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Name of the project: “Development of the Key Competencies of Adults by Innovation Program of Consumer Education”

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LESSON PLAN

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Theme	Do My Food Choices Shape the World?
Identifying of educational needs	Research into the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed their interest to voluntarily participate in consumer education programs. The participants selected the most important consumer themes (Consumer Behavior and Consuming Society) with which they already have some experience, and are motivating to continue in their education.
Educational objectives	Ability to critically evaluate impact of consumption on environment (Social and Civic competences) Ability to communicate with other consumers about protection of environment (Communication in Mother Tongue)
Materials	Case study: Do My Food Choices Shape the World? Information materials for students Products and packaging material for products containing palm oil Paper and stationery
Duration	90 minuts
Link to useful resurces	http://www.stoppalmovemuoleji.cz/svedectvi.php https://www.wowshack.com/asimetris-new-documentary-on-palm-oil-that-needs-attention/ https://ekonomika.sme.sk/c/4064241/produkcia-masa-sa-na-emisiach-co2-podiela-viac-nez-doprava . https://bizfluent.com/list-7499733-five-responsibilities-consumer.html https://zenuskaren.sk/aj-ekologicky-nakup-pomoze-nasej-planete-osvoj-si-tieto-skvele-zvyky/
Content of the Case Study	Evelina's hobby during her adolescence became cooking and baking cakes. Gradually, she became a successful blogger with a large number of followers. She often published recipes for her products

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	on the internet but after watching a film about the damages that palm oil producers cause to animals and nature, she faced the difficult decision to maintain an income without using palm oil. He therefore decided to terminate the agreement with a chocolate factory that used palm oil.
Questions of the Case Studies	1. What is consumer knowledge and how it is used? 2. Who are social media influencers and what responsibility do they bear? 3. What are the ways to gather consumer knowledge? Have you ever participated in consumer knowledge gathering? Tell more about your experience. What do you think this data told the company about you. 4. Who is responsible for information of consumers? And who should be? 5. What can you do to make the situation better? 6. What would you have done in Evelina's place? Why? 7. Do you try to become or stay an informed consumer? How?

INSTRUCTIONS FOR CLASSROOM ACTIVITIES

1. Presentation of educational objectives (3')

In presenting the goals to students we remind the individual's ability to understand the relationship between quality of life and healthy lifestyle, the ability to critically assess the social, health and environmental impacts and how consumer behavior can affect the state of nature and the planet. Pupils are asked to pay due attention to the concepts of consumer behavior, because at the end of the lesson, each student will carry out a self-assessment and evaluate their understanding of these concepts.

2. Presentation of a case study (7')

Introducing the case study to students: "**Do My Food Choices Shape the World?**" We will use an interactive whiteboard and a short document on palm oil, palm plantations.

3. Cooperative learning (30')

We divide students into groups of four, assign the tasks to groups and allow students to work with the Internet.

1. What is consumer knowledge and how it is used?
2. Who are social media influencers and what responsibility do they bear?
3. What are the ways to gather consumer knowledge? Have you ever participated in consumer knowledge gathering? Tell more about your experience. What do you think this data told the company about you.

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4. Who is responsible for information of consumers? And who should be?
5. What can you do to make the situation better?
6. What would you have done in Evelina's place? Why?
7. Do you try to become or stay an informed consumer? How?

At the end of the group work, the teacher asks the group representatives to present the results to the whole class. The aim of these activities is to support the conscious behavior of consumers, who, by choosing products, support the decisions of manufacturers to produce products and services according to customer expectations.

4. Demonstration (25')

The teacher will display products containing palm oil on the interactive whiteboard. Pupils who brought palm products are asked to read the label and check for the presence of palm oil. We note that some manufacturers do not indicate the true label on the products. For example, the designation Vegetable Oil may be seed oil or fruit oil. Finally, we instruct the pairs of students to design a symbol that notifies to consumer the presence of palm oil in the product. Pupils post their labels on the wall for all students to familiarize themselves with them.

5. Discussion (10')

With the example of Nestlé, which is one of the companies that abandons the use of palm oil in production and uses rapeseed oil as a substitute, we will lead students to look for alternative solutions. Pupils suggest the substituting of palm oil. Recognizing the power of consumers, they may force producers to look for new ways to replace palm oil. The first step, but important, is to be able to read the labels of products, know their content, obtain information and on this basis to decide to buy or not to buy the product.

6. Brainstorming (5')

The teacher introduces the topic that students can influence other consumers through their own activities. Pupils are concentrated in a semicircle, in the middle is a flipchart with paper, on which students write their suggestions on how they can persuade other consumers to limit the use of palm oil. The paper is divided into two parts. The first part records proposal for activities, the second part records the amount of consumers that are able to reach.

7. Assessment of the development of key competencies (10')