

# CITIZENSHIP

## Teacher's Guide: GRADE 8 - Lesson 2

### 'Basic Needs & Wants'

#### 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 2:** Justify personal choices using ethical reasoning that considers impacts beyond self-interest.
- **Element 5:** Communicate respectfully and sensitively in diverse situations to make meaningful connections.
- **Performance Criteria Level 1:** Listen attentively and respond to simple questions.

#### Purpose of Activity

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

#### 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

#### Resources and materials

- Whiteboard/blackboards
- Markers/Chalks
- Worksheet (Annex 1)
- YouTube video

#### 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.

### 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.

### Extension of Activity

- Find below the link to a YouTube video that can be played for the student.  
<https://www.youtube.com/watch?v=6OAqNtueu0U&t=18s&pp=ygUVYmFzaWMgYmVIZHMgYW5kIHdhbnRz0gcJCYQJAYcqlYzv>

