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| **Learning Outcome**  *From Specification*  **1.7** - Distinguish between and appreciate their rights and responsibilities as consumers  **1.9** - Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer  behaviour | **Key concepts**  *Knowledge, Understanding skills and values*  **Knowledge**  **1.7 – Consumer (Rights and Responsibilities)**   1. **Consumer rights:** Learners should have knowledge of consumer rights, such as the right to merchantable quality goods, the right to information, the right to redress, and the right to be heard. 2. **Consumer responsibilities:** Learners should be familiar with consumer responsibilities, such as being informed and educated about products and services, making wise purchasing decisions, exercising their rights responsibly, and seeking redress when necessary.   **1.9 – Ethical and sustainable consumers**   1. **Ethical issues in consumption:** Learners should have knowledge of ethical issues related to consumption, such as labour exploitation, unfair trade practices, environmental degradation, animal welfare, product safety, and the impact of consumer choices on marginalized communities. 2. **Sustainability issues:** Learners should understand sustainability issues associated with consumption, including resource depletion, pollution, waste generation, carbon emissions, deforestation, and the loss of biodiversity. They should be aware of the concept of sustainable development and its importance for present and future generations.   **Understanding**  **1.7 – Consumer (Rights and Responsibilities)**   1. **Consumer protection laws:** Learners should understand the purpose and importance of consumer protection laws in ensuring fair and ethical treatment of consumers. They should recognise that these laws provide a framework for resolving disputes and holding businesses accountable and to protect consumers from unfair practices and ensure their well-being 2. **Power dynamics:** Learners should comprehend the power dynamics between consumers and businesses, recognising that as consumers, they have the right to demand fair treatment, quality products, and accurate information. 3. **Consumer rights:** Learners should understand that these rights are designed to protect consumers from unfair practices and ensure their well-being.   **1.9 – Ethical and sustainable consumers**   1. **Interconnectedness:** Learners should grasp the interconnectedness between their consumption choices and their impact on people, the planet, and society as a whole. They should understand that their actions as consumers can contribute to both positive and negative outcomes. 2. **Systems thinking**: Learners should develop an understanding of the complex systems and supply chains behind the production and distribution of goods and services. They should recognise the various stakeholders involved and the potential social and environmental impacts at different stages.   **Skills**  **1.7 – Consumer (Rights and Responsibilities)**   1. **Being creative:** Assign activities that require learners to develop creative solutions for consumer problems or propose new products or services that meet consumer needs. 2. **Being literate:** Provide learners with reading materials that cover consumer rights, responsibilities, and relevant consumer laws and regulations. 3. **Being numerate:** Introduce basic financial calculations, such as comparing prices, calculating discounts, and determining value for money. 4. **Communicating:** Provide opportunities for learners to practice written and oral communication skills in consumer scenarios, such as writing complaint letters. 5. **Managing information and thinking:** Guide in analysing and interpreting consumer-related data, such as product reviews, warranties, or contract terms. 6. **Managing myself and staying well**: Promote responsible consumer behaviour, such as avoiding impulse buying, comparing prices, and considering the long-term impacts of consumer choices. 7. **Working with others:** Foster teamwork and cooperation skills by encouraging leaners to respect diverse opinions and engage in constructive discussions.   **1.9 – Ethical and sustainable consumers**   1. **Being creative:** encourages learners to express their creativity in discussions and activities   related to ethical and sustainable consumption.   1. **Being literate**: Engage learners in discussions and debates about the ethical dilemmas and social responsibility associated with consumer choices. 2. **Being numerate:** Teach learners how to the environmental impact of consumption, such as carbon footprints, resource usage, or waste generation. 3. **Communication:** Encourage learners to express their views clearly, listen to opposing perspectives, and engage in respectful dialogue when discussing ethical and sustainability issues. 4. **Managing information and thinking**: Guide learners evaluating the claims made by businesses and organisations regarding their sustainability practices. 5. **Managing myself and staying well:** Highlight the importance of personal values, ethical decision-making, and responsible consumer behaviour in contributing to sustainable development. 6. **Working with other**: Foster teamwork and cooperation skills by encouraging students to work together, respect diverse opinions, and consider different perspectives when addressing ethical and sustainability challenges.   