

Could I live smaller?

Year 9

This unit is aligned with the following Australian Curriculum learning areas: English, supported by Economics and Business, Geography and Health and Physical Education



Australian Government



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Could I live smaller?

Introduction

Year level	9
Duration of unit	9.5 hours*
Learning areas	English focus supported by Economics and Business, Geography and Health and Physical education.

Unit description

This unit explores how young people are using money and making consumer choices in their everyday lives. The impact of a fast-paced consumer society and the increasing use of online shopping and financial transactions in a global context have created challenges for all.

Students investigate and research the influences and impact of a consumer society on teenagers' choices and decision-making, while reflecting on their own behaviours and personal consumer choices. Students are invited to consider the idea of **living smaller** as they explore concepts of personal consumer choices related to needs and wants and shopping online.

Each student will use their learnings to plan, develop and deliver a multimodal presentation designed to arouse interest and sell the idea of living smaller to their family, friends and society more broadly. This will help to make students more aware of the choices they make as consumers and the impact and effect these choices can have on the wellbeing of other people, the environment and the economy.

Students will engage in the processes of listening, speaking, reading, viewing, writing, reflecting and creating to enhance and enrich their learning experience.

Knowledge and understandings

- Consumerism is a powerful feature of modern society.
- Teenagers can be influenced by consumerism.
- Persuasive language influences our behaviour.
- Sound decisions rely on being well informed.

Pre-requisite knowledge

To undertake this unit students need to have:

- Some understanding of needs and wants, and goods and services

** Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and student worksheets can be adapted to your needs.*

Unit plan

Links

The following table provides the relevant links to the Australian Curriculum learning areas, achievement standards and general capabilities.

Australian Curriculum learning areas and achievement standards	
English	<p>Content descriptions</p> <ul style="list-style-type: none"> • Strand: Language <ul style="list-style-type: none"> — Sub-strand: Text structure and organisation <ul style="list-style-type: none"> ○ Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) • Strand: Literacy <ul style="list-style-type: none"> — Sub-strand: Interacting with others <ul style="list-style-type: none"> ○ Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) ○ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741) — Sub-strand: Interpreting, analysing, evaluating <ul style="list-style-type: none"> ○ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) ○ Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) — Sub-strand: Creating texts <ul style="list-style-type: none"> ○ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) <p>Achievement standards</p> <p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.</p> <p>They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.</p> <p>Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>

Economics and business	<p>Content descriptions</p> <ul style="list-style-type: none"> • Strand: Knowledge and Understanding <ul style="list-style-type: none"> ○ Australia as a trading nation and its place within the rising economies of Asia and the broader global economy (ACHEK038) ○ Why and how participants in the global economy are dependent on each other (ACHEK039) ○ Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040) • Strand: Skills <ul style="list-style-type: none"> — Sub-strand: Questioning and research <ul style="list-style-type: none"> ○ Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) — Sub-strand: Interpretation and analysis <ul style="list-style-type: none"> ○ Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) — Sub-strand: Economic reasoning, decision-making and application <ul style="list-style-type: none"> ○ Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046) ○ Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047) — Sub-strand: Communication and reflection <ul style="list-style-type: none"> ○ Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048) ○ Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)
	<p>Achievement standards</p> <p>By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.</p> <p>When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-</p>

	specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.
Geography	Content descriptions
	<ul style="list-style-type: none"> • Strand: Knowledge and Understanding <ul style="list-style-type: none"> — Unit 1: Geographies of interconnections <ul style="list-style-type: none"> ○ The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)
	Achievement standards
	<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>
HPE	Content descriptions
	<ul style="list-style-type: none"> • Strand: Personal, social and community health <ul style="list-style-type: none"> — Sub-strand: Identities <ul style="list-style-type: none"> ○ Evaluate factors that shape identities and critically analyse how individuals impact on the identities of others (ACPPS089)
	Achievement standards
	<p>By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels</p>

in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

General capabilities - Typically, by the end of Year 10 students:

Literacy

- navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations
- interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies
- use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts
- plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience
- use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others
- develop higher order concepts in academic texts through language features that compact and generalise idea
- indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
- evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances

