



Guidance notes to prepare for your session

‘What do I want and need?’

Suitable for 5-7 years old

This material is intended for information purposes only and does not constitute advice or a recommendation.



LLOYDS BANK

Using this guide to deliver financial capability in a face-to-face group setting

This guidance has been prepared to support you with helping children learn about money.

You can use the resources with children in a school or a less formal face-to-face group setting. You may, for example, be working with children in a youth group or centre, in a care setting or perhaps as part of a scout or girl guide group.

Developed to use with children aged 5-7 years, these activities are:

- **Fun and engaging**, enabling children to share their ideas about money and learn from the experiences of others.
- **Easy to access**, with a lot of different things to discuss, think about and to do.
- **A complete package** providing all the resources you will need.
- **Flexible**, offering alternative approaches to deliver the activities depending on the needs of your group.

In this session, the children will learn that we all have different needs and wants, and that it is important to understand the differences between things we can do without and things we can't. This can help us make choices about how to spend and save our money.

Our relationship with money is developed through childhood and adolescence. Financial wellbeing means having the confidence and knowledge that you are in control of your money – you can manage your day to day living expenses as well as planning for the future and being able to cope when the unexpected happens.

What do I want and need?

Three activities to engage children

The activities have been designed to be age-appropriate and as inclusive as possible. For those that may require some further adaptation, alternative ways of delivering the activity for differing learning needs are detailed when required. You may wish to further amend and adapt the activities to suit the needs of specific groups.



'I'll tell you what I want'

A DISCUSSION ACTIVITY

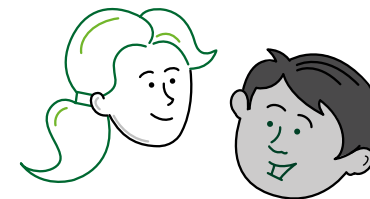
An activity to get children discussing wants and needs. This will help them define their own wants and needs, and enable them to compare those with the needs and wants of others.



'Our classroom: Making choices – let's imagine'

A THINKING AND DOING ACTIVITY

This activity will enable the children to think about needs and wants in relation to school. It will help them to understand what they think are the things they value the most and that we may not all have the same needs and wants.



'What have we learnt today?'

A THINKING AND REFLECTING ACTIVITY

In this activity, the children will think and reflect on what they have learnt across the whole session. There is guidance provided to help you with this.

Learning outcomes

By the end of the session, children will be able to:



Explain and understand the difference between a need and a want.



Understand that they do not all need and want the same things.



Understand that they cannot always have all the things they want.






Know that they have choices about saving and spending money.

If you are delivering in a school setting, the activities can link to several areas of the curriculum:

Personal, Social and Health Education (PSHE):

- That money comes from different sources and can be used for different purposes.
- That we can make different choices with money depending on our needs.
- We can make choices about spending and saving.

In other settings, the content could contribute to vocational, core and life skills learning:

-  Assessing future needs.
-  Making informed decisions.
-  Developing financial adaptability.

Guidance notes

Session resources – you will need:

Print off and prepare the following:



The PowerPoint Presentation

This contains all the slides for the session.

*We suggest you view the **PowerPoint** in advance.*

You may need to 'click' to access the different stages of the slide animation.



Resource Sheets

Resource Sheet: Making choices.

Print one copy per pair.



Certificate of Achievement

(Optional)

A completion certificate, alongside some further activities to do after the session, that can be shared with children.

Paper and pens/glue sticks



5 MINUTES

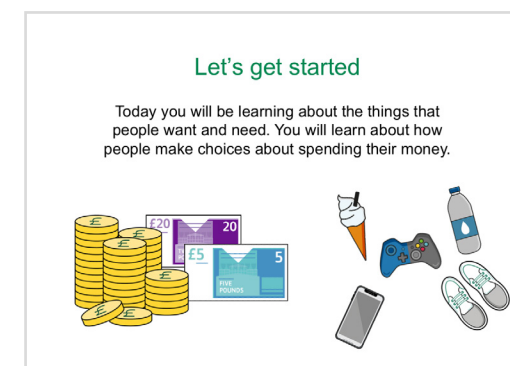
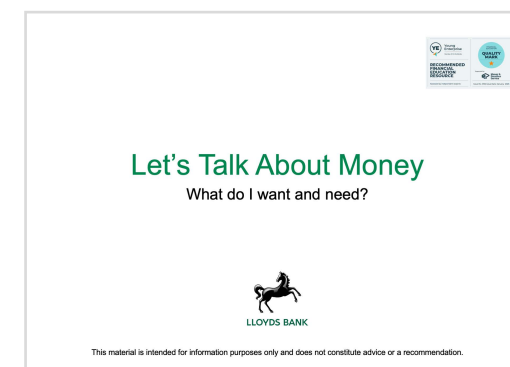
Introduction

