

The house of needs and wants

Year 3

This unit is aligned with the following Australian Curriculum learning areas: Mathematics, English, Science and Humanities and Social Sciences



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The House of Needs and Wants

Year level	3
Duration of unit	12 hours*
Learning areas	Mathematics, English, Science

Unit description

In this unit students will investigate how their needs and wants impact on spending. They will plan and cost a breakfast for themselves or other students within a given budget and examine the differences between what they need for breakfast and what they want. Breakfast could be replaced with morning tea or some other event.

Students will develop the skills to compare 'no-name' and 'brand-name' products for affordability and durability. They will interview an adult to determine reasons for choosing 'no-name' or 'brand-name' breakfast items, conduct an investigation to test affordability and durability of a breakfast item and cost the breakfast.

To culminate, students will present the breakfast according to the menu they have developed within the set budget.

Students plan and cost a breakfast for themselves or other students within a given budget and examine the differences between needs and wants and how this influences spending.

Knowledge and understandings

- When planning a budget, identify and prioritise needs and wants.
- Think before spending.
- Money values can be represented in various ways.
- Questions can be scientifically investigated and answered.
- Persuasive language influences spending.

Pre-requisite skills

- To undertake this unit, students need to be able to:
 - calculate simple change
 - add and subtract different amounts of money
 - use a calculator
 - understand the concepts of mass, weight, tallying and use of decimals with money
 - round to the nearest 5c and 10c
 - calculate area.

* Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and all the student worksheets can be adapted to teachers' needs.

Unit plan

Links

The following table provides the relevant links to the Australian Curriculum learning areas, achievement standards and general capabilities.

Australian Curriculum learning areas and achievement standards	
Mathematics	Content descriptions
	<ul style="list-style-type: none"> • Strand: Number and Algebra <ul style="list-style-type: none"> — Sub-strand: Number and place value <ul style="list-style-type: none"> ○ Recognise, model, represent and order numbers to at least 10 000 (ACMNA052) ○ Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) ○ Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055) — Sub-strand: Money and financial mathematics <ul style="list-style-type: none"> ○ Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) • Strand: Statistics and Probability <ul style="list-style-type: none"> — Sub-strand: Data representation and interpretation <ul style="list-style-type: none"> ○ Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) ○ Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)
	Achievement standards
	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.</p> <p>Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p>

English	<p>Content descriptions</p> <ul style="list-style-type: none"> • Strand: Language <ul style="list-style-type: none"> — Sub-strand: Language for interaction <ul style="list-style-type: none"> ○ Examine how evaluative language can be varied to be more or less forceful (ACELA1477) • Strand: Literacy <ul style="list-style-type: none"> — Sub-strand: Interacting with others <ul style="list-style-type: none"> ○ Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) — Sub-strand: Creating texts <ul style="list-style-type: none"> ○ Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
	<p>Achievement standards</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.</p> <p>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.</p> <p>Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.</p> <p>Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>

Science	Content descriptions
	<ul style="list-style-type: none"> • Strand: Science Inquiry Skills <ul style="list-style-type: none"> — Sub-strand: Questioning and predicting <ul style="list-style-type: none"> ○ With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS053) — Sub-strand: Planning and conducting <ul style="list-style-type: none"> ○ With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054) — Sub-strand: Processing and analysing data and information <ul style="list-style-type: none"> ○ Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057) — Sub-strand: Communicating <ul style="list-style-type: none"> ○ Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060)
	Achievement standards
	<p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.</p> <p>Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>

HASS	Content descriptions
	<ul style="list-style-type: none"> • Strand: Inquiry and skills <ul style="list-style-type: none"> — Sub-strand: Questioning <ul style="list-style-type: none"> ○ Pose questions to investigate people, events, places and issues (ACHASSI052) — Sub-strand: Researching <ul style="list-style-type: none"> ○ Locate and collect information and data from different sources, including observations (ACHASSI053) — Sub-strand: Evaluating and reflecting <ul style="list-style-type: none"> ○ Draw simple conclusions based on analysis of information and data (ACHASSI058) ○ Interact with others with respect to share points of view (ACHASSI059) ○ Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)
	Achievement Standards
	<p>By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.</p> <p>Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p>

General capabilities

Typically, by the end of Year 4 students:

Literacy	<ul style="list-style-type: none"> • listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multimodal texts and respond to texts read aloud • compose and edit a range of learning area texts • use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts • differentiate between the language of opinion and feeling and the language of factual reporting or recording • use growing subject-specific vocabulary to read, discuss and write about learning area topic
Numeracy	<ul style="list-style-type: none"> • model, represent, order and use numbers up to five digits • estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts • estimate the change from simple purchases • collect, record and display data as tables, diagrams, picture graphs and column graphs • estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments
ICT	<ul style="list-style-type: none"> • locate, retrieve or generate information from a range of digital sources • create and modify simple digital solutions, creative outputs or data representation/ transformation for particular purposes
Creative & Critical Thinking	<ul style="list-style-type: none"> • pose questions to expand their knowledge about the world • identify main ideas and select and clarify information from a range of sources • collect, compare and categorise facts and opinions found in a widening range of sources • experiment with a range of options when seeking solutions and putting ideas into action • transfer and apply information in one setting to enrich another • identify and apply appropriate reasoning and thinking strategies for particular outcomes • explain and justify ideas and outcomes

