

### **Lesson Plan No. 3**

**Date:** 14.01.2020

**Time:** 13:45- 14:25 (40 mins)

**Subject:** Business Studies

**Topic:** Consumer Responsibilities

**Year:** 2<sup>nd</sup> Year

**Class:** 3.3 mixed ability

**Pupils:** 22

#### **Learning Outcomes:**

The assessment of learning will be based around the following learning outcomes:

Curriculum Link:

#### *Learning Outcome 1.9*

1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services.

#### *Learning Outcome 1.10*

In this lesson, students will learn how globalisation allows them to buy products all over the world.

#### *Learning Outcome 3.7*

Students will learn about the benefits and drawbacks of globalisation.

#### **Learning Intentions:**

- Explain Sustainable development
- Define Carbon footprint
- Evaluate the Fast fashion debate

#### **Success Criteria:**

At the end of this lesson, after the assessment of learning students will know if they are able to:

- Discuss how we as consumers can do more to aid sustainable development along with reducing our carbon footprint.
- Debate fast fashion and have a reason why they agree or disagree.
- Students will complete a worksheet outlining scenarios on ethical vs unethical companies.

### **Resources:**

- Whiteboard
- PowerPoint slides
- Laptop and data projector
- Google classroom
- Think, pair share
- Fast fashion: <https://www.youtube.com/watch?v=YnKEJprS3xM>
- [Bookwidge- worksheet \(see below\)](#)

### **Prior Knowledge:**

Students will have prior knowledge on the concept globalisation and should be familiar with TOMS the company I have chosen to discuss at dept in terms of CSR. Students will understand fair trade having completed it in the previous chapter along with researching products that promote it. Students will also be familiar with the term unethical and ethical business having completed their own independent research. In terms of fast fashion students may be familiar with the word and will recognise some of the brands I plan to speak about.

### **Planning for literacy:**

- The students will listen to the other students when I am speaking. **(listening)**
- Students will be expected to take down notes from the board. **(reading and writing)**
- Students when asking questions will be asked to speak clearly and out loud to the class.
- Students will complete a worksheet using the bookwidge resource.
- Students will be asked to contribute accordingly to the fast fashion debate. **(communication)**

### **Planning for numeracy:**

- Students will develop their numeracy skills by watching video clips and having a certain amount of time after each one to come up with a main point from the clip.

### **Planning for differentiation:**

- I am aware an SNA will be in the class.
- I plan to use videos along with showing websites for more visual learners.

- I will ensure all notes and materials covered will be posted on google classroom. I will also include the links to all websites and videos watched in class as a backup resource for students.
- The use of a debate may get students to understand the topic in better detail.
- I will allow think, pair share to get students to communicate with one another.
- The worksheet provided towards the end of the lesson will be useful for students as it gives examples and students must form an opinion.

### **Assessment of Learning (AOL)**

- Students will be asked questions throughout the duration of the class. They will be asked to contribute accordingly and voice an opinion on certain issues.
- Students will debate the topic of fastfashion and reflect upon their understanding.

### **Assessment for Learning (AFL)**

- Students will be asked to learn notes and ensure they have a broad understanding on material that could be asked in a class assessment on the chapter.
- The debate will act as a guide to understanding in the topic thus far.
- Students will complete a worksheet (see below)

### **Key Skills**

**Communication** – students must communicate any input to the lesson in a clear manner and will also be asked to speak clearly when asking any questions. Students will be asked to form opinions and voice them based on videos watched in class. Students will communicate with one another during the fastfashion discussion.

**Being literate** – students will write down notes from the board. Students when asking questions will be asked to speak clearly and out loud to the class. Students will complete a worksheet using the bookwidget resource. Students will take down key points while watching a video.

**Being numerate** – students will have to manage their time effectively and form an opinion on certain topics.

**Wellbeing-** Students may become more conscious when buying products having conducted a fast fashion debate along with watching a video clip on fair trade.