ICT

- assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use
- select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation
- use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings
- select and use ICT to articulate ideas and concepts, and plan the development of complex solutions
- design, modify and manage complex digital solutions, or multimodal creative

	<p>outputs or data transformations for a range of audiences and purposes</p> <ul style="list-style-type: none"> • develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and source • select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge
Critical and Creative Thinking	<ul style="list-style-type: none"> • pose questions to critically analyse complex issues and abstract ideas • clarify complex information and ideas drawn from a range of sources • create and connect complex ideas using imagery, analogies and symbolism • assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action • identify, plan and justify transference of knowledge to new contexts • use logical and abstract thinking to analyse and synthesise complex information to inform a course of action
Personal and Social Capability	<ul style="list-style-type: none"> • reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability • plan, implement and evaluate ways of contributing to civil society at local, national regional and global level • formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks • critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks • develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Ethical Understanding	<ul style="list-style-type: none"> • analyse the objectivity or subjectivity behind decision making where there are many possible consequences
Intercultural Understanding	<ul style="list-style-type: none"> • recognise the effect that empathising with others has on their own feelings, motivations and actions

Cross-curriculum priorities

Sustainability

Diversity of learners

The Australian Curriculum is based on the assumptions that each student can learn and that the needs of every student are important. These needs are shaped by individual learning histories and abilities as well as personal, cultural and language backgrounds, and socio-economic factors. Teachers may adapt or plan additional learning activities depending on the multiple, diverse and changing needs of their students.

National Consumer and Financial Literacy Framework

(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)

Dimension	Student learnings by the end of Year 10
Knowledge and understanding	<ul style="list-style-type: none"> • Discuss and compare different sources of consumer and financial advice •
Competence	<ul style="list-style-type: none"> • Compare overall 'value' of a range of goods and services using IT tools and comparison websites as appropriate • Evaluate marketing claims, for example in advertising and in social media, to influence consumers to purchase a range of goods and services
Responsibility and enterprise	<ul style="list-style-type: none"> • Research and identify ethical and moral dimensions of consumer choices in specific circumstances and the consequences for themselves, their families, the broader community and/or the environment • Explore the economic cost of individual and collective consumer decisions on the broader community and the environment • Appreciate that there is often no one right answer in making financial decisions because these depend on individual circumstances, preferences and values • Demonstrate awareness that family and socio-cultural values and customs can influence consumer behaviour and financial decisions

Sequenced teaching and learning activities

Introducing	Resources
<p>Activity 1: Consuming (45 minutes)</p> <p>Students research the idea of consumerism, how it may affect them and the choices they make. They brainstorm ideas, views and attitudes about consumerism and derive a definition for the term. They develop a glossary of terms relating to the concept of consumerism, especially in relation to the teenage consumer, and create a mind map to represent their thoughts on this. A learning log is used throughout the unit to record their research ideas and discussion outcomes.</p>	<ul style="list-style-type: none"> • Learning log • Video: The New Joneses 2014 (3:15)
<p>Assessment: Diagnostic</p>	

Students demonstrate knowledge of consumerism by deriving a definition for the term and using a mind map to represent their thoughts and ideas about themselves as teenage consumers.

Activity 2: Needs, wants and lifestyle
(45 minutes)

Students explore consumerism as a way of life and consider how it shapes our identity. They also investigate needs and wants and the notion of consumerism by undertaking a needs and wants sort-out and discussing three statements on consumerism.

- Print resource 1: The needs and wants sort-out
- Learning log

Activity 3: What type of consumer are you?
(60 minutes)

Students investigate spending and purchasing trends over a week. They then consider how spending could be reduced and create a graphic representation of their consumer identity.

- Worksheet 1: Spending diary
- [Budget planner](#)
- Selection of brochures, magazines, newspapers
- A3 paper
- Learning log

Developing

Resources

Activity 4: Consuming decisions (60 minutes)

Students work through an interactive decision-making activity, which follows three financial dilemma scenarios. Students utilise a variety of strategies to assist in resolving each financial dilemma.