Personal & Social Capability	<ul style="list-style-type: none"> • model, represent, order and use numbers up to five digits • estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts • estimate the change from simple purchases • collect, record and display data as tables, diagrams, picture graphs and column graphs • estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments
Intercultural Understanding	<ul style="list-style-type: none"> • locate, retrieve or generate information from a range of digital sources • create and modify simple digital solutions, creative outputs or data representation/ transformation for particular purposes

Cross-curriculum priorities

N/A

Diversity of learners

The Australian Curriculum is based on the assumptions that each student can learn and that the needs of every student are important. These needs are shaped by individual learning histories and abilities as well as personal, cultural and language backgrounds, and socio-economic factors. Teachers may adapt or plan additional learning activities depending on the multiple, diverse, and changing needs of their students.

National Consumer and Financial Literacy Framework

(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)

Dimension	Student learnings by the end of Year 4
Knowledge and understanding	<ul style="list-style-type: none"> • Explain why similar goods and services may vary in price • Identify, explain and prioritise different needs and wants
Competence	<ul style="list-style-type: none"> • Use money to buy basic goods and services in 'real-life' contexts • Create simple budgets for specific purposes • Classify and compare goods and services
Responsibility and enterprise	<ul style="list-style-type: none"> • Identify and describe the impact that the consumer and financial decisions of individuals may have on themselves and their families, the broader community and/or the environment • Identify and explain how some influences, such as advertising and peer pressure, can affect what you buy • Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, business ventures and

special events

- Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

Sequenced teaching and learning activities

Introducing	Resources
<p>Activity 1: Are you a Wilbur or a Nellie? (45 minutes)</p> <p>Students will discuss what they know about needs and wants. They will identify their own needs and wants and compare these with others in the class. Students will be introduced to the two characters, Wilbur Want and Nellie Need, who live in the House of Needs and Wants. Through role-play, students will explain which character they are most like.</p>	<ul style="list-style-type: none"> • A 'Needs and wants' chart to be completed as a class activity • Worksheet 1: Are you a Wilbur or a Nellie? • Enlarged copies of Wilbur and Nellie, cut out and glued onto sticks for use in role-play • Digital resource: Needs and wants
<p>Activity 2: Shopping for the House of Needs and Wants (60 minutes)</p> <p>Wilbur Want and Nellie Need plan to help their busy parents with the family grocery shopping by selecting items to re-stock the kitchen cupboards. Students will identify and compare what they think Wilbur and Nellie might choose based on their needs and wants.</p>	<ul style="list-style-type: none"> • Worksheet 2: Shopping for the House of Needs and Wants • Digital resource: Pay the price (Levels 1 and 2)
<p>Assessment: Diagnostic</p> <p>Collect work samples to determine students' understanding and justification of different needs and wants when grocery shopping. Students indicate which purchases are very important, fairly important and not important, and explain why they think this.</p>	
<p>Activity 3: Breakfast time in the House of Needs and Wants (60 minutes)</p> <p>Students sort and classify the breakfast items that might be on Nellie's and Wilbur's shopping lists. They categorise the items into what they think Wilbur wants and Nellie needs. Using the budget provided, students decide what the most important breakfast items are for both Wilbur and Nellie.</p>	<ul style="list-style-type: none"> • Worksheet 3: Breakfast time in the House of Needs and Wants • Calculators

Developing	Resources
<p>Activity 4: Planning a breakfast (80 minutes)</p> <p>In preparation for planning and budgeting a breakfast, students interview other classes to determine their needs and wants in breakfast foods. Students will design a class breakfast menu based on the interview data.</p>	<ul style="list-style-type: none"> Worksheet 4: Planning a breakfast
<p>Activity 5: The cost of breakfast time (75 minutes)</p> <p>Students will research the costs for their breakfast menu using supermarket catalogues and online shopping websites.</p>	<ul style="list-style-type: none"> Supermarket catalogues Online grocery shopping websites, e.g. Coles, Woolworths Worksheet 4: Planning a breakfast Worksheet 5: The cost of breakfast time Calculators Digital resource: Pay the price (Level 3)
<p>Assessment: Formative</p> <p>Collect the menus designed by the students to determine their ability to use the data to plan a breakfast menu for other students, justify each item, meet a \$3 budget, accurately calculate each unit price and accurately calculate the total price.</p>	
<p>Activity 6: 'No-name' breakfast brands (40 minutes)</p> <p>After costing the breakfast, the class will be given a budget for the breakfast menu. They will explore how to minimise costs using 'no-name' breakfast items.</p>	<ul style="list-style-type: none"> Examples of 'no-name' and 'brand-name' products, e.g. cereal boxes, bread, baked beans, etc. Supermarket catalogues Online grocery shopping websites, e.g. Coles, Woolworths
<p>Activity 7: Interviews about buying decisions (40 minutes)</p> <p>Students develop a set of appropriate questions to use when they interview one adult to determine their attitude to buying 'no-name' brand products and the reasons behind this. They write a summary of their findings.</p>	<ul style="list-style-type: none"> Worksheet 6: Interview about buying decisions
<p>Activity 8: The same but different (60 minutes)</p> <p>Students will consider the materials needed for their breakfast. They will explore the quality of two different serviettes that could be used for the breakfast based on area, mass, cost, quality and brand.</p>	<ul style="list-style-type: none"> Worksheet 7: The same but different Kitchen scales Packets of 'no-name' serviettes (1 ply) Packets of 'brand-name' serviettes (2 ply)

