



Focus on SDG #10: Reducing inequalities

Objectives

By the end of this lesson, your pupils will...

- Consider and identify their own needs and wants and define what these terms mean
- Recognise that there are universal needs for all humans, but that these can differ slightly based on climate or country
- Consider needs and wants and how these change depending on context
- Gain confidence in talking about what is essential for human survival and what extra things make life easier to navigate

Materials

- *Wants and Needs* presentation →
- *Wants and Needs* video →
- Cards Handout →
- Worksheets →

Lesson Plan

(45 mins)



Warmer
(10 mins)



Part 1
(5 mins)



Part 2
(30 mins)



Extension
(10 mins)

Warmer (10 mins)

- **(Slide 2)** Put pupils in pairs or small groups (ideal size of 4 pupils) and give them handout.
- Tell pupils to cut out the cards and ask them to organise the items into two groups
- Don't tell the children what the two categories are and listen as they work together to try to decide how to organise the words.
- Ask pupils to explain the two groups they have chosen, and why they made those decisions

NOTES: children may not identify the different categories of wants and needs, but their discussion will be useful nonetheless. You can discuss why they organised the words in that way and listen to their justifications.



Lesson 1: Wants and Needs

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Part 1 (5 mins)

- **(Slide 3)** Play the *Needs and Wants* video to the class and ask pupils to rearrange their cards as needed while they watch
 - **(Slide 4)** Show the slide with the correct categories and items listed and check that the pupils have arranged the cards correctly.
 - Ask the children if there's anything that surprised them about the video. Do they disagree with any of the categorisation? Why?
 - Ask students if there are any more NEEDS that weren't in the video that they'd like to add
- NOTES:** remind pupils that needs and wants aren't exactly the same for everyone- although everyone does need food, water, air and shelter to survive. The types of clothes we need, or the kind of home we live in is different depending on where in the world we live but everyone has the right to have their NEEDS met. WANTS are different and change from person to person.

Part 2 (30 mins)

- Put pupils in groups of 3-5 and tell them that they are going to complete an activity collaboratively.
 - Randomly hand out the worksheets so that each group has one
 - **(Slide 6)** Tell pupils to imagine that they are in one of three situations
 - Lost in the arctic
 - Stuck on a desert island
 - Lost in a big city abroad (where they don't speak the language)
 - Give pupils 15 minutes to complete the worksheet. They should write down what they need, what they want and notes about why. They should prioritise their top three needs and wants.
 - Tell pupils that they will have to present their worksheet to the rest of the class, and justify why they need and want these items. They should each speak, and explain their decisions, so allow them time to prepare their presentations
 - Ask each group to come to the front of the class and present what they have done
 - Encourage their classmates to ask questions- why do they need these items? Why do they want those ones? Are there any things that the group has forgotten? Do their classmates disagree with any of the categorisations? Why?
- NOTES:** You can set up the class so that pupils have four distinct stages to get ready:
- * Preparation- where they brainstorm, think and organise their ideas
 - * Planning- where they decide what they will present and how
 - * Practice- where they can rehearse together
 - * Presentation- where they deliver their proposal to the class



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Extension (10 mins)

- This activity builds on what was done in the main body of the lesson, but instead of them imagining they **are stranded** on a desert island / in the arctic / lost in the city, they instead **need to plan for a trip to an extreme location**. You can use the same situations as per the lesson, or pupils can choose their own. The idea is that they prepare a pitch to a group of investors, explaining their NEEDS and WANTS for the trip and try to get their approval for funding. This means trying to **persuade** the panel to agree, in a similar way to 'Shark Tank' / 'Dragon's Den'.
- Do a group brainstorm with the class to propose the type of trips they'd like to go on.
- Divide the class into groups so that they work together to prepare their individual pitch. Remind them that their arguments should be persuasive so that the panel of investors approve their trip.
- Instruct pupils to create a list of NEEDS and WANTS and compelling reasons why these things are essential.
- Give pupils time to prepare, plan and practise their presentation.
- Select one pupil from each group to be the panel of investors.
- As the first group presents their pitch, the 'investors' make notes (don't let them interrupt the presenter with questions).
- At the end of the pitch, prompt the 'investors' to ask questions to the presenters, and then to do a group vote as to whether or not the group gets funding for their trip.

NOTES: ensure that there is a positive and supportive atmosphere in the class for pupils to present, and that both the rest of the class and the panel of investors are listening carefully and respectfully. The debate should be friendly and encouraging with the aim of approving all groups' proposals

