

INTEGRATED UNITS OF WORK USING TEACHER RESOURCES  
PRODUCED BY CONSUMER AFFAIRS VICTORIA

# Applied Learning Handbook

---

# Contents

---

1. Body beautiful A real body beautiful is a healthy body - linked to VCAL Learning Outcomes .....	4
2. Body image How advertising affects body image - linked to VCAL Learning Outcomes .....	7
3. Eating our money The real cost of food - linked to VCAL Learning Outcomes .....	10
4. How much energy do we spend on fat? How food labels can be misleading - linked to VCAL Learning Outcomes .....	12
5. Following the food chain Food is such an important industry - linked to VCAL Learning Outcomes .....	14
6. Food and survival A look at independent living skills and issues - linked to VCAL Learning Outcomes .....	17
7. Advertising and fast foods The impact of fast food advertising - linked to VCAL Learning Outcomes .....	21
8. My body's as beautiful as yours The media and our perception of body image - linked to VCAL Learning Outcomes .....	23
9. Am I ready to leave home? The real cost of leaving home - linked to VCAL Learning Outcomes .....	25
10. Going shopping Can you budget for a nutritional diet? - linked to VCAL Learning Outcomes .....	28
11. FFF – fast food fables An investigation into the fast food industry - linked to VCAL Learning Outcomes .....	31
12. Would you like fries with that? What are the real costs of fast food production? - linked to VCAL Learning Outcomes .....	34
13. What goes in must come out How unhealthy eating impacts on health - linked to VCAL Learning Outcomes .....	37
14. Wet 'n wild The environmental impact of our water usage - linked to VCAL Learning Outcomes .....	40
15. Sun Smart consumerism A look at the world of Sun Smart products - linked to VCAL Learning Outcomes .....	42
16. Healthy healthy and wise What constitutes a healthy diet? - linked to VCAL Learning Outcomes .....	45
17. Water, water everywhere - but not here What are the real costs/benefits of water use? - linked to VCAL Learning Outcomes .....	47
18. Buying something big The real cost of major consumer purchases - linked to VCAL Learning Outcomes .....	50
19. Phones and me Effective and responsible mobile phone usage - linked to VCAL Learning Outcomes .....	53
20. Blast! It doesn't work Your rights to return faulty goods - linked to VCAL Learning Outcomes .....	56

---

# Contents

---

21. Global consumer The individual and the global consumer world - linked to VCAL Learning Outcomes .....	58
22. Let's go shopping! What affects consumer behaviour? - linked to VCAL Learning Outcomes .....	61
23. Managing debt How best to handle credit - linked to VCAL Learning Outcomes .....	64
24. Reducing the waste The importance of waste management - linked to VCAL Learning Outcomes .....	66
25. Ring! Ring! Why don't you give me a call? The best mobile phone plan for you! - linked to VCAL Learning Outcomes .....	68
26. Ripped off! How to be a smart shopper - linked to VCAL Learning Outcomes .....	70
27. Tomorrow's world The local community and the global consumer world - linked to VCAL Learning Outcomes .....	72
28. Treading lightly In the great outdoors How outdoor recreation affects the environment - linked to VCAL Learning Outcomes .....	75
29. Conning the consumer How to avoid being scammed - linked to VCAL Learning Outcomes .....	78
30. Online with eBay Buying and selling on-line - linked to VCAL Learning Outcomes .....	81
31. Maths of advertising Advertising a small business – linked to VELs Learning Outcomes .....	84
32. I've got wheels How to buy your first car – linked to VELs Learning Outcomes .....	88
33. Show me your wheels What is the right car for me? – linked to VELs Learning Outcomes .....	92
34. Youth debt The effects of blurring needs and wants – linked to VELs Learning Outcomes .....	96
35. How happy do I want to be? How advertisers target our emotions – linked to VELs Learning Outcomes .....	101
36. You and your image What influences our eating behaviours? – linked to VELs Learning Outcomes .....	105
37. Let's make believe Advertising the perfect body image – linked to VELs Learning Outcomes .....	109
38. The price you pay The need for informed consumer choices – linked to VELs Learning Outcomes .....	113
Teacher resource order form .....	117

Authorised by the Hon Daniel Andrews MP,  
121 Exhibition Street, Melbourne, Victoria, 3000.