Introducing	Resources
<p>Assessment: Formative Collect work samples to determine students' understanding of the impact of area, mass, cost, quality and brand when costing an item.</p>	
<p>Activity 9: What's in a name? (90 minutes) Students will conduct an investigation to test the difference in quality between two different paper serviettes (one 'no-name' and one 'brand-name'). They will discuss the issues of absorbency, texture, etc. As a class, they will record and report findings and select one that is affordable and durable.</p>	<ul style="list-style-type: none"> • Worksheet 8: What's in a name? • Per group: <ul style="list-style-type: none"> — 50–100 marbles — Spray bottle of water — Two serviettes – one a 'no-name' product and one a 'brand-name' product
Culminating	Resources
<p>Activity 10: Which coins do I use? (80 minutes) Students will revisit their breakfast menu from Activity 4. Using interview and investigation findings, they will develop a shopping list for their breakfast. In preparation for shopping, students will practise using different sets of coins to pay for a breakfast item. They will identify and calculate how much change they should receive.</p>	<ul style="list-style-type: none"> • Plastic coins • Magnetic coins for whiteboard modelling • Worksheet 9: Which coins do I use? • Digital resource: Money match (Levels 1 and 2)
<p>Assessment: Formative Collect student work samples to determine their ability to calculate amounts and make change to five cents.</p>	
<p>Activity 11: The breakfast event (90 minutes) After deciding on how the shopping will be completed, students will prepare the breakfast according to the menu they have developed within the set budget. Following the breakfast, students will write a short journal entry discussing what they have learnt throughout the unit. As an optional activity, students may record their journal ideas as a movie to share with families.</p>	<ul style="list-style-type: none"> • Food for breakfast • Adult helpers • Video camera, tablets or other moviemaking equipment (optional) • Digital resource: Party time
<p>Assessment: Summative Collect students' journal writing to assess progress and determine if further development is required.</p>	

Assessment rubric

This rubric is intended as a guide only. It can be modified to suit teachers' needs and to be integrated into existing assessment systems.

Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name: _____

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can recognise money amounts given in dollars and cents as an equivalent number of cents.	Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)	Activities 3 and 10 Worksheets 3 and 9	The student converts dollars to cents and works correctly with money amounts to perform calculations.	The student converts dollars to cents and works with money amounts to perform calculations. Occasional errors are corrected with little or no assistance.	The student requires teacher guidance to model equivalent money amounts.	
The student can apply appropriate strategies with numbers to assist calculations requiring addition and subtraction.	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)	Activities 5 and 10 Worksheets 4, 5 and 9	The student partitions, rearranges or regroups numbers to correctly and efficiently perform calculations with money.	The student partitions, rearranges or regroups numbers to perform calculations with money with some success. Errors are corrected with little or no assistance.	The student requires teacher guidance to apply various strategies with numbers before attempting calculations.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can calculate total costs and amount of change owing.	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)	Activities 5 and 10 Worksheets 5 and 9	The student uses a range of mental and written strategies to correctly calculate money totals and change.	The student calculates money totals and change using mental and written strategies and/or concrete materials. Occasional errors are corrected with little or no assistance.	The student requires teacher guidance and concrete materials to attempt calculations with money.	
The student can 'count on' to calculate change and determine fewest coins required.	Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)	Activities 5 and 10 Worksheets 5 and 9 Digital resource: Money match	The student accurately describes different combinations of coins that could be used to pay for an item, and uses 'counting on' to correctly calculate change using fewest coins, with/without concrete materials.	The student describes different combinations of coins that could be used to pay for an item and counts change using coins with/without concrete materials. The student may require prompting to use 'counting on'.	The student requires teacher guidance and concrete materials to represent money amounts in different combinations and to calculate change.	
The student can engage and persuade an audience through role-play.	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	Activity 1, Worksheet 1 Digital resource: Needs and wants	The student uses a range of deliberate and precise language/vocabulary choices and persuasive techniques (voice, body language) to effectively engage and maintain audience response.	The student uses some basic language/vocabulary and persuasive techniques to engage audience response.	The student uses limited language/vocabulary and persuasive techniques in an attempt to engage audience response.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can conduct an interview, record responses and write a concluding statement.	See ACELA1477 above.	Activity 7 Worksheet 6	The student interprets and evaluates interview responses and independently composes a meaningful conclusion.	The student attempts to interpret and evaluate interview responses and produces a teacher-modelled conclusion.	The student requires significant teacher guidance to conduct the interview, record responses and write a conclusion.	
The student can record a prediction, giving reasons for their choice, prior to conducting a scientific investigation.	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053)	Activity 9 Worksheet 8	The student records a prediction and clearly explains in detail the reasons for their choice.	The student records a prediction and explains a reason for their choice.	The student, with teacher guidance/prompting, records a prediction and attempts a simple explanation for their choice.	
The student can follow instructions to conduct a scientific test and describe the result.	With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS054)	Activity 9 Worksheet 8	The student works collaboratively to implement the planned investigation using the materials required, and clearly communicates their findings.	The student works to implement the planned investigation using the materials required, and communicates their findings.	The student, with teacher support and guidance, works to implement the planned investigation using the materials required, and attempts to communicate their findings.	
The student can write a short journal entry to respond to what they have learned in this unit.	Suggested summative assessment (criteria in Teacher notes)	Activity 11	The student writes an accurate and detailed response addressing all criteria.	The student writes a response addressing all or most criteria, but lacks some accuracy and detail.	The student attempts to write a few very simple responses to some of the criteria.	