**Working together-** students will have to work together when completing the debate on fast fashion during the think pair share.

CONTENT	METHOD
<p><b><u>Introduction (6 min)</u></b></p> <ul style="list-style-type: none"> <li>• Welcome students to class</li> <li>• Attendance</li> <li>• Correct homework</li> </ul>	<ul style="list-style-type: none"> <li>➤ I will welcome students to the class.</li> <li>➤ I will write the date on the board</li> <li>➤ I will take the roll.</li> <li>➤ I will correct the homework from the previous lesson.</li> <li>➤ I will ask target questions on key terms from the previous lesson as a form of revision.</li> <li>➤ I will display the learning intentions on the board.</li> </ul>
<p><b><u>Development One (6 min)</u></b></p> <ul style="list-style-type: none"> <li>• Explain Sustainable development</li> <li>• Define Carbon footprint</li> </ul>	<ul style="list-style-type: none"> <li>➤ I will ask students for any examples of when they acted responsibly and how we as consumers can improve and help the environment?</li> <li>➤ I will ask students are they aware of what is going on in the world?</li> <li>➤ I will ask students to describe sustainable developments and will discuss it as a class.</li> <li>➤ Students will be asked to define carbon footprint in their own words.</li> <li>➤ I will then display the notes on the board.</li> </ul>
<p><b><u>Development Two (22 min)</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the fast fashion debate</li> </ul>	<ul style="list-style-type: none"> <li>➤ I will ask students are they aware of the term fastfashion?</li> <li>➤ I will display the video on fast fashion (4 minutes). I will ask students to take notes during it and will allocate a minute once it's over for students to reflect.</li> <li>➤ I will then place students into groups, I will allocate 5 minutes of group's discussion whereby students will discuss what they watched and decide if they are for or against fastfashion.</li> <li>➤ Once time is over, I will begin a class discussion calling upon all groups to contribute and will begin</li> </ul>

	<p>collating the information on the whiteboard with a list of pros and cons of fastfashion.</p> <ul style="list-style-type: none"> <li>➤ Video: <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=YnKEJprS3xM">https://www.youtube.com/watch?v=YnKEJprS3xM</a></li> </ul> </li> <li>➤ Once all pros and cons are on the board, I will then ask students to reflect on what is on the board and think of their stance, has it stayed the same or changed? I will then ask students if they are comfortable to share their opinion and give a reason why?</li> </ul>
<p><b><u>Summary, &amp; Conclusion (6 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Worksheet based on consumer responsibilities on the bookwidget resource.</li> <li>• Homework will be assigned</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will be asked to reflect on the last 3 lessons by using a worksheet on bookwidget I will provide a link (please see below).</li> <li>➤ I will assign the homework to students and will write it on the board.</li> <li>➤ Students will be given the opportunity to ask me any questions from today's lesson</li> </ul>

**Homework:**

- Learn notes
- Write a paragraph on the topic of “Consumer Responsibilities”, outline small changes you could make in your everyday life to become a better consumer. Discuss what stood out to you having completed this chapter and what stance have you took in terms of fast fashion.

**Bookwidget worksheet:**



Consumer Responsibilities



In your own words describe the term fair trade

If you were to sum up fast fashion in 2 words what would they be?

QUESTION 1

Please read the scenario and decide if it is ethical or unethical:

Nestle the food processor group is subject to the world's longest running boycott for the irresponsible marketing of baby milk to mothers in the developing world

- Ethical
- Unethical

QUESTION 2

Please read the scenario and decide if it is ethical or unethical:

Coca Cola has had a long history of workers' rights violations at its bottling plants. It is currently under two boycott calls linked to this issue at its plants in Colombia.

- Unethical
- Ethical
- Cannot decide

QUESTION 3

Please read the scenario and decide if it is ethical or unethical:

If you look at TOMS' homepage the company tells you that, for every product you purchase, TOMS will help someone in need

- Cannot decide
- Ethical
- Unethical

