



**How can we
raise awareness
about being an informed
consumer?**

Lesson 6

How can we be informed consumers?

Lesson 6:
How can we raise awareness about being an informed consumer?
Key Stage 3 (Year 7)

<p>Overview</p>	<p>To conclude this scheme of work, students investigate how they can raise awareness of how to be an informed consumer. They begin by exploring what being an informed consumer means and its relationship to consumer power. They then consider different ways of raising awareness, before planning an advertising campaign. They peer assess each other’s work, voting for the most effective campaign plan. The lesson culminates in a discussion of the key enquiry question: How can we be informed consumers?</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: change, making a difference, community cohesion, media, society, consumer power</p> <p>Skills: representing your views to others, active participation, planning, raising awareness</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>The purpose of this lesson is to draw together all the knowledge students have gained in this scheme of work by helping them to understand what it means to be an informed consumer. They will then plan an advertising campaign to raise awareness and convince others to be informed consumers.</p> <p>If you wish, you could run this activity as a competition, or extend it by asking students to produce advertising materials you can use to create a school/classroom display. Raising awareness is an important Citizenship skill for students to be introduced to in Year 7.</p> <p>To help students, you could share examples of other advertising campaigns that try to convince their audience of a social need or community action. You may already have some displayed in school, or look on charities’ websites on the internet as they often use this kind of material in their promotional work.</p> <p>At the end of the lesson, the students vote for the most effective</p>

	<p>advertising campaign plan. Cut up copies of the worksheet ‘Voting slips’ before the lesson, so these are ready to distribute to the class.</p> <p>Be aware that different students in your class may have a range of backgrounds and some may be sensitive to issues discussed. 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"> ● What is an informed consumer? ● As informed consumers, what should we think about when we shop? ● How can we encourage others to become informed consumers?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Informed consumer advertising campaign (for Task 3)</p> <p>Worksheet: Voting slip (for Task 4)</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 in the discussion tasks to support learning, paying particular attention to empathy and thinking skills. ● Consider pairings in the advertising campaign task to ensure focus, participation and effective collaborative working. ● 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

	<p>around the room.</p> <ul style="list-style-type: none"> ● 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 also be assessed on their knowledge in the ‘two or three words’ retrieval activity, which will demonstrate their understanding of previous lessons in this scheme of work.</p> <p>The informed shopping spider diagram can be summatively assessed, as this will include learning from across the entire topic.</p> <p>The advertising campaign plans can also be assessed, both by the teacher and by peers in the form of voting to conclude this lesson.</p> <p>Students will be expected to draw upon knowledge from across the entire scheme of work in the plenary. It is vital to revisit the key question here and facilitate a final discussion on how they can be informed consumers. This will enable students to explain what they have learnt across this whole scheme of work.</p>
<p>Do now / starter / entry task</p> <p><i>(10 minutes)</i></p>	<p>Two or three things</p> <p><i>Slides 2 to 4</i></p> <p>Share slide 2 and ask students to work in pairs to answer the questions, reflecting on their learning from across the scheme of work. There is one question relating to each of the first five lessons.</p> <p>It is vital to bring the students’ ideas together in a whole-class discussion, in case any students were absent, missed learning, and can gain insights from other students’ discussion points.</p> <p>To help you facilitate the discussion, some of the possible answers are below:</p> <ul style="list-style-type: none"> ● Ways of budgeting – setting a budget, making a shopping

	<p>list, comparing prices, avoiding impulse buying, sales and discounts, buying second hand, planning for the future, asking for advice...</p> <ul style="list-style-type: none"> ● Ways of tackling climate change – reducing, reusing, recycling ● Ways of shopping sustainably – reusing bags, buying local, reducing packaging, choosing organic, supporting fair trade, buying eco-friendly, buying second hand, thinking energy efficient... ● Problems created by fast fashion – waste, CO2 emissions, water pollution, child labour... ● Rights denied by child labour – health, education, right to relax and play, standard of living, safe work <p>Share slides 3 and 4 and explain that in this lesson you’re going to find out what it means to be an informed consumer and create an advertising campaign to raise awareness of why it is important to be an informed consumer.</p> <p>If you choose to make this the students’ main assessment for this topic, make them aware of this at this stage of the lesson.</p>
<p>Task 1 <i>(10 minutes)</i></p>	<p>Being an informed consumer</p> <p><i>Slides 5 to 9</i></p> <p>Share the definition of ‘informed consumer’ on slide 5. Make sure the students are clear about what it means to be informed when shopping.</p> <p>Explain that there are laws in place to help us all be informed consumers. Share slide 6 and read through the summary of some of the UK laws that exist to ensure we have accurate information about the products we buy.</p> <p>Introduce students to the concept of consumer power using the definition on slide 7. As an example, explain that if enough informed consumers choose to buy bananas with a FAIRTRADE logo, it could force more producers to adopt fair trade in order to remain competitive. Can the students think of other examples?</p> <p>Working in pairs, ask the students to discuss the question on slide 8 based on their prior learning. Tell them to write down their ideas in the form of a spider diagram.</p> <p>Share the possible responses on slide 9 and facilitate a whole-class discussion on the question. Check if the students have thought of other ideas that could be added to the spider diagram on the slide (e.g. fast fashion, manufacturing countries with poor human rights records).</p>

Task 2

(5 minutes)

Raising awareness

Slide 10

Explain to the students that in this lesson they are going to raise awareness of how we can all be informed consumers when we shop.