Use **slide 1** to introduce yourself if required.

Use **slide 2** to explain what the group will be learning about.

YOU WILL NEED

✓ **PPT slides 1 and 2**





10 MINUTES

‘I’ll tell you what I want’

An activity to get the children discussing wants and needs.

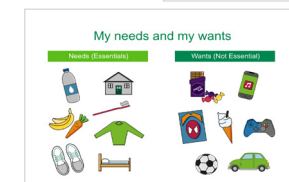
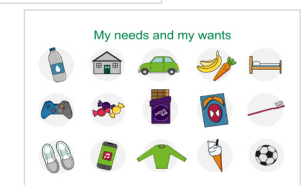
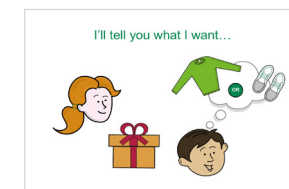
This will help them to define their own wants and needs, and help them compare those with the needs and wants of others.

Alternative way of delivering this activity:

- Children respond to real stimuli, so you could collect some items (needs and wants) and put them in a bag or box. For example, toilet roll, toothbrush, soap, shoes, bag of pasta (food), bottle of water, light bulb, t-shirt, comic, smart phone, chocolate bar.
- Take out one at a time and describe each one.
- Ask the children to decide which of the items are needs and which are wants, and put them into two piles.
- Use the questions in the main guidance to discuss needs and wants.

YOU WILL NEED

- ✓ **PPT slides 3, 4 and 5**



- ✓ **Paper and coloured pens and pencils**
- ✓ **Bag/box of needs and wants (optional)**



‘I’ll tell you what I want’

Using **slide 3**, ask:



What is the most recent thing you bought for yourself?

or



Can you remember something that someone else bought for you recently?

Possible answers: a game, a pet, a bike, sweets, new school shoes, etc.



Can you remember something that your parent or caregiver bought for themselves recently?

Possible answers: food, petrol for the car, a new smart phone, new shoes. etc

Record some of the examples the children give to you on a white board or flip chart (if available).

Ask:



Do you really need the thing that you bought? Or did you want it? Could you live without it?



Do you think they (parent/caregiver) needed what they bought? Or, did they want it?



Do you know what I mean by a want? And a need?



Can you give an example of a need and an example of a want?

Possible answers: food would be a need and toys would be a want. School shoes would be a need, but a third pair of trainers may be a want.

CONTINUED ➡



‘I’ll tell you what I want’

Show **slide 4** to help them to think about needs and wants.

Ask the children to decide which are **needs** and **wants** from the slide.

Show **slide 5** to decide if you all agree about what are needs and wants.

Ask:



Are there other words to describe ‘a want’ or ‘a need’?

This will enable them to decide on a definition of want (non-essential) or need (essential). If not, then you can help them.

Check that they understand the difference between needs and wants, and ask them to give some examples.

Here is a definition of needs and wants:

- Needs are items that are essential for our health and well-being such as food, shelter or clothing.
- Wants are non-essential but might make our quality of life better in other ways such as a new game, or toy or a day out.



15 MINUTES

Our classroom: Making Choices – let's imagine

This activity gets the children to think about needs and wants in a context that is likely to be familiar to them (a school setting), and to make some choices.

