

Understanding Ethical Consumerism

*A classroom resource that explores ethical consumerism
and the power of coming together to create change.
This resource can be used as a companion
for the WE Bake For Change campaign.*

Grades 9 to 12
Canadian Edition

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Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Child labour is an issue that the WE Movement has been committed to fighting against for over 20 years. According to the **International Labour Organization**, there are 152 million children in child labour and the agriculture sector is where it is most prevalent (www.ilo.org/global/topics/child-labour/lang--en/index.htm). By understanding more about where our food comes from and how we can become more ethical consumers, we can help to end child labour practices and ensure that we are receiving our food from responsible and reliable sources. At WE, we are also passionate about working together. We know that when we collaborate, we can have a more significant impact on our local and global community.

This classroom resource will prepare your students with the knowledge and skills they need to engage meaningfully with the WE Bake For Change campaign, which is made possible through the generous support of Robin Hood. Your students will learn more about where their food comes from and understand the impact the food industry has on people around the world. They will have the opportunity to explore organizations and initiatives that are dedicated to creating a food system that values and protects people and the environment. This will empower them to become informed, ethical consumers and help those around them to do the same.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1.

Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

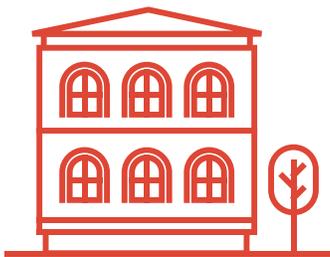
3.

Take Action

Students implement their action plan.

Local

Global



4.

Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Understanding Ethical Consumerism Overview

Every day we consume food, but do we really know where it comes from and the true costs? When students understand how food production impacts people and the environment in countries around the world, they will be able to make informed decisions about the food items they buy. They will also be able to educate and encourage those around them to become ethical consumers as well.

Rationale

This classroom resource is designed to prepare students to become advocates who understand how the harvesting and production of food items can have devastating impacts on people around the world. Students will be encouraged to work together to raise awareness about where our food comes from and the importance of being an ethical consumer. They will develop an understanding of how coming together through activities like baking can help to have positive impacts on social issues, both locally and globally.

Subject(s): Social Studies

Grade Level: Grades 9 to 12

WE Learning Framework Skills:



Essential Questions:

- ▶ Why is it important to understand how our food is produced?
- ▶ What does it mean to be an ethical consumer?

Materials And Resources

- Chart paper or craft paper
- Writing utensils
- Computers or tablets
- Appendix 1: Provincial Curriculum Correlations
- Appendix 2: Classroom Observation Forms

▶ Explore other resources and current campaign offerings at WE.org

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include read alouds and videos, graphic organizers, jigsaw and hands-on experiences.

Assessment strategies include entry/exit slips, observations, written responses and discussions.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource center to get access to the resources listed in the Appendices.

Word Bank

Child Labor—The employment of children in an industry or business, especially when illegal or considered exploitative.

Ethical Consumer—A person who avoids buying products that do harm to people or the environment.

Fair trade—A movement with the goal of helping producers in developing countries to get a fair price for their products to reduce poverty, provide for the ethical treatment of workers and farmers, and promote environmentally sustainable practices.

* **Sources for definitions:** •

Oxford Dictionary
en.oxforddictionaries.com

Lesson 1:

Where Does Our Food Come From?



Suggested Time:

150 minutes (or 2 x 75 minutes)

Learning Goals:

Students will:

- Understand how and where various foods are produced
- Recognize the importance of knowing where our food comes from

Investigate and Learn

Educator's Note: Before students arrive, write the following food products on slips of paper and place them in a container:

- Sugar
- Palm oil
- Coffee
- Bananas
- Cashews
- Citrus fruits
- Tea
- Eggs
- Soybeans
- Rice

1. In groups of two or three, ask students to draw one of the slips of paper and discuss the following questions:

- What is the food product? What is it used for?
- Where does it come from?
- How is it harvested or produced?

