Responsible Consumption and Production

Exploring sustainable consumption and production patterns through digital literacy and creative collaboration.

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WHAT YOU WILL FIND HERE
An example of how you can support the development of pupils’ core skills, such as digital literacy, critical thinking, creativity and collaboration through the study and investigation of responsible production and consumption.

This learning unit can be used in the context of citizenship, geography, science, history, design and technology, computing, or other subjects.

This learning unit will explore the Global Goals for Sustainable Development, in particular, responsible consumption and production.

These materials can be used with a partner school or without one, and instructions are provided on how to best use the resources.

A planning template has been created which supports and assists in designing the learning unit, allowing the adaptation of the materials that have been provided. This template also enables the evaluation of the collaborative project, if two partner schools work together on the unit.

OVERVIEW
Goal 12 of the 2030 Agenda for Sustainable Development aims to ensure sustainable and responsible consumption and production patterns.

As defined by the Oslo Symposium in 1994, sustainable consumption and production (SCP) is about ‘the use of services and related products, which respond to basic needs and bring a better quality of life while minimising the use of natural resources and toxic materials as well as the emissions of waste and pollutants over the life cycle of the service or product so as not to jeopardise the needs of further generations’.

Sustainable consumption and production (SCP) is an integral part of the 2030 Agenda for Sustainable Development. Monitoring SCP requires a set of indicators that measure the shift in consumption and production patterns. A 10 Year Framework of Programmes (10YFP) has been set out and is seen as key to achieving the wider Sustainable Development Goals (SDGs).

Source: http://www.globalgoals.org/
It is recognised that there is a need for countries to commit to fundamental changes in the way societies produce and consume goods and services. Government, international organisations, businesses, groups and individuals all need to take action and contribute to more sustainable and responsible consumption and production patterns.

This may be a difficult topic to teach and discuss with pupils, as the scale of the problem may appear shocking, unsolvable, or may appear to be something pupils cannot influence. However, in addressing this goal, it is recognised that every individual must take action and become active in helping to bring about change. We would also like to suggest that this topic can be framed in a positive and optimistic way. It is possible to focus on the progress that has already been made and the solutions that are proven to work.

Pupils can explore the multiple issues relating to unsustainable and irresponsible consumption and production and learn about the solutions that exist to overcome it. They can design and implement a mini-project to support more responsible consumption and production in their communities.

The learning materials that have been created may be adapted to the context of each school and the needs of specific students. Some learning activities can be left out in order to enable deeper learning through other activities.

**AGE RANGE**
9-13 years

**TIME**
Ten lessons of 60 minutes each (core lessons 1-5, optional lessons 6-10).
LEARNING OBJECTIVES AND CURRICULUM ALIGNMENT

This unit is designed to support the development of both knowledge and skills. The knowledge is about responsible consumption and production, and what might be done to enhance this, particularly in relation to the Global Goals for Sustainable Development. There are a number of skills that can be developed through this unit, including core skills such as digital literacy, critical thinking, creativity and collaboration. We would recommend for each teacher to identify opportunities within the school’s curriculum where this knowledge and these skills can be taught, whether this is with citizenship, design and technology, computing, geography, science, history, or other subjects.

DRAFT LEARNING OBJECTIVES

Digital literacy to enable pupils to evaluate and interpret information and create new knowledge. They will use appropriate digital tools to develop, design or use digital artefacts, for example video, animation, apps, social media networks, groups or pages in order to take meaningful social action.

Critical thinking to develop a good understanding of the key issues surrounding sustainable consumption and production and the action needed to bring about change.

Creative collaboration to work in teams to design a mini-project to highlight the problems of unsustainable consumption and production, and highlight what might be done to support more sustainable approaches locally.

Overall, the aim of the project is to help young people demonstrate enhanced knowledge, skills and understanding, and for them to know how to contribute responsibly to society, both locally and globally.

Please add your own subject-related objectives and if necessary, revise the draft objectives suggested above.
PLANNING THE UNIT AND COLLABORATING WITH COLLEAGUES

Summary
Here are the suggested steps for planning the unit and collaborating with other teachers in your school or a partner school:

1. What do we want pupils to learn?
2. What would be the best way for them to learn this?
3. How will we know what they have learned?
4. What resources do we need?
5. What did pupils learn during the unit?
6. What other reflections do we have about the unit?

Please use the planning template below to reflect further on these questions.

Learning materials that have been created for this unit:

Lesson 1:
Introduction, what we already know about this topic, what we would like to find out, what we will be learning during this unit.

Lesson 2:
Learning about unsustainable social trends and irresponsible consumption and production and what action needs to be taken.

Lesson 3:
Exploring information and thinking critically about digital technologies and broadening digital literacy skills.

Lesson 4:
Considering information and critically debating whether technology is part of the problem or part of the solution.

Lesson 5:
Analysing case studies outlining how technology can be harnessed and used to support more responsible consumption and production, and preparing pupils to take action to bring about change.

Lesson 6:
Exploring what pupils can do to promote responsible consumption and production in their community, learning about what actions other pupils have taken, and beginning work with the Design for Change toolkit.

Lesson 7:
Creatively imagining a variety of ideas around how the problem that they are addressing could be solved.

Lesson 8:
Planning the steps for their project, including resources, budget, people and responsibilities; preparing for implementation between lessons 8 and 9.

Lesson 9:
Reflecting on their project: what they learned about the situation, about collaborating with team-mates and about themselves.

Lesson 10:
Sharing the results of the mini-project.
### TEACHER’S PLANNING TEMPLATE
This can be used individually, in collaboration with colleagues in your school or your own country, or with teachers teaching the same unit in your own country or another country.

