

Lesson Plan 1

Subject: Business

Class Level/Name: 1st Years

Date: TBC

Time and duration of Lesson: TBC - 40mins

Topic: Ethical and Sustainable Responsibilities of the Consumer

Learning Outcomes:

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

In this lesson students will learn about sustainable responsibilities of consumers

Learning Intentions:

- Define 'Sustainability' in relation to consumption
- Outline sustainable issues that arise because of the consumption of goods
- Describe ways in which consumers can become more sustainable

Success Criteria:

At the end of the lesson, students will be able to:

- Explain the meaning of 'Sustainable' in relation to consumption
- Understand sustainable issues that arise because of the consumption of goods
- Discuss ways in which they can become more ethical and sustainable as consumers.

Planning for Literacy:

- I will display the key words on flash cards on the white board. (**Reading**)
- Students will write down definitions for 'Sustainable' from the PowerPoint (**Writing**)
- Students will input answers on Mentimeter for ways in which they can become more sustainable (**Writing**)
- Students will work in pairs to come up with sustainable issues that arise from consumption (**Speaking**)
- Students will engage in a class discussion on businesses they know that are becoming more sustainable and the importance of this (**Listening/Speaking**)

Planning for numeracy:

- Students will learn that if 25% less waste occurred in the world that there would be enough food to feed all the starving people
- Students will learn of the savings that can be gained from becoming more sustainable

Planning for differentiation:

- I will use the flashcards to display keywords to cater for visual learners
- I will use Mentimeter to get the students to list ways in which consumers can become more sustainable and this may help the students who are unsure of examples to come up with ideas when they see other students' examples
- From homework students will have the choice to create an information poster on how consumers can be more sustainable or write a letter to a local business encouraging them to take more sustainable approaches. The choice of homework will allow the students to pick which method best suits their needs as there are some students in the class who prefer visual and creative homework

Aids/Resources to be used:

- Laptop
- PowerPoint Presentation
- Time for Business Textbook
- Formative assessment number line
- Flashcards
- Student Whiteboards
- Countdown Timer – Think, Pair Share
- Worldwide School Resources <https://www.worldwiseschools.ie/resource-library2/>
- Not Business As Usual Resource <https://developmenteducation.ie/resource/not-business-as-usual-exploring-global-justice-in-the-business-studies-curriculum-junior-cycle/>
- Mentimeter
- Lyons Tea ad <https://www.youtube.com/watch?v=GsooDOdlffA>

	Content	Method
Introduction 2 Mins	<ul style="list-style-type: none">▪ Settle students and materials out▪ Roll Call	<ul style="list-style-type: none">▪ I will welcome students to the class▪ I will instruct the students to prepare themselves for class before I call the roll.▪ I will use observation and student assistance to take the roll.▪ I will set up my laptop and PowerPoint presentation
Learning Intentions 3 Mins	<ul style="list-style-type: none">• Define 'Sustainable' in relation to consumption• Outline sustainable issues that arise	<ul style="list-style-type: none">▪ I will introduce the learning intentions for the lesson to the students.▪ I will ask students using the formative assessment number

	<p>because of the consumption of goods</p> <ul style="list-style-type: none"> • Describe ways in which consumers can become more sustainable 	<p>line where they think their knowledge of sustainability is at</p>
<p>Development One 5 mins</p> <p>Q. In your opinion what does sustainability mean? Q. From the definition, why do you think it is important for consumers/businesses to be sustainable?</p>	<ul style="list-style-type: none"> • Define 'Sustainable' in relation to consumption 	<ul style="list-style-type: none"> • I will place flashcards with the words 'Sustainable' 'Environmentally Friendly' and 'Future Generations' on the board as these are all key words relating to today's lesson • Students will be invited to give their opinion as to what they think sustainability means • I will then give the students a definition of sustainability and ask them for their opinion on the importance of sustainability for future generations
<p>Development Two 10 mins</p>	<ul style="list-style-type: none"> • Outline sustainable issues that arise because of the consumption of goods 	<ul style="list-style-type: none"> • Through the activity Think-Pair-Share, the students will work together to come up with issues that arise from the consumption of goods. • The students will be given 1 minute to think alone and then will work in pairs for 2 minutes to discuss their ideas and come up with more suggestions • I will ask the students to record their ideas on their whiteboards • While the students are completing the task there will be a countdown timer on the board, I will walk around the classroom in case anyone has any questions • After 3 minutes, I will instruct the student to settle back into their seats and I will ask for each group to give me one issue they came up with • Once all relevant suggestions are written on the board, I will get the students to take these

		down in their notes copy and I will add any other examples they may not have come up with
Development Three 15 mins	<ul style="list-style-type: none"> • Describe ways in which consumers can become more sustainable 	<ul style="list-style-type: none"> • Firstly, I will provide the students with examples of business that are aiming to become more sustainable e.g. Lidl recycling stations, McDonalds – paper straws, Starbucks- reusable coffee cup incentive, Lyons Tea advert • Then using Mentimeter I will get the students to give suggestions as to how they think consumers/themselves can become more sustainable • I will give the students the log-in code and ask them to come up with two suggestions each • I will comment on the answers that appear on the screen and acknowledge any that we have not discussed before • I will then ask the students to take one point away from today lesson and during the week to take one action, that will result in them become more sustainable and helping keep our world save for future generations
Summary/Re-cap/Homework/ 5min	<ul style="list-style-type: none"> ▪ Re-cap learning outcomes ▪ Assign homework for the night 	<ul style="list-style-type: none"> ▪ I will summarise what we covered in class ▪ I will ask the students have they any questions on what we covered ▪ I will write the homework on the board ▪ I will revisit the formative assessment timeline to get the students to reflect on where their learning is at now

Homework assigned for the lesson:

Students will have to:

Q1. Create an information poster to inform consumers on how they can be more sustainable (*See below posters created by students*)

Or

Q2. Write a letter to their local business outlining why they think sustainability is important and suggest ways in which the business can become more sustainable

Examples of posters created by the students