Teacher notes

Activity 1: Are you a Wilbur or a Nellie? (45 minutes)

- Tell students there are many things that we would like to buy but we have to make some choices before we can spend our money. Explain to students that thinking about the difference between what we need and what we want can help us make good spending decisions.
- Begin a class discussion on students' understanding of the terms 'needs' and 'wants'.
 - Ask them to write a definition of each.
 - Ask students to explain the types of things that they need and want.
- Create a simple 'Needs and wants' chart, and record students' responses.
- Introduce the two characters who live in the House of Needs and Wants. (Teachers might prefer to substitute non-gender-specific names or characters to use in this activity.)
- Students select items from this chart to complete the table on Worksheet 1: Are you a Wilbur or a Nellie? Ask which are greater for the class: needs or wants?
- Ask students to reflect on the class 'Needs and wants' chart completed earlier, and then think about which of the two characters they most resemble.
 - Are they a Wilbur Want or a Nellie Need?
 - Ask them to explain why.
- Students engage with the digital resource: [Moneysmart.gov.au/teaching/teaching-resources/digital-activity-needs-and-wants](https://moneysmart.gov.au/teaching/teaching-resources/digital-activity-needs-and-wants) to help them to learn the difference between what we need and what we want and that people can have different needs and wants, which can change over time.
- Prepare an enlarged photocopy of the Wilbur Want and Nellie Need characters.
 - Cut around each character and glue it onto a stick.
 - Use these puppets to accompany a role-play.
 - Ask students to role-play a situation based on the character who best reflects their own needs and wants.
 - The rest of the class will listen and identify the persuasive words the student uses to convince their audience of their needs or wants.
 - After the role-play, list the persuasive words that students identified.
- At the conclusion of the role-plays, discuss the list of words that the class identified. Ask:
 - How do words persuade people to spend money on things that they need or want?
 - Can people use more than just words to persuade someone?
 - What other ways might they use?



Wilbur Want



Nellie Need

Activity 2: Shopping for the House of Needs and Wants (60 minutes)

- Wilbur Want and Nellie Need live in the House of Needs and Wants. Their parents have been very busy at work and groceries are running low. Wilbur Want and Nellie Need decide to help out by re-stocking the kitchen cupboards.
- In small groups, students brainstorm ideas that focus on what they think Wilbur Want and Nellie Need would buy to re-stock the cupboards.
- Discuss again the difference between needs and wants – that needs are the most important, and wants can be done without.
- Students revise concepts using the digital resource: Pay the price [Moneysmart.gov.au/teaching/teaching-resources/digital-activity-pay-the-price](https://moneysmart.gov.au/teaching/teaching-resources/digital-activity-pay-the-price) (Levels 1 and 2) and consider how needs and wants might be different for different people and groups.
- In pairs students complete Worksheet 2: Shopping for the House of Needs and Wants.
- Now have students think about their own family, and what it means when someone 'wants' something. Ask students:
 - What issues are involved?
 - How could these issues be resolved?
- Discuss how families decide what to buy when they do their grocery shopping. Consider factors such as:
 - the amount of money available
 - whether it is a special occasion, such as a birthday or Easter
 - what family members like or dislike
 - whether family members have special dietary needs.
- Explain that every family has a different concept of their needs and wants. This influences what items they see as a 'need' and as a 'want'.

Diagnostic assessment

- Collect student work samples to:
 - determine understanding and justification of different needs and wants
 - determine understanding of important, fairly important and not important.

Activity 3: Breakfast time in the House of Needs and Wants (60 minutes)

- It is breakfast time in the House of Needs and Wants.
- As a class, brainstorm all the things that Wilbur and Nellie's family might eat for breakfast.
- Sort them into a 'Wilbur Wants' and 'Nellie Needs' list.
- Divide the class into two groups: a Wilbur group and a Nellie group.
- Working with a given budget and using the price list in Worksheet 3: Breakfast time in the House of Needs and Wants:
 - Students in each group prepare a shopping list for four people with a budget of \$3 per person, based on what Wilbur might want and Nellie might need.
 - The class then compares and contrasts the items on Wilbur's and Nellie's shopping lists.
 - Students are to decide what the most important breakfast item is for Wilbur and Nellie. How did they balance what they wanted or needed within the budget available? What calculations did they have to make?

- Talk about how students' selections would change if the budget were increased. Link this to the fact that changes to family circumstances mean that different things become more or less important at different times and may need to be reassessed.

Note

Students can complete simple money calculations using a calculator.

