



## **The Geography of My Stuff**

### **Lesson 6: Global impacts and possible actions**

#### **TEACHER NOTES**

##### **STARTER**

*What have we learned about the impacts of excessive consumerism so far?*

A quick brain-storming session should remind students that consumerism is linked with a range of issues such as child labour and labour exploitation (lesson 5), online fraud (lesson 4), loss of green belt land (lesson 3) and excessive food miles / climate change (lesson 1). These themes will now be developed further through a series of case studies.

##### **MAIN**

*Happy holidays! What are the impacts of Christmas, Easter and Valentine's Day purchasing?*

Working in groups, students research a different holiday or festival (other suggestions include Halloween, November 5<sup>th</sup>, non-Christian days and rock festivals such as Glastonbury). Using the resources (or links) provided, they should prepare a summary report that describes five important impacts of consumerism at these holiday events. These should be clearly separated into impacts on environments and societies. Each group can present their findings to the rest of the class as a talk, poster or PowerPoint presentation.

*"The Four Rs" (Recycle, Re-use, Refuse, Repair)*

What can we do to reduce the environmental impact of our consumption? Unless we want to actually start buying less (which would be unpopular with many people!), we need to work to reduce the carbon footprint of the things we consume:

- Firstly, by recycling the packaging from things we buy
- Secondly, by re-using items (re-fill a water bottle from the tap)
- Thirdly, by putting pressure on manufacturers to reduce packaging by refusing to buy excessively-packaged goods (a 'consumer boycott')
- Fourthly by making more of an effort to repair broken items

The strengths and weaknesses of each strategy should be investigated using the reading provided and presented as a table. Additional reading can be found online that looks at recycling industries in Asia. "Bottles, bottles" also supports this strand of the lesson.



## **PLENARY**

The final lesson could end with a quiz revisiting the main themes studied over the course of the unit. Alternatively, the short National Geographic film 'innovative industries' can be played (recycling in India)