Printed by JDL Print Solutions, 16 Turbo Drive, North Bayswater, 3153.  
Publication number C-54-01-995 ISBN 0-9750813-8-1

## Name of investigation: Body beautiful

### Purpose and overview of the investigation and learning activities

This investigation challenges perceptions of what is a beautiful body, moving to the idea that a beautiful body is a healthy body. Areas that will be covered include:

1. Media influence
2. Shopping for labels
3. Nutrition
4. Exercise

Activities in this investigation include posters, excursions to shopping complexes and healthy living pursuits (eg gyms, dieting).

The overall theme of the investigation is to move from a media generated concept of beauty to a concept of happiness and healthiness as the true basis of beauty.

### Key questions

- How is beauty portrayed in the media?
- What is your personal idea of beauty?
- What makes a beautiful and healthy body?
- How are we pressured to spend money to be considered beautiful?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B9 B10	<b>OCEI, WK RPD, OCEI</b>		Most Learning Outcomes in PDS Unit 1 (1,2,3,4 & 5) would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Intermediate Senior
Health and Wellbeing	<u>Towards independence</u> B2 B3  <u>Nutrition and body image</u> C1 C2 C3	<b>OCEI, RSE, WSE RK, RPP, WPD, WPP  WK, WPP, RK, RPP, WK, WPP, WPD, RK OCEI, OCK, RK, WPD, WPP</b>	<b>NIS, NPO</b>		
Commerce	<u>Consumers and the marketplace</u> A4	<b>OCK, RK, WK</b>	<b>NIS</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Glossy, popular magazines TV advertising during youth programs
Worksheets and handouts	Use <i>Consumer Stuff</i> resources
Published material	Video <i>Pretty Stupid</i> Reality TV shows eg <i>Extreme Makeover</i>
Internet sites	Gorgeous – Kaz Cooke - <a href="http://www.completelygorgeous.com.au">www.completelygorgeous.com.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
People	Celebrity role models eg sportspeople Utilise Physical Education staff and materials for assistance Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Shopping Centres, gymnasiums
Facilities/equipment	Gym equipment
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: The Real Body Beautiful display/presentation	√

**Name of investigation: Body image****Purpose and overview of the investigation and learning activities**

This investigation aims to develop a greater student awareness of the effects of advertising on body image. A key focus will be on why young people feel the need to fit the advertised body image.

**Key questions**

- Who influences our perception of body image?
- How is our perception of body image influenced?
- When are we most vulnerable to body image influences?
- How do young people view themselves?

**CAV Consumer Stuff references and worksheets****Links to VCAL Learning Outcomes**

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B7 B9 B10 B11 B13  <u>Making a complaint</u> D1	<b>WK, OCEI</b> <b>OCEI, WK</b> <b>RPD, OCEI</b> <b>WPD, OCEI</b> <b>R&amp;WPD, R&amp;WK, OCEI, OCK</b>  <b>R&amp;WK, WPP</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work an leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Health and Wellbeing	<u>Nutrition and body image</u> C3  C5	<b>RK, WPD, WPP, OCEI, OCK</b> <b>WK, RK</b>			
Consuming Planet Earth	<u>A consuming culture</u> E1 E2	<b>RSE, WSE, OCEI</b> <b>WSE, WPD, WK, RK</b>			
Commerce	<u>How to be a consumer detective</u> C3 C4  <u>Managing your money</u> E2	<b>WPD</b> <b>WK</b>  <b>WK</b>		<b>NPO, NIS</b>	

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

### Numeracy Skill

**N:** Numeracy

### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	Glossy popular magazines (eg Dolly, Cleo, Madison etc) Images on food advertising, TV advertising DVD <i>Super Size Me</i>
<b>Worksheets and handouts</b>	See above worksheets
<b>Published material</b>	Video <i>Pretty Stupid</i> Reality TV shows eg <i>Extreme Makeover</i>
<b>Internet sites</b>	Youtube - <a href="http://www.youtube.com">www.youtube.com</a> Myspace - <a href="http://www.myspace.com">www.myspace.com</a> Gorgeous – Kaz Cooke - <a href="http://www.completelygorgeous.com.au">www.completelygorgeous.com.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
<b>People</b>	Sports people Successful disabled people Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Hospitals - anorexia, bulimia patients/medical personnel
<b>Facilities/equipment</b>	Home Economics Room Calculator
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Numeracy activity – data gathering on advertisements during certain programs.



