Lesson 1: Meeting Needs and Wants

<table>
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<tr>
<th>Activity Option 1</th>
<th>Opening skit</th>
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**Objective this activity supports** Introduction to Lesson

**Materials Needed**
- Appropriate Consumer Crew Critter drawing
- Paper bag for hand puppet

**Time**
2 to 3 minutes Introduction

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**Introduction**
Use the cartoon on the front of the lesson packet and the opening discussion question at the top of the back cover page to introduce the lesson characters and topic.

Use the introductory skit below to close the discussion and move into the lesson. Ask the youth to present the skit.

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**Introductory Skit**

*(Setting: A Department Store)*

**Choose Charli:** Hi, Shawn!

**Shawn Shopper:** (sadly) Oh, hi, Charli.

**Choose Charli:** What’s the matter? Why do you look so sad?

**Shawn Shopper:** I don’t know what to do. You see, I came here to get some notebook paper for school and a birthday card for my dad.

**Choose Charli:** So, what’s the problem?

**Shawn Shopper:** Here’s the Gastro Galactic Gook I’ve been wanting for so-o-o long. I need some help in choosing what to do!

**Choose Charli:** Well, you know everyone calls me Choose Charli. Maybe I can help. It seems to me that you need to figure out what you need and want to make the best decision.

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**Summary Points**

Shawn and Charli have shared a problem we will learn how to handle today. Sometimes it’s hard to decide what to do, because we often that we want and need more things than we may be able to have. That means we make choices. Our choices are best made by first stopping to think about what we really need and want.
Each of you bring to our lesson your experiences in your family, with your friends, and with things you have bought or used. These experiences have shaped your thinking about what you want and need, and our lesson will encourage you to think more about these ideas. I will not try to tell you what you should want or need. I want to help you see how wants and needs are different and to help you stop to think about what you need and want before you decide how to use your money, time, things you own, and resources you can use in our community and our environment.
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<tr>
<th>Activity 2</th>
<th>What Are My Needs and Wants? (Option 2)</th>
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<tr>
<td><strong>Objective this activity supports</strong> Youth will learn the differences between needs and wants.</td>
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</table>
| **Materials Needed** | • 10 pictures or products  
• Beans  
• 20 paper cups or bowls |
| **Time** | 15 minutes |

Leader Preparation

Before the meeting, collect 10 pictures or actual products that represent needs and wants. Label 10 cups or bowls “Needs” and 10 cups or bowls “Wants.”

Instructions

Introduction

Choosey Charli wants to buy a birthday gift for a friend. She has $5 to spend. At the store, she sees many different kinds of toys, games, and some neat hair clips. She’s trying to decide which toy, game, or hair clip to buy.

To Play

At the meeting, display the pictures or products on a table. Place one cup labeled “Needs” and one cup labeled “Wants” in front of each picture or product.

With the youth, define the terms needs and wants. Needs are things that you must have or do to live. Wants are things you would like to have or do.

Ask the youth to “vote” whether the pictures or products displayed are needs or wants by placing a bean in the appropriate cup or bowl in front of each picture or product. After everyone has voted, tally the votes.

Discuss the tally of the votes in relationship to the definitions for needs and wants. Discuss why some people’s needs can be other people’s wants. For example, some people like to have a dog to play with (want) while a blind person may need a seeing-eye dog to go about daily activities (need). Some things can be used to satisfy either a need or want. For example, a radio can be used to listen to music (want) or to listen for emergency information or school closings in times of bad weather (need).
Summary  
Review the definitions for needs and wants. Emphasize that the needs of one person may be someone else's wants, while the wants of one person may be other someone else's needs. By recognizing the difference between needs and wants, we help prioritize our decisions.

Discussion Questions
✓ What are some things you need?
✓ What are some things you want?
✓ What in the pictures do you see that are needs (wants)? Accept all interpretations.
✓ What is the difference between a need and a want?
✓ Who would like to share an important want (need)?
✓ Why is this need (want) important?
✓ Why do you think this is a need (want)?
✓ What would your life be like without this want (need)?
✓ Do we have a need (want) that may be a want (need) for someone else?

Summary Points
Choosy Charli says, “Think twice before you make consumer choices!”

Needs are things you must have or do to live. Are you taking care of needs first?

Wants are things you like to have or do. Is this something you will want for a long time? What would be the best or worst thing that could happen if you do or don’t get it?

