



**How can we be informed consumers?**

Key Stage 3 scheme of work

# Key question: How can we be informed consumers?

**National curriculum links:** develop pupils' understanding of the rights and responsibilities of citizens; develop skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments; the functions and uses of money, the importance and practice of budgeting

Lessons	<h2>1. What factors influence how we choose to spend our money?</h2>	<h2>2. Is sustainability an important issue for consumers?</h2>	<h2>3. How can we be sustainable shoppers?</h2>	<h2>4. What's the connection between clothes and human rights?</h2>	<h2>5. Why is child labour an important issue for consumers?</h2>	<h2>6. How can we raise awareness about being an informed consumer?</h2>
Overview	<p>This lesson introduces students to consumerism and how to use money wisely, both economically and ethically. Students consider factors that affect how we choose to spend our money, including price and value for money. They then start to learn about some of the ethical considerations that influence the choices consumers make.</p>	<p>Students explore sustainability before beginning to consider its relationship to consumerism. They focus on environmental, social and economic aspects of sustainability, and investigate the United Nations SDGs. At the end of the lesson, they consider whether sustainable factors should influence what we buy as consumers.</p>	<p>Building on previous learning about sustainability, students explore sustainable shopping. They investigate reducing, reusing and recycling, and consider how they could make more sustainable choices. They learn about fair trade and the difference they can make to people and the environment in the consumer choices they make.</p>	<p>Students explore human rights and the clothing industry. They learn about the Universal Declaration of Human Rights and investigate case studies of how human rights issues affect workers in the clothing industry. They then look at fast fashion's impact on the environment and human rights, becoming more aware of their choices as consumers.</p>	<p>Students focus on child labour and children's rights. Through case studies, they explore how child labour denies children their rights under the UNCR. They look at the role of legislation in the UK and internationally in relation to children working. At the end of the lesson, they consider what consumers can do to try to prevent child labour.</p>	<p>Students explore what being an informed consumer and consumer power mean, before investigating ways of raising awareness. They plan an advertising campaign and peer assess each other's work, voting for the most effective campaign plan. To round off their learning, they discuss the question 'How can we be informed consumers?'</p>
Learning objectives	<ol style="list-style-type: none"> <li>How can we use our money wisely when we shop?</li> <li>Why is it important to make sure we use our money wisely?</li> <li>What ethical issues might we consider as consumers?</li> </ol>	<ol style="list-style-type: none"> <li>What is sustainability?</li> <li>What are the Sustainable Development Goals (SDGs)?</li> <li>Should sustainable considerations influence what we buy as consumers?</li> </ol>	<ol style="list-style-type: none"> <li>How can we reduce, reuse and recycle as consumers?</li> <li>What is the impact of fair trade?</li> <li>How can we develop sustainable shopping habits?</li> </ol>	<ol style="list-style-type: none"> <li>What is the Universal Declaration of Human Rights?</li> <li>What human rights issues affect the clothing industry?</li> <li>What is fast fashion's impact on the environment and human rights?</li> <li>Can following fashion lead us to violate other people's human rights?</li> </ol>	<ol style="list-style-type: none"> <li>How do laws in the UK protect children in work?</li> <li>How does child labour deny children their rights?</li> <li>Why is child labour still a problem, despite legislation?</li> <li>What can we do as consumers?</li> </ol>	<ol style="list-style-type: none"> <li>What is an informed consumer?</li> <li>As informed consumers, what should we think about when we shop?</li> <li>How can we encourage others to become informed consumers?</li> </ol>
Concepts and skills	<p>Concepts: ethics, fairness, responsibilities, making a difference, equality v equity Skills: making judgements, financial literacy, decision-making, critical thinking, planning</p>	<p>Concepts: sustainability, community cohesion, legislation, respect, ethics, responsibilities Skills: evaluation, investigation, analysis, political literacy</p>	<p>Concepts: sustainability, responsibilities, making a difference, identity, rights, respect, ethics, fairness Skills: evaluation, investigation, analysis, representing your views to others</p>	<p>Concepts: rights, responsibilities, fairness, justice, discrimination, equal opportunities Skills: political literacy, collaborative working, investigation, evaluation</p>	<p>Concepts: rights, responsibilities, fairness, justice, discrimination, freedom, conflict Skills: political literacy, collaborative working, investigation, evaluation</p>	<p>Concepts: change, making a difference, community cohesion, media, society, consumer power Skills: representing your views to others, active participation, planning, raising awareness</p>
Activities	<p>Discussing using money sensibly and exploring the reasons for these decisions Role-playing shopping scenarios Mind mapping and discussing ethical considerations</p>	<p>Creating spider diagram Watching a video about sustainability Watching a video about SDGs Written activity about SDGs Discussing whether the environment should affect what we buy</p>	<p>Discussing sustainability Analysing reduce, reuse and recycle scenarios Comparing and investigating two stories Watching a video about fair trade Discussing sustainable shopping habits</p>	<p>Reading and watching videos about human rights, UDHR and fast fashion Carouselling six case studies &amp; completing investigation chart Discussing and writing about the impact of fast fashion</p>	<p>Discussing the CRC and child labour Watching videos about child labour Evaluating case studies of children working in relation to law and rights Discussing the relationship between child labour and consumerism</p>	<p>Retrieval task Definitions and mind maps Planning an informed consumer advertising campaign Peer voting, resulting in a winning pair Discussing the key enquiry question</p>
Resources	<p>Slide presentation Role-play scenarios worksheet Calculators Guidance – extra information for teachers Glossary of key terms</p>	<p>Slide presentation Video clips SDGs worksheet Glossary of key terms</p>	<p>Slide presentation Reduce, reuse and recycle worksheet A day in the life of two workers worksheet Fair trade video clip Glossary of key terms</p>	<p>Slide presentation Video clips: UDHR and fast fashion Six case studies and worksheet Simplified UDHR Glossary of key terms</p>	<p>Slide presentation Child labour videos Case studies and accompanying worksheet Glossary of key terms</p>	<p>Slide presentation Advertising campaign worksheet Voting slip and box Glossary of key terms</p>
Differentiation	<p>Different levels of discussion tasks Consider roles in group and pair tasks Differentiated questioning Provide different levels of numeracy support</p>	<p>Different levels of discussion tasks Differentiated questioning Consider pairings for SDG activity</p>	<p>Consider pairings for discussion Provide different level of support for both written activities using worksheets Consider pairings for all written tasks</p>	<p>Different levels of discussion task Range of different lives for case studies Consider groupings for case study research Differentiated questioning</p>	<p>Provide different levels of support for applying laws and case study evaluation questions Different scenarios included for a range of abilities and interests</p>	<p>Different levels of discussion tasks Scaffolding for advertising campaign planning Peer voting support Differentiated questioning</p>
AfL	<p>Group discussion and differentiated questioning Assessment of role play group work Oral evaluation of ethical considerations Assessment of mind map</p>	<p>Group discussion and differentiated questioning Assessment of spider diagram Assessment of SDG worksheet</p>	<p>Group discussion and differentiated questioning Assessment of reduce, reuse and recycle scenarios Assessment of fair trade worksheet</p>	<p>Group discussion and differentiated questioning Peer assessment of takeaway task Assessment of investigation case study Summative plenary discussion</p>	<p>Group discussion and differentiated questioning Assessment of applying UK child work laws Assessment of case study questions</p>	<p>Assessment of the retrieval task Group discussion and differentiated questioning Peer assessment of campaign plans Peer voting</p>
Takeaway task	<p>Ask two people at home or two friends what considerations they take into account in everyday shopping. Summarise the information you find out in at least two paragraphs.</p>	<p>Research and write a summary of two products that have been designed with sustainability in mind. Would you choose to buy these products? Why? Why not?</p>	<p>Design a leaflet advising consumers on how they can make sustainable choices when shopping.</p>	<p>Create a human rights shopping checklist for evaluating clothing brands, including why people need to think about human rights before they buy clothing.</p>	<p>Think of a slogan for an advertising campaign to encourage others to think more carefully about the products they buy. You will need to bring this with you next lesson.</p>	<p>Teach three different people at home or at school what you have learnt about being an informed consumer.</p>