- Digital resource: [Savvy Solutions to Consuming Questions](#)
- Learning log

Assessment: Diagnostic

Students demonstrate knowledge of consumerism by deriving a definition for the term and using a mind map to represent their thoughts and ideas about themselves as teenage consumers.

Activity 5: Consuming culture – Alternatives
(60 minutes)

Students explore alternatives to a culture of consuming and ways to reduce our consumer footprint. They research and investigate alternatives to over-consumption and participate in a class debate or team challenge.

- Article: [The Year of less: Why one woman stopped buying stuff](#)
- Debate structure resource
Moneysmart.gov.au/teaching/teaching-resources/digital-activity-smart-consumers-4-a-smart-future
- Website: [buynothingnew.com.au](#)
- Learning log
- Living smaller/reducing consumption:
 - [Story of stuff website](#)
 - [Shaping suburbia website](#)
 - [TED talk - Collaborative consumption](#)

Developing	Resources
	<ul style="list-style-type: none"> ○ ABC.net.au website - Could you go cold turkey on consumption? ○ ABC.net website - Environment articles ○ apartmenttherapy.com website - Impulse spending • Ecological footprint: <ul style="list-style-type: none"> • WWF website • Earthday website - Footprint calculator
<p>Activity 6: Online shopping – What Australians are doing (60 minutes)</p> <p>Students read and discuss the findings of an Australian Government report about e-commerce and the development of the digital economy. They evaluate the increasing role of internet usage and its influence and impact on spending more money and time online.</p>	<ul style="list-style-type: none"> • ACMA website - Australian Government report • Learning log
<p>Activity 7: Online shopping – Being aware (60 minutes)</p> <p>Students develop a list of considerations to bear in mind and the pros and cons related to online shopping.</p>	<ul style="list-style-type: none"> • Digital resource: Savvy Solutions to Consuming Questions • Moneysmart Educator guide: Rookie: Online financial transactions. • Too good to be true (YouTube video: 5:11) • Kate gets scammed (YouTube video:1:33) • To buy or not to buy (YouTube video:0:50) • Worksheet 2: Website analysis • Learning log

Culminating	Resources
<p>Activity 8: Multimodal presentation (180 minutes)</p> <p>Students develop a multimodal presentation answering the question posed at the beginning of the unit, i.e. Could I live smaller?</p>	<ul style="list-style-type: none"> • Learning log
<p>Assessment: Summative</p> <p>The multimodal presentation and the individual learning logs will be used to assess student learning in the unit.</p>	

Assessment rubric

This rubric aligns with Year 9 Australian Curriculum: English, which is the focus of this unit. Teachers may wish to expand to include other learning areas. This rubric is intended as a guide only. It can be modified to suit teachers' needs and to be integrated into existing assessment systems.

Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name:

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
The student can analyse and explain written statements.	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Activity 2	The student provides a discerning analysis and explanation of each statement about consumerism with reference to the deliberate choice and use of language for effect and purpose, for example: 'way of life', 'shapes our identity', 'never-ending', 'confusion'.	The student provides an analysis and explanation of each statement with some reference to the choice and use of language for effect and purpose.	The student attempts an explanation of each statement with a vague reference to the language.	
The student can evaluate the findings of a report (media text).	See ACELY1742 above.	Activity 6	The student effectively evaluates relevant information in the Australian Government report to consider and record their thoughts about the impact of increased online shopping on businesses and individuals. The student supports identified points with examples.	The student evaluates information in the report to consider and record their thoughts about the impact of increased online shopping on businesses and individuals.	The student partially explains information in the report and records some thoughts.	