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>1. What do we want pupils to learn?</strong></td>
<td>Think about the most important learning objectives for this unit.</td>
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<td></td>
<td>Read through the materials that have already been created and consider what the most important things are for your pupils to learn.</td>
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<td>Reflect on the objectives suggested (around digital literacy, critical thinking, creativity and collaboration) and revise them if necessary.</td>
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<td>Consider the areas and standards of your national curriculum and reflect on which standards can be met through the <em>Responsible Consumption and Production</em> learning unit.</td>
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<td>Be realistic about the time that you have available for this unit and what can be achieved in that time.</td>
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<td><strong>2. What would be the best way for them to learn this?</strong></td>
<td>Given the learning objectives you have decided on, think about the learning activities that would be most effective for your pupils.</td>
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<td></td>
<td>What is the best way for them to learn about the current state of responsible production and consumption in their community, country and internationally?</td>
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<td>How to learn about the facts (data), and personal experiences (stories) that illuminate different aspects of the current situation.</td>
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<td>How to learn about the various causes and examples of irresponsible and unsustainable consumption and production.</td>
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<td>How this could be used as an opportunity to practise critical thinking. For example, to think about an issue from multiple perspectives; or digital literacy, how technology might be used in order to raise awareness surrounding key issues.</td>
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<td>How to learn about the potential solutions for developing responsible consumption and production patterns, drawing on examples from other contexts.</td>
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<td>How to develop more rounded digital literacy skills.</td>
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<td>How to design a mini project or campaign to highlight the need for responsible consumption and production in their community, and how best to incorporate and utilise technology whilst doing this.</td>
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<td>Question</td>
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<td>3. How will we know what they have learned?</td>
<td>Given the learning objectives you have decided on, think about assessment.</td>
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<td>How will you find out what your pupils already know about this topic before the beginning of this unit?</td>
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<td>Consider what sort of evidence you would need to see that pupils have learned the knowledge, skills or attributes you would like them to learn.</td>
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<td>4. What resources do we need?</td>
<td>Given the learning activities you are planning, think about the resources you will need.</td>
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<td>People - who would you like to engage in the unit, so that pupils can learn more about the need for responsible consumption and production and potential solutions.</td>
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<td>Written materials, music, art - what additional materials would be beneficial to your pupils in this unit.</td>
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<td>Places - where would it be useful for your pupils to learn during this unit?</td>
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<td>5. What did pupils learn during the unit?</td>
<td>During and after the unit, think about what pupils learned as part of this unit.</td>
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<td>To what extent did pupils meet the learning objectives of this unit?</td>
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<td>What other, surprising things did pupils learn?</td>
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<td>Were pupils confused by anything?</td>
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<td>6. What other reflections do we have about the unit?</td>
<td>During and after the unit, think about what went well with this unit and what could have been done differently, for example:</td>
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<td>Which learning experiences were particularly valuable?</td>
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<td></td>
<td>Were the learning activities appropriate? What worked well?</td>
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<td>What would you do differently next time?</td>
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LESSON 1
Introduction

PUPILS WILL:
• see pictures relating to irresponsible consumption and production
• reflect on what they already know about this topic and discuss what they would like to find out
• consider information about responsible consumption and production and the progress that has been made in various parts of the world
• find out what they will be learning as part of the unit.

NOTES ON CORE SKILLS
The first session is a great opportunity to share with pupils that this learning unit will be about core skills such as digital literacy, critical thinking and creative collaboration.

Research evidence suggests that when pupils are learning features of critical thinking, it is helpful if the teacher makes it explicit. For example: ‘In this unit, we will be learning about responsible consumption and production, what some of the key issues are, and what it looks like in various contexts and countries. At the same time, we will practise how to think critically, by looking at this issue from many different perspectives and consider different issues.

We shall also consider how digital technologies and digital literacy can play a role in helping to highlight and address issues relating to responsible consumption and production, and consider whether technology itself is part of the problem or part of the solution’.

Step 1
1. Share with pupils pictures that relate to consumption and production across the world (see slides 4-12). Display the pictures appropriately in the room, enabling pupils to collaborate and discuss key issues in smaller groups.

2. Create a KWL chart (Know, Wonder, Learn), the template can be found on page 10.

3. Ask pupils what they already know about responsible consumption and production and whether the pictures represent issues relating to responsible or irresponsible consumption and production. Ask if they can think of other examples of responsible or irresponsible and unsustainable consumption and production. Probe whether they can identify examples locally, or ones that have particular relevance to their own lives. Write their ideas in the ‘Know’ column.

4. Ask pupils what they want to find out? Write their ideas in the ‘Wonder’ column.

Photo credit: Social Good Summit 2015: SDG 12 - Responsible Consumption and Production
Source: https://storify.com/yangbodu/social-good-summit-2015-sdg-12-responsible-consum...
Step 2
Share with pupils the short summaries relating to responsible and sustainable consumption and production (pages 11 & 12): Responsible Consumption and Production: Key Points and Principles and Responsible Consumption and Production: What is it and what are the challenges?

1. Ask pupils to read, discuss and feed back their thoughts on the pieces.

2. Write additional ideas in the ‘Know’ and ‘Wonder’ columns as they arise.

3. Depending on what questions pupils have already put forward, you may offer additional questions, such as: ‘Why might some regions, countries and industries have made more progress in developing effective approaches toward responsible consumption and production?’, ‘What are some of the key factors and issues?’, ‘What steps need to be taken to address this?’. 

Step 3
1. Discuss with pupils what they will be learning during this unit and how.

2. Share with pupils the expected learning outcomes. You can use the following as a guide, adapting according to your context where necessary.

   Critical thinking: to develop a good understanding of the multiple causes and potential solutions to irresponsible and unsustainable consumption and production patterns in different contexts.

   Creative collaboration: to work in teams to design a mini-project to raise awareness and support responsible consumption in the community.

   Digital Literacy: to enable pupils to evaluate and interpret information and create new knowledge. They will use appropriate digital tools to develop, design or use digital artefacts such as video, animation, apps, social media networks’ groups or pages in order to help them to take meaningful social action.

3. Discuss with pupils what these objectives mean:

   What does critical thinking mean?

Ask for pupils’ ideas. You might suggest that it means that we will look at the issue of responsible consumption and production from many perspectives. We will examine our own consumption patterns, including the use of technology. We will look at the factors underpinning unsustainable and irresponsible consumption and production. We will look at and consider a number of solutions that are available and that have been proven to work. We will look at, for example, responsible consumption and production in different contexts: in various parts of the world, including poorer and wealthier
countries.
What does creative collaboration mean? Ask for pupils’ ideas. You might suggest that it means working in teams, coming up with a variety of potential ideas and solutions, designing a project that raises awareness relating to the need for more responsible consumption and production in the community.

What does digital literacy mean? Ask pupils to consider how they might evaluate and interpret information, support campaigns and use appropriate digital tools to create new knowledge and take action to promote and practice responsible consumption and production. You might also want to ask how might they develop and design a digital artefact, or campaign such as a video, app, social network group or page that will raise awareness in their community. We will also consider how technology might be both a part of the problem as well as part of the solution.