2. **Recommended Assessment For Learning:** Ask each pair or group to share what they know about their food product. Use one of the forms from **Appendix 2: Classroom Observation Forms** to record students' prior knowledge about food production. Discuss food products that students don't have any knowledge of and consider why that might be. Explain to students that we often eat foods without knowing all of the ingredients or understanding where they come from or who harvests or produces them.

3. Explain to students that they will investigate their food product to find out exactly where it comes from and how it reaches supermarkets, restaurants and dinner tables. Then they will have an opportunity to teach other students about what they learned. If students already have a lot of prior knowledge about their food product, give them one of the following alternatives:

- Asparagus
- Salt
- Avocados
- Almonds

Educator's Note: Remind students that only reliable research sources should be used and that all information should be properly cited.

4. **Recommended Assessment As Learning:** As students are working, circulate and use one of the forms from **Appendix 2: Classroom Observation Forms** to assess students' understanding of food production and to clarify any misunderstandings or misconceptions.

5. Once students have collected a sufficient amount of information, give each student in the group a number from one to five. Ask them to form new groups with students who have the same number. Each member of the new group will be responsible for sharing the results of their investigation and ensuring that everyone understands where their food product comes from and how it is harvested or produced.

6. **Recommended Assessment Of Learning:** Have students form pairs with someone they haven't worked with yet in this lesson. Ask students to discuss and make a list of five things about food production they know now that they didn't know before.

Lesson 2:

The Negative Impacts of Food Production



Suggested Time:

150 minutes (or 2 x 75 minutes)

Learning Goals:

Students will:

- Demonstrate an understanding of how various food-production practices negatively affect people and the environment
1. Explain to students that the food products they investigated in Lesson 1 were chosen specifically because the practices used in the harvesting and production of those food products can be harmful to both the people working in these industries and to the environment.
 2. **Recommended Assessment For Learning:** Ask students to share whether they came across any of this information in their research or whether they have any prior knowledge of harmful food-production practices.
 3. Explain to students that chocolate production is also an industry that can be harmful to the people who work in it. In fact, child labour is often used to meet high demand.
- Educator's Note:** Note: If students are not familiar with where chocolate comes from, show them "Where Cacao Grows," www.chocolatecodex.com/portfolio/countries-of-origin
4. Show students "Chocolate's Child Slaves," www.cnn.com/videos/world/2015/05/26/chocolate-child-slaves-ivory-coast-spc-cfp.cnn.
 5. After watching the video, locate the Ivory Coast and Burkina Faso on a world map and discuss any questions students have about the video.
 6. Ask students to share their reactions to the video clip orally or in writing using the following questions as a guide:
 - a) How did it make you feel to see children working in those conditions?
 - b) What physical and emotional safety risks are they being exposed to?
 - c) What privileges and opportunities do you have that the boys in the video do not have?
 - d) How do the foods we buy negatively impact the communities portrayed in the video?

7. **Recommended Assessment As Learning:** Ask students to discuss their responses with a partner. As students are sharing, circulate with one of the forms from **Appendix 2: Classroom Observation Forms** to document students' understanding of the negative impacts of food production. This is an opportunity to answer individual questions and clarify any misunderstandings.
8. Ask students to return to the research groups they worked in for the previous lesson and investigate the negative impacts that the harvesting or production of their food product can have on workers in the industry or environment. Encourage students to use the following questions to guide their investigation:
 - Does the industry use child labour?
 - Does the industry pay their workers a fair wage?
 - Are the working conditions harmful or dangerous?
 - Is the industry contributing to pollution of the air or water sources?
9. **Recommended Assessment As Learning:** As students are working, meet with each group to discuss questions they have about the industries they are investigating and issues that they are learning about. This is an opportunity to record observations on one of the forms from **Appendix 2: Classroom Observation Forms**.
10. **Recommended Assessment Of Learning:** Have each group present their information in a format of their choice. Options may include writing a report, creating an oral presentation or recording a video.



Extension: Encourage students to explore how other industries contribute to social justice issues, including mining and manufacturing. Challenge students to examine the production process of items they use every day, such as their clothes, electronics and sports equipment, to investigate whether their production had a negative impact on people and the environment.

Lesson 3:

What Is an Ethical Consumer?



