



**Is sustainability an  
important issue for  
consumers?**

Lesson 2

**How can we be informed consumers?**

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

**Key Stage 3 (Year 7)**

<p><b>Overview</b></p>	<p>In this lesson, students explore sustainability before beginning to consider its relationship to consumerism. They focus on the impact of climate change and why environmental sustainability is so important. They then learn about social and economic aspects of sustainability, before investigating the United Nations Sustainable Development Goals. At the end of the lesson, they consider whether sustainable factors should influence what we buy as consumers.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> sustainability, community cohesion, legislation, respect, ethics, fairness, responsibilities</p> <p><b>Skills:</b> evaluation, investigation, analysis, political literacy</p>
<p><b>Essential teaching guidance</b></p>	<p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</b></p> <p>Be aware that different students in your class may have a range of financial backgrounds and some may be sensitive to issues discussed. Sustainability may not be a concern when they shop because the cheapest alternative will always be bought due to their financial situation.</p> <p>Be mindful of the diverse viewpoints that may arise, and seek to encourage empathy and promote community cohesion. Where the issues raised in teaching this lesson are sensitive or controversial in nature, ensure you are in line with your school policies on such matters. You may find the <a href="#">ACT guidance on Prevent and Controversial Issues</a> and <a href="#">ACT guidance on Political Impartiality in Citizenship</a> helpful.</p>
<p><b>Learning questions</b></p>	<ul 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> </ul>

<p><b>Lesson resources</b></p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Sustainable Development Goals (for Task 3)</p> <p>Glossary of key terms</p>
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem, or persuading.</li> <li>● Consider pairings that support learning in the Sustainable Development Goals activity (Task 3), paying particular attention to geography and thinking skills.</li> <li>● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions for students.</li> <li>● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive. Ensure sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> <li>● When reviewing knowledge gained by the class, use targeted review questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</li> <li>● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language, and promoting learning through discovery.</li> <li>● Use choral (whole class) responses for new terminology or to address misconceptions.</li> <li>● Use hinge questions to ensure the class understands an important area of knowledge or concept before the lesson can progress.</li> <li>● Give different levels of support, for example paired work, scaffolding frameworks, one-to-one, TA supported, model answers.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check knowledge has been acquired).</p> <p>Students can be assessed on their retrieval knowledge in the image task at the start of the lesson.</p> <p>The Sustainable Development Goals activity (Task 3) allows for a more thorough assessment of both knowledge and Citizenship skills.</p> <p>Students will be expected to draw upon knowledge from across the lesson in the plenary.</p>

<p><b>Do now / starter / entry task</b></p> <p><i>(5 minutes)</i></p>	<p><b>Spending money wisely</b></p> <p><i>Slides 2 to 4</i></p> <p>Share the two photos on slide 2 and ask students to reflect on the question by thinking back to the last lesson. This will test their learning and help measure progress.</p> <p>Ask students to use the key terms from the last lesson to enable them to structure their answers within the discussion.</p> <p>If students are struggling to remember the knowledge, you could read them these answers:</p> <p><i>In the first picture the person is budgeting for his shopping by calculating how much different items are. This is an example of a consumer using their money wisely, thinking carefully about cost and buying appropriately so they don't run out of money.</i></p> <p><i>In the second picture, the woman is shopping at a market, buying food directly from local producers. She is avoiding consumerism in large supermarkets and is focusing on ethical considerations – buying locally grown fruit and vegetables that doesn't have to be transported long distances and has minimal packaging.</i></p> <p>Share slides 3 and 4 and explain that in this lesson you're going to be focusing on sustainability and consumerism.</p>
<p><b>Task 1</b></p> <p><i>(10 minutes)</i></p>	<p><b>Environmental problems</b></p> <p><i>Slides 5 to 7</i></p> <p>Share slide 5 and ask students to think about the following question for 30 seconds in silence:</p> <p style="text-align: center;">“What are some environmental problems that the world faces today?”</p> <p>Use a discussion spider diagram to explore students' knowledge. Working in pairs, ask the students to discuss the question together and start creating a spider diagram with both their individual and joint responses.</p> <p>Display the images on slide 6 as a prompt to support discussions.</p> <p>Having spent time discussing the question in pairs, bring the class together for feedback, asking students to share their answers. Write their ideas on the board.</p> <p>Share the feedback on slide 7 and ensure students understand the key terms on the spider diagram (e.g. biodiversity, deforestation, resource depletion). These can all be found in the glossary of key</p>