**Assessment**

<b>Evidence may include:</b>	<b>Indicate if appropriate</b>
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Body Image Project	√

## Name of investigation: Eating our money

### Purpose and overview of the investigation and learning activities

An investigation into the real cost of the food young people like to consume in a financial and environmental frame of reference.

### Key questions

- What foods do teenagers prefer?
- What foods did your parents eat when they were teenagers?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B1 B2 B3 B4	<b>WK, WPD, OCEI</b> <b>WK, OCPP, OCK</b> <b>OCK, OCEI, RK, WPD</b> <b>RK</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially the demonstration of self-management skills for goal achievement, and interpersonal skills.	Intermediate
Health and Wellbeing	<u>Values and choices</u> A2 A3 A4	<b>R&amp;WK</b> <b>R&amp;WPP, R&amp;WK</b> <b>WK, WPP, WPD, OCEI, OCK</b>	<b>NIS</b> <b>NIS</b>		
Consuming Planet Earth	<u>The real cost of food</u> C1 C2 C3 C4	<b>WPP, WSE</b> <b>R&amp;WK, R&amp;WPP</b> <b>RK, RPP</b> <b>WPD, WK, OCK, OCPP</b>	<b>NIS, NPP</b> <b>NIS, NPP</b> <b>NIS, NPP, NPO</b> <b>NI, NPP</b>		
Commerce	<u>What type of consumer am I?</u> A5	<b>R&amp;WK, OCK</b>	<b>NIS</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	Food labels, Calculator, DVD <i>Fast Food Nation</i> , DVD <i>Super Size Me</i>
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	Health Foundation information, Choice magazine articles
<b>Internet sites</b>	Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Food Safety Victoria - <a href="http://www.foodsafetyvic.gov.au">www.foodsafetyvic.gov.au</a> Foods Standards Australia and New Zealand - <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a> McDonald's – <a href="http://www.makeupyourmind.com.au">www.makeupyourmind.com.au</a>
<b>People</b>	Guest speaker from Consumer Affairs Victoria - 8684 6465 Dietician Supermarket Manager – discuss product placement
<b>Places</b>	Supermarkets
<b>Facilities/equipment</b>	Home Economics Room
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Numeracy activity – data gathering on advertisements during certain programs.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Cost of Food Display	√

## Name of investigation: How much energy do we spend on fat?

### Purpose and overview of the investigation and learning activities

An investigation that highlights that advertising on food packaging does not necessarily inform consumers with factual information about the food's contents.

The investigation will require students to use a range of literacy, numeracy and personal development skills to analyse food labels and make independent, informed choices when shopping.

### Key questions

- What is a Nutrition Bar?
- What does a Nutrition Bar tell us?
- What is on food labels?
- How can labels mislead consumers?
- What are the legal guidelines set down for advertising on food packages?
- Who is accountable for monitoring food label contents?
- How do you calculate the 'real' amounts in food packages?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B4	<b>RK</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1 and 2.	Intermediate Senior
Health and Wellbeing	<u>Towards independence</u> B6 B7 B8	<b>RPP, WK RPP, RK R&amp;WPP, R&amp;WK, OCEI, OCK</b>	<b>NIS NIS</b>		
Commerce	<u>How to be a consumer detective</u> B4	<b>WK</b>	<b>NIS</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	Food labels Calculator Film <i>Fast Food Nation</i> DVD <i>Super Size Me</i>
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	Health Foundation information, Choice magazine articles
<b>Internet sites</b>	Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Food Safety Victoria - <a href="http://www.foodsafetyvic.gov.au">www.foodsafetyvic.gov.au</a> Foods Standards Australia and New Zealand - <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a>
<b>People</b>	Guest speaker from Consumer Affairs Victoria - 8684 6465 Dietician Supermarket Manager – discuss product placement
<b>Places</b>	Supermarkets
<b>Facilities/equipment</b>	Home Economics Room
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: What really is in Food? display	√

## Name of investigation: Following the food chain

### Purpose and overview of the investigation and learning activities

An investigation of the food chain with a focus on the interdependence between:

