



45–60 mins.



Middle Primary

Let's party!

In this lesson students learn about needs and wants whilst budgeting for a birthday party.

Outcomes

Students:

- understand and compare data
- grasp the notion of budgeting
- appreciate how needs and wants vary between people and cultures
- consider how needs and wants impact spending choices
- listen, analyse and interpret peers' viewpoints

Curriculum links v9.0

English

[AC9E3LY02](#)

[AC9E3LA09](#)

[AC9E4LA02](#)

[AC9E4LY02](#)

Mathematics

[AC9M3ST01](#)

[AC9M4ST01](#)

[AC9M4N01](#)

[AC9M4N06](#)

[AC9M4N08](#)

[AC9M4ST03](#)

HASS

[AC9HS3S07](#)

[AC9HS3S06](#)

[AC9HS4S06](#)

Technologies

[AC9TDI4P06](#)

[AC9TDI4P07](#)

Getting started (10 mins)

1. What makes a good birthday party?

- As a class warm-up ask students to physically line up in order of their birth dates. Whose birthday is coming up?

Open a conversation with your students about birthday parties:

- Share a few different examples from the class about various ways people celebrate birthdays.
- What makes a good birthday party? Explore the variety of views in the classroom.

Discovery (35 - 50 mins)

1. Needs and wants

- Split the class into small groups.
- Give the groups 5 mins to develop a list of items they agree should be included in a birthday party. Then what they agree doesn't have to be included. Appoint someone from the group to record the responses and someone to share the group's conclusions to the class (see Worksheet 1).
- Briefly explore the difference between a want and a need (see Worksheet 2).
- What ways can the class collate and represent the difference in one another's needs and wants (eg., a graph, spreadsheet, table)? What are they discovering in their analysis?

2. Plan your birthday party

- Based on the information they shared, have each student plan a birthday party with a budget of \$100 (see example Worksheet 3).
- Offer students access to catalogues or online shopping options to assist with decisions and to compare prices.
- Choose from the following discussion points which lead to more inquiry-based question(s). (Use examples from the Worksheets below or create your own.)
 - › What compromises did you have to make?
 - › What was difficult to go without?
 - › What decisions were made so the event would still be fun? (E.g., Did anyone combine parties with another person? Did anyone ask for gifts that would add to the party atmosphere?)
 - › Why do people's needs and wants differ? How might this change over a lifetime?
 - › What did you discover about the process?
 - › What can this activity teach us about money?
 - › How does this impact our lives as consumers?



Let's party!

★ General Capabilities

Digital Literacy

Locate information Level 3

Acquire and collate data Level 3

Interpret data Level 3

Numeracy

Measuring time Level 4

Interpreting and representing data Level 3

Additive strategies Level 7

Multiplicative Strategies Level 7

Understanding Money level 6–7

Other resources

[How to do a budget](#)

[Budget planner - Moneysmart.gov.au](#)

[Inquiry based learning](#)

First Nations cultural considerations NB – This can be adapted to investigate the budgeting for a celebration using traditional foods or a celebration other than a birthday party. What might a sporting celebration at the end of a sporting season look like? Or the welcoming of a baby cousin? Or create activities in [preparation for an event during NAIDOC Week?](#) or [National Reconciliation Week - Twinkl](#). What needs to be paid for? What are some items that need to be purchased? What will the budget look like?

Extension (30 mins)

- Have your students explore [Dollar Street](#) (gapminder.org). There are stories of 264 families across 50 countries to showcase how people around the world really live.
 - › Click on a country and explore the link 'Visit this home'.
 - › Share together the notable differences and similarities in the standard of living (see Worksheet 4).
- For a take home activity, ask students to take photos or sketch areas of their own home to compare the difference in needs and wants across the world.
 - › When sharing and discussing back in the classroom, consider some of the significant elements of our own lives that we can be grateful for.
 - › How do our wants and needs compare?
 - › What impact does this have on your own wants and needs?
- For a lesson that concentrates more on budgeting, students can arrange to help their households budget for a week, a month, or longer. Bills can be calculated for the year for a more in-depth activity. Use a [Budget planner](#).

Worksheet 1: Understanding needs



What are birthday party needs you or your group agree on:

What are some items you agree don't need to be included?

Explain why you think people's needs might differ?

Worksheet 2: Understanding the difference between needs and wants



Having listened to one another's decisions, how would you now describe the difference between

NEEDS:

WANTS:

Identify up to five reasons why understanding the difference between a need and a want can help you become a better consumer. What are some positive outcomes? E.g., I won't make unnecessary purchases.

1.

2.

3.

4.

5.

Worksheet 3: \$100 budget for your birthday party



These examples may help with your planning. Or choose your own options.

| Options | Decisions and equipment needed | Costs |
|--|--|-----------|
| How many friends are you inviting (exclude family) | | NIL |
| Location | E.g., pool, escape room, community hall, laser tag, go-kart, local park, horse riding club, mini golf, bike ride, at home. | |
| Decorations | E.g., balloons, hats, party blowers, streamers, party poppers. | |
| Cake | E.g., self-made, store bought, special order. | |
| Food | E.g., chips or popcorn, lollies and chocolate, carrot sticks and dip, cheese and crackers, slices or biscuits, fairy bread, chocolate crackles, honey joys, fruit, pizza, sushi, mini sandwiches, hotdogs. | |
| Drinks | E.g., soft drink or juice, water, cordial, poppers. | |
| Entertainment | E.g., DJ, clown, party entertainer, jumping castle, water fight, spotify playlist, games. | |
| Extras | E.g., transport, cups and serviettes, plates, sporting equipment, safety gear. | |
| Overall total | | \$ |

Worksheet 4: Differing needs and wants



| Why would needs and want vary from country to country? | Why would your choice of items be different to other people's choices? |
|--|--|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |