

Activity 2:
“Basic Needs and Wants”



NEEDS

Only the things we must have to live

A collection of illustrations representing basic needs: a blue water bottle, a basket containing a red apple and a yellow banana, an orange t-shirt, a pair of brown shorts, and a blue house with a brown door and a chimney.

WANTS

Things that are nice to have, but we can live without

A collection of illustrations representing wants: a teddy bear and a girl sitting in a purple toy car, a glowing yellow lightbulb, a yellow school bus, and a green backpack with a pink polka-dot pattern.

(A) Title of Card: Basic Needs & Wants

(B) Competency, Element and Performance Criteria

- Element 3: Make responsible decisions that respond to societal changes with global ethical awareness.
- Performance Criteria Level 1: Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.
- Performance Criteria Level 1: Listen attentively and respond to simple questions.
- Performance Criteria Level 2: Justify personal choices using ethical reasoning that considers impacts beyond self-interest.

(C) Purpose of Activity

This activity enables students to differentiate between basic needs and wants.

(D) Learning Outcomes

By the end of the lesson, students should be able to:

- Explain the concept 'wants'
- Identify examples of 'wants'
- Differentiate between 'needs' and 'wants'
- Communicate efficiently with their peers.

(E) Resources and materials

- Whiteboard/Blackboards,
- Markers/Chalks
- Worksheet (Annex 1)
- You Tube video:

(F) Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Oral Questioning – What are basic needs?

- Ask students: "What are basic needs?"
- Encourage them to give examples of basic needs (e.g., food, water, shelter).

Step 2: Discussion on 'Wants.'

- Ask students to list things they desire or wish to have.
- As students provide examples, ask whether they already have these items.
- List the items on the black/whiteboard.
- Clarify that if a student already has an item listed, it is not a want for that student.

- Help students understand that wants vary from person to person.

Step 3: Defining Wants

- Write the following definition on the black/whiteboard and explain it to the students:
"Wants are things that we don't have and that we desire to possess."
- Draw parallels between the definition and students' examples.

Selection Activity

- Make or obtain required copies of the 'selection activity' from Annex 1.
- Distribute the copies to the students and instruct them to draw lines connecting basic needs to the human figure in the middle.

Step 4: Closure of the Activity and Consolidation

- Ask the students to explain the difference between needs and wants.

(G) Assessment (Activity sheet/Worksheet for students)

- Completion of Activity Sheet (Annex 1) on basic needs and wants.
- Students' participation and contribution in the Brainstorming and discussion.

(H). Extension of Activity

- Find below the link to a YouTube video that can be played to the student.









<https://www.youtube.com/watch?v=6OAqNtueu0U&t=18s&pp=ygUVYmFzaWMgYmVIZHMgYW5kIHdhbnRzOgcJCYQJAYcqIYzv>



ANNEX 1

1. Look at the pictures below. Shade the box to indicate whether the corresponding picture refers either to a BASIC NEED OR WANT.

2. Match the LABELS with the appropriate picture. (One has been done for you)

		
BASIC NEED	WANT	
		
NEED	WANT	
		
BASIC NEED	WANT	
		
BASIC NEED	WANT	

HOUSE

VEGETABLES

TELEPHONE

CLOTHES

CAR

TOYS

WATER

VIDEO GAME