



ACTIVITY 'S NAME: SELF -AWARENESS OF NEED

Type of activity: Interpersonal

Number of participants: 6-7

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes (suggested time only and will vary dependent on your group)

Necessary materials:

Have ready three blank sheet of A4 paper per participant, pens, plus colored pens

Flipchart, markers,

large sheet of paper

Aim or Purpose

To help participants to be able to better determine their individual needs, and evaluate what they want in life

Expected Outcomes

Understand the role of wants and needs as drivers for all the people.

Understanding the difference between needs and wants in their spending.

Competencies that will be developed:

- Practice identifying needs and wants
- Analyze the differences between wants and needs.
- Think critically about the value and necessity of different items.

Skills that will be developed:

- Communication
- Analysis
- Critical thinking

Key terms / special vocabulary about / during the activity:

Needs: Basic things people must have to survive (such as food, clothing, and shelter), resources they need to do their jobs (such as reliable transportation and the tools of the trade), and resources to help build and protect their assets so they can meet future needs (such as emergency savings and insurance).

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Wants: Upgrades and other things that would be nice to have but aren't necessary for living, earning, or protecting what you have.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Familiarize yourself with the activities, presentation

Ensure a space for movement

Activity's step-by-step description:

1. Preliminary information:

We all have needs and wants. Our needs are those things without which we could not live. For example, we could not live without air, food, clothing. We also have psychological needs, such as the need to be in a relationship with others or to be loved. On the other hand, although it seems that our desires are absolutely necessary to survive, its have more to do with what we call quality of life. For example, someone might want to live in a very large apartment. Does he need a spacious apartment to survive? Probably not.

2 Ask participants to think of 5 important things in their lives and draw / write them on a piece of paper. *What do you need to live, to be happy, to feel good?*

3. After completing/drawing their paper, ask them to present to others the things that are important to them. The facilitator writes on a flipchart / sheet all the examples given by the participants

4. Ask participants to stay in a circle. You will read each example in turn and the participants will move to the right if they think it is a need and to the left if they think it is a want. To tell the difference between a need and a want, ask yourself, "Do I need that (new jacket, video game, specialty coffee), or do I just really want it?"

Key messages:

- All people have different interpretations of needs and wants. Some examples, such as a vehicle, may be classified as both a need and a want based upon a person's interpretation.

- These wants and needs are very important drivers for all the people. They keep us going when the going gets tough. We do something either because we want to (we have interest, enthusiasm and/or motivation) or we need to (we have to survive or we don't want to appear foolish)

5. Ask participants to think of at least 6 things they will buy or spend money when they will have a job. They can use symbols, drawings and words to describe the things. Record them in either the "Needs" or "Wants" column in the table below.

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- Examples of needs might be food, hygiene materials
- Examples of wants might be specialty coffees, designer clothing, and video games.

NEEDS	WANTS
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6. Ask them to review their table to answer these questions. Be prepared to share your answers with the group.

- Do you have more needs or wants listed? Why might that be?
- Do you think most people spend more money on needs or wants? Why might that be?
- How do you feel about the way you spend money on needs and wants? Is there anything you'd like to change about your spending habits when it comes to needs versus wants?
- Write down the salary range you need to cover your monthly needs and wants

Recommendations (How to use the tool/resource)

This tool can lead into a discussion or further activities that address the topic of spending such as budgeting, buying things, or paying bills.

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anyth

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

You can choose to have participants work individually, in pairs, or in small groups.

Make the question more general by giving participants a role-play opportunity. For example, you may say, "Imagine you are [insert favorite athlete or movie star]. What do you spend money on each month?"

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