

# Lesson 4



## Overview

Explain what a need is and what a want is. Explain the difference between the two. Relate emotions to needs and wants and that some things fit into both categories.

## Learning Intentions

### Language and Literacy: Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.

### Language and Literacy: Reading

- Begin to be aware of how different media present information, ideas and events in different ways.
- Justify their responses logically, by inference, deduction and/or reference to evidence within the text.

## Thinking Skills and Personal Capabilities

### Thinking, Problem Solving and Decision Making

- Identify similarities and differences by making simple comparisons and connections.
- Explain their methods and opinions, and the reasons for choices and actions.

## Teacher's Notes

A need is something you have to have, something you can't do without, for example air or water. A want is something you would like to have, like a particular pair of trainers or a bar of chocolate. Some things fit into both groups, such as food. Depending on the type of food, food can be something we need (water, protein, fruit/vegetables) and something we want (chocolate, sweets). As advertising taps into our emotions, it can also influence what we think we need and want.

Understanding the difference between needs and wants is challenging for some children. Often children can feel that when they want something, a toy, game, treat, they in fact need it. Developing an understanding of the difference between the two is an important skill. Sometimes our emotions can confuse us about what we need and what we want. Emotions play a big part in media and advertising. When we associate emotions with the product or brand being advertised, we can feel having that particular product or brand will make us feel better, or look better, or be happier/safer etc.

## Resources

- **Interactive Activity:** Needs and Wants
- **Activity 4.1:** Needs and Wants
- **Activity 4.2:** Everything I Own
- **Video:** The Message and Emotion Behind the Media

# Lesson 4



## Introduction

### Connecting Feelings to Things We See

- Ask the children:
  - Can they name any feelings or emotions that people feel?  
*The children may suggest happy, sad, worried, angry, bored, interested, surprised or scared.*
  - When would they feel happy, sad, worried, angry, bored, interested, surprised or scared?
- Remind the children that previously we learned that advertisements are designed to encourage us to feel emotions, which we might associate with a product.
- Ask the children if they feel different emotions when they watch an advertisement for a product?  
*The children may suggest that they feel happy when they see a food, toy or game advertisement.*
- Explain to the children a lot of time and money goes into ensuring they feel different emotions when they watch an advertisement for a product.

## Development

### 1. Need and Wants

- Explain that a need is something you have to have, something you can't do without.
- Ask the children if they can name anything that they can't do without?  
*The children may suggest food, air or water.*
- Explain that a want is something you would like to have, but you could do without it.
- Ask the children if they can name anything that they would like to have, but could do without.  
*The children may suggest a computer game, pair of trainers, or a bar of chocolate.*
- Explain that some things fit into both groups, such as food, clothes and a home.

### 2. The Need or Want Game

- Using **Activity 4.1** the children in groups can cut out the images of the different products that the children may need or want – fruit, clothes, toys, chocolate, milk, a bed (representing sleep), books, medicine, sports equipment, vegetables, television or ice-cream.
- They can then move into different appropriate areas – needs or wants.
- In their groups they could discuss whether their item is in fact a want or need, some children may move groups based on the discussion. The children may decide to create a group with items that are both needs and wants.

### Activity 4.1



# Lesson 4



## Development Continued

### 3. Needs and Wants Interactive Activity

- Play the **Needs and Wants** interactive activity from the MediaWise website, [www.MediaWiseNI.com](http://www.MediaWiseNI.com), which shows different products that the children may need or want. The images are: an apple (representing healthy food), chocolate (representing unhealthy food), a hoodie (representing clothes), a bed (representing the need for sleep), a football (representing exercise), an Xbox (representing computer games), toys (representing new toys and play), medicine, a comic (representing reading), an iPad (representing online games & apps), water and a news programme (representing knowledge).
- Allow the children to identify which are needs and which are wants. Discuss how the items labelled needs and wants may have differed from their ideas during the Need or Want Game.

#### Interactive Activity



### Learning Intention

- Begin to be aware of how different media present information, ideas and events in different ways (Language and Literacy).

### Development of Learning Intention

- Use Thinking Cards Set 2 – 2.18 Do You Believe It?  
To allow the children to begin to evaluate some advertisements they have seen and the validity of the information that they are being given in each advertisement. Discuss that each product is being represented as a need in an advertisement, rather than a want. This discussion may require scaffolding and modelling by the teacher to deepen the children's thinking and responses.  
[http://www.nicurriculum.org.uk/curriculum\\_microsite/TSPC/the\\_think\\_pack/download\\_cards/set2.asp](http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp)

### 4. Story Time – Leaving Home

- Tell the children a story about Nick.

#### Nick's Story

Nick arrived home from school. When he walked in the front door his parents were busy packing bags. His mum handed him a small bag. "We have to leave. Pack this bag with everything that you need." Nick was confused but he knew not to question his Mum. He went to his bedroom and looked around. He could only bring what he needed. He looked at his toys, his books and his computer games. Did he need them? He looked at his clothes and his shoes. Did he need them? Mum called up the stairs: "We have to go in five minutes. We won't be coming back. Only bring what you really need." Nick packed five of the most important things into his bag. He zipped it up and he left his room.

