

EDUCATIONAL GUIDE *for the professor*

EDUCATIONAL CARD ON RESPONSIBLE CONSUMPTION.

LEVEL : Secondary 1-2

DISCIPLINE(S) : Ecology, home economics, personal and social formation, religious and/or moral studies, etc.

LENGTH: 50 minutes

GENERAL OBJECTIVE : Familiarize students on the concept, the principles and the positive repercussions of responsible consumption.

Following the activity, the student will be able to: _____

- ☐ Describe the concept of responsible consumption.
- ☐ Identify behaviours favouring responsible consumption.
- ☐ List positives spin-offs of responsible consumption.
- ☐ Exercise his creativity and his imagination to foster positive ways of consuming responsibly.
- ☐ Raise awareness about the importance of responsible consumption.
- ☐ Exploit, inasmuch as possible, relevant references on the subject.

Secondary aptitudes developed by the educational card: _____

1. Intellectual aptitudes:

- ☐ Make use of the information
- ☐ Exercise his critical judgment
- ☐ Use his creativity

2. Social and personal aptitudes:

- ☐ Cooperate (if possible)

3. Methodological aptitudes:

- ☐ Make use of the new technologies of information and communication

4. Communicative aptitudes

- ☐ Communicate properly in writing



EDUCATIONAL SCENARIO



I At the begining (8 minutes)

A- Conduct a poll in class: Do you consume responsibly?

■■■■■ Can you take a guess as to how many ads you're confronted with each day?

According to studies, we are directly or indirectly confronted to 3000 ads, on average, every day. If you want to know more, you can look at the following reference:

http://www.media-awareness.ca/english/parents/marketing/advertising_everywhere.cfm

■■■■■ When you're buying a product, does it matter to you if it's recyclable or not?

Reminder: It is mentioned on the product if it is recyclable or made out of recycled products.

■■■■■ Did you know that some of the products you're buying yield profit to companies / governments polluting and/or violating human rights?

Without pointing to any company, some companies make children work, some make weapons used in armed conflicts, others pollute rivers by releasing chemical agents in them, etc. When you buy products from those companies, your are putting money in their pocket and therefore helping them conduct shady activities. You can find some information on ethical (respect of environment and human rights) and non-ethical companies on the web. Look at these following websites:

<http://www.transnationale.org> & <http://www.maquilasolidarity.org>

■■■■■ Do you know what a "maquiladora" is and what goes on in there?

Name given to textile corporations, built by the government and exempted of all fundamental workers' rights. Those corporations have no part in the development of the country other than to employ exploited people.

Women, constituting 80% of the labour in Central America, work under horrible conditions. They can only go twice a day to the bathroom, each time for a minute. There is no ventilation, the air is filled with textile particles and the noise is deafening. In some cases, workers are beaten, insulted and sexually harassed. They are not allowed to fall pregnant. The normal 12 hours of a working day can be prolonged without notice; doors are locked and no one gets out. Women will wake up at 4am and sometimes they wont be back until 10pm.

Workers get \$0.25 to sow a pair of pants sold for \$165 in our country.

In Central America, there is an estimated 300 000 people working in those maquiladoras.

B- Introduce the objectives of the activity.

• Look at the skills developed in the section above.

II Introduce the concept of responsible consumption

A- Definition of responsible consumption



· Distinction to be made between responsible consumption of products and of alcohol.

· Definition:

A method of consuming in a well-informed manner while taking consciousness about the stakes of our purchases.

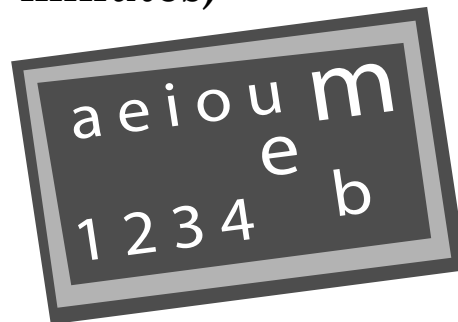
Responsible consumption is an answer to over-consumption, a tradition in North America. It isn't a question about stopping completely all purchases but rather a way to question our compulsive attitude toward buying. It is preferable to learn to consume with moderation and above all to understand the impacts of our purchases on the environment and the people worldwide. When consuming, you first make a choice: choose between a t-shirt made in a sweatshop or one made in a workshop where workers' rights are followed: choose between a coffee that follows the conventional multinational route or the fair coffee that guarantees a fair price, and life, to the farmer and his community: choose between fruits and vegetables imported by multinational or the ones grown locally, etc.

III Work out the card provided. (27 minutes)

· Explain in large the content of the card

· Hand out the card

· Work out the card



IV Prepare and carry out the debate (20 minutes)

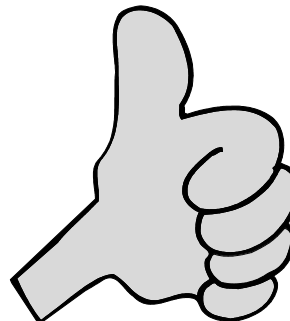
1. Look over the answers from the card

Block A

Personal answers of the students

Block B

- | | |
|------|------|
| 1. C | 5. G |
| 2. D | 6. F |
| 3. E | 7. B |
| 4. A | 8. H |



v Conclusion and Integration (3 minutes)

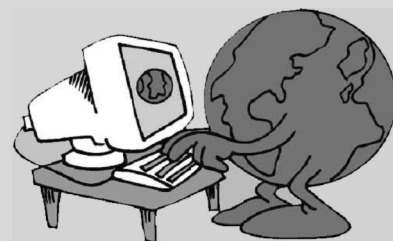
1. Ask students the consumption actions they came up with.
2. Look over the concept of responsible consumption and its impacts
3. Refer your students to the relevant texts below, if they want to learn more.



RELEVANT REFERENCES ON THE SUBJECT

Don't hesitate to browse through the following references to learn more about GMO.

- www.equiterre.qc.ca/english/home/indexfinal2.html
- www.maquilasolidarity.org
- www.ac.grenoble.fr/yre/article.php3?id_article=218
- <http://www.transfair.ca/>
- <http://www.clc-ctc.ca/>



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