



KS4 PSHE & CITIZENSHIP TEACHER'S NOTES

ETHICAL CONSUMERISM

LESSON OVERVIEW

This is a KS4 PSHE lesson on the topic of ethical consumerism. Students will assess who has the responsibility to influence business ethics and explore their own ethical priorities. Students will then debate legislation versus consumer choice with regard to business ethics.

WHAT YOU WILL NEED:

- Ethical Consumerism presentation.
- Ethical Consumerism worksheets.
- Suitable devices for students to access The Body Shop Education website if completing the extension within class time.

LEARNING OBJECTIVES

In this lesson, students will learn:

- How to define 'ethical consumerism'.
- How to understand how their decisions as consumers impact people, products and the environment.
- How to understand the role of consumers, producers, manufacturers, retailers and governments in how ethics are applied.

CURRICULUM LINKS

This resource has been designed according to the PSHE Association guidelines and framework for KS2-5, linking to the following areas:

- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices.

BEFORE YOU START

Review the presentation, presenter's notes and worksheets. Whilst this lesson is based on a one-hour period, you may wish to spread the content across two lessons to suit your own lesson length and requirements.



LESSON PLAN

Time (60 mins)	Activity	Presentation Slides
5 mins	Starter: Introduce the starter question from the worksheet. Students match the groups to their roles in product supply chains. (See answers below)	1
5 mins	Introduce the topic and learning objectives using the presentation. Review answers from the starter.	2
10 mins	Put students into groups and introduce Activity 1a part of Ethical Priorities , where students sort a list of ethical issues into priorities.	3
5 mins	Review answers. Which ethical issue was the highest priority? Which was the least?	3
10 mins	Introduce Activity 1b the second part of Ethical Priorities , where students decide who should be responsible for making decisions on each issue.	3
5 mins	Review answers. Which issues should consumers take responsibility for? Which issues should be up to retailers?	3
5 mins	Introduce Activity 2 - Debate: Who makes the rules? Students should have 5 minutes to prepare the debate independently, writing in full sentences.	4
10 mins	Plenary debate: Who should make the rules? Students should debate an answer to the question based on their learning from across the lesson.	4

DIFFERENTIATION

Easier	Harder
<ul style="list-style-type: none"> Omit 1b. Change the topic of the debate to 'which ethical priority is most important'. 	<ul style="list-style-type: none"> Students to create a manifesto for their own consumer ethics.

ANSWERS - STARTER

1. Growers / producers	1. The people who grow or extract the raw materials.
2. Manufacturers	3. The people who bring together and process the raw materials to make the products.
3. Retailers	2. The people make products in factories or buy them from factories.
4. Governments	4. The people who make the rules about how and which things can be bought and sold, and set the rules on factory conditions in the countries of their jurisdiction.
5. Consumers	5. You and the people who purchase goods.

EXTENSION - CONSUMER'S INTERACTIVE

Students follow an online interactive '[Buy for Good - Enriching the Future](#)' to discover more about ethical consumerism, with students taking a test to find out where they sit on the 'sustainability scale'. Students make ethical choices and see the outcomes for the planet and other people. If you wish to complete this activity in your classroom, you will require suitable devices with internet access.