Suggested Time:

150 minutes (or 2 x 75 minutes)

Learning Goals:

Students will:

- Understand what it means to be an ethical consumer and how people can make informed food-purchasing decisions
 - Understand the impact ethical consumerism can have on people and the environment
 - Recognize the benefits and limitations of fair trade programs and practices, and the implications they can have on ethical consumerism
1. Show students images of a variety of products with labels or certifications that show the product was ethically sourced or produced. These labels may include Fairtrade, organic, Rainforest Alliance, Fair Food Program, UTZ or labels to indicate the food was harvested or produced by a local farmer.
 2. **Recommended Assessment For Learning:** In pairs, ask students to discuss and share what they think these labels are, what they indicate and why consumers may look for these labels.
 3. Next, ask students to discuss what it means to be *ethical* and then to infer how that applies to being an *ethical consumer*.
 4. Explain to students that there are many initiatives that aim to give consumers information about where their food comes from and how it's produced. This can help consumers make informed decisions about the foods they buy and consume. When a person chooses to buy products they know are not harmful to people or the environment, they are an *ethical consumer*.

Educator's Note: To provide students with more information about ethical consumerism watch the three-part series "My Fairtrade Adventure" from the Fairtrade Foundation. Find Part 1 at www.youtube.com/watch?v=xF-DPugROTs&list=PL2zniuqMzqkaCHQ6rXs-v14VNltCT7d9z&index=5 (7:41).

5. Divide students into groups of four and ask each group to investigate one of the organizations below:
 - "Fairtrade Canada," www.fairtrade.ca
 - "Fair Food Program," www.fairfoodprogram.org
 - "Canadian Organic Growers," www.cog.ca/about_organics/organic-standards-and-regulations
 - "UTZ," www.utz.org
 - "Rainforest Alliance," www.rainforest-alliance.org
 - "BC Farm Fresh," www.bcfarmfresh.com

Educator's Note: These organizations may also be substituted for organizations that are more relevant to your community. Any organizations used for this activity should focus on helping consumers understand where their food comes from so they can make informed decisions about what they purchase.

6. Ask students to use the following questions to guide their investigation. Make sure to post or display the questions for students to refer to as they are working:
 - What is the aim or mission of the organization? What social justice issues are they trying to address?
 - How does a food product receive the label or certification?
 - How does the organization provide consumers with more information about where their food comes from?
 - What are the benefits and limitations of this program for people harvesting or producing this product?
 - What are the benefits and limitations of this program for the environment?
 - What are the benefits and limitations of this program for the consumer?

Educator's Note: Remind students that only reliable research sources should be used and that all information should be properly cited.

7. **Recommended Assessment As Learning:** While students are working, circulate and use one of the forms from **Appendix 2: Classroom Observation Forms** to make observations about students' understanding of ethical consumerism and its impacts on people and the environment.

8. Post a piece of chart paper for each organization around the room and ask students to record the information they have gathered on the chart paper in a clear and concise format that will be easy for others to read (e.g., in a chart or table, using headings or point form notes). Have students do a gallery walk to learn more about the other organizations.

9. **Recommended Assessment Of Learning:** Choose one of the following options to allow students to demonstrate their understanding of ethical consumerism and its impacts on people and the environment:

- a. Have each student write a persuasive essay to answer the following question: "Can ethical consumerism have a positive impact on people and the environment?" As an alternative, students can also create a video, give a speech or compose a song addressing the same topic.
- b. Hold a panel discussion where students can explore fair trade practices from different perspectives. Create a scenario where a farm owner is trying to decide whether he or she wants to receive a fair trade or sustainability certification. Choose students to represent the farm owner and the fair trade organization and assign students in the audience roles as farmers, child labourers, customers, etc. Students should be assessed on their understanding of both the benefits and limitations that come with being fair trade certified. For example: while fair trade certification ensures workers receive a livable wage, the cost of fair trade products is often higher, which can affect sales.

Lesson 4:

Baking for Change



Suggested Time:

150 minutes (or 2 x 75 minutes)

Learning Goals:

Students will:

- Use action planning and presentation skills to raise awareness for ethical consumerism
- Recognize how they can collaborate with others to enact local and global change

Action Plan

Educator's Note: The following activity will require students to run a bake sale. Since there will be costs associated with this, consider what funding is available and what the budget will be.