4. Share with pupils some ideas for mini-projects: What is it that pupils could do? We will brainstorm specific ideas for addressing irresponsible consumption and production in the next lessons, but here are some examples of what children have done in other places:

Lawthorn Primary School in Scotland – Taking Action to Reduce Our Global Footprint

Fighting Overconsumption: 10 Easy Ways to be Responsible Consumers

Bangalow Public Primary School in Australia – Change the World in 5 Minutes - Everyday in School.

You will notice that the Bangalow Primary School video also raises issues relating to the negative environmental impact of mobile phones. This is an issue that you should highlight with pupils, as it will be relevant to later lessons.

Step 4
Conduct a plenary session, asking pupils to add to the ‘Learned’ column in the KWL chart.

Potential collaboration with partner school
Discuss with your partner school how to explore multiple perspectives on responsible consumption and production. Perhaps pupils could:

- work together to compile a list of examples, or collect images of irresponsible and unsustainable consumption and production, both globally and locally
- compile and share summaries about the problem and its key aspects
- share, read and comment on the summary that the other partner school has created
- brainstorm questions about responsible consumption and production in the other country and local context that they would like to find out about during the unit.

Source: Change the World in 5 Minutes - Everyday in School.
<table>
<thead>
<tr>
<th>RESPONSIBLE CONSUMPTION AND PRODUCTION – KWL CHART</th>
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<tbody>
<tr>
<td>What do we already <strong>know</strong> about this topic?</td>
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RESPONSIBLE CONSUMPTION AND PRODUCTION: WHAT IS IT AND WHAT ARE THE CHALLENGES?

Sustainable Consumption and Production is a holistic approach to minimising the negative environmental impacts from consumption and production systems while promoting quality of life for all. (UNEP 2011)

Responsible production and consumption is one of 17 Global Goals that make up the 2030 Agenda for Sustainable Development.

Responsible and sustainable development requires that we urgently reduce our ecological footprint by changing the way we produce and consume goods and resources.

Agriculture is the biggest user of water worldwide, and irrigation now claims close to 70 per cent of all freshwater appropriated for human use.

The efficient management of our shared natural resources, and the way we dispose of toxic waste and pollutants, are important targets. Encouraging industries, businesses and consumers to recycle and reduce waste is equally important, as is supporting developing countries to move towards more sustainable patterns of consumption by 2030.

Despite global food waste, a large share of the world’s population is still consuming far too little to meet even their basic needs.

Halving per capita global food waste at the retailer and consumer levels is also important for creating more efficient production and supply chains. This can help with food security and shift us towards a more resource efficient economy.

Source: United Nations Development Plan: Goal 12: Responsible Consumption and Production
RESponsible consumption and production

KEY POINTS AND PRINCIPLES

Key points
Definitions of responsible and sustainable consumption and production vary slightly but the underlying principles remain the same.

The terms ‘responsible consumption and development’, ‘sustainable consumption and development’, ‘green growth’ and ‘green economy’ are inextricably linked and lead to the same overall objective which is sustainable development.

Sustainable consumption and production is closely linked to ‘resource efficiency’ – the optimal usage of resources, particularly scarce and non-renewable resources.

Key principles
Improving the quality of life without increasing environmental degradation and without compromising the resource needs of future generations.

De-coupling economic growth from environmental degradation by:

• reducing the material/energy intensity of current economic activities and reducing emissions and waste from extraction, production, consumption and disposal

• promoting a shift of consumption patterns towards groups of goods and services with lower energy and material intensity without compromising quality of life.

Applying life-cycle thinking which considers the impacts from all life-cycle stages of the production and consumption process.

Guarding against the re-bound effect, where efficiency gains are cancelled out by resulting increases in consumption (UNEP 2011).

LESSON 2
What’s the problem?

PUPILS WILL:
• learn about some of the challenges facing the planet unless we enact more responsible consumption and production patterns
• explore information about the types of changes required
• consider and discuss the extent of responsible consumption and production globally and locally
• learn about the Sustainable Development Goals
• prepare to observe and highlight how responsible and irresponsible consumption and production occurs in their community.

NOTES ON CORE SKILLS
Critical thinkers make decisions based on evidence, instead of just emotions. They are open to new evidence, even if it contradicts the beliefs they held previously. They critically analyse and reflect on their own practice and that of others around them. They consider new approaches and how they might implement these as agents of change. So for example, one might not have been aware of the scale of the problem, the consequences, or their own role in exacerbating the problems. They will listen to different perspectives in order to inform their opinions and work to identify the most pertinent possible solution. In exploring different information and data they would also look for examples of the positive steps others may have taken to address key problems and targets.

Creative collaborators explore ways to listen, share and identify new knowledge and opportunities and to work together and explore potential solutions.

Digital literacy skills enable pupils to consider the most pertinent tools to use in order to raise awareness and capture evidence about key issues and communicate these to a wider audience. Digitally literate people consider a range of different ways in which technology might be better harnessed for social good, as well as having a much better awareness of the potential negative effects of unsustainably produced and consumed technologies.
Step 1
1. Share the pictures on the slides (4-12) with pupils.
2. Read the following texts, Unsustainable Social and Economic Trends and A Letter to 2030 on pages 15-16.
3. After pupils have read the texts, facilitate a conversation about the lessons learned. You might use some of the questions below:
   - What are the biggest challenges facing the planet in relation to consumption and production patterns?
   - What are the key areas for action identified in the texts?
4. Critical thinking involves considering an issue from multiple perspectives. Encourage pupils to put forward individual opinions. Develop a list. Highlight that there is no single solution to the problem of unsustainable consumption and production. This requires a holistic and integrated approach.

Step 2
1. Show the videos Responsible Consumption and/or Responsible Consumption and Production: Can You Make it Happen?
2. Ask pupils if they feel they understand how changes might come about after watching the video(s).
3. Ask pupils if they feel they can make a difference, and if so, how?
4. Ask pupils to work in groups and brainstorm as many ideas as they can relating to how they might make a difference. Nominate one spokesperson for each group to feed back ideas.
5. Capture all ideas on flipchart paper or electronically.
6. Ask students to identify the areas they are most interested in or they think might have the greatest impact. Capture and save these for future reference.

Step 3
1. This part of the session is optional. Explain and reiterate that responsible consumption and production is one of the 17 Sustainable Development Goals. Show this video about the importance of global goals. Ask pupils to think about their responses to the film and then to share them with a partner. What questions do they have about the global goals? Ask pupils to write their questions in groups on flipchart paper. Groups then look at each other’s questions and in another colour suggest answers. Underline questions that need further research. Allocate time for small group or individual research on some of these questions.