1. Products and industries.
2. Careers and industries.
3. Advertising and consumption.

### Key questions

- What is a consumer?
- How food production affects the people and organisations involved?
- What is the food chain?
- What are some of the strategies used by producers to attract consumers to their products?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B1 B2  B3 B4 B6 B7 B8 B9 B10 B11 B12 B13	<b>WK, WPD, OCEI</b> <b>WK, OCPP, OCK</b> <b>OCK, OCEI</b>  <b>RK, WPD</b> <b>RK</b> <b>RPD</b> <b>WK, OCEI</b> <b>OCK</b> <b>OCEI, WK</b> <b>RPD, OCEI</b> <b>WPD, OCEI</b> <b>WPP</b> <b>R&amp;WPD, R&amp;WK, OCEI,</b> <b>OCK</b>		Learning Outcomes LO1, LO2 and LO5 in PDS Unit 1 would be covered especially if group work is used.  Learning Outcomes LO2, LO3 and LO4 in PDS Unit 2 would be covered.	Foundation
Consuming Planet Earth	<u>The real cost of food</u> C1 C2	<b>WPP, WSE</b> <b>R&amp;WK, R&amp;WPP</b>	<b>NIS, NPP</b> <b>NIS, NPP</b> <b>NPO</b>		
Commerce	<u>The global consumer</u> Section F Extension/revision	<b>OCEI, R&amp;WK, R&amp;WPP,</b> <b>R&amp;WPD</b>	<b>NIS, NPO</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Cooking books DVD <i>Super Size Me</i> DVD <i>Fast Food Nation</i>
Worksheets and handouts	Advertisements See above for worksheets
Published material	Supermarket brochures/promotions
Internet sites	Coles Supermarket - <a href="http://www.coles.com.au">www.coles.com.au</a> Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Employment website - <a href="http://www.seek.com.au">www.seek.com.au</a>
People	Chef, Health or Home Economics teacher, Community Health personnel Guest speaker from Consumer Affairs Victoria - 8684 6465 Manager/employee from local supermarket
Places	Supermarkets, bakeries eg Baker's Delight Restaurants
Facilities/equipment	Home Economics Room
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Design a consumer advertisement which targets a youth audience	√



## Name of investigation: Food and survival

### Purpose and overview of the investigation and learning activities

An examination of a number of key independent living skills and issues including:

Cooking	Recipe books
Budgeting	Lure of advertising
Take-away vs home cooked	Globalisation
Body image	Famous people/movies and food
Food labels and logos	Food choices and socio-economic status
Fresh vs frozen	

### Key questions

- Why is advertising targeted at different groups?
- What are some of the strategies used by advertisers to attract teenagers to products?
- How do you budget, now and beyond school?
- How will your budget change according to your career income?
- How do you make your food choices?
- Why do we eat what we eat?
- Will your food choices have to change when you move out of home?
- Is there a difference between country and city in terms of food choices?
- Is our food healthy?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>The real cost of food</u> C1 C2 C3 C4	<b>WPP, WSE R&amp;WK, R&amp;WPP RK, RPP WPD, WK, OCK, OCPP</b>	<b>NIS, NPP NIS, NPP NIS, NPP NPO, NIS, NPP</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
English	<u>The lure of advertising</u> B1 B2 B3  B4 B8 B9 B10 B12 B13 B14	<b>WK, WPD, OCEI WK, OCPP, OCK OCK, OCEI, RK, WPD  RK OCK OCEI, WK RPD, OCEI WPP R&amp;WPD, R&amp;WK, OCEI, OCK R&amp;WPD, R&amp;WK</b>			

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Health and Wellbeing	<u>Values and choices</u>				
	A3	<b>R&amp;WPP, R&amp;WK</b>	<b>NIS</b>		
	A4	<b>WK, WPP, WPD, OCEI, OCK</b>			
	A5	<b>R&amp;WK</b>			
	A6	<b>RSE, RK, WPD, WPP</b>	<b>NIS</b>		
	<u>Towards independence</u>				
	B4	<b>RK, RPD, RPP, WK, WPD, WPP, OCEI, OCK</b>	<b>NIS, NPP NPO</b>		
	B5	<b>WPP, WK, OCPP, OCK</b>	<b>NIS, NPO</b>		
	B6	<b>RPP, WK</b>			
	B7	<b>RPP, RK</b>	<b>NIS</b>		
	B8	<b>R&amp;WPP, R&amp;WK, OCEI, OCK</b>	<b>NIS</b>		
	B9	<b>RK, WSE, OCEI, OCK</b>			
	B10	<b>OCPP, OCEI, R&amp;WK</b>			
Nutrition and body image					
	C1	<b>WK, WPP, RK, RPP, OCEI, OCK</b>	<b>NIS</b>		
	C2	<b>RPP, OCPP, WPP</b>			
Commerce	<u>Consumers and the marketplace</u>				
	B2	<b>RK</b>	<b>NIS</b>		
	B3	<b>WK, WSE</b>			
	<u>How to be a consumer detective</u>				
	C2	<b>RPP, OCEI</b>	<b>NPP</b>		
	C4	<b>WK</b>			
	C5	<b>OCEI, WPP</b>			
<u>The global consumer</u>					
F1	<b>OCEI, OCK, R&amp;WK</b>	<b>NIS, NPO</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

#### Other comments and issues to include or consider

Teacher discretion as to how many of the recommended worksheets are actually used.

