**Social Studies: Consumer Choices- September**

Timeline- 7 days (Plan A: Sept. 18-26; Plan B: Sept. 3-11)

**Outcomes:**

* Social Studies:
  + RW8.1 analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism
    - *Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters).*
    - *Categorize the producers of goods and services in the local economy as belonging to the public or private sector, and define the differences of the two groupings.*
    - *Identify the purpose and characteristics of:*
      * *public enterprise*
      * *private enterprise.*
    - *Illustrate the elements of a mixed market economy present in the lives of students.*
  + RW8.2 assess the implications of personal consumer choices
    - *Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life).*
    - *Assess the advantages and disadvantages of buying locally, buying fair-trade products, and buying mass-produced products.*

**Transfer of Responsibility:** There will be elements of I do, We do, and We/You do

Outline:

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| Day 1  Plan B  *\*lots of prep!*  *Graphic organizer* | Simulation Day   * Fair Trade:   + Simulation- 45 minutes (Grade 8s will run, 7s will experience)   + Debriefing- 20 minutes   + Articles- at least fact sheets 1, 2, 4, 7, 11: 40 minutes * 5 minutes: What is fair trade? Mass-produced goods? Locally produced? Fill in organizer * Grit: what is it? Was it used today? Kindness and empathy? Self-Regulation? |
| Day 2  Plan B  *Copy of question guide for students to record any notes they would like*  *Page 45-47 in trading fairly in our world unit*  *Book*  *Graphic organizer* | 90 minutes:   * Precursor: Grade 8’s read this with me last year. It will do them no harm to hear the statistics again! * Read book “If the World Were a Village”. One page at a time. Use the question guide with students to predict before reading a new page, and discuss after reading the page. * After you are done, look up recent facts students are interested in as a class (since there will be no iPads, look it up on the SMART Board. * Is it important for us to understand the other people who are in our village? Especially considering there are so many of them?   20 minutes:   * Brainstorm a list, as a class, of all the goods and services (define goods and services) we can think of that are in this, and neighbouring, communities. We will dissect this list at a later date. |
| Day 3  Plan B  *Graphic organizer*  *SMART Notebook- blank document to record notes*  *\*will need access to the Internet for students here*  *Planning guides for I do, We do, You do.* | 30 minutes:  Discussion:   * As a class, look up what public sector/enterprise and private sector/enterprise are. Record in your graphic organizer. * Look at the list of local goods and services that were brainstormed. As a class, label them as public or private sector. Label any that support locally produced goods, fair trade goods, or mass-produced goods (colour-code). Do we notice any patterns? Do we have options for all available? What do you think the difference is in price for many of these items? Why do you think that is? * What are the impacts on our community (businesses, services, goods, etc.) based on what we, as consumers, choose to buy? What is the impact on our environment? Create a chart, web, diagram as a class to show what we have discussed. * In Canada, we live in a mixed market economy. Are there any guesses as to what that is? Look up, and record in organizers.   Assignment:   * Students will pick I do, We do, or You do (unless they have a planning guide assigned to them already- see below, in I do) * I do: (Terah, Junell, Chris, Lucas, Ella, Bekah, Danny, Thea, Keva)   + Over the next few days, you will pretend that you are opening a store to sell goods to this or a neighbouring community.   + You will need to decide what type of goods you are selling. Who you are buying them from? What price are you selling them at? Why?   + Use the planning guide to help you * We do:   + You need to show an understanding of: private enterprise, public enterprise, mixed market economy, fair trade goods, locally produced goods, mass-produced goods. You have learned a bit about the impact of consumer choices on a community and on the environment. You need to take this understanding and apply it to a creation of some sort. You can choose from: opening and running a public or private enterprise; running a campaign to educate the population about the importance of locally produced, fair trade, or mass produced goods; or creating a 2D or 3D model of a town and the surrounding countryside to showcase 1) the environmental impact of what the consumers in that community choose (or are able) to buy and 2) the impact on the town itself based on what it’s consumers choose to buy. * We do/You do:   + We have given you the outcomes and terms you need to understand thoroughly. How are you going to showcase not only that you understand all the terms, but that you can apply that knowledge to something? |
| Day 4  Plan B | *Guidance/PAA* |
| Day 5  Plan B | Work day |
| Day 6  Plan B | Work day |
| Day 7  Plan B | Work day- due date! |