Step 4
1. Ask pupils to consider consumption and production in their own community. Does it affect people? If so, how, and in what ways? Who does it affect the most? Why? These observations will be considered by pupils over the next few days, and they will inform the mini-project that they will be doing later in the second half of the learning unit.

Potential collaboration with partner school
Pupils could:
• share with pupils in the partner school what they found most interesting or surprising when reading the information about unsustainable social and economic trends
• share with pupils in the partner school further issues raised in the Letter to 2030
• share and debate with pupils in the partner schools key issues and questions that arose as a result of the readings and discussions.
UNSUSTAINABLE SOCIAL AND ECONOMIC TRENDS

The 20th century was a time of remarkable change and progress for humankind. The world has seen global increases in population, average incomes (and consumption rates), urbanisation (and infrastructure investment) and huge growth in production activities.

The rapid economic growth and human development that has occurred since the 1950s has come at a cost, however, of very large and growing environmental pressures and impacts. The use of natural resources – biomass, fossil fuels, ores, minerals and water – has grown dramatically from less than 10 billion tonnes in 1950 to over 70 billion tonnes in 2010 (UNEP, 2011).

The rise in resource use has been coupled with growth in waste and emissions contributing to a series of pressure points including climate change, reduced food security, water scarcity and air pollution. It has also led to supply insecurity for a number of resources that are strategically important in modern production and consumption systems (Weisz and Schandl, 2008).

A modern lifestyle based on current patterns of consumption and production requires a large amount of natural resources, of between 25 and 30 tonnes of materials per capita, per annum (Wiedmann et al., 2013). Multiplied by the 9 billion people expected by 2050 this would mean a global material use of between 225 and 270 billion tonnes or three to four times the amounts of 2010.

Such quantities of resources are simply not available, and the absorptive capacity of the earth’s ecosystems are already stretched at much lower global levels of resource use. It is therefore evident that current patterns of consumption and production are environmentally unsustainable and socially inequitable.

Economic competitiveness and prosperity in the future will be underpinned by large investments into infrastructure and skills that enable a green and low-carbon economy that services equitable opportunities for nations and people.

Dear 2030,

The view from 2015 sometimes looks bleak. Our treatment of Earth’s resources and ecosystems is still unsustainable. But we’ve seen enough signs of positive change to be confident that by 2030 we can be on course for a world of responsible consumption and production. 2015-2020 saw the crisis of unsustainable development hit home to so many people in almost every sector. And they could see enormous benefits from sustainable production and consumption. All this mobilised new knowledge, innovation and investments to implement bold changes of direction...

In 2015, we waste around one-third of all food. We have carbon-intensive production of consumer goods that don’t last. So what’s changed in 2030? You’ve drastically cut down food waste and optimised diets. You’re conserving soil and water and using renewable energy on a huge scale. You’re on course to the ‘circular economy’, recirculating as many materials as possible between producers and consumers.

In 2030, businesses act as ‘Lifestyle Support Services’, helping citizens live more sustainably. They’re not selling us as much ‘stuff’ as they did in 2015 – but they are running successful businesses helping the great majority of us live ‘better’. They’re taking back goods for repair, remanufacture and reuse, and providing innovative ways to living ‘lightly’.

How has it happened? Business coalitions – above all in the food industries, facing big risks from climate change – have transformed supply chains, and demanded radical action from governments to decarbonise. In 2030, production is based on ‘Industrial Ecology’ – turning all ‘waste’ into useful inputs and avoiding or minimising harmful impacts throughout product life cycles. You’ve intensified food production – reducing the amount of land needed – and can feed the growing population. You’ve created no-fishing zones to help endangered species recover. You eat much less meat and fish, and diets worldwide are better for both people and the planet.

Cities have been crucial. Mayors worldwide have been leaders for sustainability, and citizens have responded to new investments and incentives. In 2030 your cities are laboratories for responsible production and consumption. At the grassroots, the urban ‘sharing economy’ has taken off worldwide, changing the way we think about consumption. We’ve also seen a big shift from healthcare providers – cutting waste and use of drugs, and focusing on public health and well-being. There’s a long way still to go.

But 2030 is a greener, more responsible and hopeful time than many of us felt in 2015. Now it’s up to you – to make the rest of the century a time that humanity can be proud of; a time when we made responsible production and consumption the norm, sustaining the Good Earth for everyone.

Yours optimistically,

Ian Christie and Richard Murphy

LESSON 3
Technology for good? Exploring the impacts of technology

PUPILS WILL:
• explore information and perspectives on digital technology, its benefits and impacts
• think critically about the impacts of everyday digital tools and consider whether technology is part of the problem or part of the solution
• gain greater awareness of the issues relating to irresponsible and unsustainable consumption and production of mobile phones
• consider different perspectives and information, and debate key issues
• learn more about the concept of digital literacy and consider the socially constructed nature of technology.

NOTES ON CORE SKILLS
Pupils will collaborate with their peers in discussing and debating key concepts and issues. They will also consider how digital technologies might enable them to communicate more effectively with others.

As was mentioned previously, critical thinkers are able to look at an issue from multiple perspectives. This lesson will be an opportunity to explore different perspectives on technology and its relationship to responsible consumption and production.

Pupils will develop their understanding of digital literacies. They will begin to better understand that digital literacy is about far more than the ability to use technology but rather means considering it in relation to its wider context and application. They will consider how the production and consumption of technology may have harmful effects. They will also consider how technology might play a role in both raising awareness about key sustainable development goals and in providing new and innovative approaches to address key challenges.
Step 1
1. Explain to pupils that when we think critically about something, we will need to explore an issue from multiple perspectives. This means considering many different viewpoints, including information and perspectives we may not have previously considered. Today, we will practise by thinking about different perspectives relating to digital technologies.

2. Explain that the aim is to get them to think more critically about technology and its potential for both social good and in relation to unsustainable and irresponsible production and consumption.

3. Ask pupils to share what they know about digital literacy and highlight any uncertainties and questions. Once you have done this, play the short video Elements of New Media Literacies.

Once pupils have watched the video, ask them if they have further thoughts about what digital literacy is? Ask prompt questions, if necessary, such as:

What does the video suggest about digital literacies and the factors we might have to consider?

What does the video suggest about our relationship with technology?

Does new technology offer us greater opportunities for us to share our thoughts? If so, in what type of ways might this happen?

Try to ensure emphasis here is directed to the active, participatory and collaborative aspects and highlight that technologies can allow people to share their views with others, collaborate and become active agents of change. This is necessary to set the scene for later action and mini projects.

