



World AIMS Lesson Plan

Subject: PSHE/Citizenship	Topic: Needs & Wants Auction	Time: 60 minutes
<p>Context: The purpose of this activity is to encourage students to think about what they would do if they had to flee their home at a moments' notice. What items would they rescue? What would be the most useful thing to take? Using the Needs and Wants Activity, your students should engage in discussion about how they would cope in a crisis and to distinguish between need and want.</p>		
<p>Learning Objectives: Students can effectively identify the difference between need and want Students understand that some people are unable to have their basic needs met in a crisis Students will discover how some countries are able to cope better in a crisis</p>		
<p>Before the activity: Divide the space into four groups. Each group will need a table, with their family scenario sheet, auction item list and citizen credits. Please note-each group will be entitled to a different amount of credits than others, please do not let students know this!</p>		<p>Time 10 minutes</p>
<p>Introduction: Explain to all students that each group represents a family that has been displaced due to a natural disaster. Please do not tell the students that each group represents a different disaster. The hope is that the groups will realise this once the auction begins and that they also have varying amounts to spend. Each group will lose most if not all of their family possessions (& home) in the natural disaster. However they do have a sum of money (citizen credits) which they can use to purchase auction items. They must decide how they are going to make decisions about which items they are going to bid for and how much they will be prepared to pay for the items. They must decide on a chief spokesperson for the group. This will be the only person who will be allowed to speak during the bidding process. The group must be able to justify the decision for their purchase. Please explain the auction rules: 1.Only one person per group may bid 2.A group cannot bid more credits than they possess or they risk losing all of the items they have already purchased. 3.Once an item has been successfully purchased by a group, it becomes their property, they can do with it what they like 4.Items that initially go unsold can be auctioned again at the end 5.All items have an opening bid of 50 credits, and all bids go up in increments of 50 credits.</p>		<p>10 minutes</p>
<p>Activity 1: Give the students 10 minutes to familiarise themselves with their family scenario. They must look at the amount of credits they have available, look at the items available for purchase, prioritise the items they wish to bid for, deciding what are the items they need and the items they want. As a group they must collectively agree what is the maximum amount they are prepared to bid for each item.</p>		<p>10 minutes</p>

<p>Activity 2: Allow 20 minutes approximately for the auction. The teacher should act as the auctioneer. Try to keep the auction moving at quite fast a pace in order to recreate the auction atmosphere. This should also help to reflect the pressure that people would make at short notice in times of crisis. It should become clear as the auction progresses that not all groups have the same amount of credits available to them, but as the auctioneer, you should carry on regardless. Collect in the credits from the successful group after each bid. It is worth pausing the auction half way through to allow the groups to re-evaluate their priorities.</p>	<p>20 minutes</p>
<p>Plenary: This is probably the most important part of the entire session. Do allow adequate time for discussion. Ask each group to read their scenario cards and disclose how many credits they had and what items they needed/wanted and what they managed to get. Use this as an opportunity to discuss with students some of the following questions; -Which family group secured the best items? Why? -what is the difference between needs and wants? -what was unfair about the auction? -what are the basic needs for people in a crisis? -how did the needs of the various family members differ from one another? -if resources were limited, how else could people access them? (pooling them, working together, international aid agencies, crime?) Reflect on any unusual behaviour that took place in the auction, did groups lend money? Or do private deals/swaps etc? Did some groups try to force others into a bidding war? Did the bidder always do as the whole group had agreed they would?</p>	<p>20 minutes</p>
<p>Notes: This activity always works best when the auctioneer is a deliberately vague as possible! This encourages the groups to interpret the situation as much as possible. You don't have be fair! If you want to be more favourable to certain countries-go ahead! What often happens is that richer countries are able to get the items they want which happen to be the very items the poorer countries need. So it really becomes a case of need versus want. Explain to the students that although the family scenarios were fictional, the natural disasters that happened were real. You could always introduce new scenarios and items if you wish.</p>	
<p>Resources</p> <p>Family scenario sheets</p> <p>Auction Item list</p> <p>Citizen Credits</p> <p>Paper for making notes on</p>	