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
The student can explore how websites use language and technology as persuasive devices.	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	Activity 7 Worksheet 2	The student explores two websites (suggest an Australian and an overseas site) and addresses all categories on the worksheet in detail. The student identifies and explains the full range of persuasive techniques and strategies (language/text features and technology) used by both websites to present information and ideas that encourage online buying.	The student explores two websites and addresses all/most categories on the worksheet. The student identifies and explains a range of persuasive techniques and strategies used by both websites.	The student explores two websites and addresses some categories on the worksheet. The student describes some persuasive techniques and strategies used by the websites.	
The student can develop and deliver a multimodal presentation.	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Summative assessment Activity 8	The student: <ul style="list-style-type: none"> – demonstrates a highly developed understanding of the impacts and influences of consumerism on teenagers in modern society by including a range of examples – plans and delivers an effective and engaging multimodal presentation by using a variety of texts that entertain and hold the interest of the audience 	The student: <ul style="list-style-type: none"> – demonstrates a satisfactory understanding of the impacts and influences of consumerism on teenagers in modern society by including some examples – plans and delivers a multimodal presentation by using different texts that provide some entertainment 	The student: <ul style="list-style-type: none"> – demonstrates a limited understanding of the impacts of consumerism on teenagers – plans and delivers a presentation – creates a personal narrative composition – chooses few language features and text structures appropriate for the narrative purpose. 	

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
			<ul style="list-style-type: none"> – creates a highly imaginative, thoughtful, informative, personal narrative composition in relation to living smaller – chooses language features and text structures that are highly appropriate and effective for the narrative purpose. 	<ul style="list-style-type: none"> – creates an imaginative and informative personal narrative composition – chooses language features and text structures that are appropriate for the narrative purpose. 		
The student can create written and visual persuasive texts.	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	Activity 3 Worksheet 1	The student selects and organises a variety of relevant information, evidence and images to explain and support their identity as a 'big' or 'small' consumer. The student effectively uses a range of grammatical structures and vocabulary to contribute to the persuasive effect of the written text.	The student selects and organises information, evidence and images to explain and give some support to their identity as a 'big' or 'small' consumer. The student uses grammatical structures and vocabulary to contribute to the persuasive effect of the written text.	The student selects some information and images to partially explain and support their identity as a 'big' or 'small' consumer. The student uses limited grammatical structures and vocabulary to contribute to the persuasive effect of the written text.	
The student can present an argument using written and spoken text in the form of a debate.	See ACELY1746 above.	Activity 5	The student: <ul style="list-style-type: none"> – thoroughly researches and investigates ideas, arguments and examples for both 	The student: <ul style="list-style-type: none"> – researches and investigates ideas, arguments and examples for both sides of the debate to 	The student: <ul style="list-style-type: none"> – partially researches and investigates ideas, arguments and examples for both sides of the debate 	

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
			<p>sides of the debate, 'That we should be living small', to justify their position and persuade others</p> <ul style="list-style-type: none"> – follows the structure of an argument with a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument and a conclusion that summarises the main line of argument – effectively uses a range of spoken and non-verbal persuasive features, for example: pace, phrasing, pausing, audibility, stance, gestures, facial expression. 	<p>justify their position and persuade others</p> <ul style="list-style-type: none"> – follows the structure of an argument with a series of paragraphs, beginning with an outline of the stance to be taken, a series of points that develop an argument and a conclusion – uses spoken and non-verbal persuasive features. 	<ul style="list-style-type: none"> – loosely follows the structure of an argument – uses spoken and non-verbal persuasive features that vary in suitability. 	
The student can communicate with spoken text.	See ACELY1746 above.	All activities requiring class or group discussions	The student contributes actively and effectively to class and group discussions, comparing and evaluating responses to ideas and issues.	The student contributes to class and group discussions on most occasions.	The student contributes little to class and group discussions.	

Teacher notes

Activity 1: Consuming (45 mins)

Introduction

Throughout this unit, students use a learning log to record their research, ideas, reflections and decisions. This will assist them in formulating their final presentation. Learning logs can take any format and may be electronic or paper-based.

To provide a context and stimulate discussion on consumerism view the following video:

[The New Joneses](#) 2014 (3:15)

Students brainstorm their ideas, views and attitudes to develop a definition of consumerism.

- Consider questions such as:
 - What makes us buy what we buy?
 - Do we need to buy all the things that we buy?
 - What happens to our 'stuff' when we no longer want it?
 - Who benefits from the buying and selling of goods?
 - What would our world be like if we did not buy anything?

Students develop a glossary from their discussion that can grow over the course of the unit.