Activity 4: Planning a breakfast (80 minutes)

- Year 3 students will plan a breakfast for other students in the school. This will take into account the other students' needs and wants, which will be researched through an interview.
- As a class, prepare a list of questions to be used in the interview.
- Arrange for each student to interview others about the breakfast foods they really **want** to eat and those they actually **need** to eat. The data will be tallied and recorded in a two-column table using the headings 'needs' and 'wants'.
- After the interviews have been conducted the students, using the 'needs' and 'wants' table, narrow the list so that it features only the most popular items (about 12). For example, one slice of buttered toast, muffin, small individual box of cereal, milk, glass of juice, crumpet, one apple, one banana, one boiled egg, muesli bar, tub of yoghurt, small can of baked beans.
 - Students write these items into the first column of the table in **Worksheet 4: Planning a breakfast**.
 - As a class, discuss which of the items are 'needs' and which are 'wants'.
 - The other columns will be used in Activity 5.
- Students will later plan a menu for the breakfast using the items listed in the table.

Activity 5: The cost of breakfast time (75 minutes)

- Students review their planned menu and the list of itemised breakfast foods in Activity 4.
- Using online shopping websites and supermarket catalogues, students research the cost of each breakfast item and record it in the second column of the table on **Worksheet 4: Planning a breakfast**. In the third column, students record the number of serves per breakfast item, based on what one person would normally eat, for example, one slice of toast. In the final column, they work out the cost per serve.
- Draw students' attention to price comparisons using grocery unit prices. Explain that these can be used in numerous ways to help shoppers make choices between products/items. Unit prices are only one input into decision-making about whether to purchase the product or not. Other factors that may be taken into account are the quality of the product, ingredients, country of origin, brand, package size, package type, etc.
- Students work in pairs to find the best price for the items listed.
- Model how to use the calculator to find the unit cost of a bulk buy item. For example:
 - a loaf of bread costs $\$2.80 \div 14 \text{ slices} = 20 \text{ cents per slice}$
 - a variety 6-pack of individual cereals costs approximately $\$5.40 \div 6 \text{ packs} = \text{about } 90 \text{ cents per packet}$.
- A nominal amount of 20 cents has been allocated in the table to cover the cost of margarine, jam, serviettes, and disposable plates or bowls and cutlery.
- Students then complete Worksheet 5: The cost of breakfast time.

- In pairs and working with a budget of \$3 per breakfast, students choose from the list of breakfast items to create a breakfast menu.
- Students present their menu to the class and explain why they chose certain items and how they calculated the costs involved. Grocery unit price comparisons could be highlighted in their explanations.
- Students engage with the digital resource: Pay the price [Moneysmart.gov.au/teaching/teaching-resources/digital-activity-pay-the-price](https://moneysmart.gov.au/teaching/teaching-resources/digital-activity-pay-the-price) (Level 3) to assist them to compare prices of supermarket items.
- As a class, students compare and contrast their different lists of items and menus.
- Discuss how these lists and menus could have been altered if the budget were greater than \$3 per person or if the available items had been cheaper or more expensive.
- Link this to the importance of comparing prices to get value for money and how using standard units of measure helps compare the prices of products, regardless of their size or brand, when shopping.
- You may ask students to vote for their favourite menu. This can then be used for the breakfast, which will be presented at the completion of this unit.

Formative assessment

- Collect the menus designed by the students to determine their ability to use the data to:
 - plan a reasonable breakfast menu for other students
 - justify each item
 - meet a \$3 budget
 - accurately calculate the total price.

Activity 6: 'No-name' breakfast brands (40 minutes)

- Students are to work within the \$3 per-person budget established in Activity 5: The cost of breakfast time. They must now explore ways to minimise their costs to meet the given budget.
- Have the students investigate the purchase of 'no-name' breakfast items as a means of reducing their costs for the breakfast. Discuss with the class what a 'no-name' product is and how these products can be identified.
- In small groups, students evaluate a range of breakfast items to compare the differences between 'no-name' and 'brand-name' items. Show students examples of 'no-name' and brand versions of the same item, for example, a box of cornflakes or a loaf of bread. Compare the features of the packaging and the prices.
- Discuss the reasons why people buy 'no-name' products. Why might some other people not buy these products even though they are usually much cheaper than brand-name products? Use these questions to guide your discussion:
 - If people do buy 'no-name' products, are there limits on what they will buy, for example, only canned food, only cleaning products, only dog food or only milk?
 - Are these reasons always justified?
 - What are some of the consequences of buying/not buying 'no-name' products?
- After the discussion, students return to their costings for the special breakfast and use catalogues or supermarket websites to investigate 'no-name' items that could be substituted to save money.

Activity 7: Interviews about buying decisions (40 minutes)

- Explain to the students that they are each going to interview one adult to determine their attitude to buying generic products and the reasons behind this.
- Discuss the intent and the procedure of an interview using the following questions as a guide:
 - Who is the audience for the interview?
 - What is the purpose of the interview?
 - How long should the interview take?
 - How many questions should be asked?
 - How is the interview introduced to the adult?
 - Which sentence starter will the student use – who, what, when, where, how, why?
 - What response should a student give when someone answers a question?
 - What should the student say after the interview is completed?
- As a class, develop a list of about four questions for students to ask their chosen adult. These should be scribed on a chart for future reference.
- Ask students to write down the questions and think about which adult they might interview and when. It may be necessary to co-opt some teachers and/or adult helpers to be available to be interviewed by those students who are unable to interview an adult at home.
- Students interview their chosen adult and record their responses to the questions on Worksheet 6: Interview about buying decisions.
- Students practise making generalisations about what they have heard.
- Demonstrate to students how to write a conclusion. Support students to each write a concluding statement about the interview they have conducted.