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Cooking Books, TV advertising DVD <i>Super Size Me</i> , <i>Fast Food Nation</i> Supermarkets, fast food outlets, food packaging
Worksheets and handouts	Advertisements Nutritional charts
Published material	E Food Book 1&2
Internet sites	Budgeting – <a href="http://www.understandingmoney.gov.au">www.understandingmoney.gov.au</a> CSIRO – <a href="http://www.csiro.au">www.csiro.au</a> Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Kaz Cooke - Gorgeous - <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Food Safety Victoria - <a href="http://www.foodsafetyvic.gov.au">www.foodsafetyvic.gov.au</a> Foods Standards Australia and New Zealand - <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a>
People	Chef, Health or Home Economics teacher, Community Health personnel  Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Supermarkets, fast food outlets Restaurants
Facilities/equipment	Home Economics Room Calculator
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Student Recipe Book	√

## Name of investigation: Advertising and fast foods

### Purpose and overview of the investigation and learning activities

The investigation aims to improve student awareness and understanding of the impact of fast food in our community and focus on the influence of fast food advertising.

The investigation will utilise student research, observation, personal reflection and ICT skills.

The investigation will culminate in the production of a student multi media product that examines the financial and health costs of fast food.

### Key questions

- Does advertising affect our food choices?
- What techniques do advertisers use to influence consumers?
- What effect do friends have on our food choices?
- Is fast food good for us?
- What does fast food cost in terms of economic and personal health?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B2 B3	<b>WK, OCPP, OCK</b> <b>OCK, OCEI, RK, WPD</b>		Most Learning Outcomes in PDS Unit 1 and 2 would be covered especially if group work is used to cover the planning and organising an activity Learning Outcomes for PDS Unit 1 and 2.	Foundation Intermediate Senior
Health and Wellbeing	<u>Values and choices</u> A2 A3 A4 A5 A6	<b>R&amp;WK</b> <b>R&amp;WPP, R&amp;WK</b> <b>WK, WPP, WPD, OCEI, OCK</b> <b>R&amp;WK</b> <b>RSE, RK, WPD, WPP</b>	<b>NIS</b> <b>NIS</b> <b>NIS</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing

**R:** Reading

**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression

**PP:** Practical purposes

**K:** Knowledge

**PD:** Public debate

**EI:** Exploring issues and problem solving

**PP:** Practical purposes

**K:** Knowledge

**PP:** Practical purposes

**PO:** Personal organisation

**IS:** Interpreting society

**K:** Knowledge

## Other resource requirements

<b>Materials</b>	DVD <i>Super Size Me, Fast Food Nation</i> TV advertising
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	E Food Book 1&2
<b>Internet sites</b>	Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Kaz Cooke – Completely Gorgeous - <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> VicHealth - <a href="http://www.vichealth.vic.gov.au">www.vichealth.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Choice magazine - <a href="http://www.choice.com.au">www.choice.com.au</a>
<b>People</b>	Guest speaker - Chef, Health or Home Economics teacher, Community Health personnel Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Supermarkets, fast food outlets Restaurants
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report - supermarket excursion	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Student Multi Media – Cost of Fast Foods Junk Mail Survey Survey TV Ads – Fast Foods	√

## Name of investigation: My body's as beautiful as yours!

### Purpose and overview of the investigation and learning activities

This investigation encourages students to develop a realistic body image, especially one not driven by the influence of media.

The investigation will utilise a range of literacy and personal development skills to examine the ways in which media, family and peers can distort one's appropriate body image.

The key value in the investigation is that every student's body is as 'beautiful' as any other.