Words could include: advertising, waste products, retail, the economy, marketing, advertising, buying and selling, landfill, oversupply, easy credit, online shopping.

The glossary could be displayed in the classroom or recorded in students' learning logs.

Working in small groups or as a class, derive a definition for consumerism.

To assist students to think more broadly about the concept of consumerism and to realise that there are both positive and negative outcomes and consequences, ask students to complete a PMI (positive, minus and interesting) table. While doing this, they could consider the concepts of spending, saving and donating and the definition they have developed for consumerism. Examples have been provided in the table below.

	Positive	Minus	Interesting
Spending	<ul style="list-style-type: none">– quality of life– easier, convenient– good for the economy	<ul style="list-style-type: none">– pollution– oversupply, waste– credit card debt– finite amount of money	<ul style="list-style-type: none">– corporate control– political power
Saving	<ul style="list-style-type: none">– recycling– less stress	<ul style="list-style-type: none">– Shops don't sell as much.	<ul style="list-style-type: none">– Banks make more money.
Donating	<ul style="list-style-type: none">– helps others	<ul style="list-style-type: none">– You have less to spend or save.	

Based on the discussion and ideas raised, each student or group of students develops a graphical representation of their thoughts and ideas about consumerism and themselves as a teenage consumer. A mind mapping application could be used.

Follow-up

Suggest students ask their friends and families about what they understand by the term consumerism. Students record their findings in their learning logs and reflect on the similarities and differences in other people's ideas and understanding of the term consumerism and how these compare to their own opinions.

Activity 2: Needs, wants and lifestyle (45 mins)

Stimulus activity

Discuss the difference between needs and wants using the cards provided in **Print resource 1: The needs and wants sort-out**.

Adapt the list of needs and wants to suit your specific local community and classroom needs and environment.

Students work in small groups to come up with an agreed set of needs and wants cards. Needs are things that they really must have to live and function effectively. Wants are things they would like to have – they are not necessary but would be a good thing to have.

Share each group's list with the class.

Which items in the list did all groups agree were either needs or wants? Consider the items for which there was no general consensus.

Using the thoughts generated in Activity 1 and the needs and wants activity described above, explore a number of statements about consumerism.

- Students discuss the statements below and share their findings with the class.
 - Consumerism is a way of life.
 - Consumerism shapes our identity.
 - Consumerism is a confusion of needs and wants.
 - Consumerism is a never-ending journey.

After the group discussion and sharing with the class, students work independently to write their own responses to each statement in their learning logs.

Activity 3: What type of consumer are you? (60 mins)

Students discover and document their spending and purchasing trends. They keep track of spending over the period of a week by documenting each purchase in a spending diary.

Moneysmart's **Budget planner** can help students understand the concept of money in, money out.

Students complete **Worksheet 1: Spending diary – Part A** over the course of a week for homework.

There are alternatives for students who do not spend money every week.

- They can:
 - choose a parent or other family member and track their spending
 - use a week during a past school holiday and track that week's spending

- create an imaginary character and complete the spending diary for him/her.

On completion of Part A of **Worksheet 1: Spending diary**, students complete Part B by answering the questions on the worksheet, focusing on their behaviour as individual consumers.

Students then discuss their answers with a partner and record 5 to 10 key points that were raised during the discussion in their learning logs.

- Discuss with the class:
 - where students purchased their goods and services
 - how many purchases were made online and what the value of those purchases was
 - whether students were surprised at how much was spent in a week
 - how many purchases were needs as opposed to wants.

Challenge students to consider how they could reduce their spending and explore more sustainable alternative patterns of spending.

Follow-up

Using a selection of brochures, magazines and newspapers students create a collage of graphics and images that represents their consumer identity.

Identify any corporate branding in the collage.

Students share their consumer identity collages with the class.

Activity 4: Consuming decisions (60 mins)

Being a consumer has its challenges. In the digital resource **Savvy solutions to consuming questions**, students explore a variety of strategies, including research, logic, reasoning and ethics, as they assist their selected character to make informed financial decisions.

