

Citizenship Scheme of Work:

The Consumer Society

Year 11 Unit 2	Key Concepts Key Processes Range and Content	1.1d, 1.2a, 2.1b, 2.2b, 2.2c, 2.3b, 2.3c 3a, 3b, 3g, 3k		
	Introduction	Continuation	Plenary	Homework (teacher notes)
Lesson 1	Weekly consumption Students brainstorm individually everything they consume each week. Include unseen products such as electricity and cultural products such as TV/ film, as well as food, clothes etc.	Moral issues Students go through each of the issues presented on sheet 13 in pairs. One argues for all the points, one against.	Class morality Open up the debate on the issues to the whole class. If there is room, students position themselves at one end of the room or the other, depending on whether they agree or disagree with a statement.	
Lesson 2	The weekly shop Imagine a world without supermarkets. Students work out how many shops their families would visit in an average week.	A new supermarket Analyse the claims on sheet 14 for and against building a new supermarket in your area. Each argument is aimed at the local council, which has to give permission for building to go ahead.	Letter Write a letter to the local council arguing for or against the building of the new supermarket.	
Lesson 3	Side effects of consumption Empty the contents of a school bin and examine how much has been consumed/ wasted. Ask where all the stuff comes from and where it goes.	Ordering waste Students have to put in order the suggestions on sheet 15 as to how to cut down on waste.	Personal statement Students choose the ideas they believe in – or ideas of their own – from sheet 15 and design a poster directing people as to how to prevent waste.	



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Lesson 4	<p>Advertising</p> <p>Pairs list their 10 favourite adverts (from TV or elsewhere). They then identify the target audience for each advert.</p> <p>Use this as the starting point for a discussion on whether adverts work in terms of who they target and, if so, how.</p>	<p>Protection from adverts</p> <p>Students use sheet 16 to formulate their own ideas about what adverts should and should not be allowed to show.</p>	<p>Class discussion</p> <p>Share findings from sheet 16 and lead this on to a whole class discussion about which adverts are currently being shown that perhaps offend some tastes.</p>	
Lesson 5	<p>Consumer profile</p> <p>Explain that marketing agencies place people into different categories according to their lifestyles. They call these categories <i>demographic profiles</i>. Give an example of a profile. Ask students to compose a profile about themselves, perhaps listing the 10 key factors about their identity and interests.</p>	<p>Making profiles</p> <p>sheet 17 contains a long list of demographic profile elements. Students put them together in any way they wish to make a different profile. Give a character name to this profile. Draw what the character looks like.</p> <p>List the products that could be targeted at each profile made.</p>	<p>Can people be profiled?</p> <p>End with the question on the board: <i>Can individuals be reduced to marketing profiles? Is it possible to be an individual in the world today?</i></p>	
Lesson 6	<p>All consumed out 1</p> <p>Brainstorm on the board all the products/raw materials that will either run out at some point in the future (e.g. oil) or are often in short supply (e.g. food). Discuss any policies/restrictions that could be put in place to help.</p>	<p>All consumed out 2</p> <p>Students complete sheet 18 to explore their own thoughts on what might happen regarding certain resources in the future.</p>	<p>The class's future consumption</p> <p>Read out a selection of ideas from sheet 18 about each resource from around the class. Open up to whole class discussion.</p>	



The Consumer Society

Western society is sometimes called **The Consumer Society**. This is because modern economies are based around hundreds of millions of people spending their money, consuming products – from food, to clothing, to television programmes.

Mass consumption means that many of us lead materially comfortable lives. However, a consumer society cannot exist without giving rise to various moral issues. In pairs, debate some of these issues below. One of you should argue for each statement and one against.

There's nothing wrong with spending lots of money

People in Britain cannot help it if other countries are poor

A happy person is one who aspires to own less not more

If you stopped to think about where products came from and who made them, you would be less likely to buy them

Being rich is something to aspire to

It makes me feel good to own lots of stuff

When you buy something you are helping the world and other people more than you are damaging them

Products have to have fancy packaging, otherwise no one would buy them

Shops should not be allowed to open on a Sunday

People should be encouraged to save rather than spend

We live in a messed up world, where economic success is judged on how many resources people use up



Supermarket Sweep



Where do you and your family do the weekly shop? The chances are you go to the local supermarket, or even that the supermarket comes to you – via the ease of internet shopping. But are supermarkets necessarily a good thing? Read and discuss the views below before writing to a local councillor appealing for them to give or withhold planning permission for a new supermarket.

Family butcher

Beefeater Butchers has been a family firm for over 100 years. We provide a valuable service to the local community. Not only do we sell the finest quality meat available – including a popular organic range – but we get to know our customers. This is crucial, especially for the elderly. If this supermarket is built we will undoubtedly go out of business. There will be another empty shop in the town's high street, the art of proper butchery will die out, and the community will lose a treasured friend.

Old person

There used to be a time when all over the country people knew people in the local community. We would all gather in the local shops, chat and make friends. This made for a happier life and also safer towns because everyone knew everyone else. If the new supermarket comes to our town, this will be lost forever. I see young people without the community connections I grew up with. Let's try to keep the few that are left by protecting our local shops from this corporate giant.

