


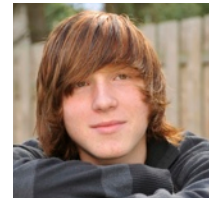


4. Our Choices



Aim: To learn about ethical consumerism

	<p>Objectives: Young people will...</p> <ul style="list-style-type: none"> • Learn about globalisation and the interdependence of economic and cultural activities. • Learn about ethical consumerism and the impact it has to change inequality and injustice. <p>Background Resources and Links:</p> <ul style="list-style-type: none"> • Swoosh Video (Nike): Nike Sweatshops: Behind the Swoosh • Ethical Shopping Guides: www.ethicalconsumer.org www.goodguide.com www.fashioninganethicalindustry.eu www.playfair2012.org • Please note: You might need to create an account with the ethical websites to allow students greater research abilities. <p>You will need: Flipchart and pens.</p>
 10m	<p>Discussion Points:</p> <ul style="list-style-type: none"> • Ask for feedback on the profile cards. • Take a poll on how people are feeling about what they have been learning? • Do you feel you have power / choice over what happens in the world? • If you did would you use it? Why /Why not?
 17m	<p>View:</p> <ul style="list-style-type: none"> • Ethical Consumerism and the Power of Having a Choice /Voice - Jason Garman at TEDxTeAro. <p>Jason Garman talks about ethical consumerism and persuades the audience to use their voice and make choices that are ethical. He argues that not only does it help others it makes you happier.</p>





10m

Discussion Points:

Global inequality is created through choices people make every day. The main choice we all have the power to change is in what we buy.

- After sweets and food, clothes are among the items most commonly bought by your age group.
- Do you think you make ethical choices in what you buy and who you choose to buy from?
- Ask students to call out what brands / shops they like to buy and list on a flipchart.

Ask students to guess the rating they would give to each of the brands they listed on the flipchart.

Assign each brand to 2-3 students to research on their own at home. Ask them to bring back the actual rating to share with the class.

Two helpful sites for most brands are www.ethicalconsumer.org and www.goodguide.com

At this point you can introduce students to the idea of an Ethical Consumerism Action Project.

Suggest to students that this might help them feel empowered to bring about change through the rest of the workshops.



5m

Closure:

“Everyone thinks of changing the world, but no one thinks of changing himself.” [Leo Tolstoy](#)

- Ask each person to name one thing they could change today about themselves to achieve a better world.



10m

At Home:

- Research online to find an ethical rating/grade for the brand of your choice.



10m

Action Project:

1. Make a list of your favourite brands. Choose 5 from your group and research their ethical ratings (treatment of workers and environment). **Websites:** www.ethicalconsumer.org www.goodguide.com www.fashioninganethicalindustry.org www.playfair2012.org

2. Create an Ethical Shopping Report Card and survey your school, and collate. Suggested questions to include:

1. Do they buy ethically certified goods.
2. I buy what I need not what I want.
3. I think about where it is made before I buy.
4. I buy second hand goods.
5. I stay informed and boycott shops that abuse the environment and labour.

3. Using your new information and research, create an ethical shopping guide for your school. Suggested topics to include:

1. Survey results from your school.
2. Research of your chosen brands.
3. Reasons why you should be an ethical/sustainable consumer.
4. Global issues affected by your purchases.
5. How to read ethical labels.
6. Shops that sell fair trade goods.
7. Websites to buy ethically sourced goods.
8. Websites and apps that give you brand ratings on ethics.
9. Ways you can conserve the environment.
10. Current company boycotts.