Choosy Charli says, “Be sure you know what you need and want when using your resources.”
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<th>Activity 3</th>
<th>What Is a Resource? That’s Me Game</th>
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<tr>
<td><strong>Objective this activity supports</strong> Youth will learn the difference between material and non-material resources.</td>
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</table>
| **Materials Needed** | • Pictures of different types of resources and people doing different jobs or tasks.  
• Newsprint, paper, or a chalkboard.  
• Markers or chalk. Time 20 minutes |

**Leader Preparation**

Before the meeting, collect pictures showing different types of resources and people doing different jobs or tasks.

**Instructions**

**Introduction**

Choozy Charli takes pride in being a choosy consumer. She realizes that there are things that help her and her family get what they need and want. These things are called resources. For example, Charli shops with her mother for the best buys at the grocery store. To help her mother with the shopping, Charli wants to develop her math skills so that she can easily figure out unit pricing. Instead of spending her allowance on books to read, Charli borrows books at the public library. What kinds of resources help you get the things you need or want?

**To Play**

Define **resource**. Resources are things that help us get what we need or want. We all have different resources to use.

Start a discussion by asking the following questions. Use magazine cut-outs or other pictures to illustrate some different types of resources.

**Skills, Talents, and Abilities**

What skills, talents, and abilities do __________ have? Insert in the blank the names of different occupations (like bankers, artists, police officers, chefs, biologists, fishers). Responses should be resources that individuals have that help them do a good job. For example, a banker manages money, an artist may paint, police officers protect people from harm, biologists know plants or animals, etc. The objective is to identify skills used in occupations that the youth understand so that they can identify skills, talents, and abilities that they have themselves. If the group can grasp the concepts of intelligence, energy, creativity, etc., then these ideas should be included in response to this question.

The skills, talents, and abilities listed are non-material resources. Non-material resources are things that you cannot see or touch, but they are important in helping you get the things you need or want.
Material Resources

What things do you and your family own that can help you get what you want or need? Possible answers include things such as land, a bicycle, a baseball card collection, a car, a house, clothing, air, water, money, and food. List these resources on the newsprint or backboard.

What things are available to everybody in our town/city? Possible answers would include libraries, parks, churches, education systems, schools, 4-H programs, child-care programs, hospitals, roads, mail delivery, trash collection, and the fire and police departments. You may have to first name some family or individual’s goals and then think of resources to meet goals. For example, a family vacation is a goal, and camping equipment is a material resource to help meet that goal. Giving gifts to people who are special to us is a goal, and our talent to draw pictures or our time to do something special with them can be resources to make the gift. Other goals might be to have certain clothes or supplies for school, or things you want to have to share with you friends. Sometimes we use money to buy what we want and sometimes we trade things we have to get other things we want.

These are material resources. Material resources are things you can see or touch.

Applying Resources

The following questions help illustrate ways resources help us reach goals and get the things we need or want. Ask someone to help illustrate every other’s answers on the newsprint or board.

What can you do (non-material) or what do you have (material) in your home that will:

- Help your mother or father with cooking dinner? The resources that a young person may have are time, cooking skills, and energy. They will have pots and pans, electricity or gas, and water in their homes to use.

- Help a friend who just fell down and hurt his or her knee? A youth may have feelings and energy (you may feel bad and want to try to help), intelligence (you may try to get help from an adult or you may know what to do), first aid experience (skills), money (you may have a quarter to call a doctor), or a bicycle (to go for help).

- Help you to create a 4-H or school science project? Youth will use their skills, knowledge and motivation, some supplies and equipment, and possibly a library in the community to do the work.

Summary

Review the definitions of a resource, non-material resources, and material resources. Emphasize that people have limited amounts of resources, so choices must be made to get what we need or want. Resources must be managed between needs and wants.
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<table>
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<th>Activity 4</th>
<th>Resource Scavenger Hunt</th>
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<td><strong>Objective this activity supports</strong></td>
<td>Youth will explore the difference between material and non-material resources</td>
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| **Materials Needed** | • Scavenger hunt sheets: one for each child  
  • Pencils or pens  
  • Small prizes |
| **Time** | 15 minutes |

Leader Preparation

Gather the supplies needed.

Instructions

**Introduction**

Choosy Charli uses her resources carefully to get the things she needs and wants. She makes many decisions about how to use the resources that are available to her. For example, she wants to stay fit to keep her energy levels high. She wants to use her time wisely. She wants to develop her talents. She wants to learn about the resources available in her community. Let’s explore the choices you make about the resources you have.