1. Present the following proverb to students and ask them to reflect on what it means to them:

“If you want to go fast, go alone. If you want to go far, go together.” —Unknown Source

2. Discuss students' responses to the quote. Ask them to consider how this quote connects to taking action and raising awareness for ethical consumerism. Through the discussion, encourage students to recognize that working together, rather than individually, can help them have a larger impact on the issue of child labour and help more people to become ethical consumers.
3. Challenge students to use their knowledge from the previous lessons to host a bake sale using as many local or ethically sourced ingredients as they can. This will be an opportunity to explore where they can find these ingredients in their community and it will give them a chance to educate staff and students about the importance of knowing where your food comes from.
4. As a class, create an action plan for the bake sale using the following questions as a guide:
 - What is the goal of our bake sale?
 - Where and when will the bake sale take place?
 - Who is the target audience?
 - What types of items will we make? (For healthy bake sale recipe ideas, visit [WE Bake for Change](http://www.WE.org/we-schools/program/campaigns/we-bake-for-change), www.WE.org/we-schools/program/campaigns/we-bake-for-change and download the campaign resources)
 - What ingredients can we buy that we know are local or ethically sourced?

- What information do we want to share with our audience about the ingredients in our items? What information do we want to share about child labour and ethical consumerism?
- What are the best ways to share this information? (For example: Posters displayed at the bake sale, a video that can be played during the bake sale, pamphlets to hand out to customers)
- What will we do with the money we raise from the bake sale? How can we use it to support children around the world who are affected by child labour?



Extension: Students can take this opportunity to participate in WE School's WE Bake for Change campaign and raise money for WE Villages food pillar. To learn more about the campaign and the pillar it supports, and to download helpful bake sale resources, visit [WE Bake for Change](http://www.WE.org/we-schools/program/campaigns/we-bake-for-change), www.WE.org/we-schools/program/campaigns/we-bake-for-change.

5. Create committees based on what tasks are required for running a bake sale and post sign-up sheets in the classroom so students can join the committee that best suits them. The committees may be: Materials and Ingredients, Advertising, Baking, Information and Visual Presentation, Setup and Logistics, Treasurer, etc.
6. Give students time to prepare for the bake sale and as questions and concerns arise, pause to discuss and resolve them as a class.

7. **Recommended Assessment As Learning:** While students are working, circulate and use one of the forms from [Appendix 2: Classroom Observation Forms](#) to make observations about students' understanding of ethical consumerism and about their collaborations skills.

Take Action

8. Run the bake sale during lunch or break times. As an alternative, set up the bake sale during a sports event or music presentation.
9. Encourage students to document their action by taking photos and videos.

Report and Celebrate

10. Use the photos and videos from the bake sale to celebrate the results of students' actions. Create a display within the school or use the school's website or social media platforms to share the results with parents and the community.

Educator's Note: Review your school or school district's Internet-use guidelines before engaging with social media.

11. In pairs or small groups, ask students to discuss their reactions to the experience of running the bake sale. Provide students with the following questions to guide their discussion:

- a. What was your favourite part of the bake sale?
- b. What is something you learned?
- c. What is something that stuck with you?
- d. What is something you would like to change if you had this experience again?
- e. How did working collaboratively help you complete the task?
- f. How would it have been different if you were working by yourself?

12. **Recommended Assessment Of Learning:** Ask students to write a reflective piece about why it is important to become an ethical consumer and what steps they can take to do that. As an alternative, this can be done in a letter or diary format.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
<p>Social Studies (2015)</p> <p>Grade 9 Canada: Opportunities and Challenges</p> <p>Grade 10 Perspectives on Globalization, 10.1</p> <p>Living in a Globalizing World, 10.2</p> <p>Grade 12 Perspectives on Ideology, 30.1</p> <p>Understandings of Ideologies, 30.2</p>	<p>The <i>Understanding Ethical Consumerism</i> lesson package can help meet the rationale of Alberta Social Studies to help students develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, and responsible citizens.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package specifically helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.</p>

