

Consumerism / #Idontbuyit Lesson Plan

Introduction

Description: This lesson allows students to explore how much advertisements they are exposed to as young people, and how society's hyper-consumerist behaviour does not just have a negative impact on the environment but also on our own health and wellbeing.

Suited age group: 13-16 year olds

Session length: 50-60 minutes

Lesson Plan

Activity	Description	Resources
Starter	<p><i>What would you buy with £100?</i></p> <p>Display slide 1 on the screen as the lesson begins. Students can start thinking/talking about the question.</p> <p>Could ask students to write their answer on a post-it note then stick these to the board.</p>	<p>Slide 1</p> <p>Optional: Post-it notes</p>
Feedback	<p>Ask a few students to feedback about what they would buy.</p>	
Introduce	<p><u>Consumerism:</u></p> <p>Ask students to think about the word and the images.</p> <p>Can anyone define consumerism?</p>	<p>Slide 3</p> <p>Slide 4</p>

Explain	<p>Give stats on fast fashion/consumerism.</p> <p>Ask if any of the stats surprise them.</p>	Slide 5
Impact	<p>What is the impact of our stuff? In what ways is this bad for us and bad for the planet?</p> <p>We have more stuff than ever before, and yet we're no happier, in fact levels of depression are increasing (referring to stats on the slide).</p> <p>Research tells us that when we focus too much on how we look and what we own, this makes us less happy.</p>	Slide 6, 7 and 8
Show	<p><u><i>Environmental cost of fast fashion:</i></u></p> <p>Ask students to consider the questions as they watch the Stacey Dooley video.</p>	Video (in slide 9)
Stats	<p>Using the question and answer options on the slide, ask students to close their eyes and to raise their hands for the percentage they think it is.</p> <p><i>'More than 50% of fast fashion is thrown away less than one year after it was made.'</i></p>	Slide 10
Discuss	<p>So, what makes us buy all this stuff in the first place?</p> <p>Think back to your £100 spending. What do you think influences us to buy certain things?</p> <p>Think, pair, share.</p> <p><i>Examples: cost of items, friends, TV shows, influencers/celebrities, adverts, fast changing fashion, seasons.</i></p>	Slide 11

<p>Explain</p>	<p><u>Rise of advertising timeline:</u></p> <p>In addition to influencers, we are all constantly being told by advertisers what we should buy, in particular on social media.</p> <p><u>How social media advertising influences us:</u></p> <p>We can all access social media for free, why is that? How do they make money?</p> <p>Answer: <i>because it is funded by advertising which is why we see so many adverts, is this a fair exchange?</i></p>	<p>Slide 12</p> <p>Slide 13</p>
<p>Challenge</p>	<p><u>#idontbuyit Campaign:</u></p> <p><i>The #idontbuyit campaign was created by Global Action Plan to call out the forces that drive hyper-consumption and expose the marketing techniques that are harmful to young people and the planet. The aim is for young people to join the movement and start conversations with their friends about how much advertising they are exposed to every time they are on social media.</i></p> <p>The campaign asked people to scroll through their Instagram feed for 60 seconds and note down all the adverts/sponsorships/paid partnerships they see.</p> <p>The video on slide 14 is an example of the adverts @Bibibutton saw in her feed.</p> <p>Who finds it hard to put down their phone sometimes?</p> <p>Get students to think about how long they spend on social media each day. Ask them to calculate how many adverts they would see in one day using the approximation of 7 adverts per minute.</p>	<p>Slide 14 (video of an example of the campaign)</p> <p>Slide 15 and Activity 1 on Worksheet</p>

	<p>Ask students to have a think and write a list of the last seven adverts they remember seeing on social media.</p> <p>Advertisers capture our data so they can target us with adverts they think we want to see.</p> <p>Students can do the #Idontbuyit task at home.</p>	Slide 16
Task	Write an Instagram post to accompany your #idontbuyit graphic.	Activity 2 on Worksheet
Plenary	<p>What can we all do?</p> <p>Students can write a pledge - one small change that will make a difference.</p>	Slide 18 and Activity 3 on Worksheet