

# GRADE LEVEL 3-5

## WHAT MATTERS MOST?



### TOPIC

Differentiating Between Needs and Wants, Developing an Awareness of the Value of Volunteering and Making Donations

### SUBJECT AREA

Social Studies

### RELATED SUBJECT AREAS

Economics, Civics

### LESSON OBJECTIVES

Students will:

- Differentiate between needs and wants
- Develop an awareness of the value of volunteering and making donations

### IMPORTANT TERMS

needs, wants, donation, volunteerism, nonprofit organization, relief agencies, humanitarianism

### LITERATURE CONNECTION

McGillian, Jamie Kyle. *The Kids' Money Book: Earning Saving Spending Investing Donating*. Sterling Publishing Company, Inc., 2004.

Miller, William. *Rent Party Jazz*. Lee & Low, 2001.

### INTERACTIVE EXTENSION

Students practice identifying differences between needs and wants, determine three of their own needs and wants, compare their needs and wants with others', and recognize that everyone has needs and wants and that they can be different. The following is the Web address for the interactive activity that complements this lesson:

<http://www.citigroup.com/citigroup/financialeducation/curriculum/kids.htm> and click on "What Matters Most?"

### Teaching Notes

#### Estimated Time Requirement

30 minutes

#### Materials Needed

- Copies of **Handout 1: What Matters Most?** worksheet, one per student
- Chart paper and marking pen or chalkboard and chalk
- Index cards
- Paper, one sheet per student

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### Teaching Notes

#### Introduction

Students need to learn how to handle money responsibly and to have healthy values about money. In this lesson, students will reflect on the difference between needs and wants, and the value of volunteering and making donations.

#### Teaching Strategies and Learning Activities

- Throughout the lesson, emphasize the Important Terms.
- Emphasize that people have three basic *needs*: food, clothing, and shelter. Remind students that a **want** is something you would like to have but could live without; a **need** is something you cannot live without.
- Distribute **Handout 1: What Matters Most?** worksheets to students. Have students complete the top two boxes (5 most important needs and 5 most important wants).
- Have students reflect on their lists. Ask, “Are all the needs and wants listed in the appropriate category?” Then have students write an explanation of their choices in the space labeled *Reflections*.
- Ask students to ponder which wants they could give up if a friend couldn’t meet one of his or her needs. Then, have students write their response in the space labeled *Want to Give Up and Why*.
- On chart paper or chalkboard, work as a class to brainstorm a list of **nonprofit organizations** or **relief agencies**, such as the American Red Cross, United Way, Goodwill, the local food bank, women’s shelter, animal shelter, and so on, that could benefit from a **donation**.
- Have students write the name of an organization to which they would be willing to give a donation in the space labeled *Donations*.
- Ask, “Other than money, what are other ways you could help?” Elicit students’ responses to include food drive, clothes drive, volunteer time or labor, and so on. Have students record an example of how they would be willing to give their time in the space labeled **Volunteerism**.
- Contact a nonprofit organization or charity in your community to arrange a guest speaker to visit your class. Ask the speaker to provide examples of how both monetary and non-monetary donations benefit his or her organization.
- Before the speaker arrives, have students brainstorm questions to ask after the presentation. Write these questions on index cards. Just before

**TIP:** Be sure to validate for students that their lists may differ because people value different things and values influence our decisions.

**TIP:** Be sure students understand the importance of why giving to help others is important. Ask students to discuss how they think the act of giving makes the giver feel and how they think it makes the receiver feel. Discuss examples of recent local, national, or international disasters or events that showed acts of **humanitarianism** to set the stage for this lesson.

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the speaker arrives, distribute the cards to students. When the speaker has concluded, have students ask their questions, as time permits.

- As a class, brainstorm ways to work together to raise money or donate time to help others. If possible, plan a field trip to a local nonprofit organization for students to present their contribution or to volunteer their time.
- Review the Important Terms.

#### **Evaluation**

Distribute sheets of paper to students and have them write a paragraph explaining the difference between needs and wants and a second paragraph telling three ways that they can give to others in need.

# HANDOUT 1: WHAT MATTERS MOST?



Name: \_\_\_\_\_ Date \_\_\_\_\_

## WHAT MATTERS MOST?

<b>5 Most Important Needs</b>	<b>5 Most Important Wants</b>
<b>Reflections</b>	<b>Want to Give Up and Why</b>
<b>Donations</b>	<b>Volunteerism</b>