Have a class discussion about different ways of doing this. How many can the students think of? Then share the suggestions on slide 10 and use the further information below to help develop understanding:

Run an advertising campaign: Display posters and other advertising materials around school or in the local community.

Organise workshops: Host workshops or presentations at school to educate other students about making wise and ethical consumer choices.

Write a blog: Start a blog or contribute articles to a school newsletter to share tips and information about clever consumerism.

Social media campaign: Launch a social media campaign with informative posts, images, and videos to reach a wider audience.

School assemblies: Coordinate with school leaders to lead a presentation on informed consumerism during a school assembly or event.

Awareness event: Plan an awareness event like clothing or book swaps to promote recycling and reuse.

Film screening: Organise screenings of documentaries or films related to responsible consumerism for other students.

Art projects: Create art projects that highlight the impact of consumer choices, which can be displayed in the school's art department or on display boards around the school.

Educational games: Develop interactive games or quizzes about informed consumerism to make learning fun.

Collaborate: Partner with teachers, parents, or local organisations to expand the reach of awareness campaigns.

Understanding these different ways of raising awareness will help to pave the way to active citizenship work in future schemes of work.

Task 3

(25 minutes)

Advertising campaign plan

Slides 11 & 12

Students now move on to the main task of the lesson. Share slide 11 and explain that, working in pairs, they are going to plan an advertising campaign to raise awareness of being an informed consumer. This will be peer assessed, with the best campaign voted for at the end of the lesson.

Their campaign plan must include:

- A slogan
- An informed consumer logo
- Small chunks of information to teach people why they should be informed consumers
- A summary of how to be an informed consumer
- A call to action – convincing people be informed consumers when shopping

Give each pair a copy of the worksheet, 'Informed consumer advertising campaign'. Share slide 12 and make sure they are clear about what information to put in each box.

If you are using this as a formative assessment, don't give the students any information for their campaign. However, if this is not the main assessment for the unit you may choose to give them a variety of information to include from previous lessons. They may also find it helpful to have a copy of the glossary that accompanies this scheme of work.

The takeaway task from the previous lesson was to create an advertising slogan to encourage people to think more carefully about the products they buy. As a starting point, ask each pair to decide which of their slogans is best and to transfer it onto the worksheet.

Task 4*(10 minutes)***A class vote***Slides 13 & 14*

Once students have completed their worksheets, explain that they are now going to vote for the most effective advertising campaign plan.

Explore fair voting with the students first, so this does not end up as a popularity contest. Read the diagram on slide 13 and expand on the information:

- secret ballot – this means your vote will be in secret, so no one will see it
- clear explanations – thinking about the campaigns carefully and being able to explain why you chose your winner
- privacy & independent thought – voting privately, so no one can influence or try to change your vote
- fair play – respecting the result of the vote and not voting for who you like the most, but for whichever pair produced the most effective advertising campaign plan
- winning announcement – respecting the results, whether your preferred pair wins or not

Emphasise that voting is a fair and democratic process. Ask students to celebrate the learning and creative efforts of all students, even if they don't win.

Before the lesson, cut up the worksheet 'Voting slips'. Give each student a slip and put a container or box at the front of the classroom so the students can cast their votes.

Ask the students to leave their completed advertising campaign plans on their desks and to move around the room clockwise looking at each other's work.

Once they have decided which pair's campaign plan is most effective, they should fill in the voting slip and give a reason for their vote.

Add up the final votes and announce the winner! There could be a suitable prize for the winning pair.

<p>Plenary / reflection</p> <p><i>(5 minutes)</i></p>	<p>How can we be informed consumers?</p> <p><i>Slide 15</i></p> <p>Focus on the key enquiry question for this scheme of work:</p> <p style="text-align: center;">“How can we be informed consumers?”</p> <p>Ask students to reflect on their learning over the past six lessons and to think of three ways in which they are going to be an informed consumer moving forward.</p> <p>Share ideas as a class.</p> <p>Are students planning to change their behaviour as a result of what they have learnt?</p>
<p>Takeaway task</p>	<p><i>Slide 16</i></p> <p>Ask the students to teach three different people at home or at school what they have learnt about being an informed consumer.</p>
<p>Additional teacher links & resources</p>	<p>For additional information about raising awareness and active citizenship, visit:</p> <p>ACT Active Citizenship KS3 Toolkit</p> <p>ACT Effective Teaching for Active Citizenship: A Systematic Review</p>

Informed consumer advertising campaign

Voting slip

I would like to vote for _____

because _____

Voting slip

I would like to vote for _____

because _____

Voting slip

I would like to vote for _____

because _____

Voting slip

I would like to vote for _____

because _____
