

SDG – Responsible Consumption – “How can we change the global footprint of the fashion industry?”

Prior Learning (What we already know?):

- Application of '4 Rs' (e.g. reusing boxes or plastic bottles during play).
- Analysis of where waste goes (landfill, water).
- To think about water conservation (e.g. turn off taps).
- To participating in recycling, composting and other environmental schemes.
- To be able to understanding of what energy is and where it comes from.
- To act as an energy monitor (including in the classroom).
- To be able to identify choices for sustainable and safe living.
- To understand the uses of alternative energy at home, school and in the wider community (e.g. solar energy for cooking and heating).

New Learning:

- To discuss and engage with family/friends at home about what to buy and why
- To understand what is meant by sustainable and unsustainable consumption, including resource use, waste generation and disposal, and environmental and health impacts.
- To be able to identify examples of irresponsible and unsustainable consumption and production, both locally and nationally
- To have a great understanding of reduce, reuse, recycle, recover
- To understand impact of consumptive choices (e.g. diet).
- To be able to understand the basic concepts of energy and consumptive uses (e.g. powering cars).
- To know and understand that there are different forms of energy production (e.g. fossil fuels, wind energy, etc.), associated technologies
- To understand why different forms of energy production are best used in different geographies and contexts.

New Skills:

- Analyse consumer impacts and risks of different choices (e.g. discovering what products are made of, decomposition times, where waste goes).
- To know how to recycle, compost and other environmental schemes.
- To be able to make a case and develop an argument.
- To spot energy wastage (including in the classroom).
- Identifying opportunity for sustainable and safe living.
- To understand the uses of alternative energy at home, school and in the wider community (e.g. solar energy for cooking and heating).
- Apply simple calculations and analysis of different energy choices and uses (e.g. efficiency and cost analysis).

Key Questions:

- Can you suggest ways that the global footprint for the fashion industry can change?
- Can you offer suggestions for how fashion can be made sustainable?
- How can you be a responsible consumer?

Key Facts:

- Each year, an estimated one third of all food produced – equivalent to 1.3 billion tonnes worth around \$1 trillion – ends up rotting in the bins of consumers and retailers, or spoiling due to poor transportation and harvesting practices.
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- If people worldwide switched to energy efficient light bulbs the world would save US\$120 billion annually.
- Should the global population reach 9.6 billion by 2050, the equivalent of almost three planets could be required to provide the natural resources needed to sustain current lifestyles

Key Resources:

Can I do this?

- Can I explain the risks and impacts of different choices?
- I can explain a point of view, make a case and develop an argument.
- Can analyse different energy choices and uses in relation to efficiency and cost.



Vocabulary:

consumer responsible/irresponsible sustainable