Step 2
1. Ask pupils to watch the video Aspects of Digital Literacy.

2. Get pupils into groups to discuss what they think are the key aspects of digital literacy. Ask them to share their thoughts with the whole class.

Step 3
1. Share the Aspects of Digital Literacy diagram on page 19 with pupils (electronic or paper versions, as appropriate).

2. Ask them to now work in different groups to consider and give examples of how different technologies might support each element or skills area. For example, video technologies and related software may enable people to be more creative and make films; various social media may enable people in different locations to collaborate more effectively and in increasingly new and complex ways, and so forth.

3. Ask if pupils can think of ways in which technologies might influence consumption and production patterns and raise awareness of the key issues.
Step 4
1. Firstly, conduct a short plenary session, asking pupils to recap what they know and have learned about digital literacies.

2. Reiterate that as they have already seen in the videos, and have discussed with one another, new technologies may provide numerous new possibilities and ways of doing things, and could be crucial in raising awareness of the need for more responsible consumption and production. However, it is also important that they contemplate that:

• technology is socially constructed

• it can provide new solutions to challenges

• it can also exacerbate problems – remind pupils of the part in the Bangalow Public Primary School video Change the World in 5 Minutes where the pupils recycled mobile phones because of the damage they can do to the environment.

3. Finally, ask pupils to undertake these two activities before the next lesson. These may also provide the basis for collaborative activities with partner schools.

Ask pupils to make a list of examples of both the positive and negative implications of new digital technologies in relation to sustainable and responsible consumption and production. Suggest to them that this can be done collaboratively and that they can ask others, including parents, as well as searching the web and other information sources. Ask them to bring their lists to the next lesson.

Ask pupils to consider how they feel they might personally – and collaboratively – make a difference. Ask them to think about what they might do to raise awareness about the need for more responsible consumption and production. Ask if they can think of ideas and bring these with them to the next lesson for sharing. It is important to convey that all ideas are welcome at this stage – no matter how ambitious or different these may seem. The idea is to enable pupils to think imaginatively, consider the potential and the dangers of new technologies, and consider potential solutions to these dangers. Conclude by reiterating that they should consider themselves as active agents of change. Show the slides on Digital literacy: Implications for action and It is up to you.

Potential collaboration with partner school
Pupils might discuss and share their opinions and thoughts regarding:

• what is digital literacy?

• what are the positive and negative aspects of digital technologies in relation to responsible consumption and production?

• what specific issues are there in your local community?

• how might you make a difference and become an agent of change?

• how might you harness technology to raise awareness of the key issues relating to responsible consumption and production?

Image source: Aspects of Digital Literacy (Payton & Hague, Futurelab)
LESSON 4
Exploring the case – two sides of technology

PUPILS WILL:
• reflect on and share their findings and discuss their thoughts and perspectives relating to both the positive and negative implications of technology
• discuss what they have found out and debate with others the findings they feel were interesting or surprising (task from the end of lesson three)
• consider, debate and discuss thoughts and ideas relating to how they might personally make a difference
• discuss and reflect upon further information regarding the potential positive and negative consequences of technology
• (optional) work in small groups to use the Global Goals App and/or social media to show support for Sustainable Development Goal 12: Responsible Consumption and Production.

NOTES ON CORE SKILLS
Pupils will begin to develop their broader digital literacy skills by considering technology in its broader context. They will consider both the positive and negative consequences of technology and understand its socially constructed nature.

They will also consider how technologies may be part of the problem and part of the solution in delivering more responsible approaches to consumption and production.

They will consider ways in which they might individually and collaboratively use technology to raise awareness of sustainable development goals and the need to act to move toward more responsible consumption and production.

Step 1
1. Firstly, ask pupils to discuss and share their lists of examples of both the positive and negative implications of new digital technologies that they were asked to develop after lesson three. Collect and collate the key ideas onto flipchart paper which will be used as a prompt in later lessons. Prompt further discussion by asking pupils what they found interesting and surprising, and ask them to highlight anything they may be unsure of, or found confusing. Ask if there are other areas they would like to know more about. Additional prompts may relate to:
   - How did they find out this information?
   - Who did they ask or work with?
   - What resources and sources of information did they utilise?
   - Did they identify particular local issues and examples?

2. Secondly, ask pupils to feed back on how they might personally, and collaboratively, make a difference, they were asked to consider this after lesson three. Again, capture these answers on flipchart paper and display and share for future reference. Reiterate that they need to see themselves as agents of change.

3. Then ask pupils to take turns to indicate which of the ideas they find the most interesting by highlighting with pens or stickers.
Step 2
1. Divide pupils into small groups. Have half of the groups read the text on Technology and Environmental Issues, and the second half of How Technology can Help the Environment on pages 22 and 23.

2. Ask each group to inform one another of the key issues. Highlight any questions or issues arising.

3. Prompt pupils with additional questions regarding environmental consequences and opportunities.

4. Ask pupils what action they think they could take, add any new ideas to the list.

Step 3
This activity is optional. It will depend on factors such as the age of pupils and the availability of technology. It can be undertaken in collaboration with responsible adults, who may lead the activity either at school or at home. Please be aware of your responsibility to ensure any age related restrictions and appropriate behaviours relating to social media and mobile phones are adhered to.

1. Download and use the Global Goals app (available on GooglePlay and iTunes) here. The Global Goals app aims to help you change the world. You can choose your goal and promote it by taking a photo or making a video, and share this via social media. This is something that could be done by pupils supported by a responsible adult. Please note that whilst guidance regarding the use of social media sites can be unclear, sites such as Twitter require parental consent for children under the age of 13. The app helps people choose a sustainable development goal and put it on the map. It allows you to take a photo or make a video to promote your goal, share it on social media and watch the impact.

2. For the goals to work, people need to know about them. These goals will only be achieved if everyone plays their part, and that includes teachers and pupils. There are other activities and challenges that can be undertaken and shared through social media, including taking a Global Goals Selfie or taking the #dizzygoals challenge.

Using social media and actively involving pupils is a great way of spreading the word and helping them to think about the most important challenges of our time. It also helps them see the potential of technology as a tool for good, and can help them become active agents in influencing and bringing about change.
Sometimes we get so lost in the excitement of developing and using new technologies that we don’t thoroughly examine their effect on the world around us.

Many of the technologies we use every day consume a lot more resources and power than they need to, and using and manufacturing them can create a mess. Here are a few of the ways that technology can harm the environment.

