

**LESSON 3**

<b>Lesson Plan Title:</b> Finance Day 3: Needs vs Wants		<b>Instructor:</b>
<b>Suggested Total Time for Lesson (minutes):</b> 40 minutes (1 day)		
<b>Content Focus - What Will Students Learn? (Content Skill Sets)</b>		
0972.FI.1451.20 Set financial goals 0972.FI.1451.21 Develop a personal budget 0972.FI.1451.51 Maintain appropriate personal appearance 0972.FI.1451.53 Set personal goals 0972.FI.1451.54 Make responsible financial decisions		
<b>Materials and Resources- What do you need to assemble and prepare before the lesson?</b>		
<b>Materials:</b>		<b>Resources:</b>
<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Sticky Notes</li> </ul>		<ul style="list-style-type: none"> <li>• Finance Cluster PowerPoint Presentation</li> </ul>
<b>Lesson Outline: What learning activities will your students do?</b>		
<b>Time</b>	<b>Sequence/Description of Learning Activity</b>	
15 minutes	<b>Get Started/Explain:</b> Engage students with a scenario to get them thinking about their spending habits and how that relates to wants and needs. See Slide 7 on the Finance Cluster PowerPoint in the Notes section for more details.  Give students time to talk about what they see when they go to the store and lead into an in-depth discussion whether they believe those are wants or needs.	
5 minutes	<b>Discover/Engage/Practice:</b> Show the video about Needs vs Wants on Slide 7 -this video is embedded into the PowerPoint Presentation and you do not need the internet to show the video. The video is about 2 minutes long.	
20 minutes	<b>Check for Understanding/Summarize/Close:</b> Discussion <ul style="list-style-type: none"> <li>• What are 3 questions you can ask yourself to determine if an item is a need vs. a want?</li> <li>• What is one NEED in your life? What is one WANT?</li> <li>• Why do you think it is helpful to know if something is a need or a want?</li> <li>• Brainstorm 3 items that could be considered a need for some people, but a want for others.</li> <li>• While categorizing needs and wants may sound simple, it can be hard to recognize the difference when you're considering a purchase.</li> <li>• Making a Wants and a Needs part on the Wall, have students write down each of their ideas on a sticky note and then take those sticky notes to the appropriate area. As a class discusses what they came up with.</li> </ul>	
<b>Modifications, Support, and Extensions (for those students with IEP)</b>		
<b>Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?</b>		