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| About this Lesson |
| In this lesson, students will think about their needs and wants and how they can change depending on circumstances. Students will also make the connection between their needs and wants and Maslow’s hierarchy of needs.  Prior knowledge required of the following terms:   * Needs * Wants * Prioritize * Necessity |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 4–8 | Social studies  Geography  \*Also applicable to Language | At the end of this lesson, students will:   * be able to prioritize needs and wants and understand * how they can change depending on the situation (being able to survive). | 40 minutes |

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| Curriculum Links |
| Social Studies, grades 4 to 6  History and Geography, grades 7 and 8 (2013) Social Studies Gr 4  People and environments  B2.1 Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one of more of the political and/or physical regions of Canada.  Geography Gr 7  Physical patterns in a changing world  A3.9 Describe patterns and characteristics of major natural vegetation around the world (e.g. location and characteristics of grasslands, boreal forests, tropical rain forests, tundra). |

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| Materials List |
| * Post-it notes * Needs and want images * Magazines * Scissors * Tape * Appendix A – Maslow’s hierarchy of needs * Copies of Appendix B – Survival items (optional: cut images into cards) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | |
|  | Post-it pile-it  Distribute three to five post-it notes to each student. Invite students to think about the last things that their family purchased. (They may have seen their parents/ guardians or siblings purchase these things, or they may have purchased the items themselves.) Write one item per Post-it.  Use the Frayer model to review the definition of needs and wants (if necessary).  Think-pair-share  Ask students to think about which of their families’ purchases were needs and which were wants. Divide students into groups of four. Ask group members to stick all their Post-it notes to one desk and sort them into categories of ‘needs’ or ‘wants’.  Write the titles ‘need’ and ‘want’ on the board at the front of the class, and invite students to stick their group’s post-its under the appropriate category.  Invite groups to explain why they categorized items as they did. |  |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION | | | | |
|  | | Instruction and collage prep – Maslow’s hierarchy of needs  Distribute one magazine to each group of four students from the previous activity. Ask students to cut out four advertisements from the magazine, all of different products.  Once students have completed this, show the graphic of Maslow’s hierarchy of needs, (Appendix A) and explain the different levels in Maslow’s diagram.  Ask students to give examples of what they think would fall under each level of needs and wants. (Examples: food, shelter/home, pet, education, clothing, family/ friends, warmth/heating, bath/shower.)  Instant collage  Ask students to reflect on the products in the advertisements that their group chose and consider which of Maslow’s hierarchy of needs each product satisfies.  Draw a simple hierarchy of Maslow’s needs on the board (leaving space for students to add their advertisements). Invite students to tape their advertisements to the appropriate level of hierarchy. Give time for students to briefly explain their rationale. | |  |
| CONSOLIDATION/DEBRIEF | | | | | |
|  | | Rock the boat  Write on the board the following question: How would I prioritize my needs and wants depending on a situation/scenario where I need to ensure my survival?  Divide students into groups of five or six and give the following scenario:  *You were all on a cruise ship and your ship has been damaged. You are assigned a lifeboat with a group of strangers. The lifeboat has a bag of lost items and the captain has asked that the group go through the items to select five items for their use.* | |  | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| CONSOLIDATION/DEBRIEF (cont’d.) | | | | | |
|  | | *People in your group who may have special considerations:*   * *elderly person recovering from a long illness* * *child who has severe allergic reaction to insect bites*   The group elects one person to record the items that the group decides to keep and reject. Students review the bag of lost items and decide on those that they need in order to survive.  Distribute survival item handout to each group.  Teacher reviews questions to consider when making decisions about items they need or want to keep:   * *What is in your environment?* * *What would your group need to survive in that environment?* * *Do you have those items?* * *What can you do if you don’t have those items?*   Optional:  Assign groups different environments such as a mountainous region, boreal forest, tundra, desert.  Divide the list of survival items into two. Groups now have a smaller list of items. Groups can barter with other groups to get items that they need to survive in their environment.  Debrief  The following questions may be used to debrief the learning:   1. What five items did your group decide upon and why? 2. Where do these items fit within Maslow’s hierarchy of needs? Which level is the most common in this survival situation? 3. What were some of the challenges you faced when you had to pick the five items? | |  | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| CONSOLIDATION/DEBRIEF (cont’d.) | | | | |
|  | 1. Did group members have different opinions? Did you have to prioritize the items? 2. If you were told you had to evacuate your home and could only take three items with you, what three items would you take? Why? 3. Compare the items you chose to take from your home to the items selected on your group survival list. Are the items different why? 4. Would your list of items change if you were a parent with young children evacuating your home? How? | |  | |

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| Maslow’s hierarchy of needs pyramid |
| **Self-actualization**  Creativity, Problem Solving, Authentic, Spontaneity  **Esteem**  Self-Esteem,  Confidence, Achievement  **Social needs**  Friendship, Family  Safety and security  **Physiological needs (survival)**  Air, Shelter, Water, Food, Sleep |

**APPENDIX A**

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| Survival items |
| Choose five items to help you survive in your environment.   |  |  |  |  | | --- | --- | --- | --- | | beach towel | pen | dull knife | matches | |  |  |  |  | | first aid kit | eating utensils | bottle of water | skipping rope | |  |  |  |  | | beach ball | toothbrush | toilet paper | sunscreen | |  |  |  |  | | map | candy | hat | bucket | |  |  |  |  | | rain jacket | tent | flippers and snorkel | playing cards | |  |  |  |  | |

**APPENDIX B**