- **Time** is the only resource that everyone has the same amount of.
- **Energy** is your “get up and go.” You use energy to get things done. It takes energy to ride a bike, swim, walk, or even sleep. Each person has a different amount of energy. The amount of energy you have depends on:
  - what you eat.
  - how much rest and sleep you get.
  - how well you like what you are doing.
- **Talents** are special things you can do well. You may not think that you have any talents if you can’t sing or dance. But there are all kinds of talents. Talents are a resource that you can use to get things done. Ask each child to list one of his or her talents.
- **Knowledge**: It takes knowledge for almost everything that you do. The more knowledge that you have, the more things you can do. The more you learn about something, the better you will be able to do it!
Discussion Questions

✓ What skills, talents, or abilities do you have?
✓ Why do you think resources are important?
✓ How do resources enable us to get what we need or want?
✓ What happens if we do not have the required resources to get what we need or want?
✓ What happens if we do not have the resources required to achieve a goal?
✓ What would your life be like without _______? Fill in the blank with examples on non-material and material resources (i.e., talent for painting, intelligence, electricity, a car, a doctor, money, tools).

Summary Points

esimal Choosy Charli says, "Use your resources wisely to get the things you need or want!"
esimal Resources are things that help us get what we need or want.
esimal Non-material resources are things you cannot see or touch. They include your skills, talents, abilities, intelligence, creativity, and energy. What are you doing to develop your skills, talents, and abilities? How do you use your non-material resources to help others?
esimal Material resources are things you can see or touch. What material resources do you and your family use to get the things you need or want? What resources do you share with others?
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<tr>
<th>Activity 5</th>
<th>How Long Is a Minute?</th>
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**Objective this activity supports** Youth will make choices in using the things they have to get the things they want.

**Materials Needed**
- Stopwatch or watch with a second hand for each team
- A children’s book for each team
- Paper
- Pencils or pens

**Time**
15 minutes

**Leader Preparation**
None.

**Instructions**

**Introduction**
Everyone has the same amount of time. Choose Charli has 1,440 minutes in every day. Calculate how many seconds there are in a day, how many hours in a year, and so on.

Time is the only resource that everyone has the same amount of. No two people use their time the same way. What you do with your time shows what you think is important.

Remember, once a minute or an hour is gone, it is gone forever—so make the most of your time!

**To Play**

Divide the youth into teams of 3 to 5 members.

**Round 1:** Ask one member of each team to stand and then be seated when he or she thinks a minute has passed. Other team members should talk to the standing team member to keep him or her from counting the seconds. Record how long the team member stood.

**Round 2:** Ask one member of each team to do jumping jacks and stop when he or she thinks one minute has passed. Record the time.

**Round 3:** Ask one member of each team to read from the children’s book until he or she thinks a minute has passed. Record the time. Discuss the findings. List times when the minutes seem to pass quickly. List times when the minutes go slowly. List ways time is wasted. For example, time is wasted looking for things you can’t find.

Discuss the ways you can use your time to meet your needs and wants. List ways that you can save time.
Summary

It is important to know the value of time. The people who get the most done with the resource of time are the ones who think and plan ahead.

Discussion Questions

✓ When does time pass quickly (slowly)?
✓ Why does the time seem to pass quickly (slowly)?
✓ When do you waste time?
✓ What are some ways you can save time?
✓ How can you use your time more wisely?
✓ Do you know some people who get lots of things done? How do they use their time wisely?
✓ Do you know other people who never seem to get things done? How do they waste time?

Summary Points

Time is an important resource. Each person has the same amount of time in a day, but how much each person accomplishes in a day can vary a great deal.

♫ Time is one of our many resources that can be used for things we need and want. You decide how to use your time.
♫ Using your time wisely helps you get the things you need and want.
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<th>Activity 6</th>
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<tr>
<td><strong>Objective this activity supports</strong></td>
<td>Conclusion to Lesson</td>
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</table>
| **Materials Needed** | • Appropriate Consumer Critter drawing  
| | • Paper bag for hand puppet |
| **Time** | 5 minutes |

Concluding Skit

Use the Choosy Charli puppet to define the terms **need, want, and resource.**

**Choosy Charli:** A need is something that you must have or do to live.

**Choosy Charli:** A want is something that you would like to have.

**Choosy Charli:** Resources are things that help you get what you need or want.

Divide the group into three smaller groups. Have one group use the Choosy Charli puppet to define a **need.** Have the second group define a **want.** Have the third group define **resources.** (If your group is too small to divide, ask for three volunteers to define the terms.)

Discuss as a group whether the three things mentioned in the opening skit are Shawn Shopper's needs or wants.