Alternative ways of delivering these activities:

Options for the first part of the activity:

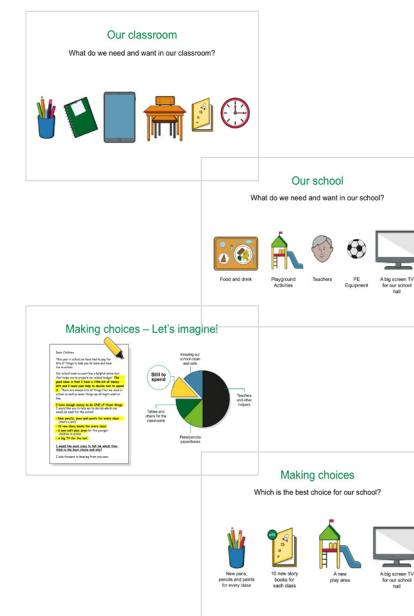
- You could provide a selection of objects that children would use every day in a classroom setting.
- The group can sort the objects into piles of needs and wants.
- You can then use the questions to guide the discussion.

Options for the second part of the activity:

1. Ask them to discuss all of the options using the questions in the main guidance. They must decide if they are a need or want for their class or school and why. They can then decide which they would they choose and why.
Ask them to prepare a short presentation about their choices to the rest of the group.
2. Use the **Resource Sheet - Making Choices** to guide a whole group discussion and, with guidance from you, come to a decision as a group about the best option.

YOU WILL NEED

- ✓ PPT slides 6, 7, 8 and 9



- ✓ Paper and coloured pens/pencils
- ✓ Resource Sheet - Making Choices



Our classroom: Making Choices – let's imagine

Ask:



What do you use in your classroom every day when you are at school?

Possible answers: pencils, rulers, paper, paint, notebooks, tablets, storybooks, etc.

When they have given you some ideas, show them and explain what is on **slide 6** one by one and see if they came up with all these ideas or if some are new.



Do you need all these things? Could you do without them?

Possible answers: we need pencils to practice writing and paper to write on. We need storybooks to learn to read.



What do you use in school every day?

Possible answers: playground, canteen/tuck shop where we get food and snacks, balls, sandpits etc.

This may be harder for younger children, so you can ask the question but show **slide 7** to help them and to discuss with them what the school might need.



Who pays for the things that you use in school?

Possible answers: the head teacher, the council, families.

Explain that schools are paid for by people going out to work and that some of the money they earn is kept to pay for the things the country needs. As well as schools, this includes paying for police and firefighters to keep us safe.

Agree with the children the things that they think are wants and needs in a classroom/school.

CONTINUED ➡



Our classroom: Making Choices – let's imagine

Next, explain to the children:

We are going to imagine that our group has been asked to help the head teacher at your school make some choices about how to spend some money from the school budget.

Let's see what the letter says and see if we can help.

Together, review the short letter on slide 8 from the head teacher asking for their help to spend some money that the school has left now that the 'budget' for the school has been done.

The letter gives them some options for what they can spend the money on. They need to decide which of these things the head teacher should buy for the school and why.

The options:

- New pencils/pens and paints for every class.
- Ten new story books for every class.
- A new soft play area.
- A big screen TV in the hall.

Use the '**Resource Sheet - Making Choices**'. You can also use **slide 9** to share the choices.

Ask the children to work in pairs and discuss each of the options.

The **resource sheet** invites them to draw which option they prefer and to share with their partner about why they have chosen that option.

You can use these questions to help you:



Do you need these things in school?



Do you want them?



How many children will use it/them?



Which is the best choice and why?

Finally ask for a show of hands for each choice. Ask some children why they made the choice and if they think it is essential for their class/school or non-essential.

If you need to, remind them that this was not real and just an activity.



10 MINUTES

What do I want and need?

This is an opportunity for the children to think and reflect on what they have learnt from the activities.

Using **slide 10**, ask:



Can you tell me one thing that you/we really need?

Encourage them with answers they gave earlier – water, shelter, food.



Can you tell me one thing you want, but don't really need?

Encourage them with answers they gave earlier – games, toys etc.

If the children need prompting, you can use **slides 11** and **12** to show needs and wants, helping to recap on the learning.

Finally ...

Use **slide 13** and thank them for contributing to the session.

Some extra things to do:

You can finish by giving them the **certificate of achievement** to show what they have achieved. This provides more activities to do and things to discuss, as well as some suggestions of where to find out more.

YOU WILL NEED

✓ **PPT slides 10, 11 ,12 and 13**



✓ **Printed certificate**
(optional)