Students work through the interactive decision-making activity **Savvy Solutions to Consuming Questions**, which follows three students – Abe, Bianca and Clare – each of whom have a financial dilemma.

- Abe – the decisions related to buying a new mobile phone
- Bianca – whether to purchase a car or go on a holiday
- Clare – what to do with \$500 she has been given

Students watch each of the scenarios and then select a character to follow, working through a variety of strategies to find a solution to their financial dilemma.

Reflection

On completion of the decision-making activity above, students use their learning logs and reflect on their learning.

- Students consider the following focus questions and provide a rationale to support their comments.
 - Was the best course of action taken by Abe, Bianca and Clare?
 - What would you have done if you were in Abe, Bianca and Clare's position?
 - Do you consider that your course of action was financially savvy/wise/informed?
 - What were the influences on the spending habits of these young people?

Activity 5: Consuming culture – alternatives (60 mins)

Students explore alternatives to a culture of consuming by finding out more about several different people's approaches to addressing their consumer habits and reflect on whether or not they could live without many of their possessions. Could they 'live smaller'?

Pose this question to students: Can you exist with only 15 things? Andrew Hyde can.

Students read about how and why Cait Flanders made this year [The year of less](#).

In their learning logs, students make a list of 15 things they could exist on. They need to justify their choices.

Class debate

Topic: That we should be living small

The class will be divided into two teams, for and against, for a debate. This activity could be organised as either a formal debate or a more informal team challenge to argue the pros and cons of this topic.

Guidance on preparation and structuring a formal debate is provided in the Moneysmart Digital Resource: [Smart consumers 4 a smart future – Smart arguments](#).

Preparation

Students will research and investigate the ideas, arguments and examples for both sides of the topic: **That we should be living small**. They will use their learning logs to record their ideas, arguments and discussions about the topic. Students will draw a table of arguments for and against with specific examples.

Students could visit the website buynothingnew.com.au, which encourages us all to do a month-long detox on unnecessary shopping and to reassess how, what and why we buy.

The debate

Divide the class into two teams. Allocate time for each team to discuss their position and prepare their arguments for the debate.

If normal debating rules are applied, each team will need to select the four members who will represent them and put their arguments forward, give examples and rebut the opposition.

The teacher will act as chairperson and adjudicator.

Additional resources

These resources may assist with researching this topic.

- Living smaller/Reducing consumption:
 - [Story of stuff website](#)
 - [Shaping suburbia website](#)
 - [TED talk - Collaborative consumption](#)
 - [ABC.net.au website - Could you go cold turkey on consumption?](#)
 - [ABC.net website - Environment articles](#)
 - [apartmenttherapy.com website - Impulse spending](#)
- Ecological footprint:
 - [WWF website - Human footprint](#)
 - [epa.vic.gov.au - Footprint calculator](#)

Activity 6: Online shopping – What Australians are doing (60 mins)

Students read the Australian Government report at the link provided, which gives a statistical analysis and data on Australians' use of online shopping. Students then consider key findings from the report and determine what influence these consumer behaviours may have on future retail shopping. See article on [consumer engagement with e-commerce](#).

This report states that Australians continue to embrace the internet, enabling the ongoing development of the digital economy. More Australian internet users are spending more time and money online.

In 2010–2011 the report identified:

- an increase in the use of group buying and social media by businesses as online shopping channels complement traditional shopfront services
- increased revenues from online shopping channels
- more purchases being made online by Australian consumers
- a significant shift to overseas websites for online purchasing
- increased use of mobile or m-commerce, with banking and bill payment activities dominating
- a decline in the proportion of people reporting lack of trust in the internet as a barrier to purchasing online.

Rank findings

- Students work in groups to rank the findings above in order of importance for the following:
 - large retail store selling white goods and furniture
 - Australia-wide clothing manufacturer and retail store
 - boutique shoes store
 - Australian online shopping store.

Class discussion

- Conduct a class discussion on the findings.
 - What did students notice?
 - What impact will this have on each retail source?
 - Which of the findings above will have the greatest impact on the students and the retailers in the next 5 to 10 years?

Students record their thoughts in their learning logs.