Activity 8: The same but different (60 minutes)

- Students discuss the equipment that might need to be purchased for the breakfast, for example, paper plates, plastic bowls, serviettes, plastic spoons and so on.
- Explain that it is easy to see if one piece of equipment is cheaper than another; however, it is important to compare all the features of the products to ensure value for money.
- As a class, brainstorm the various ways in which similar goods can be compared, for example, price, weight, quantity, size, colour, materials and brand.
- For the basis of a comparison activity:
- Purchase two different packets of equal-sized paper serviettes – one 'no-name' packet and one 'brand-name' packet. (Make sure the 'no-name' packet is 1 ply and the 'brand-name' packet is 2 ply.)
- Organise students into small groups. Each group is given one serviette from each packet; they open it, measure the dimensions and calculate the area.
- Students record these calculations in the first row of the table in **Worksheet 7: The same but different**.
- They continue their investigation to collect sufficient information to complete the table, with a view to completing an overall class data set.
- Conduct a class discussion to compare and contrast the differences between the serviettes. Have students write some individual statements. Ask: Which brand is the best value for money?
- Collect student work samples for formative assessment.

Activity 9: What's in a name? (90 minutes)

- Discuss some of the other differences between the two types of serviettes examined in Activity 8. This might include conversations about the differences in packaging, product advertising, and words such as texture, strength, absorbency and so on.
- Talk about the meaning of these words and how each word may or may not influence shoppers who are trying to decide which type of serviette to buy.
- Explain that manufacturers have their products tested and assessed by scientists. The feedback that they receive can be used to influence consumers.
- Using Worksheet 8: What's in a name? Students circle the type of paper serviette that they think will be strongest.
- Conduct the following experiment in class and have students record their findings in the table on Worksheet 8: What's in a name? Before students begin their investigation, ask them to record a prediction on Worksheet 8 about which serviette will hold the most marbles, giving reasons for their choice.

Serviette strength

- **Aim:** to carry out a scientific test to determine the relative strength of the two types of paper serviettes
- **Material:** Each group will need:
 - 50–100 small marbles
 - spray bottle of water
 - two serviettes (one 'no-name', one 'brand-name')
- **Method:** Work in groups of three.
 - Students wet the centre of one serviette with two sprays of water.
 - Two students each hold two corners of the serviette and, keeping it flat, lift it about 5 cm above the desktop.
 - The third student drops marbles, one at a time, onto the centre until the serviette breaks.
 - The same process is carried out with the second serviette.
 - The serviette that holds the most marbles before breaking will be considered the stronger and most superior.

- The number of marbles each serviette can hold before breaking is recorded in the table in the student materials.
- If time permits, the experiment can be conducted a second time, and some variables can be introduced. For example, while still working in their groups of three, students could spray a new serviette with five squirts of water and proceed to drop marbles onto the damp area until it breaks. Students can prepare a new table for recording their results and enter the appropriate details. Individually, students can write a few sentences to describe their findings.
- As a class, identify any issues that could affect the investigation, such as whether one group holds their marbles higher or lower than another group before they drop them.
- Prompt students to offer suggestions about other things that could influence the 'fairness' of the experiment. Record their ideas in a class variables grid like the one shown below, using the following mnemonic key:
 - **C**ows **C**hange something
 - **M**oo **M**easure something
 - **S**oftly **S**ame (keep everything else the same)

Variables grid

Variables	Change (C) Measure (M) Same (S)	Students' thoughts/predictions
Number of marbles (mass)	S	
Number of marbles dropped before the serviette breaks	M	
Amount of water sprayed	C	
Height from which marbles are dropped	S	
Tension on serviette	S	
Force with which each marble is dropped	S	

- Highlight the importance of changing only one thing in each new experiment, in this case the amount of water sprayed, and keeping everything else the same so that students know which variable has made the difference.
- As a class, discuss different groups' findings. Use the following questions to lead class discussion:
 - Were the students' predictions correct?
 - What surprises did the experiment reveal?
 - Were the results consistent across all groups?
 - Did the results show that paying more resulted in a stronger serviette?
- As a class, choose which type of serviette to buy for the breakfast.

Activity 10: Which coins do I use for shopping (60 minutes)

- This activity aims to teach students how to use different combinations of coins to pay for items, and how to calculate change.
- Students return to the breakfast menu they planned in Activity 4 and the costs calculated in Activity 5 and write a shopping list that contains all the items they need to prepare the breakfast.
- Begin by discussing how an amount of money can be represented in many ways by using different combinations of coins.
- As a class, using either plastic coins or magnetic coins, make a list of the coins that can be used to make \$2.50. Students then use coins to complete question 1 in **Worksheet 9: Which coins do I use?** to practise paying for items with different combinations of coins.
- Explain that shop assistants usually try to minimise the number of coins they give to customers as change. Model how to calculate change to the nearest five cents, and then talk about how to represent various amounts of change using the fewest coins.
- Students further practise using these concepts in the digital resource: [Money match](#) (Levels 1, 2).

