



How can we be sustainable shoppers?

Lesson 3

How can we be informed consumers?

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How can we be sustainable shoppers?
Key Stage 3 (Year 7)

<p>Overview</p>	<p>Building on what they learnt about sustainability in the previous lesson, students explore how they can develop sustainable shopping habits. They investigate reducing, reusing and recycling, and consider things they could do to make more sustainable choices. They learn about fair trade and begin to understand that they can make a difference to people and the environment in the choices they make as informed consumers.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: sustainability, responsibilities, making a difference, identity, rights, respect, ethics, fairness</p> <p>Skills: evaluation, investigation, analysis, representing your views to others</p>
<p>Essential teaching guidance</p>	<p>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.</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. The environment may not be their main concern when shopping 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 ACT guidance on Prevent and Controversial Issues and ACT guidance on Political Impartiality in Citizenship helpful.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> ● How can we reduce, reuse and recycle as consumers? ● What is the impact of fair trade? ● How can we develop sustainable shopping habits?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Reduce, reuse and recycle scenarios (for Task 1)</p>

	<p>Worksheet: A day in the life of two workers (for Task 3)</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem, or persuading. ● Consider pairings that support learning in the reuse, reduce and recycle scenarios task, paying particular attention to discussion skills. ● Consider small groupings for the day in the life of two workers task, paying particular attention to reading abilities and literacy skills. ● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions for students. ● 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. ● 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. ● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language, and promoting learning through discovery. ● Use choral (whole class) responses for new terminology or to address misconceptions. ● Use hinge questions to ensure the class understands an important area of knowledge or concept before the lesson can progress. ● Give different levels of support, for example paired work, scaffolding frameworks, one-to-one, TA supported, model answers.
<p>Assessment opportunities</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 discussion task at the start of the lesson.</p> <p>The two main tasks will allow a more thorough assessment of Citizenship skills and knowledge through an analysis of both scenarios and case studies.</p>

	<p>Students will be expected to draw upon knowledge from across the lesson in the plenary.</p>
<p>Do now / starter / entry task</p> <p><i>(8 minutes)</i></p>	<p>Sustainability discussion</p> <p><i>Slides 2 to 5</i></p> <p>Share slide 2 and ask students to reflect on the four questions on the slide by thinking back to what they learnt in the last lesson. This will test their learning and help measure progress. If students are struggling to remember the knowledge or were absent last lesson, ask them to work in pairs.</p> <p>Lead a feedback session with the class, checking for understanding by targeting students with questions. Depending on your knowledge of the class, you may want to decide in advance which students to target based on ability and confidence.</p> <p>Share the answers on slide 3 and ensure that you address any misconceptions. Share slides 4 and 5 and explain that in this lesson you're going to be focusing on sustainable shopping habits and some of the ways we can make sustainable choices as consumers.</p>
<p>Task 1</p> <p><i>(10 minutes)</i></p>	<p>Reduce, reuse and recycle</p> <p><i>Slides 6 to 9</i></p> <p>Ask students if they know what 'reduce', 'reuse' and 'recycle' mean. Share the definitions on slide 6 and clarify any misunderstandings. Encourage students to discuss their own experiences of reducing, reusing and recycling. You could talk about your school's recycling policy.</p> <p>Working individually, ask students to list any actions they take to reduce, reuse and recycle.</p> <p>Share slide 8 and introduce the think-pair-share activity. Working with a partner, ask the students to move away from the concrete experience of what they currently do and begin to think about what more they could do. They may find it helpful to share their own lists with each other first, to see if there are similarities and differences to discuss.</p> <p>Use direct questioning to encourage whole-class participation and write students' ideas on the board. There may be a range of answers, including reducing packaging and waste, reusing clothes and bottles, and recycling cans and paper.</p> <p>Share the feedback on slide 9 and encourage students to add to</p>

	<p>these answers. Ensure they are aware that reducing, reusing and recycling are all sustainable habits.</p>
<p>Task 2 <i>(15 minutes)</i></p>	<p>Reduce, reuse and recycle scenarios</p> <p><i>Slides 10 to 13</i></p> <p>Share slide 10 and, working in pairs, give students a copy of the worksheet ‘Reduce, reuse and recycle scenarios’. Read and explain the task and the question at the bottom of Katherine and Yusuf’s scenarios.</p> <p>Encourage students to focus on sustainable shopping and consumer choices.</p> <p>Discuss each scenario in turn, sharing slides 11 and 12 after drawing together the students’ own ideas. Go through the suggested answers to cement understanding and measure progress. Ensure all of the students understand what it means to make sustainable choices as a consumer.</p> <p>To apply the knowledge they have learnt, ask students to reflect on the images on slide 13. Encourage them to freely discuss the question on the slide. To extend their answers, you could explain that sea, land and air pollution are all significant contributors to environmental problems. Their impact would be less if we, as consumers, reused, reduced and recycled more.</p>
<p>Task 3 <i>(20 minutes)</i></p>	<p>Fair trade</p> <p><i>Slides 14 to 19</i></p> <p>Introduce students to fair trade and the contribution it makes to enabling consumers to make sustainable choices when shopping.</p> <p>Ask students to read the definition of fair trade on slide 14. To check their understanding, ask them to write three key points about fair trade. They could either do this on mini-whiteboards so you can check whole-class learning, or they could make notes in their books for peer assessment.</p> <p>Share the picture of the FAIRTRADE label on slide 15 and ask students whether they have ever seen it. Explain that this is the symbol of the international fair trade system. What type of products have they seen it on?</p> <p>Show slide 16 and talk about the type of products available for consumers to choose if they want to make fair trade choices. To reinforce students’ understanding of what fair trade certification means, there is a summary of key features on slide 17.</p>