## Key Stage 3 (Year 7) Citizenship scheme of work

# How can we be informed consumers?

### About this scheme of work

This scheme of work covers topics related to finance, human rights, sustainability and legislation.

Students begin by considering the factors that influence how we choose to spend our money, including an introduction to price, value and budgeting. They then focus on ethical considerations and consumerism, learning about sustainability, the Sustainable Development Goals, environmental issues and fair trade. With a focus on the clothing industry, they learn about child labour and related rights and legislation.

The scheme of work culminates in students planning a campaign to raise awareness of being an informed consumer, laying the foundations for active citizenship.

### National curriculum links

Develop pupils' understanding of the rights and responsibilities of citizens; develop skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments; the functions and uses of money, the importance and practice of budgeting

### Citizenship skills

Making judgements, financial literacy, decision-making, critical thinking, planning, evaluation, investigation, analysis, political literacy, representing your views to others, collaborative working, active participation, raising awareness

### Citizenship concepts

Ethics, fairness, responsibilities, making a difference, equality vs equity, sustainability, community cohesion, legislation, respect, identity, rights, justice, discrimination, equal opportunities, freedom, conflict, change, media, society, consumer power

### Building progression

This scheme of work is part of ACT's model core curriculum for Citizenship in secondary schools, which has been designed to develop and deepen students' knowledge, skills and understanding throughout Key Stages 3 and 4. Other units linked to this Year 7 scheme of work include:

**Year 8:** What can be done to improve our local economy?

**Year 10:** Who really has the power to make change?

**Year 11:** What has the UK economy got to do with me?

## What do the six lessons cover?

### Lesson 1: What factors influence how we choose to spend our money?

1. How can we use our money wisely when we shop?
2. Why is it important to make sure we use our money wisely?
3. What ethical issues might we consider as consumers?

### Lesson 2: Is sustainability an important issue for consumers?

1. What is sustainability?
2. What are the Sustainable Development Goals (SDGs)?
3. Should sustainable considerations influence what we buy as consumers?

