Lesson 3

Lesson title: "I Want It… But Do I Need It?"

Grade levels: 5-8

Financial literacy standards:

- NYSED Financial and Consumer Literacy Standards
  - 4. Buying Goods and Services
    - b.) Distinguish between needs, wants, values, and goals and tell how each impacts spending and savings decisions
    - c.) Develop a spending and savings plan (budget) based on income and expenses
    - e.) Explain the influence of peers, advertising, technology, and the economy on consumer decisions
  - 2. Saving, Investing, and Sharing
    - e.) Investigate opportunities for sharing money through donations to charities.
    - f.) Apply decision-making skills to saving, investing, and donating decisions.

Learning objectives (2-3 per lesson):

Students will:

1. Complete an activity in which they understand the categories of wants, needs, and donations.
2. Make choices in their Minecraft world based on what they may need, want, or can donate while still saving for their bicycle.
3. Reflect on how their financial decisions in various situations affect short- and long-term purchase goals.

Lesson overview (100 words):

In this lesson, students learn about spending on wants, needs, and donations when it comes to saving for a long-term purchase goal.

Teacher preparation:

- Gather poster paper (one for each – "I like…", "I wish…", "I wonder…") and post-it notes. This activity can also be done digitally using platforms such as Microsoft Whiteboard or Nearpod.
- Watch the YouTube videos on needs vs. wants and budgeting for kids.

- Print off or distribute the needs vs. wants graphic organizer and sorting items (download from aka.ms/MEEFinLitExtras). The second page is a teacher key for the sorting items.
- If desired, experience the shopping portion of the world to become familiar with it before students begin.

Lesson activities:

1. Begin the lesson by reviewing the first two lessons in Minecraft (earning money through a job and banking). Based on what has been learned so far, students will use three post-it notes to complete the following sentence stems and share with the class either on poster paper or digitally:
    a. I like…
    b. I wish…
    c. I wonder…

2. After the review activity is complete, tell students that they are going to learn about needs versus wants and how that affects saving for something important. Remind students that in their Minecraft world, they are saving for a new bicycle, but also have some money on their new debit card for immediate purchases. Today they will make decisions on what to spend, what to save, and what to donate.

3. As a class, students will watch two videos: one on needs versus wants and one on budgeting (see links in Teacher Preparation). They should use the questions, "Can I still function in life without this?" and "Will something bad happen if I don't have this?" while completing the next activity.

4. To begin, place students in small groups and give them the needs vs. wants graphic organizer and an envelope with items they will sort. In the groups, students consider which items they consider to be needs and which are wants. After discussing the items and sorting them as a group, the class comes together and shares out.

5. Next, give students a scenario in which they need to make a large purchase (for example, a new laptop for school). Afterwards, the groups go back to their sorts and see if there is anything that they would change knowing that they need to save money for a new item. This should lead to a class discussion on how needs and wants can affect saving when it comes to having a long-term purchase goal.

6. Before entering the Minecraft world for today's lesson, ask students to think about one other way they might spend money unrelated to needs and wants. The answer will be donations. Show students a video on budgeting for kids (see link in Teacher Preparation).

7. Considering the out-of-game activities, students will enter Minecraft for a new exploration. They should still be outside of the bank and, as they leave, be approached by NPC friends who invite the students to go shopping at a local shopping center.



8. Once teleported to the shopping center (mall), they visit various stores, meeting more friends along the way. When in the store, students need to make decisions on if they will purchase something or not, keeping in mind the end goal of buying the bike. In addition, it is important that students keep an eye on their budget notetaking from the last couple of lessons. This amount will also be saved in their Minecraft checking and savings accounts.





9. At the end of the shopping trip, students will go one of two ways. If they purchase a fish at the pet store, they will need to go home to drop off the pet and get lunch. Here they will be approached by a neighbor asking for a donation for a fundraising event. If they didn't purchase a fish, they will be asked to go to a

local restaurant with friends. Here the students will learn that part of the food cost will be donated to their local school's esports program. In both cases, the students will need to eat, as hunger will begin in the game. In the restaurant scenario, the students must purchase at least one item or they will get a "woozy" feeling and be told to return to buy food.



10. **NOTE:** Once students teleport to the bike shop, tell them to pause and wait for the next lesson.

11. To assess students in this lesson, ask students to reflect on their spending habits in-game and how they affected their short-term goal of purchasing a bicycle. Do they still have enough money? Will they have to choose a cheaper bike? Will they have enough in their checking to use in case of unexpected costs at the bike store?

12. Next, students take a quick, 5-question quiz on their own spending habits. After learning what kinds of spenders they are, students compare that against the decisions they made in Minecraft by asking themselves questions such as, "Do I spend the same way in real life as I do in the game? Why or why not?", "What spending habits affect my choices both in real life and Minecraft?" or "Do I (or my family) make donations to help others? How would this affect my own spending and saving habits?" They will share what they learned with small peer groups.

Extension or differentiation suggestions:
Students can:

- Compare two to three items they would like to purchase through comparison research. (Standard 4.f. and 4.g.)
- Use the 30-60-10 rule learned in the lesson video to create a spending and savings plan based on what they would make at a certain job and on what they would like to spend their money. (Standard 4.c.)

- Determine what is important to them or something they are passionate about and research various groups to whom they could donate money if possible. (Standard 2.e.)