



Guidance notes to prepare for your session in a one-to-one setting

‘What do I want and need?’

Suitable for 5-7 years old

This material is intended for information purposes only and does not constitute advice or a recommendation.



LLOYDS BANK

Using this guide to deliver financial capability in a one-to-one setting

If you are delivering this session to an individual child, this delivery guide is here to support you.

You'll see from the other resources, such as the PowerPoint and resource sheets, that these activities have been designed with group delivery in mind (for example in a classroom setting). However, this guidance has been prepared so that you can use the same resources successfully with a child, either at home or in another one-to-one environment.

The resources have been developed to use with children age 5-7 years.



They provide a lot of different things to discuss, think about and do.



The activities don't require lots of extra materials – only things you may already have.



You will need access to the Internet and either a PC, laptop or tablet.

Our relationship with money is developed through childhood and adolescence. Financial wellbeing means having the confidence and knowledge that you are in control of your money – you can manage your day to day living expenses as well as planning for the future and being able to cope when the unexpected happens.

What do I want and need?

Three activities to use with children

There are PowerPoint slides to use with every activity and other resources that you can view on screen or print off. For some activities, there may be suggestions on alternative ways to do them for differing learning needs.



‘I’ll tell you what I want’

A DISCUSSION ACTIVITY

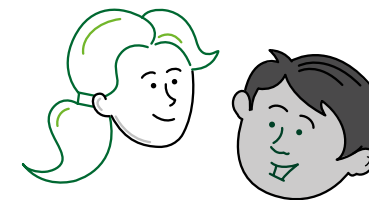
An activity to get children discussing wants and needs. This will help them to decide on a definition of their own wants and needs, and give them the ability to compare those with the needs and wants of others.



My classroom: Making Choices – let’s imagine

A THINKING AND DOING ACTIVITY

This activity will enable a child to think about needs and wants when they are in school. Asking them to do this when they are not in school can be helpful because it will make them think carefully about the things that they do in their school/class and what they think are the things that they value most. It will also help them to understand that we may not all have the same needs and wants.



‘What have we learnt today?’

A THINKING AND REFLECTING ACTIVITY

In this activity, they will think and reflect on what they have learnt across the whole session. There is guidance provided to help you to do this.

The resources you will need:



Laptop or tablet

The **PowerPoint presentation** for you to view together.

These are the slides to use with the activities.

Some slides may require you to skip or 'click' to access the different stages of the slide animation.



Resource sheet

These are other resources that you will need to view on screen, or you can print them off if you are able.

Resource sheet:
Making choices



Certificate of achievement

A completion certificate, alongside some further activities to do after the session.

Paper and pens

Completing the activities with children will help them to:



Explain and understand the difference between a need and a want.



Understand that they do not all need and want the same things.



Understand that they cannot always have all the things they want.



Know that they have choices about saving and spending money.

These activities can also contribute to the school curriculum:

Personal, Social and Health Education (PSHE)

They will learn that:

- Money comes from different sources and can be used for different purposes.
- We can make different choices about money depending on our needs.
- We can make choices about spending and saving.

You may want to share this with the teachers in their school or those who support children with their learning.



‘I’ll tell you what I want’

An activity to get them discussing wants and needs.

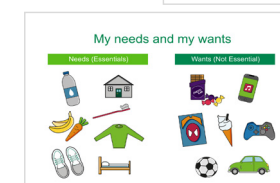
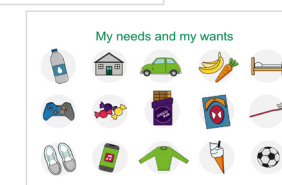
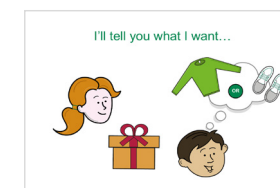
This will help them to decide on a definition of their own wants and needs and be able to compare those with the needs and wants of others.

An alternative way to do this activity:

- You could collect some items together (needs and wants) into a bag or a box.
- Ask them to sort out all of the items into two piles (one needs, one wants).
- For example for needs: toilet roll, toothbrush, soap, shoes, bag of pasta (food), bottle of water, light bulb.
- For wants: T-shirt, comic, smart phone, chocolate bar.
- Once they have sorted the items into two piles, you can use some of the same questions to discuss needs and wants or essentials and non-essentials.

YOU WILL NEED

- ✓ **Skip slides 1 and 2**
- ✓ **PPT slides 3, 4 and 5**



- ✓ **Paper and coloured pens and pencils**
- ✓ **Bag/box of needs and wants (optional)**



‘I’ll tell you what I want’

Using slide 3.

Ask:



What is the most recent thing you bought for yourself?

or



Can you remember something that someone else bought for you recently?

Possible answers: they might say a game, a pet, a bike, sweets, school shoes, etc.



Do you really need the thing that you bought?
Or did you want it? Could you live without it?
Do you know what I mean by a want? And
need? Can you give me an example?

Possible answers: food would be a need and toys would be a want.
School shoes would be a need, but a third pair of trainers may be a want.

CONTINUED ➡



‘I’ll tell you what I want’

Show **slide 4** to help them to think about needs and wants.

Ask them to view the slide and share what they think are **needs** and what are **wants**.

Ask:



Are there other words to describe ‘a want’ or ‘a need’?

This will enable them to decide on a definition of want (non-essential) or need (essential).

Now show **slide 5**. Check that they understand the difference between needs and wants. What they think is a need may only be a want.

Here is a definition of needs and wants:

- Needs are items that are essential for our health and wellbeing such as food, shelter or clothing.
- Wants are non-essential but might make our quality of life better in other ways such as new game, a toy or a day out.

Ask:



How can you get the things you need and want?

Possible answers: we can do chores at home or we might get money for birthdays. Older people can go out to work to get money.



My classroom: Making Choices – let's imagine

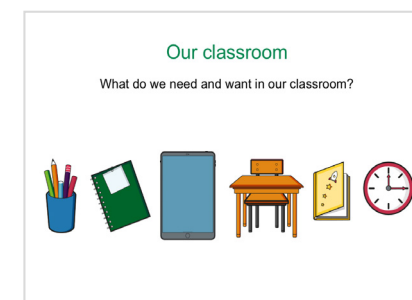
This will get them to think about needs and wants in a school setting.

This activity will make them think carefully about the things that they do in their school/class and what they think are the things that they value the most.

It will also help them to understand that we may not all have the same needs and wants.

YOU WILL NEED

✓ **PPT slide 6, 7, 8 and 9**



✓ **Resource Sheet - Making choices**

Or

✓ **Paper and pens**



My classroom: Making Choices – let's imagine

Ask:



What do you use in your classroom every day when you are at school?

Possible answers: pencils, rulers, paper, paint, notebooks, tablets, books.

When they have given you some ideas, then you can show them what is on **slide 6** one by one and see if they have had all these ideas or if some are new.



Do you need all these things? Could you do without them?

Possible answers: we need pencils to practice writing and paper to write on. We need books to learn to read.



What do you use in school every day?

Possible answers: playground, canteen/tuck shop where we get food and snacks, balls, sandpits etc.

This may be harder for younger children, so you can ask the question but show **slide 7** to help aide them.



Who pays for the things that you use in school?

Possible answers: the head teacher, the council, families.

Explain that schools are paid for by people going out to work and that some of the money they earn is kept to pay for the things the country needs. It's not just schools – their money also pays for police and firefighters to keep us safe.

CONTINUED ➡



My classroom: Making Choices – let's imagine

Now let's imagine...

Explain to them: Let's imagine you've been asked by the head teacher to help make some choices about how to spend some money for the school. Let's view the letter and see if we can help.

Explain the short letter on slide 8 from the head teacher asking for the child's help to spend some extra money the school has leftover now the head teacher has done the 'budget' for the school.

The letter gives them some options for what they can spend the money on. They need to decide which of these things the head teacher should buy for the school, and then explain their choice to you.

- New pencils/pens and paints for every class
- Ten new story books for every class
- A new soft play area
- A big-screen TV in the hall

Use the '**Resource Sheet - Making choices**' printed or view it on screen. You can also use **slide 9** to show them the choices.

The resource sheet invites them to draw which option they prefer. They could also use a blank piece of paper to do this or explain their answer to you.

You can use these questions to help you:



Do you need these things in school?



Do you want them?



How many children will use it/them?



Which is the best choice and why?

Remind them that this was not real and just an activity.

When they are in school again, they can have a think about those things that they said they needed. You can then have another conversation about it. They may have changed their minds!



Think and reflect

This is an opportunity for a child to think and reflect on what they have learnt from the activities.

This activity could just be a short conversation, or you might like to use the question to give some shape to it.

Ask:



Can you tell me one thing that you/we really need?

Encourage them with answers they gave earlier – water, shelter, food.



Can you tell me one thing you want but you don't really need?

Encourage them with answers they gave earlier – games, toys etc.



How can you get the things you need and want at home or in school?

Encourage them with answers they gave earlier. Chores at home, money for birthdays. Older people can go out to work to get money. Our school get money from the government.

Some extra things to do:

You can finish by giving them the **certificate of achievement** to show what they have achieved. This provides more activities to do and things to discuss, as well as some suggestions of where to find out more.

YOU WILL NEED

✓ **PPT slide 10, 11 and 12**



✓ **Printed certificate (optional)**