### Lesson 3: How can we be sustainable shoppers?

1. How can we reduce, reuse and recycle as consumers?
2. What is the impact of fair trade?
3. How can we develop sustainable shopping habits?

### Lesson 4: What's the connection between clothes and human rights?

1. What is the UDHR?
2. What human rights issues affect the clothing industry?
3. What is fast fashion's impact on the environment and rights?
4. Can following fashion lead us to violate other people's rights?

### Lesson 5: Why is child labour an important issue for consumers?

1. How do laws in the UK protect children in work?
2. How does child labour deny children their rights?
3. Why is child labour still a problem, despite legislation?
4. What can we do as consumers?

### Lesson 6: How can we raise awareness about being an informed consumer?

1. What is an informed consumer?
2. As informed consumers, what should we think about when we shop?
3. How can we encourage others to become informed consumers?

<b>active citizenship</b>	The process of learning how to take part in democracy and use Citizenship knowledge, skills and understanding to work together and try to make a positive difference in the world.
<b>biodiversity</b>	The variety of plant and animal life in the world or in a particular habitat, a high level of which is considered to be important and desirable.
<b>budget</b>	A plan you make to decide how you will spend your money in a given timeframe.
<b>budgeting</b>	Allowing or providing a particular amount of money in a budget.
<b>child labour</b>	Work that is harmful to a child's health and wellbeing, and/or interferes with their education, leisure and development.
<b>climate change</b>	A long-term change in the average weather patterns that have come to define the Earth's local, regional and global climates.
<b>collaboration</b>	Working together towards an outcome, or to produce something. A campaign group, for example, should collaborate, supporting each other and communicating.
<b>consumer</b>	A person who buys goods or uses services.
<b>consumer power</b>	Consumers' ability to influence the business decisions that companies make (e.g. the products they produce and how much they sell them for) through their informed buying choices.
<b>consumerism</b>	The belief that it is good for a society or an individual to buy and use a large quantity of goods and services.
<b>deforestation</b>	When forests are converted for other purposes by cutting down the trees to clear the land for other use.
<b>dignity</b>	The right of a person to be valued for their own sake, and to be treated with respect.

<b>eco-friendly</b>	Not harmful to the environment.
<b>energy efficient</b>	Using less energy to perform the same task, eliminating energy waste.
<b>environmental problems</b>	A disruption to the protection of the natural world of land, sea, air, plants, and animals.
<b>ethical considerations</b>	The process of carefully thinking about and evaluating the moral principles, values, and beliefs that should guide a decision or action.
<b>evaluation</b>	Judging or determining the significance, worth or quality of someone or something.
<b>fast fashion</b>	A term that covers a number of different retail producers that have certain things in common: <ul style="list-style-type: none"> <li>● they quickly reproduce the latest trends</li> <li>● they can produce items quickly</li> <li>● they sell items cheaply.</li> </ul>
<b>fair trade</b>	A system of trading with a developing country in which a fair price is paid for their goods, and the people who produce them have safe working conditions and are paid a fair wage.
<b>government</b>	The group of people with the authority to govern a country.
<b>human rights</b>	Basic rights and freedoms that all people are entitled to.
<b>informed consumer</b>	A consumer who uses information, values and judgement to decide what to buy based on knowledge and information.
<b>legislation</b>	A law or set of laws that have been passed by Parliament.
<b>manufacturing</b>	The making of articles on a large scale using machinery; industrial production.
<b>organic</b>	Food produced or involving production without the use of chemical fertilisers, pesticides or other artificial chemicals.

<b>pollution</b>	The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
<b>recycle</b>	Convert waste into reusable material.
<b>reduce</b>	Make smaller or less in amount, degree, or size.
<b>resource depletion</b>	When resources are taken from the environment faster than they are replenished.
<b>responsibility</b>	A duty that we are expected to do as a citizen of a country.
<b>reuse</b>	The action of using something again.
<b>secret ballot</b>	An anonymous form of voting.
<b>sustainability</b>	Using resources and making choices in a way that does not harm the environment and can continue for a long time.
<b>Sustainable Development Goals</b>	The United Nations put together 17 targets for countries to reach by 2030 in order to protect the environment for ourselves and more importantly for future generations.
<b>UK (United Kingdom)</b>	The United Kingdom of Great Britain and Northern Ireland (UK) is an island country that sits north-west of mainland Europe. It is made up of mainland Great Britain (England, Wales and Scotland) and the northern part of the island of Ireland (Northern Ireland). It has numerous smaller islands.
<b>UN (United Nations)</b>	An international organisation comprising of most countries in the world, which aims to promote peace, security and international cooperation. The UK is a permanent member of the Security Council with the ability to veto any decision.
<b>United Nations Convention on the Rights of a Child (UNCRC)</b>	A legally binding international agreement that sets out the civil, political, social and cultural rights of all children, regardless of their race, religion or abilities.
<b>Universal Declaration of Human Rights (UDHR)</b>	The Universal Declaration of Human Rights, adopted by the United Nations on 10th December 1948, which sets out the basic rights and freedoms that apply to all people.
<b>wisely</b>	In a way that shows you have good judgement.