**Pollution** – Air, water, heat and noise pollution can all be caused by producing and using technology.

**Consuming resources** – Non-renewable resources, including precious metals like gold, are used to make technology. Many others, such as coal, are consumed to generate the electricity to use technology. Even some renewable resources, like trees and water, are becoming contaminated or are used up faster than they can renew themselves because of technology.

**Waste** – Manufacturing technology creates large amounts of waste, and used computers and electronics get thrown out when they break or become outdated. Called ‘technotrash’, these electronics contain all sorts of hazardous materials that are very unsafe for the environment. They need to be disposed of using special methods.

**Disrupting ecology** – Clearing land where animals used to live to build factories and allowing pollution to contaminate the food chain can greatly affect the environment’s natural cycles.

**Health hazards** – Using toxic materials that can harm our health can cause cancer, and technology addiction can lead to other health problems like obesity and carpal tunnel syndrome.

You can encourage manufacturers by choosing to buy more energy-efficient and less hazardous electronics and by supporting companies that make protecting the environment a priority. You can also do your own part to reduce environmental impact by not being wasteful and disposing of your electronics safely and properly.

Source: [Carnegie Cyber Academy, Environmental Issues](https://carnegiecya.org/environmental-issues)

### Potential collaboration with partner school

Pupils in each school should discuss and share their opinions and thoughts with one another regarding:

- the positive and negative impacts of technology in relation to responsible consumption and production
- their emerging ideas about how they might raise awareness about the need for more responsible approaches to the use and production of technologies, and the type of interventions and projects they might consider.
HOW TECHNOLOGY CAN HELP THE ENVIRONMENT

While some of the impact of computers and the Internet have unfortunately been negative, much of it has also been positive. There are a number of ways that technology is helping to improve the environment.

It helps us develop and produce new materials and technologies that are sustainable and do not harm the environment, so we can eventually stop using ones that do harm it.

It allows us to monitor and study our environment to better understand how it works and the impact of our actions on it.

It helps us create smarter technologies that respond to how we use them and adjust themselves to reduce their environmental impact, such as lights that can sense when no one is in the room and automatically turn off.

It allows us to have a worldwide virtual laboratory, so that experts from all fields can share their research, experience and ideas to come up with better, smarter solutions. Not only does this allow people far away from each other to work together, but it also reduces the environmental impact people would normally cause from traveling to meet with each other.

It allows for paperless communication like email and online bill paying to reduce the amount of trees cut down.

It allows companies to reduce shipping and manufacturing impact and to reach a broader audience.

Source: Carnegie Cyber Academy, Environmental Issues
Carnegie Cyber Academy
LESSON 5
Analysis of case studies and beginning to prepare for mini-projects

PUPILS WILL:
• explore case studies of technology being designed to support more responsible and sustainable consumption and production
• see examples of innovative thinking to address issues of responsible consumption and production
• discuss key issues relating to changing practices
• discuss how they may make a change in their own community and share ideas that may inform their own project.

NOTES ON CORE SKILLS
This session reiterates that technology and its use is socially constructed and that people have to be aware of this and demand better and more sustainable production and consumption. Pupils will consider how they might use technology to influence and capture changes in perception and behaviour.

They will recap their ideas relating to how they will seek changes and solutions in their local areas and how they might focus on technology in doing so.

These ideas and insights can inform the next stage of the learning unit, which involves designing a mini-project to promote more responsible consumption and production in their own community.

Step 1
1. Give pupils one of the two case studies to read individually.
2. Get pupils to then discuss key issues in small groups, and to develop at least one question related to the case study. Ask the whole group to try and answer each question raised. In relation to the Fairphone case study on page 26, you may also want to prompt their thinking by asking questions:
Were you aware that mobile phone production in some cases involves sourcing materials from companies or countries that support oppressive regimes?
Were you aware that some workers producing phones can work in unsafe conditions and for unfair wages?
In relation to the App Fonluang case study on page 27, prompt wider discussions by asking if pupils can think of other similar examples, whereby technology has been harnessed to support more responsible and efficient use of resources.

Step 2
1. At this point, you should ask pupils to recall three things that they have learned which have changed their thinking about consumption and production. Using flipchart paper or an electronic document, create a 'lessons learned' list that documents and demonstrates changes in perspectives and thinking, and which will act as evidence of impact. Reiterate that whilst changing one's perspectives is vital, without action, little will change.
2. Ask pupils to consider:
   - Who has responsibility for bringing about change?
   - Why do you think production and consumption methods and patterns have not changed sooner?
Step 3
1. Ask pupils to work in small groups and discuss the actions they could take. Prepare a document into which pupils can make action pledges and place this on a wall in the room.

2. Ask each child to commit to taking one action, however small in the first instance, and to write this in to the document you have prepared.

3. Commit to sharing these pledges with others – both within and beyond school, and also with partner schools.

Step 4
1. In preparation for the mini-project, revisit pupils’ initial ideas for projects, their pledges and their thoughts about the use of technology which were documented previously, and facilitate a group discussion. Be sure to recap on key issues as you go along. Refer back to their initial ideas about projects, how they felt they might make a difference, their action pledges, and how technology might be utilised effectively.

2. Finally, undertake a plenary, recapping on the major areas of learning over the five lessons. In particular, refer to:

- digital literacy and the fact that they have focussed on technology in its wider social, cultural and environmental context
- how we must think about using technology responsibly
- key issues relating to sustainable and responsible consumption and production and what needs to change
- the need to think critically, collaborate and to take action in order to bring about change.
**CASE STUDY**
Fairphone: rethinking the design of mobile phones

Fairphone is a social enterprise that is building a movement for fairer electronics. They are opening up supply chains to understand how things are made and build stronger connections between people and their products.

In 2013, Fairphone was officially established as a social enterprise. By creating a smartphone, they are using commercial strategies to maximize their social impact at every stage of the value chain, from sourcing and production to distribution and recycling.

Fairphone seeks to place responsible production and consumption at the heart of its activities. It does so by:
- sourcing materials that support local economies and non-oppressive regimes
- focussing on longevity and repairability to extend the phone’s usable life and give buyers more control
- ensuring workers have safe conditions, fair wages and worker representation, and in working closely with manufacturers that want to invest in employee wellbeing
- addressing the full lifespan of mobile phones, including use, reuse and safe recycling
- creating a new economy with a focus on social values and operating transparently.

