

## WIDER IMPLICATIONS OF SHOPPING

Introductory activity to encourage students to consider the wider environmental, social and economic issues of shopping.

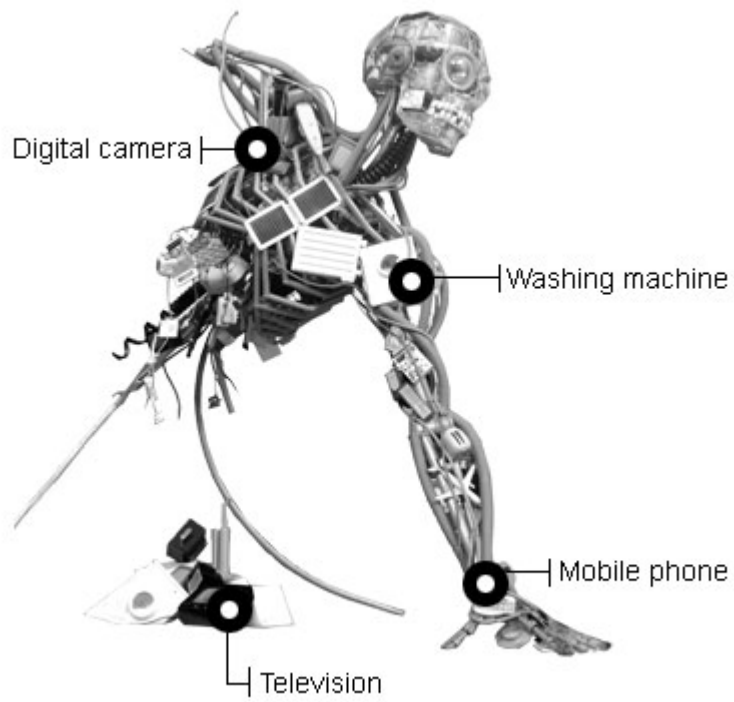
<b>Age:</b>	11-18
<b>Group size:</b>	Small groups
<b>National Curriculum:</b>	Citizenship, Design & technology, English



### Activity:

- 1 **Photocopy** The WEEE man **and the Wider considerations worksheets (attached) – enough for each group to have one**
- 2 Organize your class into pairs or fours and ask them to choose a product to look at from **The WEEE man** worksheet (attached)
- 3 Within their groups ask them to consider the following questions:  
What do you like about the product?  
Would you like to use it or own it?  
What do you think it says about anyone who owns it? (are they trendy or not?)
- 4 Hand out the **Wider considerations** worksheet (attached). Encourage students to spend 10-15 minutes considering the questions in relation to their chosen product. Its unlikely that the students will know all the answers – but the purpose is for them t think about the questions and offer some answers.
- 5 Ask one student from each group to feedback about the product they selected

## THE WEEE MAN



## WORKSHEET: WIDER CONSIDERATIONS

### **Environmental**

- What resources are used in the design and manufacture of the product?
- What waste is produced?
- Where is the product made?
- How are goods imported?
- What are the consequences to the environment?
- What other environmental questions can you think of?

### **Social**

- Think of the people who are affected by the product (during design, production, use and disposal)
- Who benefits from the product?
- Who loses out?
- What other social questions can you think of?

### **Economic**

- Who gets the work from the product?
- How much are the workers paid?
- What is the cost of producing the product?
- Does the product make a profit?
- Who benefits from the profit?
- Can you think of other questions that you'd like to find out about?