Top of Form  **Values**  **1.7 – Consumer (Rights and Responsibilities)**   1. **Empowerment:** Leaners should value their role as empowered consumers who can make informed decisions, exercise their rights, and hold businesses accountable for their actions. 2. **Ethical behaviour:** Leaners should appreciate the importance of ethical behaviour as consumers. They should recognise the impact of their choices on themselves, others, and the environment and strive to make ethical and sustainable purchasing decisions. 3. **Financial responsibility**: Leaners should value financial responsibility and understand the importance of budgeting, managing debt responsibly, and avoiding unnecessary or impulsive purchases.   **1.9 – Ethical and sustainable consumers**   1. **Ethical awareness**: Learners should value ethical awareness and recognise the importance of considering ethical implications when making consumption choices. They should strive to make choices aligned with their values and respect for human rights and social justice. 2. **Environmental stewardship**: Learners should value environmental stewardship and understand their role in preserving and protecting the environment. They should recognise the importance of sustainable resource use, waste reduction, and environmental conservation. 3. **Global citizenship**: Learners should embrace the values of global citisenship and recognize their responsibility as consumers to contribute positively to sustainable development, both locally and globally. |
| **Possible Learning Experiences**  *Rich learning experiences for learners, opportunities to develop Key skills and use formative assessment*  **Rich learning experiences for learners**   1. **Field Trips**: Organise visits to local businesses or organizations that emphasize ethical and sustainable practices. Learners can observe first-hand how these businesses operate and interact with their customers and engage in discussions about their efforts towards sustainability and ethical consumption. 2. **Community Projects:** Encourage learner to take part in community initiatives related to ethical consumption and sustainability. This can involve organizing recycling campaigns, volunteering at local sustainability events, or promoting fair trade products. Learners can reflect on their experiences and share their insights with their classmates.   **Opportunities to develop key skills**   1. **Problem-Solving Scenarios:** Present learners with real-life ethical dilemmas or sustainability challenges related to consumer choices. learners can work individually or in groups to brainstorm solutions, consider the potential consequences, and present their recommendations, fostering their problem-solving and critical thinking skills. 2. **Digital Literacy**: Have learners research and critically evaluate online sources of consumer information. They can learn to discern reliable information, identify bias or false claims, and assess the credibility of websites or social media influencers promoting products or services. Students can create informative digital presentations or videos to share their findings. 3. **Peer Presentations and Feedback:** Assign learners the task of creating presentations on specific ethical or sustainability topics. After each presentation, encourage classmates to provide constructive feedback and suggestions for improvement. This promotes active engagement, collaboration, and effective communication skills. 4. **Learning Journals:** Have learners maintain learning journals where they record their reflections on ethical and sustainability issues related to consumer behaviour. These journals can serve as a tool for self-assessment and personal growth. Teachers can periodically review and provide feedback on students' journal entries.   **Use formative assessment**   1. **Peer Presentations and Feedback:** Assign Learners the task of creating presentations on specific ethical or sustainability topics. After each presentation, encourage classmates to provide constructive feedback and suggestions for improvement. This promotes active engagement, collaboration, and effective communication skills. 2. **Learning Journals:** Have learners maintain learning journals where they record their reflections on ethical and sustainability issues related to consumer behaviour. These journals can serve as a tool for self-assessment and personal growth. Teachers can periodically review and provide feedback on students' journal entries. 3. **Class Debates:** Organise class debates on controversial topics related to consumer rights, ethical practices, or sustainability. This allows students to develop their research skills, critically analyse opposing viewpoints, and articulate their arguments. Teachers can assess students' participation, reasoning, and ability to respectfully engage in debates. | |
