

Lesson Plan 2

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 Fair Trade and their ethical responsibilities as consumers

Learning Intentions:

- Explain what it means to be an ethical consumer
- Discuss companies that have unethical practices
- Understand the concept of Fair Trade

Success Criteria:

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

- Discuss the concept of ethical consumption
- Debate the unethical practices of companies
- Describe the purpose for establishing Fair Trade

Planning for Literacy:

- I will display the key words on flash cards on the white board. (**Reading**)
- Students will write down the definition for 'Ethical' from the PowerPoint (**Writing**)
- Students will work in pairs to read case studies on companies that have been in the news for unethical practices (**Reading**)
- Students will watch a YouTube clip on the fair trade and answer questions based on the clip (**Listening/Writing**)
- Students will be tasked with finding a label in their home with the Fair-Trade logo on it (**Reading**)

Planning for numeracy:

- Students will learn that farm workers will only get 4% of the price of a banana while retailers will get 29% of the price

- Students will learn about the concept of fair trade and workers receiving fair wages in comparison to those who do not have fair-trade practices

Planning for differentiation:

- I will use the flashcards to display keywords to cater for visual learners
- I will use play a YouTube clip explaining the concept of fair trade as some students learn better from visual and audio aids
- I will give students a research task of finding an item with the Fair-trade logo on it as some students learning is more suited to practical examples
- For homework students will have to read a case study on fair trade and answer high/lower order questions relating to the case study

Aids/Resources to be used:

- Laptop
- PowerPoint Presentation
- Formative assessment number line
- Flashcards
- Worldwide School Resources <https://www.worldwiseschools.ie/resource-library2/>
- Case Study 1 Nestle <https://miscellanynews.org/2019/12/05/opinions/exploitative-capitalism-nestles-egregious-ethics-and-you/>
- Case study 2 Primark <https://www.cornwalllive.com/news/cornwall-news/concerns-primarks-cheap-prices-could-753997>
- Case Study 3 Coca Cola <https://studybreaks.com/thoughts/coca-cola-boycott-ban/>
- Case Study 4 Amazon <https://www.ethicalconsumer.org/company-profile/amazoncom-inc>
- YouTube 'The Chocolate Story' <https://www.youtube.com/watch?v=-XbP4cn8xhU>
- Homework Case Study <https://www.trocaire.org/sites/default/files/resources/edu/fair-trade-nicaragua-case.pdf>

	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"> • Explain what it means to be an ethical consumer 	<ul style="list-style-type: none"> ▪ I will introduce the learning intentions for the lesson to the students.

	<ul style="list-style-type: none"> • Discuss companies that have unethical practices • Understand the concept of Fair Trade 	<ul style="list-style-type: none"> ▪ I will ask students using the formative assessment number line where they think their knowledge of ethical consumption and fair trade is at?
<p>Development One 5 mins</p>	<ul style="list-style-type: none"> • Explain what it means to be an ethical consumer 	<ul style="list-style-type: none"> • I will place flashcards with the words 'Ethical', 'Fair-Trade' and 'Sweat Shops' 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 ethical and also Fair-trade means • I will then give the students a definition of ethical to write now in their key word copy
<p>Development Two 15 mins</p> <p>Q. Do you think what the company was doing was unethical? Q. Knowing this information would you be more/less likely to buy this brand? Q. Why do you think these companies act in the way they do? Q. Do you think more companies are behaving unethically but it's just not published yet?</p>	<ul style="list-style-type: none"> • Discuss companies that have unethical practices 	<ul style="list-style-type: none"> • Students will be divided into groups and each given 1 of 4 news articles on companies that have been headlined for unethical practices. • They will be asked to read the article and in pairs discuss which practices were deemed to be unethical from the article (7min) • I will then ask them to consider whether they believe there is an ethical issue based on the facts they were given. • As a class we will then discuss the articles and I will invite the students to engage in a discussion whether they believed what the company was doing was unethical or not (8min) • I will then ask them to think about whether this information would deter them from purchasing that brand in the future? <p>**This exercise would also work as a Jigsaw activity when classrooms no longer have to be socially distant environments</p>

<p>Development Three 10 mins</p> <p>Q. What are fair trade products? Q. Why would people choose to purchase fair trade products? Q. Can you list any fair-trade products?</p>	<ul style="list-style-type: none"> ● Understand the concept of Fair Trade 	<ul style="list-style-type: none"> ● Finally, I will introduce the students to the concept of Fair trade ● I will ask have they heard of it term before and if not what do they think it means ● I will then play the students a YouTube clip on the 'Story of Chocolate' which explains the concept of Fair Trade and the benefits it has for the growers. The students will be tasked with making note of two learnings that they took from the clip and sharing these back to the class ● I will ask the students their opinion on whether they will be more aware of buying fair trade chocolate etc in the future based on their knowledge gained in this class
<p>Summary/Re-cap/Homework/ 5min</p>	<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:

1. Bring in a label that has the Fair -Trade logo on it from their home
2. Read the case study 'Jamie's Story' and answer the following questions
 - Where does Jamie's mother work?
 - What ointment did the teacher help Jamie make?
 - What activities have Trocaire provide for Jamie and his friends?
 - What one thing can we do to help Jamie achieve his dreams of going to school