As a group, discuss what decision Shawn would make. Discussions might include:

- Which things does Shawn need?
- Which things does Shawn want?
- What would happen if Shawn did buy the notebook paper?
- What would happen if Shawn did not buy the notebook paper?
- What would happen if Shawn did and did not buy the birthday card for his father?
- What would happen if Shawn did and did not buy the Gastro Galactic Gook?
- What resources does Shawn have available?
- What other resources could Shawn use?
Lesson 1 Bonus Activity

<table>
<thead>
<tr>
<th>Which Is It: Need or Want?</th>
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<tr>
<td><strong>Materials Needed</strong></td>
</tr>
<tr>
<td>• Magazines, advertisements, or catalogs</td>
</tr>
<tr>
<td>• Scissors</td>
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<tr>
<td>• 2 pieces of newspaper print or 2 poster boards</td>
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<tr>
<td>• Tape</td>
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| **Time** | 15 minutes |

Leader Preparation

Before the meeting, label one piece of newspaper print or poster board with the heading “Needs” and the other with the heading “Wants.”

Instructions

Introduction
Choosy Charli needs some new pens for school. As she looks at the pen displays at the store, she notices many different brands, colors, packages, and prices. She wants the new, bold-colored pens. These pens come in packages of 10 that cost about the same as the pens in the single package. Charli must decide which pens to buy.

As a consumer, you need and want things. You make decisions about how your needs and wants are met. Being choosy is important.

To Play

As the youth arrive or wait to be picked up, let them find pictures in magazines, advertisements, or catalogs of at least three things that they need and three things that they want. Have them cut or tear the pictures out.

Ask the youth to share their needs and wants. As they share their needs and wants, have them tape the pictures under the appropriate heading (“Needs” or “Wants”) on the newspaper print or poster board.

Let the youth define the terms needs and wants. Needs are things that you must have or do to live. Wants are things you would like to have or do.

Thinking about these definitions, review the pictures on the newspaper print or poster board. Discuss why some people’s needs can be other people’s wants. For example, some people like to have a dog to play with (want) while a blind person may need a seeing-eye dog to go about daily activities (need). Some things can be used to satisfy either a need or want. For example, sneakers can be a basic style worn as their school shoes (need) or can be a specific style for fun activities (want).
Summary  Review the definitions for needs and wants. Emphasize that the needs of one person may be someone else's wants, while the wants of one person may be someone else's needs. By recognizing the difference between needs and wants, we choose what is most important to us.

Discussion Questions
✓ Why do you think this is a need (want)?
✓ What would your life be like without this want (need)?

Summary Points
Choosy Charli says, "Think twice before you make consumer choices!"

Needs are things you must have or do to live. Are you taking care of needs first?
Wants are things you would like to have or do. Is this something you will want for a long time?
What would be the best or worst thing that could happen if you do or don't get it?

Choosy Charli says, "Be sure you know what you need and want when using your resources."
Family Page

Choosy Choosy Charli says, "Being choosy is important. Using my resources wisely help me decide how to get the things I need and want."

Background Information

In Lesson 1, your "rookie consumer" (also known as your child!) learned about the difference between needs and wants. A need is something you must have or do to live. A want is something you would like to have or do.

Your "rookie consumer" also learned that resources are things that help us get what we need or want. Material resources are things you can see or touch. Examples are money, cars, libraries, tools, and computers. Non-material resources are things that you cannot see or touch. Examples are time, knowledge, energy, skills, talents, and creativity.

Family Activities

Go over a family grocery, shopping, or "to do" list with your child. Decide together which items are needs and which are wants. You might want to discuss some of these questions:

- Which things on our list are needs?
- Which things on our list are wants?
- Why do you think this item is a need (or want)?
- What would our life be like without this want (or need)?
- Does our family have a need (want) that may be a want (need) for someone else?
- What needs could be wants, too? (Clothes could be needs; new clothes could be wants.)

Using the same list, discuss what kinds of resources help your family get things on your list. Here is an example with various resources shown in bold type:

You can use your skills and talents to earn money. You drive the car to the grocery store. You pay the cashier with money. You take the food home and put it in the refrigerator and cupboards. Later, you take the time to bake cookies in the oven. You use a recipe you found in a book you borrowed from the library.

As you discuss resources, you might want to discuss some of these questions:

- What skills, talents, and abilities do you (I) have?
- What can we do to develop our skills, talents, abilities, intelligence, and creativity?
- How do resources help our family get what we need or want?
- What happens if we do not have the required resources to get what we need or want?
- What would our life be like without ________? (Fill in the blank with examples of material and non-material resources.)
- How can we use our resources to help others?

This is one of six lessons your child will study to build skill in consumer decision-making. Come see our group at work any time you can. Please share your thoughts about this lesson series. Working together, we can help youth be successful as consumers.