital asset. Students will create a needs and wants chart by placing stickers on the page.
3. Point to a need item on the poster (water, for example) and have students find the sticker depicting water on their sticker sheets. When they do, they should say, "I need water!"
4. Have students remove the water bottle sticker and adhere it in the Need column.
5. Point to another need item on the poster (shoes, for example) and have students find that sticker. When they do, they should say, "I need shoes!"
6. Have students remove the sticker and adhere it in the Need column. If students are able, they should adhere stickers one below the other to create a simple chart. Circulate and help where needed.
7. Continue with the other four need stickers.
8. Now have students place the six want stickers in the appropriate column in their minibooks.
9. This time say, "I want a computer!" or "I want a bike!" as you point to each item. Have students repeat after you. Help where needed.
10. Finally, have students count the stickers in each column. Have them raise their hands to answer the question: Does one column have more stickers than the other? (Answer: No. The columns have an equal number of stickers.)



Presenting Tip

Caution students that they must place their stickers carefully. Once students place them on the page, they may be hard to remove.

Once students have finished working, debrief the activity with the following questions:

- Why is bread a need? (Answer: Because we can't live without food.)
- Why is a bike a want? (Answer: Because we can live without a bike.)

Enhanced Activity

Have students draw a picture of something they need or want on a coloring page in the back of their minibooks.

Congratulate students on their good work. Remind students they will complete another page in their **Junior Journal Minibooks** the next time you meet.

Summary and Review

Remind students that needs are more important than wants and knowing the difference will help them make good decisions about money. Say, "Knowing the difference between a need and a want helps people make good choices with their money. Because we can't have everything we want, we must learn to make good choices. When we do, we have enough money to buy the things we need and want."

Summary and Review Time
5 minutes

If time allows, point to a few of the items that the students mentioned at the beginning of the session and the teacher wrote on the board. Ask the students if the items are needs or wants. Circle the needs and underline the wants.

Collect the **Junior Journal Minibooks** and give them to the teacher to use in the next session. Thank the students for being cooperative and working well together. Tell them that you enjoyed spending time with them. Be sure to tell the students when you will return.

Extended Learning Opportunities

Trade

Without money, how do we get what we need or want? Sometimes, people *trade*, a word that means giving one thing to get another. Throughout history, people have traded things like eggs or milk for items they couldn't grow or make themselves. Demonstrate the concept of trade by giving students small items such as stickers, pencils, or inexpensive party favors.

Ask the students if they are happy with what they received. If a few say no, ask them what they could do about it. More than likely, a student will say he or she could trade with someone. A trade occurs when two people exchange things they need or want. Emphasize that exchanging money is a form of trading, too.

Presenting Tip

Extended Learning Opportunities are included if you would like to spend more time in the classroom. The teacher also may present them.

Money Math

Write the following numbers on the board with the cent symbol. Explain that the cent symbol represents a penny. Ask a student volunteer to come up and circle all the number 2s.

2¢ 1¢ 0¢ 2¢ 3¢ 1¢ 2¢

More on Needs and Wants

Magazines and print advertisements are filled with pictures of needs and wants items. Copy the images or have students cut them from magazines or circulars. Divide a bulletin board in sections with needs and wants headings, and have the students find examples of both. Discuss whether the item pictured is a need or a want, and then pin it to the board. Encourage the students to use their new vocabulary as they pin their pictures to the bulletin board. For example, students can say, "This is a picture of a basketball. A basketball is a want, because I can live without a basketball." Or, "This is a picture of a shirt. A shirt is a need, because I cannot live without clothes." You may need to point out that shoes are needs but expensive athletic shoes are wants, or that food is a need but eating at a fancy restaurant is a want.