Wants vs. Needs

Instruction for Teachers

Cut out sets of these 24 boxes for your students (the blanks are for students to fill in as they wish, or you can decide what else should be included).

In pairs or small groups, students sort the items into four categories presented on the second page. You may want to instead project the table on the board or screen, and have students write their items on sticky notes to place them into the four categories. If school is virtual, we recommend using a program like Jamboard.

Regroup the class for a share-out.

As a class, discuss: What makes something "necessary" for survival?

To lead into the next part of the lesson, draw special attention to the importance of and role of food in their lives.

| Lunch | Water | Warm clothes |
|----------------|------------|--------------|
| Sleep | Housing | Friends |
| Dessert | Games | Exercise |
| Air to breathe | Recess | TV |
| Breakfast | Cell phone | Umbrella |
| Snacks | Pillow | Bathing |
| Dinner | Allowance | |
| | | |

Instructions

- Place each of the items into one of the four categories.
- On the blank cards, you can write your own items.
- Note: There is not necessarily a right answer, but you should be prepared to defend your choice.

| I need this to survive | |
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| Theed this to survive | |
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| This makes my life better | |
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| I enjoy this | |
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| I don't need this at all | |
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Retrieved from the companion website for *Upper Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* by Tonya Gau Bartell, Cathery Yeh, Mathew D. Felton-Koestler, Robert Q. Berry III, and colleagues. Series Editor Brian R. Lawler. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2023 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.