Atlantic Canada		
<p>Social Studies</p> <p>Prince Edward Island Grade 9</p> <p>Grade 10 Social Studies SOC451</p> <p>Grade 11 Global Studies GEO521A</p> <p>World Geography GEO531A</p> <p>Grade 12 Global Issues GEO621A</p> <p>Global Issues GEO631A</p> <p>Nova Scotia Grade 9 Atlantic Canada in the Global Community</p> <p>Grade 12 Global Geography</p>	<p>Newfoundland Grade 10 Canadian Geography 1202</p> <p>Grade 11 Canadian Economy 2203</p> <p>Grade 12 World Geography 3200</p> <p>New Brunswick Grade 9 Social Studies</p> <p>Grade 12 World Issues 120</p> <p>Canadian Geography 120</p>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses the Atlantic Canada Social Studies curriculum vision to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to:</p> <ul style="list-style-type: none"> • reflect critically on ethical issues • determine the principles and actions of just, pluralistic, and democratic societies.

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Curriculum correlations made possible by **NELSON**

British Columbia	
<p>Social Studies (2017)</p> <p>Grade 10 Social Studies 10</p> <p>Grade 11 Political Studies 11</p> <p>Human Geography 11</p> <p>Grade 12 Social Justice 12</p> <p>Physical Geography 12</p>	<p>The <i>Understanding Ethical Consumerism</i> lesson package can help address the British Columbia Social Studies curriculum goal, specifically to develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package also helps to prepare students to participate in society as responsible citizens.</p>
Manitoba	
<p>Social Studies (2010)</p> <p>Grade 9 Social Studies: Canada in the Contemporary World</p> <p>Grade 10 Social Studies</p> <p>Grade 12 Global Issues: Citizenship and Sustainability</p> <p>World Geography</p>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses the vision of the Manitoba Social Studies curriculum to encourage students to participate actively as citizens and members of communities and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package addresses specific goals of the Manitoba Social Studies curriculum, including:</p> <ul style="list-style-type: none">• develop a commitment to social justice and quality of life for all the world's peoples• respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario		
<p>Canadian and World Studies (2015)</p> <p>Social Sciences and Humanities (2013)</p> <p>Grade 9 Issues in Canadian Geography, Academic (CGC1D)</p> <p>Issues in Canadian Geography, Applied (CGC1P)</p> <p>Grade 10 Civics and Citizenship, Open (CHV20)</p> <p>Grade 11 The Individual and the Economy, University/College Preparation (CIE3M)</p> <p>Politics in Action: Making Change, Open (CPC30)</p>	<p>Regional Geography, University/College Preparation (CGD3M)</p> <p>Grade 12 World Issues: A Geographic Analysis, University Prep. (CGW4U)</p> <p>World Issues: A Geographic Analysis, College Prep (CGW4C)</p> <p>Living in a Sustainable World, Workplace Preparation (CGR4E)</p> <p>Making Personal Economic Choices, Workplace Preparation (CIC4E)</p> <p>Challenge and Change in Society, University Preparation (HSB4U)</p>	<p>The Understanding Ethical Consumerism lesson package can help address the goals for Canadian and World Studies in the Ontario curriculum, specifically:</p> <ul style="list-style-type: none"> develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life use appropriate technology as a tool to help them gather and analyze information, solve problems, and communicate. <p>The Understanding Ethical Consumerism lesson package can help address the ideas underlying the Social Sciences and Humanities in the Ontario curriculum where students explore how theories and concepts can influence social action, and how such action can affect the well-being of individuals, families, and communities throughout the world.</p>

Saskatchewan		
<p>Social Studies</p> <p>Grade 9 Social Studies 9</p> <p>Grade 10 Social Studies 10</p> <p>Grade 11 Social Studies 20, World Issues</p> <p>Geography 20</p> <p>Economics 20</p> <p>Grade 12 Social Studies 30, Canadian Studies</p> <p>Geography 30</p>		<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses the goal of the Saskatchewan Social Sciences curriculum, to examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.</p>

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps