

Lesson 4

Needs and wants

First level

SOCs: 1-16A

Learning Intention: To begin to understand the difference between needs and wants, particularly in relation to a home.

Success Criteria:

- I can explain what homelessness is.
- I can explain the difference between needs and wants.
- I can name 5 things a person needs in a home.

Teacher's Notes

Please note that the statistics in this lesson are correct as of October 2017.

Homelessness

- Homelessness means not having a home. You don't have to be living on the street to be homeless – even if you have a roof over your head you can still be without a home.
- Where do you go if you're homeless? To the council, who have to give you a home.
- Every 19 minutes a household in Scotland is assessed as homeless.

Which situations mean you're homeless?

- Sleeping on the streets
- Staying with friends or family
- Staying in a hostel or bed and breakfast hotel
- Living in overcrowded conditions

Reasons which might cause you to lose your home

- You can't afford to pay rent
- Losing your job
- Health problems
- Your relationship breaks down
- A disaster such as fire or flooding.

Children and homelessness

- 6,041 children were homeless in 2017 in Scotland (temporary accommodation).
- That's over two in every primary school in Scotland.
- Being homeless as a child can affect your; health, education, sleep, and all aspects of your life.
- On average, homeless children miss a quarter of their education.
- 2 out of 3 homeless children have problems at school. This might be learning, making friends, having fun, or getting into trouble.

Child case study

- Displaying the case study on the screen, read aloud the child's experience. Ask the class how they would feel in Katie's situation

Discussion

- Ask the class what they think the difference is between needs and wants.
- Ask them for some examples in their life. Some prompts...
 - Needs – water, privacy, warmth, safety, quiet, enough food
 - Wants – computer, a garden, books, games.
- Make a brief list of their suggestions on a board, which can be left up as a helper for the worksheet.

Worksheet

- Ask pupils to complete the worksheet – in pairs or individually.
- Discuss what was coloured in on the worksheet and why.