Property developer

There is no point standing in the way of progress. People go on about protecting local shops, but what about local jobs? Supermarkets employ hundreds of people. They can stock thousands of products at low prices. People love supermarkets. Why else would they be so successful? And once a supermarket comes to town, so do a lot of other businesses. This is a win-win situation.

Family shopper

I'm a mother with three young children. It's all very well to talk about keeping local shops, but what's the point when you can't even get in them. My children are too demanding. They don't want to be traipsing around shop after shop. That's what makes a supermarket ideal. I can go there in the car, do the weekly shop really quickly, and get home before the kids start playing up. Bring it on!

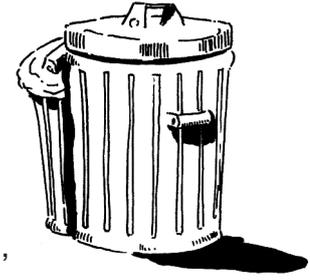
Setting Out Your Letter

Dear Councillor,

1. State your opinion, for or against the supermarket.
2. State the reasons for your personal opinion.
3. Use the opinions of others to back up your opinion.
4. Acknowledge the opposite opinion to yours.
5. Refute the opposite opinion, using the word *however*.
6. Conclude the letter by stating what the decision you want would mean to the local community.



Waste Disposal



How many bin-bags do you fill each week?

Below are suggested ways of cutting back on waste. Order them, placing the ones you feel would work best at the top of the list, and the ones that would work worst at the bottom. Justify the place you have given each suggestion.

Most important

	Suggestion for cutting back on waste	Justification for place given to this suggestion	Suggested ways of cutting back on waste:
1.			<ul style="list-style-type: none"> ● introduce a tax on plastic bags ● sell milk only in glass bottles that can be re-used ● ban disposable nappies ● fine households that fail to place rubbish into recyclable piles. E.g. glass, paper etc. ● make households pay for their rubbish to be removed, with the cost increasing as the amount of rubbish increases ● ban wasteful packaging ● increase the number of recycling centres ● remove VAT (value added tax) from recyclable goods ● ban flyers that are put through letter boxes ● pay people to recycle their waste
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Least important

What could you and your school do to cut back on waste?



Advertising Standards

Type of advert	Examples of this kind of advert at the moment	Regulations I would place on this kind of advert. E.g. no adverts for children during children's TV programmes
Toys 		
Alcohol 		
Mobile phones 		
Pain relief tablets 		
Cars 		
Diet slimming products 		
Food 		

Extension Task 1

Research the actual regulations that exist regarding advertising standards. E.g. cigarette adverts are now banned.

Extension Task 2

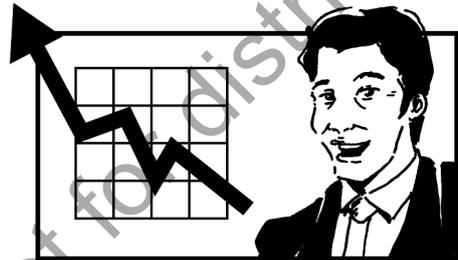
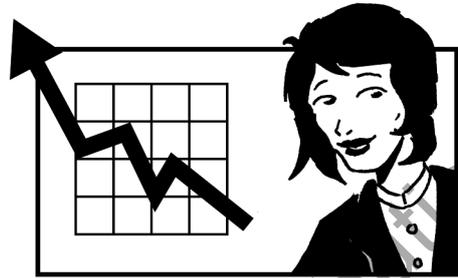
Discuss your opinions of the portrayal of different social groups in adverts. E.g. men, women, ethnic minority groups.



Are You a Demographic Profile?

Marketing agencies categorise people into demographic profiles. This means they place people into groups according to interests, age, social class etc. To them, you are not an individual, but part of a group to which certain products can be sold.

Below are some of the items that might go to make up a demographic profile. Your task is to use combinations of the items to make up profiled characters. E.g. "The sporting intellectual" might be someone with an interest in football and in the works of William Shakespeare.



city-dweller	single	vegetarian	female	lives in a flat
male	reads romantic fiction	white UK	interested in history	loves gangster movies
plays a musical instrument	millionaire	gay man	unemployed	plays football
does not watch TV	lives with partner	lives in a house	Black British	married
Asian	loves romantic comedy films	lives in the countryside	heterosexual	reads crime fiction
subscribes to cable TV	average amount of money	lesbian woman	interested in fashion	age 12-16
age 23-30	listens to classical music	no interest in fashion	listens to hip-hop and rap music	age over 50
plays tennis	working class	age 17-22	very little money	plays squash
watches soap operas	age 41-50	enjoys going out	listens to pop music	middle class
enjoys staying in	upper class	listens to nu-metal music	eats lots of takeaway meals	age 31-40



All Consumed Out

The world does not have limitless resources – and yet we use them daily at a faster rate than they can be replaced. So what will happen to the world as you get older? Will you continue to live in a consumer society? Or will the world be all consumed out? Fill in the boxes below to explore your own thoughts, before opening them up to a whole class discussion.

Product	Issues around over-consumption of this product	What I hope happens	What I think will happen
Oil			
Water			
Wood			
Food			
Energy			

**Worst Case Scenario
for the Future World**

**Best Case Scenario
for the Future World**