	<p>If you'd like to extend this part of the lesson, you can find more information about the fair trade system here: https://www.fairtrade.net/.</p> <p>Watch the short video about fair trade on slide 18, which you can also find here: https://www.youtube.com/watch?v=CkNOWDDqIUM</p> <p>Facilitate a short feedback session, asking students what they learnt from the video.</p> <p>Give each pair of students a copy of the worksheet 'A day in the life of two workers'. Share slide 19 and explain the task clearly, so that students understand what is expected of them.</p> <p>Once students have written their responses, share feedback as a class. Students should be able to pick out the features of fair trade from the worksheet, including:</p> <ul style="list-style-type: none"> ● physical features, such as fair wages, family support, children going to school, local food, healthcare, sustainability and equality ● emotional features, such as pride, mental wellbeing and hope for the future <p>Target students with these questions through cold calling to check for understanding and to correct any misconceptions.</p>
<p>Plenary / reflection</p> <p><i>(8 minutes)</i></p>	<p>Sustainable shopping habits</p> <p><i>Slides 20 & 21</i></p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of being a clever consumer and consumerism as a whole.</p> <p>Discuss the question on slide 20 as a class, exploring sustainable shopping habits together. Use direct questioning to encourage whole-class participation. You may want to use sticky notes to ask students to add ideas for how to shop sustainably to the board. Ensure you speak to a broad range of ability when asking this question and ask students to justify their ideas so that their learning goes beyond repetition of knowledge and develops into explanation and advocacy.</p> <p>Share slide 21 to ensure students leave the lesson with some sustainable shopping habits in their mind.</p>

<p>Takeaway task</p>	<p><i>Slide 22</i></p> <p>Ask the students to design a leaflet advising consumers on some of the ways they can make sustainable choices when shopping.</p> <p>Tell them that they will need to share this with the class in the next lesson.</p>
<p>Additional teacher links & resources</p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about consumerism and the environment.</p> <p>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. This research will give you further insight into sustainability teaching:</p> <p><u>ACT Teaching Citizenship - Sustainability in the classroom</u></p> <p>The following resources can support you in extending and differentiating discussion about the environment and consumerism and enhance your subject knowledge.</p> <p><u>https://post.parliament.uk/changing-consumption-behaviours-to-meet-environmental-goals/</u></p> <p><u>https://friendsoftheearth.uk/consumption-natural-resources</u></p>

Reduce, reuse and recycle scenarios

In the morning, Katherine enjoys picking out her outfit from a collection of clothes in her wardrobe. She buys new clothes from her favourite website.

At breakfast, she enjoys her cereal and fresh fruit. She finishes the cereal box and throws it into the rubbish. Later, she packs her school lunch to take with her, along with a fresh bottle of water from the fridge.

After school, Katherine spends time reading, often picking up a new book from the bookshop on the way home. She also helps her family to clean the house, using products containing chemicals to get the kitchen surfaces clean.

1. What could Katherine:

- a) Reduce _____
- b) Reuse _____
- c) Recycle _____

2. What other sustainable decisions could Katherine make?

In the morning, Yusuf and his family pack a picnic. They don't have any bread at home, so they go to the supermarket and buy packaged sandwiches and plastic cutlery and plates.

During their day out, Yusuf and his family drive to a theme park and enjoy the rides. They buy some water from a shop and have their picnic for lunch. After lunch they throw their disposable plates, cutlery and water away and carry on queuing for the rides.

When the family arrives home they tuck into a takeaway dinner using the last of their plastic plates and then throw the leftovers and the plates in the bin.

3. What could Yusuf:

- a) Reduce _____
- b) Reuse _____
- c) Recycle _____

4. What other sustainable decisions could Yusuf make?

A day in the life of two workers

Maria, a fair trade worker

Maria starts her day early in the beautiful banana plantations of Brazil. She's a proud fair trade banana worker, and her work is not just a job; it's a way of life. As the sun rises, Maria carefully tends to the banana plants, ensuring they receive the right nutrients and care. The fair trade system ensures Maria and her fellow workers receive fair wages, allowing them to support their families and send their children to school. Maria appreciates the safe working conditions and the sense of community among her co-workers.

During lunch, she eats a meal made from locally sourced ingredients, including bananas from the plantation. The fair trade premium paid by buyers helps fund community projects, like building schools and providing healthcare.

As the day ends, Maria heads home, knowing that her work not only provides for her family but also contributes to a sustainable future for her community.

Carlos, a conventional worker

Carlos, a non-fair trade banana worker in Brazil, faces a different reality from Maria. His day begins early, with long hours in the banana fields. Despite the backbreaking work, Carlos and his fellow workers struggle to make ends meet on very poor wages. Working conditions are often hazardous, with exposure to pesticides and inadequate safety measures. Carlos worries about his health and the health of his family.

During lunch, he eats a simple meal, dreaming of a better future for his children. Without the benefits of fair trade, he can't afford to send them to school.

As the sun sets, Carlos heads home, exhausted and disheartened. He knows that his hard work goes mostly unrewarded, and he longs for a system that would provide fair wages, safe conditions, and opportunities for his family to thrive.

After reading about the lives of Maria and Carlos, why do you think some consumers prefer to buy fair trade products?
