

Lesson introduction

This lesson is designed to help children understand the difference between something we ‘need’ in order to survive and something we ‘want’ but which isn’t essential. It introduces the idea that sometimes we have to make difficult choices because we can’t always afford everything we want. It also explains that some things we value, like personal or sentimental items, don’t cost money. The children explain the reasons for their choices, orally and in writing.

Learning objectives

To:

- ◆ become a critical consumer
- ◆ understand choices about saving and spending
- ◆ understand needs and wants

Vocabulary

Afford, budget, choose, cost, money, need, want, essential, luxury, priority, value.

Learning outcomes

By the end of this lesson children will:

- ◆ be able to explain the difference between something they ‘need’ and something they ‘want’
- ◆ know their needs and wants cost money
- ◆ understand they might not always be able to have the things they want
- ◆ understand people may make different choices about how to spend money
- ◆ understand that not everything we value costs money

Timing	Task / activity	Resources
15 mins	<p>Starter activity</p> <p>Start the lesson by explaining that an important message has arrived for the children. Read out the email on slide 4 from the station leader at the Halley Research Station.</p> <p>Spend some time exploring what the children might already know about Antarctica and the Halley Research Station. They can use the information in the email on slide 4 to help them. Where is Antarctica? What does the Research Station do? Who works there? What would it be like to live there? What is the weather like? (For more information on the Halley Research Station, visit: https://www.bas.ac.uk/polar-operations/sites-and-facilities/facility/halley/#about. Or you can do a virtual tour here: https://halley360.antarcti.co/).</p> <p>Then ask the children what they will need to take with them on their trip. They may have a number of suggestions. Ask them to give their reasons. Pick up on any references to things they say they ‘need’ or ‘want’.</p> <p>Ask the children, what is the difference between something you ‘need’, and something you ‘want’? Explain that our ‘needs’ are about basic survival; keeping warm, eating and drinking. Things we ‘need’ are often called ‘essentials’. Clothing, basic food like bread and rice, and water are all examples of basic ‘needs’. Things we ‘want’ are not essential to our survival. They are often called ‘luxuries’. A TV, a football and an ice-cream are all examples of things we may ‘want’ but don’t ‘need’ to survive.</p> <p>What things do they ‘need’ to take on their trip? What might they ‘want’ to take on their trip?</p> <p>You can print out copies of the Needs and Wants definitions for children to have on their tables to refer to throughout the rest of the lesson.</p>	<p>Slide 4</p> <p>Slide 5</p> <p>Slide 6</p>

Timing	Task / activity	Resources
5 mins	<p>Main activity</p> <p>1. Shopping list</p> <p>Read out the second message that has arrived from research station.</p> <p>Working in pairs or small groups, ask the children to sort the Shopping List items into things they 'need' or 'want for the trip. They can refer to the Needs and Wants Definitions cards to remind them what the difference is. Any items they can't agree on, or are unsure about, should be put to one side. (This activity can be completed using the printed versions of the shopping list items allowing children to separate the items into 'needs' and 'wants' piles. Alternatively, you can just use the slide and the children can write lists of their 'needs' and 'wants' choices on a whiteboard or piece of paper.)</p> <p>After a few minutes, take some feedback. Ask them which items they think are 'needs', and why. The children should agree they need the snow suit with boots, water and food. Acknowledge there are likely to be different opinions about the other items. Some could be very useful, especially in emergencies, or make life more comfortable or enjoyable, but are they 'needs'?</p>	<p>Slide 7</p> <p>Slide 8</p> <p>Shopping list</p>
10 mins	<p>1. Deciding what to take</p> <p>Note: There are two options for delivering the following activities. You can print the individual shopping list cards, allowing children to make piles of the items they want to put in their rucksack and then placing them onto the rucksack template. Alternatively, you can use the 1-page shopping list resource to remind the children of the options, and they can draw or write their items onto the template.</p> <p>Packing the rucksack – groups/pairs</p> <p>Read out the third message that has arrived from research station.</p> <p>Working in pairs or small groups, ask the children to 'pack' the rucksack using the Rucksack template. They can choose 8 items in total: the 3 things they 'need' and the 5 things they most want. They can practice explaining their choices by using the sentence starters on the slide.</p>	<p>Slide 9</p> <p>Slide 10</p> <p>Rucksack template</p>
5 mins	<p>2. Compare rucksacks (discuss choices)</p> <p>Ask the groups/pairs to feedback on the items they chose. Is there a consensus? All the rucksacks should contain the 'needs': snow suit with boots, water and food. But what about the 'wants'? Which we most popular? Which were least popular?</p> <p>Invite some groups to explain their choices to the rest of the class. Encourage them to use the sentence starters that they have already practised.</p>	
10 mins	<p>Pack your own rucksack (if time)</p> <p>Now ask the children to make their own individual choices by drawing and labelling their eight chosen items on their own rucksack template.</p>	
5 mins	<p>3. Swap an item</p> <p>Read out the final message that has arrived from research station.</p> <p>Explain we often face this challenge in everyday life. When we go shopping at the supermarket, we can't always afford everything we want.</p> <p>Ask the children to put a cross through the item they will remove from their rucksack. Then ask if they can think of any items they could take instead that don't cost money. What do they already own? Perhaps something with 'sentimental' value like a favourite book, cuddly toy, or a photo that reminds them of a special time or people they love? They should draw and label the item somewhere on their rucksack template.</p>	Slide 11
10 mins	<p>Plenary</p> <p>Ask the pupils to write a letter to the Reece Urcher using the Station Leader letter worksheet to summarise the key points from the lesson. (There are two versions of the letter template – one with sentence starters, and one without).</p>	Slide 12

Timing**Task / activity****Resources**

Differentiation

Less challenge: Reduce the shopping list to 8 items comprising the 3 needs (snowsuit with boots, food and water) and 5 wants. The number of items children can pack can also be reduced e.g. the 3 items they need and one they want.

More challenge: Give the children alternative scenarios e.g. helping someone decide what they should take on holiday, planning a birthday party or school trip.