Source: Fairphone
See also Fairphone Factsheet for more information about key issues and irresponsible practices in the production and consumption of mobile phones.

**HARNESSING TECHNOLOGY**

ICTs have the potential to foster sustainable consumption and production through product-specific improvements, increased de-materialisation and virtualisation, and the implementation of smart technologies in various sectors of the economy – including agriculture, transportation, energy production, distribution and consumption, supply chain management, and smart buildings – as well as supporting the improved delivery of public services. Innovative ICT applications enabling sustainable production and consumption include cloud computing, smart grids, smart metering, and reduced energy consumption per appliance, product or process.

Photo credit: Waag Society: waag.org
Source: waag.org sustainability
In Thailand, an application has been developed to help farmers in planning their cultivation and harvest by accessing weather information. The application, called APP Fonluang, was designed for use by government authorities, farmers and the general public, and delivers specific information on rainfall as well as cloud-seeding (atmospheric modification) actions. Farmers can use the app to request cloud-seeding operations in their own area. For government agencies, the app provides a crucial data collection tool allowing the situation nationwide to be analysed, with the aim of addressing water shortages both in terms of agriculture and consumption.

**Potential collaboration with partner school**
Share pupils’ pledges to action with partner schools to inspire further ideas for action.

Source: ITU. ITU is the United Nations specialised agency for information and communication technologies – ICTs.
LESSON 6
Promoting responsible consumption and production – what children can do?

PUPILS WILL:
• explore what they can do to address irresponsible and unsustainable consumption and production in their community and beyond
• familiarise themselves with the Design For Change toolkit on page 30
• decide in groups which aspect of responsible consumption and production they want to focus on
• decide in groups which digital technology or technologies they might utilise to support their project, and how
• begin to plan how they will undertake their mini-project and get others in the community, and beyond, involved.

NOTES ON CORE SKILLS
An important step in the process of creative collaboration is deciding as a team which specific problem to address. This session provides an opportunity for teams to decide what they want to do.

A crucial aspect of digital literacy is understanding the usefulness of technologies in a wider context and their role in addressing key challenges.

The lesson begins with a video of pupils and teachers talking about the action they have taken toward more sustainable and responsible consumption and production.

Step 1
1. Show one (or more) of the Youtube videos: Student Action on Climate Change, Sustainable Energy, Consumption and Production and Action on Sustainability and Social Justice. These show pupils and teachers talking about the various actions that they have taken to bring about change and more responsible approaches to consumption and production.

2. Facilitate a conversation about the video:
   - What did you notice in the video about the causes of irresponsible and unsustainable consumption and production?
   - What sort of solutions, or actions, did the pupils in the videos take or suggest?
   - What do you think about these solutions?

Step 2
1. Refer back to the earlier flipcharts or documents developed in lessons three, four and five relating to ‘how to make a change’, ‘action pledges’ and ‘ideas for projects’.

2. Facilitate a whole group conversation:
   - What motivation did the young people have in supporting more responsible consumption and production?
   - Did the video spark ideas about your own mini-project?

   Are there particular things you could do in your community to promote and support more responsible consumption and production?
Step 3

1. Share with pupils the Design For Change toolkit on the next page.

2. Ask pupils to work in groups of four or five.

3. Focus on Step 1: FEEL of the toolkit. Before this lesson, pupils will have observed how irresponsible and unsustainable consumption affects their community. In the previous lessons, they discussed their observations, their ideas about how to make a change, and made action pledges. They also considered the potential role of technology in helping to bring about positive changes. Now they will begin planning their mini-projects. The first step is deciding and defining which aspect of the problem to address. After reminding group members of their main observations, each group votes on which aspect of responsible consumption and production they would like to address with their mini-project. They will also have to decide which technology they will focus on, and how it will be used.

4. Mini-projects can take many forms, and ultimately these will be defined by the pupils. However, they could include:

   • utilising the Global Goals app and social media to raise awareness about the need for responsible consumption and production (or refining and enhancing previous use of these technologies if this was previously done as an optional activity)
   
   • designing and developing digital resources to share and communicate to others, including animations, videos or apps
   
   • creating learning and teaching resources, or creating a resource bank of existing resources and materials
   
   • promoting new practice and documenting this digitally, for example by means of photos, video or audio
   
   • creating a campaign to change minds and practice using digital tools such as videos, social media, and so forth
   
   • interviewing and videoing people about key issues relating to responsible consumption and production, this could be other students, teachers, parents, experts or decision makers
   
   • interviewing and videoing those affected by irresponsible consumption or production in the local community.
**DESIGN FOR CHANGE**

<table>
<thead>
<tr>
<th>Step 1: Feel</th>
<th>Observe your surroundings in your class, school and community. How does unsustainable consumption and production affect your community? List all the different aspects that bother you. Share your observations with your team members. Vote for the one situation that you would all like changed. Discuss with others who are affected by the situation to understand their concerns. This will help you understand how the situation can be improved.</th>
<th>Space for your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Imagine</td>
<td>Imagine a variety of ideas around how this situation can be changed. Be creative and collect as many ideas as possible. Don’t criticise others’ ideas. Build on the ideas of the others. Vote for the ideas that best address each part of the situation.</td>
<td></td>
</tr>
<tr>
<td>Step 3: Do</td>
<td>Plan the steps for your project. What resources will you need? How will you focus on or utilise technology? What is the budget? How will you fund the project? How many people are needed? How much time will it take? How will you document your work? Which technologies will you use or focus on? How will you share the tasks among your team members? Implement your project. Go out and put your plan in to action. Yes you can! Reflect on your project. What three things did you learn about the situation? What two things did you learn about your team-mates? What one thing did you learn about yourself? How do you continue your work for long term impact?</td>
<td></td>
</tr>
<tr>
<td>Step 4: Share</td>
<td>Feelings: How can your story depict the feelings of your team-mates and other people around you? Actions: How can you capture your team mates in action? How will you capture the views of others on what you have achieved? Change: How were people changed? Capture quotes. Capture video and audio. What was your community like before? How has it changed?</td>
<td></td>
</tr>
</tbody>
</table>

Source: [Design For Change website](https://www.designforchange.org) and [toolkit](https://www.designforchange.org/toolkit).

