



buy  
local

**How can we encourage  
more people to shop  
locally? (Part 1)**

Lesson 5

**Why is the local economy important to society?**

**Lesson 5:  
How can we encourage more people to shop  
locally? (Part 1)  
Key Stage 3 (Year 8)**

<p><b>Overview</b></p>	<p>Students apply what they have learnt about the local economy in an active citizenship project, creating a piece of communication – a blog post, leaflet, poster or letters – to encourage more people to shop locally. In this lesson, they focus on planning their active citizenship and working collaboratively in a group to start taking action. In the process, they develop their understanding and key Citizenship skills.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> economy, making a difference, society, responsibilities, community cohesion</p> <p><b>Skills:</b> making judgements, active participation, decision-making, informing others’ opinions, collaborative working</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>In this lesson, students take the first steps in an active citizenship project to encourage more people to shop locally. They gain some experience of planning and start to create a piece of communication, ready to present to the rest of the class in the next lesson.</p> <p>For students to gain the full benefits of engaging in active citizenship, you might want to extend this project to allow the students more time for planning, creating, putting action into practice and measuring its impact. ACT’s ACTIVE Citizenship Toolkit provides materials to help you do this – you can download this and other active citizenship guidance here: <a href="https://www.teachingcitizenship.org.uk/resource/active-citizenship-key-stage-3-toolkit-award-resources/">https://www.teachingcitizenship.org.uk/resource/active-citizenship-key-stage-3-toolkit-award-resources/</a></p> <p>Personalising students’ learning to reference their local community and local economy will help them to engage fully with the lesson. Research into your local area and sustainable businesses in your neighbourhood will give you more specific information relevant to your local area and help you support</p>

	<p>students in completing this task.</p> <p>If your community does not have relevant shops or businesses nearby, look further afield at the wider community to find examples of sustainable businesses that impact the local economy.</p> <p>Be mindful of the diverse viewpoints that may arise during this lesson. Develop an open classroom climate in which students feel safe when discussing sensitive and contentious issues and topics, and 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>● How can we work collaboratively in an active citizenship task?</li> <li>● Why is it important to encourage more people to shop locally?</li> <li>● How can we communicate our message about shopping locally?</li> </ul>
<p><b>Lesson resources</b></p>	<p>Slide presentation for the lesson – to view the slides as intended, you will need to download the free Google font package <b>Source Sans Pro</b>: <a href="https://fonts.google.com/specimen/Source+Sans+3">https://fonts.google.com/specimen/Source+Sans+3</a></p> <p>Worksheet: Planning our action</p> <p>A3 paper (at least two sheets per group) and pens</p> <p>Glossary of key terms</p>
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Consider groupings carefully for the active citizenship task. You might want to focus on the assessment criteria and divide students up according to ability. Alternatively you could split them into groups focused on their design or collaborative working skills.</li> <li>● Consider suitable pairs for the discussion tasks throughout the lesson to ensure effective discussions occur.</li> <li>● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions.</li> <li>● Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem, or persuading.</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</li> </ul>

	<p>moving on to another student to get the answer.</p> <ul style="list-style-type: none"> <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 begin the lesson with a retrieval quiz to measure the knowledge they have learnt so far in this scheme of work.</p> <p>The main assessment task for this unit will take place during this lesson and Lesson 6. There are task guidelines and assessment criteria provided, so students know exactly what is expected of them. Collaborative working is key.</p> <p>The plenary discussion will further assess progress and will support the presentation task for lesson 6. This learning will be revisited in the next lesson to ensure students have understood the material.</p>

