

# What are needs and wants?

## Lesson plan

### Learning objectives/intentions

- Pupils know that they and their family need and want different things
- Pupils explain the difference between a need and a want
- Pupils begin to understand that we might not always be able to have the things we want or need

### Equipment and resources

- **What are needs and wants?** presentation
- **What are needs and wants?** video
- **Things we need and things we want** activity sheet

### Preparation required

- Familiarise yourself with the lesson plan, video and presentation
  - Print and prepare activity sheets as required
  - Look out for 'Assessment for Learning' (AfL) opportunities throughout this lesson plan



### Getting started (10 minutes)

#### **'What are needs and wants?' presentation, 'What are needs and wants?' video**

Using the **What are needs and wants?** presentation, ask pupils to imagine what would happen if their family (or an imagined family) spent all the money they had to live on for the month on toys. They'd have lots of new toys but couldn't buy anything else. Would this be a good or bad thing? What problems might there be? What kinds of things do families have to spend money on? How do they decide what to buy? Ask pupils to share ideas with a partner and then as a class.

Show pupils the **What are needs and wants?** video.

### AfL opportunity

Can pupils explain the difference between needs and wants?



### Main activities (30 minutes)

#### **'Things we need and things we want' activity sheet**

Give pupils the **Things we need and things we want** activity sheet, and cut around the individual pictures to make cards. Ask pupils to work in pairs or groups to split the cards into two

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groups – needs and wants. Afterwards, tell them that they can choose one of the ‘wants’ – they should discuss which they feel is most important and why, sharing their choices and justifications with the whole class. Which would they choose if they could select two more? Finally, ask pupils to arrange all the ‘wants’ in order of most to least important.

#### AfL opportunity

- Can pupils identify things that are needs?
- Can pupils describe which thing from a list of wants is most important to them, and why?
- Can pupils prioritise wants from most to least important?

to each family member, or pupils can write and stick on sticky notes. More able pupils should consider the reasons for these choices.

(Note: Younger or less able pupils could be given the extension activity above, writing or drawing their personal wants, as an alternative plenary.)

#### AfL opportunity

Can pupils identify one thing that an older family member might want?

#### Take it further – opportunities for independent learning

Pupils could draw their own (or a fictional) family with some of their needs and wants.



#### Extension activity (15 minutes)

Ask each pupil to write or draw five of their personal wants, then share these with a partner. What are the reasons for their choices? How are the lists similar or different?

#### Additional support

Pupils could refer to the definitions of needs and wants and be given some examples of each.



#### Plenary (5 minutes)

#### Presentation slide 8

Show the pupil groups a family picture (presentation slide 8), with family members of different ages. Challenge pupils to think about how our wants might change as we get older. Do we want the same things all the way through our lives? What might be some of the things that each family member wants? Write ideas next