Follow-up

Students discuss with family and friends the potential results of the increasing prevalence of online shopping. They record their findings and ideas in their learning logs.

Activity 7: Online shopping – Being aware (60 mins)

How people shop is changing rapidly with advances in technology. As is often highlighted in the media, there are many factors that need to be considered when making purchases online.

Discussion and reflection

Students think about the past five years in relation to consumer shopping habits. They then discuss with a partner, using the questions below to inform their discussion, and record their findings in their learning log.

- Consider ways in which shopping is different today than it was five years ago.
 - What has changed over this time and what are people doing differently in the way they shop?
 - Explore reasons why people might move to online shopping.
 - Do you know if your family purchase online? What do they purchase? Is it cheaper/easier/faster to shop this way?

In the digital resource used in **Activity 4** – [Savvy Solutions to Consuming Questions](#), Abe suggests he might look online to find a phone.

- Students consider the following questions.
 - What do you think he should look out for or be wary of if he is going to buy a phone online?
 - What questions should he ask and what research should he do first before buying online?

Have another look at Abe's scenario, to learn more about the pitfalls of online shopping.

Online shopping

The videos below look at how to recognise a trusted and secure website, consumer rights, resolving disputes with online sellers, tricks used by scammers, identity theft and where to go for help.

View one or more of the following videos related to shopping online. These resources and others are available on Moneysmart: [Rookie educator guide: Online financial transactions](#).

The videos below use the YouTube links.

- [Too good to be true](#) (5:11)
- [Kate gets scammed](#) (1:33)
- [To buy or not to buy](#) (0:50)

After watching the video/s students record five important points that they need to be aware of when purchasing goods online and compile a list of pros and cons for online shopping in their learning logs.

This activity could be undertaken as a class discussion with the outcomes displayed as a reminder for all to see and be aware of when accessing online websites.

Website analysis

The Australian Government e-commerce report referred to in **Activity 6** found 79% of online transactions used a credit card as the preferred method of payment. Shopping online can be a very rewarding experience, but consumers need to make sure they know the costs involved.

Australian and overseas websites are using new and sophisticated ways to encourage online shopping. Websites and social media use a variety of persuasive techniques and strategies to present information and ideas.

Many shopping and retail websites use social media as a marketing tool to reach new and old customers. Large online shopping sites will have a regular newsletter, Facebook links, Twitter accounts and YouTube channels as part of the way they entice people to buy. Many shopping sites require the purchaser to become a 'member' to be able to make a purchase. The shopping website will then use the information provided to send members regular, often daily, highlights of shopping opportunities.

Students search online shopping websites and complete the **Worksheet 2: Website analysis**.

Follow-up

On completion of the website analysis activity, students record their findings in their learning log in relation to the differences and similarities in the two websites they studied. They also provide an opinion as to which one would have most effect on the consumer in encouraging them to purchase goods from that website. Students provide a rationale for their conclusion. They also discuss their findings with a partner and note any differences in findings or opinions between their partner and themselves, and record this in their learning logs.

Activity 8: Summative assessment task – Multimodal presentation (180 mins)

Task

Using the learning from the activities in this unit, students will create an advertising campaign aimed at teens to educate them about living smaller and challenge them to consider if they could live smaller. The aim is to win the brief that would enable their campaign to be promoted nationally. Their campaign will be presented in the form of a multimodal presentation.

The presentation should include:

- an advertisement supporting living smaller that would arouse the interest of teens and change behaviour and that they can use to sell the idea of living smaller to their family, friends and society more broadly. The aim is to help them be more aware of the choices they make as consumers and the impact consumer choices can have on other people, the environment and the economy.
- a persuasive pitch that defines the target audience and argues the case for why their campaign should be adopted, commenting on the techniques they used and the intended effect.

The comment below on *Consumerism and Teenagers* could be used as a starting point for the presentation.

'Almost every aspect of young people's lives: their fashions, hairstyles, phones, desires, clothes, language, rebellious instincts...all these and more are used by corporations to make money'

The presentation may be in the form of a:

- PowerPoint presentation
- digital story
- Flash interactive
- movie
- interactive story/game
- performance – live or recorded
- a combination of formats that engage the audience.