<p><b>Do now / starter / entry task</b></p> <p><i>(10 minutes)</i></p>	<p><b>Local economy quiz</b></p> <p><i>Slides 2 to 5</i></p> <p>Ask students to complete the retrieval challenge grid on slide 2. The questions are differentiated based on difficulty: red for 1 point, green for 2 points and blue for 3 points. You could use this to target particular students with different levels of question.</p> <p>Samples of answers are provided on slide 3. Ask students to self-mark their retrieval challenge grid, taking into account that they might have thought of other answers that are correct.</p> <p>Recap on learning from the previous lesson and strengthen students' understanding of the power they have as consumers and members of the community to contribute to the local economy.</p> <p>Share slides 4 and 5 and explain that in this lesson the students are going to plan an active citizenship project to promote shopping locally.</p>
<p><b>Task 1</b></p> <p><i>(10 minutes)</i></p>	<p><b>Collaborative active citizenship</b></p> <p><i>Slides 6 to 10</i></p> <p>Share slide 6 and ask students to reflect on what they have already learnt in previous Citizenship schemes of work about advocacy and active citizenship. Ask them to:</p> <ul style="list-style-type: none"> <li>● Think about 'What is advocacy?' independently</li> <li>● Discuss 'What is active citizenship?' as a pair, trying to state examples to stretch and challenge</li> <li>● Discuss 'What action could we take to encourage others to support the local economy?' as a class</li> </ul> <p>There are answers on slide 7 to support the discussion and remind students of key terms they have previously learned. Discuss the importance of active citizenship as a tool for democracy, fighting injustice and raising awareness of important issues.</p> <p>Introduce the task outlined on slide 8. Explain to the students that over the course of the next two lessons, they will work together collaboratively to complete an active citizenship project with the aim of encouraging people to shop locally.</p> <p>Divide the students into groups of four or five, taking into account the factors outlined in the differentiation guidance above. Emphasise to students the importance of working collaboratively in their groups. Share the Ryunosuke Satoro quote on slide 9:</p> <p style="text-align: center;">“Individually we are one drop, but together we are an ocean.”</p>



	<p>Ryunosuke Satoro was a Japanese writer and activist (1892–1927). He is regarded as the ‘father of the Japanese short story’.</p> <p>Ask students to reflect on this quote and pose the following questions. Reword and expand on these as necessary to support differentiation.</p> <p><i>What do you think this quote means?</i> This quote suggests that while an individual may seem small or insignificant on their own, when people come together as a group, they can collectively have a powerful influence. It emphasises the strength that collaboration can bring, turning many individuals into a force capable of creating significant change or achieving great things.</p> <p><i>How can we connect it to active citizenship?</i> Active citizens recognise that working together improves their impact. They join forces with others who share similar values or goals to address community issues more effectively. Like drops coming together to form an ocean, individual contributions combine to create a powerful force for positive change.</p> <p><i>Do you think it is a true statement?</i> You may get a range of responses here. Be mindful that individuals can make a significant change on their own but they are usually supported, encouraged or motivated by someone else or others.</p> <p>Share slide 10 and talk about what collaborative working looks like in the context of an active citizenship project. Encourage the students to bear this in mind when working in their group.</p>
<p><b>Task 2</b> <i>(10 minutes)</i></p>	<p><b>Planning action</b></p> <p><i>Slides 11 to 13</i></p> <p>Show the diagram on slide 11 and talk through the steps in an active citizenship project. Point out how important planning is – if action is going to succeed, we need to be really clear about what we want to achieve, why and how.</p> <p>Share slide 12, which outlines the first planning stage of the students’ active citizenship project.</p> <p>Give each group a copy of the worksheet ‘Planning our action’. Talk through the worksheet, emphasising the importance of thinking about their audience and then deciding the action – type of communication – they think will have the most impact. Show slide 13 to help them identify the best type of communication to produce to achieve their aims.</p>