	<p>terms which accompanies this scheme of work.</p>
<p><b>Task 2</b> <i>(15 minutes)</i></p>	<p><b>Introducing sustainability</b></p> <p><i>Slides 8 to 10</i></p> <p>Share the definition of sustainability on slide 8, which was issued by the United Nations Brundtland Commission in 1987:</p> <p style="padding-left: 40px;">“Meeting the needs of the present without compromising the ability of future generations to meet their own needs.”</p> <p>Discuss this definition with the students and check their understanding. Explain that with the growing threat of climate change, protecting our planet is a major part of this. However, it is not the only thing we need to think about when considering sustainability.</p> <p>Watch the video introduction to sustainable development on slide 9, which you can also find here:</p> <p><a href="https://www.youtube.com/watch?v=7V8oFI4GYMY">https://www.youtube.com/watch?v=7V8oFI4GYMY</a></p> <p>The video highlights three key aspects of sustainable development:</p> <ul style="list-style-type: none"> <li>● climate and environment</li> <li>● economic development</li> <li>● social progress</li> </ul> <p>To make sure students have time to absorb and understand the key information in this video, pause it after each section and ask the students to write down:</p> <ul style="list-style-type: none"> <li>● the type of sustainability being discussed</li> <li>● one sentence explaining why it is important</li> <li>● one example of how they can put it into practice in their own lives</li> </ul> <p>Be ready to pause the video after 1 minute 35 seconds and 2 minutes 38 seconds.</p> <p>Once you have watched the video and students have written their responses, discuss feedback as a class using slide 10 as a prompt. Ask individual students to share their ideas and use questioning to check their understanding of the three different aspects of sustainable development.</p>

### Task 3

(25 minutes)

#### Sustainable Development Goals

*Slides 11 to 20*

Begin by asking students what they know about the United Nations. Did anyone notice that the definition of sustainability on slide 8 came from the United Nations?

Show slide 11 and explain the purpose of the United Nations. There are currently 193 member states, including the UK.

Ask the students if they know anything about the work of the United Nations. Depending on previous learning, students might mention the United Nations Convention on the Rights of the Child (UNCRC). Show slide 12 as a reminder or to introduce them to the Convention.

Talk with the students about why it is important for an international organisation like the United Nations to lead the way on issues like children's rights and sustainability. Highlight that these are issues that affect the whole world and will only be solved through global change.

Share slide 13 as an introduction to the UN Sustainable Development Goals and then watch the video on slide 14 together. You can also find this here:

[https://www.youtube.com/watch?v=M-iJM02m\\_Hg](https://www.youtube.com/watch?v=M-iJM02m_Hg)

After the video, show slide 15 and ask the students to share three things they have learnt about the Sustainable Development Goals (SDGs) with their neighbour. Share responses as a class to confirm understanding.

Share the summary of the 17 SDGs on slide 16 and help the students to identify specific examples that relate to each type of sustainability – climate and environment, economic development, and social progress.

Working in pairs, give students a copy of the worksheet 'Sustainable Development Goals'. Share slide 17 and explain that they are going to complete an activity focusing on the six SDGs at the top of the sheet.

Explain that there are no correct answers to questions 1 and 2, but they will have to be ready to talk about the reason for their answers.

Show slide 18 to help students answer question 4, which relates the SDGs to UNCRC Article 24. This is the most challenging question, requiring a higher level of thinking skills. Offer support

	<p>to students who are struggling with the literacy element.</p> <p>Once students have completed the worksheet, discuss answers as a class.</p> <p>A hands-up approach would be appropriate for question 1 to see which pairs share the same top and bottom SDG. Encourage further discussion of the reasons for ordering decisions as feedback for question 2. Alternatively, you could assign a space in the classroom to each of the six SDGs and ask students to gather there and advocate why they placed that SDG at the top or bottom of their list.</p> <p>Question 3 is a recall question from earlier in this lesson. You could direct it at particular students – perhaps those who did not speak in the retrieval task at the start of the lesson. Display the answer on slide 19 to cement students’ understanding..</p> <p>Again, discuss question 4 and show slide 20 to support students’ knowledge and understanding.</p>
<p><b>Plenary / reflection</b></p> <p><i>(8 minutes)</i></p>	<p><b>Should sustainable considerations influence what we buy?</b></p> <p><i>Slide 21</i></p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of sustainability.</p> <p>Share slide 21 and ask students to discuss the question in pairs:</p> <p style="text-align: center;">“Should sustainable considerations influence what we buy as consumers?”</p> <p>Encourage them to relate their new knowledge of sustainability to what they learnt in the previous lesson about consumerism.</p> <p>Bring the class together to hear different responses and reflect on their own opinions.</p>
<p><b>Takeaway task</b></p>	<p><i>Slide 22</i></p> <p>Ask the students to research two products that have been designed with sustainable considerations in mind. They should write a paragraph about each product. Would they choose to buy it? Why? Why not?</p>

**Additional teacher links & resources**

There are lots of resources that can assist in delivering this lesson, including specific information about consumerism.

You may find it helpful to look at further ACT resources to find out more about sustainability in Citizenship education before you teach this lesson: [ACT Teaching Citizenship - Sustainability in the classroom](#).

The following resources can support you in extending and differentiating discussion about sustainability and enhance your subject knowledge.

[UCL Embedding Sustainability in your teaching and learning 2023](#)

[GTCS Learning for Sustainability](#)

[ETF Teaching Sustainability Tool](#)



# Sustainable Development Goals



1. Put the six Sustainable Development Goals above in order of their importance for the world. You can write just the numbers on the lines below.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

2. Why have you put them in this order?

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3. Why has the United Nations set these goals?

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4. How do the Sustainable Development Goals relate to Article 24 in the United Nations Convention on the Rights of the Child?

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