

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Differentiate Between Needs and Wants

Practical Problem

What is the difference between needs and wants?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Background Information for this Lesson

Career and Family Leadership, Content Module 1

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

B.4 Differentiate between needs and wants (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.6 Discover and evaluate patterns and standard
HP2 principles and practices of physical and mental health

National Family and Consumer Sciences Standards Addressed

2.1.2 Examine how individuals and families make choices to satisfy wants and needs

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Define wants and needs. (Knowledge)
2. Identify daily wants and needs. (Application)
3. Distinguish between a want and a need. (Analysis)

Instructional Strategies

1. Define wants and needs. (Knowledge)
Assign ½ of the students to individually write a definition of wants and ½ of the students to individually write a definition for needs. Pair up with a partner and agree on a definition. Pair with another group and agree on a definition. All should agree on one definition. The class should have one definition for wants and one definition for needs. Compare their

definition to a dictionary definition. Adjust so that all definitions have the same meaning. (Knowledge, Communication, Cooperation)

Questions for Discussion/Formative Assessment:

1. *How did coming up with your own definition instead of just using a dictionary definition help you develop a better understanding of the meaning of wants and needs?*
2. *What communication skills did you use to work out a definition with your partner?*
3. *How did working together develop your definition?*

2. Identify daily wants and needs. (Application)

Make a list of everything that you used/are available to you from the time you got up this morning until you got to school. Examples: house, bed, sheets, water, hair dryer, cereal, milk, bowl, tooth brush, tooth paste, heat, transportation, towel, makeup, etc.

Place everything on your list on Activity Sheet #1: "Needs and Wants" p. 74 (*Career and Family Leadership*).

3. Distinguish between a want and a need. (Analysis)

Using your definition of wants and needs, classify each item on your list as a want or a need.

Develop a personal collage where your wants and needs are shown in correct categories. (Synthesis)

Questions for Discussion/Formative Assessment:

1. *How did you distinguish between a want and a need?*
2. *What happens if a need is not met?*
3. *What if anything you wanted you could obtain? What would be the consequences?*
4. *What examples exist within families, the school or community that indicates all needs are met or are not met?*
5. *How do met or unmet needs and wants affect self-concept?*
6. *In what ways would cultural differences impact the category of a want or need?*
7. *What steps could you or your class take to make a difference to a person whose needs are not being met?*

Conduct a business meeting to help identify situations where needs are not being met. Use "Presentation of a Motion", p. 45 (*Career and Family Leadership*). Complete the "SEARCH for Solutions", p. 31 (*Career and Family Leadership*) fact sheet then complete the FCCLA "Planning Process" to prepare the project. Take pictures of the project and put in the school, community newspaper and on the school web site. (Leadership, Problem solving, Technology)

Assessments

Pencil/Paper:

1. Write a definition of wants and needs. (Knowledge)

Classroom Experience:

2. Evaluate the personal collage developed in Instructional Strategy #3 using the scoring guide below. (Synthesis)

	3	2	1
Wants	More than 20	More than 10 less than 20	Less than 10
Needs	More than 20	More than 10 less than 20	Less than 10
Correct Categories	90% or better	50-89%	Less than 50%
Completeness	Organized all parts included	Organized but missing parts	Missing major parts
Creative and Neat	Exceptional	O.K.	Messy

15 Points Total Project

Application to Real Life Setting:

1. Take part in the planning and implementation of the "Meeting Needs" project in Instructional Strategy #3. Submit a written report as to the conclusion of the project. (Analysis)