<p><b>Task 3</b></p> <p><i>(5 minutes)</i></p>	<p><b>Roles and responsibilities</b></p> <p><i>Slide 14</i></p> <p>Now they have a clearer idea of what they're going to be doing, share slide 14 and ask the students to assign roles within their team to help with collaborative working.</p> <p>Thinking about their own and each other's strengths, they need to decide who will be:</p> <ul style="list-style-type: none"> <li>● The project manager</li> <li>● Writers</li> <li>● Designers</li> <li>● Presenters</li> </ul>
<p><b>Task 4</b></p> <p><i>(20 minutes)</i></p>	<p><b>Get writing and designing!</b></p> <p><i>Slides 15 to 17</i></p> <p>Talk through slide 15, which summarises the next part of the students' active citizenship project – creating their communication.</p> <p>Discuss the points raised on slide 16 to encourage the students to start thinking about the characteristics of an effective piece of communication.</p> <p>The assessment criteria on slide 17 should also be shared at this stage, so students know what they need to do in order to perform well in the task. Encourage them to keep referring to these as they plan and complete their work.</p> <p>The task is out of 50, which can be converted to your own school's grading system if you choose to use this for summative assessment.</p> <p>Give each group some A3 paper and pens. Tell them to spend five minutes planning as a group what to include in their blog post, leaflet, poster or letters. Encourage them to complete a spider diagram of possible ideas on one of the sheets of paper. You could extend this part of the task if you have more time.</p> <p>As they work on their communication, encourage the students to remember their roles and work collaboratively at all times.</p>

<p><b>Plenary / reflection</b></p> <p><i>(5 minutes)</i></p>	<p><b>Review and reflect</b></p> <p><i>Slide 18</i></p> <p>Ask each group in turn to briefly explain what action they are taking to encourage more people to shop locally. What are they producing?</p> <p>As a class, discuss where you could share the materials being produced for for maximum impact. Encourage them to think of suitable audiences, places to advocate, and areas where they will get the most publicity. For example, although a blog is designed to be posted on the internet, it could also be shared in the school newsletter, a community magazine or in local shop windows.</p> <p>Whatever format they have chosen for their communication, challenge the students to think about how they can reach as many people as possible with their advocacy.</p>
<p><b>Takeaway task</b></p>	<p><i>Slide 19</i></p> <p>Ask the students to spend time before the next lesson working on their blog, leaflet, poster or letters. They will need to present it to the rest of the class in the next lesson.</p>
<p><b>Additional teacher links &amp; resources</b></p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about local businesses in your own community.</p> <p>To find local sustainable businesses near you which may be more specific and create more interest for case study research, use the GOV.UK website to search for organisations providing help and support in your area:  <a href="https://www.gov.uk/find-a-community-support-group-or-organisation">https://www.gov.uk/find-a-community-support-group-or-organisation</a></p> <p>More information about the Shop Local campaign and different examples can be found by visiting the following sites:</p> <p><a href="https://shoplocaluk.org/">https://shoplocaluk.org/</a></p> <p><a href="https://bira.co.uk/shop-local">https://bira.co.uk/shop-local</a></p> <p><a href="https://totallylocally.org/">https://totallylocally.org/</a></p> <p>There are lots of resources that can assist in delivering this lesson, including specific information about raising awareness and active citizenship, including:  <a href="#">ACT Active Citizenship KS3 Toolkit</a></p>



[ACT Effective Teaching for Active Citizenship: A Systematic Review](#)

You may also find it helpful to look at further ACT resources to find out more about the local economy before you teach this lesson. Reading the [ACT Curriculum Briefing: Money, Finance & the Economy](#) teacher fact sheets will give you further insight into teaching the economy in Citizenship lessons. The downloadable concept map in [ACT Teaching Economic and Finance Education through Citizenship](#) is designed to help you consider and plan opportunities for developing economic and financial knowledge, understanding and skills through your Citizenship teaching.

# Planning our action

<b>Our issue:</b>	<b>Encouraging more people to shop locally</b>
<b>Why is this issue so important?</b>	
<b>What do we want to achieve by taking action? (e.g. Who are we trying to encourage to shop locally? Are there particular shops or businesses we want people to know about and support?)</b>	
<b>Who or what can help us?</b>	
<b>What action are we going to take to communicate our message? Choose from the list on the right.</b>	<p>Write a blog post <input type="checkbox"/></p> <p>Produce a poster <input type="checkbox"/></p> <p>Produce a leaflet <input type="checkbox"/></p> <p>Write letters <input type="checkbox"/></p>