Students may include:

- a variety of visual and audio texts (music, songs, animation, video)
- different perspectives of issues, events and situations related to consumerism and teenagers
- selected and sequentially appropriate multimodal elements (visual, audio and written) for entertaining and playful purposes
- points of view and arguments about teenagers and consumerism
- combinations of language and visual choices in a range of consumer situations (marketing, branding, identity).

Assessment criteria

Students are required to:

- plan and deliver an effective and engaging multimodal presentation
- create an imaginative and informative personal narrative composition
- demonstrate an understanding of the impact and influences of consumerism in modern society
- submit their learning log together with their multimodal presentation for assessment.

Resource

Print resource 1: The needs and wants sort-out

For this activity you will need to hand out an envelope with a number of cards in them to each group. These can be found on the next page and might need to be adjusted for younger students – pictures could be used instead of words.

One of the main understandings students require is the difference between needs and wants. Needs being defined as something we can't live without, and wants being defined as all those things we would like to have but are not essential for our survival. This activity will get students thinking about what they want and need and should let them see that people view these differently. One important aim of consumer and financial literacy education is to ensure that students understand the difference between these and realise that spending their money on their needs should come before spending on their wants.

You have been given a selection of cards listing some needs and wants. In small groups, sort the cards into two groups under their headings – NEEDS and WANTS.

NEEDS	WANTS
Water	Holiday
Food	Mobile phone
Shelter (mortgage/rent)	Gym membership
Travel (public transport only)	Car (and running costs)
Electricity	Fast food/takeaway
Gas	Restaurant dining
Heating	Entertainment

NEEDS	WANTS
Insurance	Clothing
Phone (landline only)	iPod
Healthcare fund payments	Beauty services
TV	Designer clothing
Furniture (basic)	Dishwasher
Washing machine	Pet

NEEDS	WANTS
Internet connection	Sunglasses
School fees	Gifts
School uniforms	Books/magazines/newspapers
Glasses for vision	Air conditioning

Worksheet

Name: Class: Date:

Worksheet 1: Spending diary

Part A

Over the period of one week, write down all the money you, a parent, another family member or an imaginary character spend, the items that are purchased and where the money was spent. Identify whether the purchases are needs or wants.

OR

You can do this activity using a week during one of your past holidays.

Day	Purchases: goods/services	\$	Time am/pm	Where/how Shopping centre, local shops, service outlet, online, mail order	Wants or needs?
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Part B

Discuss the results with a partner and record 5 to 10 key points about your spending habits in your learning log.

Suggestions for discussion: On which day was the most money spent? Why?

Name: Class: Date:

Worksheet 1: Spending diary (cont)

Were there more needs or wants bought?

Where did most of the shopping take place?

Using the person or character from the spending diary, discuss whether you, he or she is a 'big' or a 'small' consumer.

Name: Class: Date:

Worksheet 2: Website analysis

Requirements

- Complete an analysis of two sites. Suggest looking at an Australian and an overseas site.
- Take a screen grab of a number of screens from the two sites and annotate.
- Record your findings in your learning log in relation to differences and similarities in the two websites. Which website would have most impact on the consumer and influence them to purchase goods online? Provide reasons on why you came to this conclusion.

On completion of this activity discuss your findings with a partner and note any differences in your findings or ideas about the websites in your learning log.

Name: Class: Date:.....

Categories	Website 1	Website 2
Name of site	boohoo.com (example)	
URL	www.boohoo.com	
Type		
Purpose		
Location		
Audience		
Design		
Organisation – screens, columns, boxes		
Site navigation		
Language		
Sentence level – use of headings, types, font, organisation		
Word usage – technical, emotive, descriptive, generalisations, superlatives, verbs, adverbs, nouns		

Name: Class: Date:.....

Categories	Website 1	Website 2
Loaded words		
Repetition		
Facts and figures		
Special offer		
Urgency		
Awards, competitions		
Visual appeal		
Colour		
Space		
Motion/animation slideshows		
Icons		
Graphics – tables, charts		
Images		