Formative assessment

- Students complete question 2 in **Worksheet 9: Which coins do I use?** They:
 - decide which coins they would use to pay for certain grocery items
 - calculate how much change they should receive if they paid with a five-dollar note
 - gauge what coins they might receive in that change.
- Discuss students' results and their working out for question 2. Extend this discussion by asking students:
 - what strategies they used to calculate change
 - how many options there are for paying for an item
 - how useful skip counting is when calculating change
 - to explain the benefit of minimising the number of coins given in change.
- Collect student work samples to determine their ability to calculate amounts and make change using the appropriate coins.

Extension activity

- Discuss how customers can reduce the coins they might receive in change by carefully selecting the amount given to the shop assistant – if an item costs \$9.10, a customer might give the assistant \$10.10 to reduce the change to a \$1 coin rather than the multiple coins needed to make 90 cents change. Work through some examples to familiarise students with this concept.

Activity 11: The breakfast event (90 minutes)

- If possible, organise a shopping trip with the students to purchase the items needed for the breakfast. Alternatively, discuss the list with the students and then make the purchases yourself.
- The Year 3 students then prepare the breakfast for other students. Parents and caregivers will be invited to help with this preparation.
- Students will present the menu and talk about their budget for the breakfast to the other students.
- After the breakfast, ask the students to complete a short journal entry explaining what they have learnt in this unit, how successful the breakfast was and why.

Summative assessment

- Students write a short journal entry to explain what they have learned in this unit. Use the criteria below to assess students' learning. Can students:
 - identify the difference between needs and wants when shopping
 - appropriately record and analyse interview data about breakfast needs and wants
 - plan an appropriate menu that reflects findings from the interview data
 - adapt their menu based on budget requirements and use of no-name products
 - use different sets of coins to pay for breakfast items and give appropriate change.

Optional activities

- To support this unit of work students could undertake the digital resource: **Party time** which gives learners a chance to organise their own birthday party. They choose how many friends will come and what the theme of their party will be, and are then provided with a budget. They select the food, drink and activities they want for their party, ensuring they cater for all their friends, while staying within the budget.
- In a two-minute video, students could summarise their journal responses to share with their families. A video camera, tablets or other moviemaking equipment could be used for this task. View the videos to assess their satisfactory completion of the criteria.

Worksheets

Name: Class: Date:

Worksheet 1: Are you a Wilbur or a Nellie?

Look at your class 'Needs and wants' chart. Choose three items that you think are 'needs' and three items that you think are 'wants', and write them in the table below.

Needs	Wants
1.	1.
2.	2.
3.	3.

Name: Class: Date:

Worksheet 2: Shopping for the House of Needs and Wants

1. Wilbur Want and Nellie Need are going to buy groceries to re-stock the kitchen cupboards in the House of Needs and Wants. The table below shows things they might buy.

- Draw a smiley face in the box if you think it is **very important**.



- Draw a sad face if you think the item is **not important**.



soap \$1.75	rice \$2.65	laundry powder \$6.50	milk \$2.00
pasta \$1.50	apples \$5.00 per kg	jam \$3.80	cereal \$4.80
sweet biscuits \$2.20	bread \$2.90	chocolate \$2.50	juice \$5.00
6-pack of toilet paper \$5.00	potatoes \$3.00 per kg	soft drink \$1.40	butter \$2.50

Name: Class: Date:

2. Choose the item that you think is the **most important** of all the items on the list. Write a few sentences to explain why you think this is the most important item.

3. Choose the item that you think is the least important of all the items on the list. Write a few sentences to explain why you think this is the least important item.

4. Look at the table of groceries and find the smiley faces that you drew next to the things you thought were **very important**. Now write your top five very important items in order from most to least important in the table below. Write the cost of each item in the space provided.

Item (most to least important)	Cost
1.	
2.	
3.	
4.	
5.	

Name: Class: Date:

5. Use a calculator to work out how many of these very important things Wilbur and Nellie could buy if they had only \$30 to do the grocery shopping. Show your working out in the box below.

Name: Class: Date:

Worksheet 3: Breakfast time in the House of Needs and Wants

Use these price lists, and a budget of \$3 per person, to work out a shopping list that either Wilbur Wants or Nellie Needs would use to buy breakfast for their family of four.

Add up the totals of the items you ticked to see if it's within budget.

Wilbur Wants

Tick	Item	Cost
<input type="checkbox"/>	Coco Pops	\$0.35 a bowl
<input type="checkbox"/>	Nutri-Grain	\$0.40 a bowl
<input type="checkbox"/>	Froot Loops	\$0.20 a bowl
<input type="checkbox"/>	Flavoured milk	\$0.20 a glass
<input type="checkbox"/>	Soft drink	\$0.15 a glass
<input type="checkbox"/>	Breakfast bars	\$0.45 each
<input type="checkbox"/>	Nutella	\$0.10 a serve
<input type="checkbox"/>	White bread	\$0.20 a slice
<input type="checkbox"/>	Hash browns	\$0.50 each
<input type="checkbox"/>	Bacon	\$0.50 a serve
<input type="checkbox"/>	Jam	\$0.10 a serve
<input type="checkbox"/>	Butter	\$0.20
<input type="checkbox"/>	Flavoured yoghurt	\$0.75 a tub
<input type="checkbox"/>	Fruit juice	\$0.25 a glass