- Ask the children:
  - What do you think Nick put in his bag?
  - Do you think Nick really brought what he needed?
  - What would you bring if you could only bring 5 things that you needed?
  - Why do you think Nick and his family were leaving home?

# Lesson 4



## Development Continued

### 4. Story Time – Leaving Home (continued)

#### Learning Intention

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Justify their responses logically, by inference, deduction and/or reference to evidence within the text (Language and Literacy).

#### Development of Learning Intention

Use question starters from Blooms Taxonomy to further develop this text as a shared/guided reading opportunity:

##### I Remember

What...? Where does...come from? Where...? Can you describe...? When...? Where does it say...? Why...? Who...? Do you remember...? What does...look like? How...? What is it called? Which...? What do you know about...? When did it happen...?

##### I Understand

What...? Can you give a reason for...? Why did this happen? Can you explain what happened? Where does it say...? How is ... feeling? When...? Which word tells you...? Who...? What is going to happen in the next sequence...? Can you give a reason for...? Which word tells you...? What does this mean? Why...? What are the key features? How can you compare...? What is the main idea?

##### I Can Apply

Can you think of something similar? What could you use this for? Which facts can you use to show that...? Which elements can you change? Can you use any of these sentences in your own writing? Can you think of another story/situation that is similar? How can you organize the information to share it with someone else? How can you use what you have learnt? Can you demonstrate...? What would you have done in the same situation? What might happen next?

##### I Can Analyse

What evidence can you find? How could you group/sort/classify the information? Can you investigate the differences between...? Can you infer what happened? What is the relationship between... and ...? What makes you think...? Can you select the important information? Can you examine the motives? Can you see a pattern? What makes you think that? Which information backs up your opinion? Is there a common theme?

##### I Can Evaluate

What would you recommend? How would you rate it? What did you find out? How can you decide whether it worked or not? How does it compare to...? What would your points for improvement be? What made this successful? Why? Would it be better if...? What was less successful? Can you summarise the main points? What judgments have you made? What would you do differently? What went well?

##### I Can Create

Which parts can you improve? What would you do differently next time? Is there anything you would remove? Can you make changes to get around the problem? Can you alter the plan/story? Can you write a report on what you have found out? Can you think of a better way...? Could you design a new way to...? What would you have done...? What is your opinion and what evidence supports your view? Can you write your own? What would you add? Is there a test you can design to find the answer? Has this affected our views?

### 5. Needs v Wants

- Using a mind map in **Activity 4.2** ask the children to write down everything they own.
- Ask them to now circle everything they need in green and everything they want in blue:
  - Compare the needs and wants that they have on their activity.
  - Do they have more needs or more wants?

#### Activity 4.2



# Lesson 4



## Development Continued

### 5. Needs v Wants (continued)

#### Learning Intention

- Identify similarities and differences by making simple comparisons and connections.
- Explain their methods and opinions, and the reasons for choices and actions (TS&PC).

#### Development of Learning Intention

- Use Mind Maps (CCEA, Active Teaching and Learning, page 48 & 49):
    - To introduce and discuss the format of a Mind Map, particularly in its use of colour. Discuss with the children how or why a Mind Map may be an effective format in which to record information gathered about needs and wants.
    - As information is recorded, discuss and explain to the children how connections are being made and how there are similarities and differences in each child's response and what they consider to be a need rather than a want.
- [http://nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/ALTM-KS12.pdf](http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf)

- Remind the children that a want is something you would like to have, but you could do without it.
- Remind the children that a need is something you have to have, something you can't do without.
- Ask the children if they could change any of their needs to wants, so make shortlist of the most important needs, just as Nick had to do in the story.
- As the children are completing this activity, ensure that they understand that wants are relative to the context in which children or people live, for example a child in Africa wants a toothbrush – children in Northern Ireland may consider this a need.

#### Learning Intention

- Identify similarities and differences by making simple comparisons and connections (TS&PC).

#### Development of Learning Intention

- Use Card Ranking (CCEA, Active Teaching and Learning, page 11):
    - Include cards showing products that are needs and items showing products that are wants.
    - In pairs, ask the children to rank the cards based on their own life and context. Discuss as a class any similarities and differences.
    - With another set of the same cards, in pairs, ask the children to rank the cards based on the life of a child in a Third World country. Compare living conditions when discussing similarities and differences between the card ranking based on their own context and the card ranking based on the context of a Third World country.
- [http://nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/ALTM-KS12.pdf](http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf)

## Plenary

### 1. The Message and Emotion Behind the Media Video

- Play **The Message and Emotion Behind the Media** from the resource.
- Pause the video and ask the children if they have seen any of the examples of needs or wants.
- After the video, ask the children if they saw or heard any new information about needs or wants.

#### Video



### 2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.