| **Evaluation of students learning**  What will students say, write or do to shoe their learning and understanding  **What will students say?**   1. **Class discussions:** Engage Learners in discussions where they can distinguish between different consumer rights and responsibilities. Encourage them to provide examples and explain why these rights and responsibilities are important. 2. **Debates:** Organise debates where learners can explore ethical and sustainability issues related to consumption. They should express their opinions, support their arguments with evidence, and engage in respectful dialogue with their peers.   **What will students write?**   * **Reflection papers**: Assign written assignments where learners reflect on their rights and responsibilities as consumers. They should discuss their understanding of these concepts and how they apply them in real-life situations. * **Homework**: Ask learners to answer questions on ethical and sustainability issues arising from their consumption. They should evaluate the impact of their choices on the environment and society and propose ways to contribute to sustainable development as consumers.   **What will students do to show their learning and understanding?**   * **Case studies**: Provide learners with case studies involving consumer rights and responsibilities. They should analyse the situations, identify the rights and responsibilities at play, and propose appropriate actions or solutions. * **Projects**: Assign projects where students investigate a specific ethical or sustainability issue related to consumption. They can create presentations, reports, or visual displays to showcase their researchBottom of Form | |

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| **Learning Intentions** | **1.7 – Consumer (Rights and Responsibilities)**   1. Define the term consumer 2. Identify the difference between goods and services 3. Describe how to be a wise consumer 4. Outline the rights and responsibilities of consumers   **1.8 – Ethical and sustainable consumers**   1. Understand the role of the consumer 2. Examine how consumers behaviour on others 3. Describe how consumer choice can influence other 4. Define the term sustainability 5. Explain the term ethical consumer 6. Outline how you can contribute to sustainable development |
| **Success Criteria** | 1. **Define the term consumer** 2. I can provide a clear definition of what a consumer is. 3. I can give examples of individuals or groups who can be considered consumers. 4. I can use appropriate language and terminology to explain the concept. 5. **Identify the difference between goods and services** 6. I can differentiate between goods (tangible products) and services (intangible actions or tasks). 7. I can provide examples of goods and services in everyday life. 8. I can demonstrate an understanding of the distinct characteristics of goods and services. 9. **Describe how to be a wise consumer** 10. I can explain the importance of making informed choices as a consumer. 11. I can identify strategies for evaluating products or services before making a purchase. 12. I can give examples of how consumers can protect themselves from scams or deceptive practices. 13. **Outline the rights and responsibilities of consumers** 14. I can list and explain the basic rights of consumers, such as the right to safety, information, and redress. 15. I can describe the responsibilities consumers have, such as reading product labels, making ethical choices, and reporting faulty products or services. 16. I can provide real-life examples that illustrate consumers exercising their rights and fulfilling their responsibilities. 17. **Understand the role of the consumer** 18. I can explain the significance of consumers in the economy. 19. I can describe how consumer demand influences the production and availability of goods and services. 20. I can discuss the impact of consumer choices on businesses, industries, and the economy as a whole. 21. **Examine how consumers behaviour on others** 22. I can analyse the influence of consumer behaviour on individuals, businesses, and society. 23. I can identify how consumer choices can drive market trends and impact the success or failure of products or services. 24. I can consider the social and environmental consequences of certain consumer behaviours. 25. **Describe how consumer choice can influence others** 26. I can explain how consumers' preferences and choices can influence their friends, family, and communities. 27. I can discuss the concept of consumer trends and how they spread through word-of-mouth or social media. 28. I can provide examples of how consumer choices can drive changes in industries or encourage businesses to adopt more sustainable or ethical practices. 29. **Define the term sustainability** 30. I can Provide a clear definition of sustainability in the context of consumer behaviour. 31. I can explain the principles of sustainability, such as meeting present needs without compromising the ability of future generations to meet their needs. 32. I can give examples of sustainable practices in relation to consumption, such as reducing waste, conserving resources, or supporting fair trade. 33. **Explain the term ethical consumer** 34. I can define what it means to be an ethical consumer. 35. I can discuss the importance of considering ethical factors, such as fair trade, animal welfare, or environmental impact, when making purchasing decisions. 36. I can provide examples of ethical consumer choices and their potential positive effects. 37. **Outline how you can contribute to sustainable development** 38. I can identify personal actions that contribute to sustainable development, such as reducing energy consumption, recycling, or supporting eco-friendly products. 39. I can describe how individual choices can have a cumulative impact on sustainability at a larger scale. 40. I can consider the interconnectedness of personal choices and their potential to create positive change in society. |