Name: Class: Date:

Nellie Needs

Tick	Item	Cost
<input type="checkbox"/>	Eggs	\$0.40 each
<input type="checkbox"/>	Wholemeal bread	\$0.25 a slice
<input type="checkbox"/>	Muesli	\$0.40 a bowl
<input type="checkbox"/>	Weet-Bix	\$0.25 a bowl
<input type="checkbox"/>	Porridge	\$0.30 a bowl
<input type="checkbox"/>	Milk	\$0.10 a glass
<input type="checkbox"/>	Water	Free
<input type="checkbox"/>	Butter	\$0.20 a serve
<input type="checkbox"/>	Bananas	\$0.30 each
<input type="checkbox"/>	Strawberries	\$0.50 for 10
<input type="checkbox"/>	Plain yoghurt	\$0.70 a tub
<input type="checkbox"/>	Honey	\$0.10 a serve
<input type="checkbox"/>	Avocado	\$0.90 a half
<input type="checkbox"/>	Tomato	\$0.40 each

Name: Class: Date:

Worksheet 4: Planning a breakfast

- List your breakfast menu items in the first column of the table below.
- Use shopping websites and supermarket catalogues to find the cost of each item. Record these costs in the second column.
- Work out how many serves there are per item. This is the amount one person would normally eat. Record this in the third column.
- Work out the cost per serve and record it in the final column.
A charge of 20 cents per person is included in the first row of the table for plates, cutlery and so on.

Item	Cost for each item	Serves per item	Cost per serve
Charge for disposable plates, cutlery, etc.			20c

Name: Class: Date:

Item	Cost for each item	Serves per item	Cost per serve

Name: Class: Date:

Worksheet 5: The cost of breakfast time

1. Add up the total cost per student of the items you recorded on Worksheet 4. Will they fit within the budget of \$3 per student?

2. If the budget changed to \$2.50 per student, which items would you take off your menu? Write a few sentences to explain why you chose those items.

3. Using a budget of \$3 per student, create a class breakfast menu.



Name: Class: Date:

Worksheet 6: Interview about buying decisions

Name of interviewer: _____

Name of person being interviewed: _____

The aim is to find out an adult's views on buying no-name products.

Questions	Response
1.	1.
2.	2.
3.	3.
4.	4.

Concluding statement about the interview:

Name: Class: Date:

Worksheet 7: The same but different

Complete the table in groups.

Questions	No-name	Brand-name
Area of one serviette		
Number of serviettes per packet (A)		
Weight of packet (B)		
Mass per serviette ($B \div A$)		
Price per packet (C)		
Price per serviette ($C \div A$)		

Which brand is the best value for money? Give reasons for your answer.

Name: Class: Date:

Worksheet 8: What's in a name?

1. Look at the two serviettes that you used in the last activity. Circle the type of serviette that you think is the strongest.

No-name

Brand-name

2. In the space provided, predict which serviette you think will hold the most marbles and give reasons for your prediction.

3. Use the table below to record your results from the 'Serviette strength' experiment.

Serviette type	Number of marbles held (mass)
No-name	
Brand-name	

4. Write a few sentences to describe the findings from your experiment.

Name: Class: Date:

Worksheet 9: Which coins do I use?

1. Describe two different combinations of coins that could be used to pay for each item in the table below. The first one has been done for you.




Item	Combination of coins
 Pie \$1.80	$\$1 + 50c + 20c + 10c$ $50c + 50c + 20c + 20c + 20c + 20c$
 Pear 25c	
 Apple 45c	
 Hamburger \$1.15	



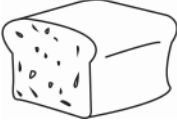
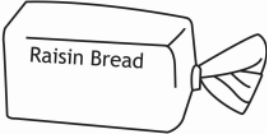
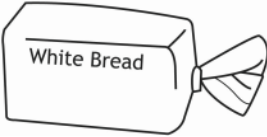
Name: Class: Date:

2. Look at each item in the first column of the table below. Complete the table.

- Write which coins you would use to pay for each item in column 2.
- Calculate how much change you would get if you paid for each item with a five-dollar note in column 3.
- Guess what coins you might be given in that change in column 4.

Item	Coins used to pay	Change from \$5.00	Coins given as change from \$5.00
 <p>Bottle of cordial \$1.55</p>			
 <p>Bottle of brand-name lemonade \$2.85</p>			
 <p>Bottle of no-name lemonade \$95</p>			

Name: Class: Date:

Item	Coins used to pay	Change from \$5.00	Coins given as change from \$5.00
 Bread loaf \$2.35			
 Packet of raisin bread \$1.65			
 Packet of white bread \$1.05			

Solutions

Solutions for Worksheet 9: Which coins do I use?

2. Answers for column 2: change from \$5.00
- Bottle of cordial: \$1.55, change: \$3.45
 - Bottle of brand-name lemonade: \$2.85, change: \$2.15
 - Bottle of no-name lemonade: 95 cents, change: \$4.05
 - Bread loaf: \$2.35, change: \$2.65
 - Packet of raisin bread: \$1.65, change: \$3.35
 - Packet of white bread: \$1.05, change: \$3.95