

EXTENSION ACTIVITY

BOOK TITLE

Tina Wants a New Bike

TOPIC

Nutrition and Life Skills

LENGTH

2 lessons
(30 minutes each)



Essential Question

What is the difference between “wants” and “needs”? What are some ways that we can earn money? What are some ways that we can save the money we earn?



Lesson Overview

In this lesson, students discuss the difference between “wants” and “needs” and why it is important to know the difference when thinking about how to spend your money. Students then explore ways to earn and save money.

REQUIRED MATERIALS

- ☛ Book: *Tina Wants a New Bike*
- ☛ Handout: **Wants and Needs Sorting Sheet**
- ☛ Tape
- ☛ Chart paper
- ☛ **Saving Plan** worksheet

LEARNING ACTIVITIES



Reading the book



Discussing “wants” and “needs” and completing a sorting activity



Understanding the decision-making process to determine “wants” versus “needs”



Brainstorming ways to earn money



Discussing and brainstorming how to save money



Saving for an item students want

LEARNING CONNECTION

Students will understand the difference between “wants” and “needs” and why this is important when planning how they will spend their money. Students will put their learning into practice by creating a plan for how they will earn and save money to purchase an item they want. This builds on their understanding of the book *Tina Wants a New Bike*.

READING VOCABULARY

want, need

PRE-LESSON PREPARATION

1. Print one copy of the **Wants and Needs Sorting Sheet** and cut out each item. Tape each item to the board.
2. Print or photocopy the **Saving Plan** worksheet, one for each student.

LESSON PLAN: TINA WANTS A NEW BIKE

Lesson 1: Wants versus Needs

1. Ask students if they have ever heard of wants and needs. If they are able, allow students to explain what wants and needs are. Be sure that students understand that a want is something we would like to have, but that we do not need to live. A need is something that we must have to live.
2. As you read, ask students to pay attention to how Tina's anaana describes wants and needs.
3. Read *Tina Wants a New Bike* out loud to the class.
4. After reading, ask students if they remember how Tina's anaana described wants versus needs.
5. Once you have discussed the definitions of wants and needs, draw students' attention to the cards you have taped to the board (from the **Wants and Needs Sorting Sheet**). Make a two-column chart on the chart paper, with "Needs" at the top of one column and "Wants" at the top of the other. Have student volunteers come up to the chart paper, choose one of the cards, and place it in the correct column. Your chart will look something like this:

Needs	Wants
<i>Shelter (home)</i>	<u><i>New shoes</i></u>
<i>Healthy food</i>	<i>New toys or games</i>
<i>Water</i>	<i>Junk food (treats)</i>
<i>Medicine</i>	<i>Holiday travel</i>
<u><i>Clothes</i></u>	<u><i>New skidoo</i></u>

After students have placed all of the items in the chart, you can draw attention to the fact that some items are wants for some people, and needs for others (see underlined examples in the chart). For example, if hunting was your job, it would be difficult, if not impossible, to hunt without a skidoo. So, while a new skidoo is a want for some people, a skidoo would be a need for a hunter so that they can earn money to pay for other needs, such as food for their family. Clothes are also a need, but clothes can sometimes be a want. For example, if you see a new shirt that you like but have many other shirts, it is a want. However, if your current shirts are too small, you need some new ones.

LESSON PLAN: TINA WANTS A NEW BIKE

6. Tell students that to determine the difference between a want and a need, it is good to ask some questions. Explain that whether something is a want or a need sometimes depends on the reason for the purchase.

Ask students,

 **“Are new boots a want or a need?”**

Then, describe two scenarios:

 **“My boots are worn out and have holes in them. Are new boots a want or a need?”**

 **“My boots keep my feet warm and dry, but I have seen other boots that I think look nicer. Are new boots a want or a need?”**

Allow students to respond to each scenario. Remind students that it is important to make sure you have enough money for your needs before you can think about spending money on your wants.

7. As a group, discuss whether the following items are wants or needs: blanket, candy bar, cellphone, body wash. Use the following questions to guide your discussion:

- ☞ *How long will I use this item?*
- ☞ *How often will I use this item?*
- ☞ *One year from now, will I still have this item?*
- ☞ *One year from now, will I be happy that I bought this item, or will I wish that I still had the money I spent?*
- ☞ *Do I already have another item that serves the same purpose?*

8. Divide students into four groups. Assign each group one of the following items and have them discuss whether that item is a want or a need: medicine, video game, headphones, pair of jeans. The goal of the discussion is for each group to determine whether their item is a want or a need and to explain why they think this. Once each group has had a chance to consider the item, have students share their thoughts with the rest of the class.

LESSON PLAN: TINA WANTS A NEW BIKE

Lesson 2: How Can We Earn Money and How Can We Save It?

1. Explain to students that many kids do not think they can earn money because they are not old enough to get a “real” job. In fact, there are many creative ways for kids to begin to earn money. Ask students to share the different ways Tina makes money in *Tina Wants a New Bike*.
2. Ask students to brainstorm other ways that they could make money. If needed, prompt them with the following ideas:
 - ☛ *Have a rummage sale:* Students could gather items that are in good condition but that they don't need anymore, such as old toys they've outgrown. Students can have a rummage sale or ask for an adult's help to advertise items on a community bulletin board. Students should make sure to ask their parents or guardians before they sell anything.
 - ☛ *Create and sell:* Students who enjoy art could create and sell decorative objects that other kids and adults might enjoy or find useful, such as friendship bracelets or zipper pulls. Students who enjoy baking could sell their baked goods.
 - ☛ *Offer services:* Students might walk their neighbour's dog, pick up their neighbour's mail while they are on vacation, or shovel steps and walkways.
3. Next, explain to students that while the first step is earning money, the second step is saving it! Read the following scenario out loud to your students. Then, have them vote for the response they would choose for themselves.



“Tina made \$40 a week babysitting. Usually, she would spend \$5 a day on ice cream after school. However, now that she wants to buy the new bike for \$200, she has to start saving that money to pay for the bike. Which of the following would you be most likely to do?”

- a) *I would save all of the babysitting money for five weeks to buy the bike.*
- b) *I would buy the ice cream just one day a week and save the other \$35 for six weeks to buy the bike.*
- c) *I wouldn't buy the bike at all.*

LESSON PLAN: TINA WANTS A NEW BIKE

4. As a class, brainstorm ways that students could save money. Prompt your students to think back to the book and try and remember how Tina saves up enough money to buy the bike.

Possible answers:

- ☛ Remember what you value and decide not to spend money or to spend less money on other things you want.
- ☛ Put your money in a piggy bank so you can see it grow as you save.
- ☛ Ask an adult to help you look for lightly used items that will serve the same purpose but may be cheaper.

Record additional student answers on the board or somewhere visible to students.

5. Tell students that making a plan to save for something they want will help them be successful. Hand out the **Saving Plan** worksheet, one to each student. Have students think of one item and fill out the **Saving Plan** worksheet to identify ways they could earn and save money to purchase that item. Discuss student plans as a class and post the completed worksheets around the class so students can share their ideas with each other.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☛ Display completed **Saving Plan** worksheets around the classroom so students can see how their classmates plan to earn and save money.

Wants and Needs Sorting Sheet



Shelter
(home)

Healthy food

Water

Medicine

Clothes

New shoes

**New toys or
games**

Junk food
(treats)

Holiday travel

New skidoo

Name: _____

Saving Plan

I would like to save up to buy _____.

I will need to save \$_____ to buy the item I want.

Ways I will earn money	How much I will earn
<i>Example: Sell muffins to the community.</i>	
Total:	

If I do all of these things, I will earn \$ _____!