**Responsible consumption and production**
Exploring sustainable consumption and production patterns through digital literacy and creative collaboration
LESSON 7
Continue designing the mini-project

PUPILS WILL:
• creatively imagine a variety of ideas around how the problem that they are addressing could be solved
• work collaboratively in planning their mini-project
• think of the usefulness of technology and ensure that it is central to their mini-project

NOTES ON CORE SKILLS
At this stage of the learning unit, the focus is on creativity and collaboration. Previously pupils have learned about the issues surrounding the need for responsible consumption and production, in other countries and in their own community: now is the time to come up with mini-projects to address these issues. It is important to try to create the right conditions for creativity in the classroom. Teachers could encourage pupils to come up with their own ideas, and not criticise anyone else’s ideas. Making mistakes is alright. All inventors and problem solvers made mistakes along the way by trying out different ideas before finding the one that actually worked.

Step 1
1. Pupils will work in groups to imagine a variety of ideas around how the situation they are addressing can be changed. The teacher encourages pupils to be creative and collect as many ideas as possible, and not to just settle for more obvious or safe choices.

2. It is important to remind pupils not to criticise others’ ideas. Instead, build on the ideas of the others.

3. It is important to remind pupils they are agents of change.

4. Ask to consider the role of technology and the ways it may help raise awareness and solve problems.

Step 2
1. At the end of the session, each group will vote for the ideas that best address each part of the situation.

Potential collaboration with partner school
Each group of pupils might share with pupils in their partner school the specific problem that their mini-projects will focus on, and some ideas around how to address this aspect of the problem.

An interesting opportunity for collaboration would be if student teams from two schools could actually work together when solving a similar challenge. For example, pupils could jointly design an awareness campaign that highlights the progress and challenge of tackling irresponsible and unsustainable consumption in different countries. If pupils from two different countries worked on this project together, they could better demonstrate that this is a global issue, shared by everyone.
**LESSON 8**
Plan the mini-project and prepare for implementation

**PUPILS WILL:**
- plan the steps for their project, for example resources, budget, people and responsibilities
- prepare to implement the project

**NOTES ON CORE SKILLS**
The teacher may want to highlight one important aspect of problem solving and creative collaboration – it is not just coming up with new, exciting ideas which is important, but also making them happen. This session is very practical in nature, an opportunity to think through, in detail, everything that needs to be done to implement the project. Pupils will need to think about how they will focus on or utilise the technology and consider its potential impacts.

**Step 1**
1. Using the idea that their group voted for in the previous lesson, pupils work in their groups to plan the steps for the mini-project. Some thoughts for consideration could include:
   - What resources will you need?
   - What is the budget? How will you get the money, if necessary?
   - How many people are needed?
   - How much time will it take?
   - How will you document your work?
   - How will you share up the tasks among your team members?

**Step 2**
1. Prepare to implement the mini-project. This will happen between lessons eight and nine.
2. Go out and put your plan in to action. Yes you can!
LESSON 9
Reflect on the mini-project

PUPILS WILL:
• reflect on their project: what they learned about the situation, about collaborating with team-mates and about themselves.

NOTES ON CORE SKILLS
Previously we have emphasised that taking risks and making mistakes is a natural part of problem solving. It is impossible to know in advance whether the solution will work or not. All inventors that have changed the world have had many failed attempts before coming up with the right solution. However, reflection is a key part of the process. One has to think carefully about the implementation of the project and capture what was learned. Pupils need to enhance their digital literacy skills by considering how effective their use of technology was and how this might be better applied and utilised in the future.

Step 1
1. Pupils work in groups to reflect on their projects. Using the Design for Change materials, they will write down their main ideas to answer the following questions:

   What three things did you learn about the situation?
   What two things did you learn about your team-mates?
   What one thing did you learn about yourself?
   How do you continue your work for long term impact?

Step 2
1. If there is enough time, groups can begin planning how to share the results of their mini-projects with others using the suggested questions in the Design for Change toolkit.
LESSON 10
Share the results of the mini-project

PUPILS WILL:
• share the results of the mini-project

NOTES ON CORE SKILLS
In the final session of this learning unit, pupils are encouraged to share the results of their mini-projects. How does this relate to the core skills? In three main ways:

First of all, by sharing with others what worked and what did not work. This helps other people learn more about both designing and implementing projects and also the issue of responsible consumption and production. This way, everyone can develop a better understanding of the multiple issues and potential solutions.

Secondly, sharing the results of mini-projects will hopefully inspire others to get involved and try tackling this challenge in their own communities.

Finally, in sharing results of the mini projects, pupils will get a better understanding of how technology can be used to raise awareness and bring about change.

Step 1
1. Pupils work in groups to share the results of their project:

   **Feelings:** How can your story depict the feelings of your team mates and other people around you?

   **Actions:** How did you capture your team mates in action? How did you capture the views of others on what you have achieved?

   **Change:** How were people changed? Share the quotes, audio and video that you captured. What was your community like before? How has it changed?

Step 2
1. Pupils share the results of their project with others in their class and school.

Potential collaboration with partner school
Each group of pupils could share with pupils in their partner school the results of their mini-projects. For example, through photos, a short video, a blog post, social media pages, live presentations or webinars.
SOURCES OF INFORMATION

Centre for Sustainable Design Videos and Resources
Centre for Sustainable Design Video on Sustainable Consumption and Production
Consumer Classroom: Teaching Sustainable Consumption, Global Warming and Climate Change
Cool Australia Sustainability Curriculum Resources
European Commission: Sustainable Consumption and Production
Fairphone and the Fairphone Factsheet
Friedrich Ebert Stiftung: Between Choice and Structure: Sustainable Consumption and Responsibility
Global Development Research Centre
Global Development Research Centre Sustainability Concepts: Sustainable Consumption
Global Dimension: Responsible Consumption
Times Educational Supplement (TES): World’s Largest Lesson - Resource for Teachers
UN Sustainable Development Goals
UN Environment Programme: Resource Efficiency
UN Environment Programme: Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication
UN Sustainable Development Knowledge Platform
UN Supporting Country-Level Implementation of the 2030 Agenda for Sustainable Development
UN: First 1000 days
World Watch Europe: From Consumer Kids to Sustainable Childhood Report

This project was part-funded with UK aid from the British people. The Department for International Development (DFID) leads the UK’s work to end extreme poverty. We are tackling the global challenges of our time including poverty, education for all, health, climate change, gender equality and peace and justice. UK aid is helping to build a safer, healthier, more prosperous world.
Connecting Classrooms offers a range of free downloadable classroom resources available to all teachers across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources

Connecting Classrooms offers free online professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. The programme also supports partnerships between schools around the world with schools in the UK to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: https://connecting-classrooms.britishcouncil.org/partner-with-schools/find-partner

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