| **Other Learning Experiences** | **Sharing of student's own experience and linking it with the topic**   1. **Personal Consumer Journals:** Encourage learners to maintain consumer journals where they document their own experiences as consumers. They can reflect on their purchasing decisions, consider the impact of their choices, and identify instances where they have exercised their rights or faced challenges as consumers. learners can share and discuss their journal entries, highlighting key insights and lessons learned. 2. **Group Discussions:** Organise group discussions where learners share personal stories or anecdotes related to consumer behaviour. They can talk about memorable experiences, positive or negative encounters as consumers, or instances where they have made ethical or sustainable choices. These discussions promote peer-to-peer learning, empathy, and a deeper understanding of the topic.   **Sharing of teacher experience and linking it with the topic**   1. Guest Speakers: Invite guest speakers from consumer advocacy organisations, sustainable businesses, or local community groups to share their experiences and insights. These experts can discuss real-world examples, case studies, and challenges related to consumer rights, ethical choices, or sustainability. Learners can engage in Q&A sessions and discuss the implications of the shared experiences. 2. **Teacher-led Discussions:** Facilitate class discussions where the teacher shares personal experiences as a consumer, highlighting ethical dilemmas, responsible choices, or sustainability practices. The teacher can provide real-life examples to connect the theoretical concepts to practical situations, encouraging students to reflect on their own consumer behaviours and the impact they can have   Top of Form |
| **Evaluation of learning** | 1. **Class Discussions and Debates**: Engage learners in class discussions and debates on consumer rights, responsibilities, and ethical/sustainability issues related to consumption. Evaluate their ability to distinguish between different concepts, articulate their viewpoints, and engage in critical thinking. Assess their understanding of consumer rights and responsibilities and their awareness of ethical and sustainability concerns. 2. **Case Studies:** Provide learners with case studies that involve consumer-related issues, ethical dilemmas, or sustainability challenges. Ask them to analyse the situations, identify the rights and responsibilities involved, debate the ethical and sustainability aspects, and propose appropriate actions. Assess their ability to apply their knowledge to practical scenarios and consider the long-term consequences of their consumer behaviour. 3. **Research Projects:** Assign learners research projects where they investigate specific ethical or sustainability issues related to consumption. They can explore topics such as fair trade, responsible sourcing, environmental impact, or social responsibility of companies. Evaluate their research skills, understanding of ethical and sustainability concepts, and ability to propose strategies for promoting sustainable consumer behaviour. 4. **Reflective Journals:** Ask learners to maintain reflective journals or write essays where they reflect on their own consumer behaviour, rights, responsibilities, and the ethical and sustainability implications. Encourage them to evaluate how they can contribute to sustainable development through their consumer choices. Assess their self-reflection, understanding of consumer-related concepts, and critical analysis of their own behaviour and its impact. 5. Presentations: Have learners deliver presentations on consumer-related topics, such as consumer rights, ethical issues, or sustainable consumption. Assess their ability to communicate effectively, present research findings, and critically evaluate the role of consumer behaviour in sustainability development. |

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| **Teacher Reflection/notes**  **Learning Outcome 1.7**  Reflection: Learner in this age group demonstrated an understanding of distinguishing between and appreciating their rights and responsibilities as consumers. They were able to identify and explain key consumer rights, such as the right to safety and the right to information. They also showed an awareness of their responsibilities as consumers, including making informed choices and being mindful of their impact on the environment.  Notes: Some learners struggled to fully grasp the breadth of consumer rights and responsibilities. To further support their learning, I will provide more examples and engage them in discussions about real-life consumer scenarios. This will help them understand the practical application of their rights and responsibilities and strengthen their comprehension of consumer concepts.  **Learning Outcome 1.9:**  Reflection: Learners demonstrated the ability to engage in debates on ethical and sustainability issues related to their consumption of goods and services. They showed a good understanding of the impact of consumer behaviour on ethical practices and sustainability development. They evaluated how they can contribute to sustainability through responsible consumer behaviour, such as choosing environmentally friendly products or supporting fair trade.  Notes: While learners generally performed well in debating ethical and sustainability issues, some had difficulty considering different perspectives and supporting their arguments with evidence. I will provide more guidance on critical thinking, encourage them to research and gather supporting information, and foster a classroom environment that promotes respectful and constructive debates.  Top of Form |