### Key questions

- What do the media stereotypes of successful and unsuccessful people look like?
- How do the media promote this body image?
- What effect/cost does this have on young people in terms of their social and emotional standing?
- Are some young people more susceptible to body image messages?
- What positive steps are some media taking to promote a more realistic/appropriate body image?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B10 B11	<b>RPD, OCEI</b> <b>WPD, OCEI</b>		Most Learning Outcomes in PDS Unit 1 and 2 would be covered, especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1 and 2.	Senior
Health and Wellbeing	<u>Nutrition and body image</u> C3 C4	<b>RK, WPD, WPP, OCEI, OCK</b> <b>WPD, OCEI</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing

**R:** Reading

**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression

**PP:** Practical purposes

**K:** Knowledge

**PD:** Public debate

**EI:** Exploring issues and problem solving

**PP:** Practical purposes

**K:** Knowledge

**PP:** Practical purposes

**PO:** Personal organisation

**IS:** Interpreting society

**K:** Knowledge

## Other resource requirements

Materials	Television shows, popular magazines, newspapers
Worksheets and handouts	Advertisements
Published material	<i>Gorgeous Girls</i> program – Deakin University
Internet sites	Gorgeous – Kaz Cooke – <a href="http://www.completelygorgeous.com.au">www.completelygorgeous.com.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
People	Surveys – other students Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Survey - local shops
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

- Compile a Media Diary over a week
- Use a Visual Organiser
- Create student 'brands'

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Photos or video	√
Worksheets	√
Project product	
Specify: Student Body Image Display The 'Ideal' Body Image	√



## Name of investigation: Am I ready to leave home?

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase student awareness of the expenses associated with moving out of the family home. This includes the purchasing power of an entry level income, budgeting, and making informed choices when planning to leave the family home.

### Key questions

- What job would you like and what is your likely starting income?
- What is needed to achieve a goal employment?
- What are the basic needs and wants when living away from home?
- What assistance is available if problems are encountered when living away from home?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>Reading the fine print</u> E1 E2 E3	<b>RPP, OCPP RK, OCK, WPP RK, WPP, OCK</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Intermediate Senior
Consuming Planet Earth	<u>Consuming culture</u> E1 E2 E3	<b>RSE, WSE, OCEI WSE, WPD, WK, RK RK, WSE, WK, WPP, WPD</b>	<b>NPO</b>		
Health and Wellbeing	<u>Values and choices</u> A1	<b>WK, OCEI</b>	<b>NPO</b>		
Commerce	<u>Managing your money</u> E1 E2 E4 E5 E6	<b>WPP, WSE, OCEI WK RK RK, WK, WPP R&amp;WK</b>	<b>NPO, NIS NPO, NIS</b>		
Maths	<u>Budgeting by the month</u> A1 <u>Shopping around</u> B1 <u>Sharing the bill</u> C1 C2 C3 C5 <u>Credit cards</u> D1	<b>Recommended activities but no specific outcomes specified</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

### Numeracy Skill

**N:** Numeracy

### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	Actual bills/statements/invoices Newspaper articles
<b>Worksheets and handouts</b>	Refer to above listed activities
<b>Published material</b>	Consumer Affairs Victoria fact sheets/ suggestions/tips
<b>Internet sites</b>	All main utilities, telecommunications, banks Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Australian Securities and Investment Commission - <a href="http://www.asic.gov.au">www.asic.gov.au</a> Youth Central – <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a> Understanding Money - <a href="http://www.understandingmoney.gov.au">www.understandingmoney.gov.au</a>
<b>People</b>	Guest speaker from Consumer Affairs Victoria - 8684 6465 Tenancy Union, estate agent Financial counselling
<b>Places</b>	Supermarkets, car yards, telecommunication centres
<b>Facilities/equipment</b>	Calculators, computer (spreadsheet), internet, local transport
<b>Other</b>	Current affair media productions – older children still at home <i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation - class discussion	√
Journal or diary - guest speaker notes	√
Report - supermarket excursion	√
Presentation	√
Photos or video - excursion footage	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Collected Information during course of investigation Design and produce a Group Living Agreement that includes finances, rights, responsibilities etc (Senior Level task)	√

## Name of investigation: Going shopping

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to improve students' consumer awareness of budgeting and nutritional information through an analysis of supermarket products.

### Key questions

- What is the cost of a healthy meal?
- How do the costs of items at different supermarkets compare?
- What are the differences in costs of similar items produced by different brand names?
- What is in a label?
- What is healthy food?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Health and Wellbeing	<u>Values and choices</u> A2 <u>Towards independence</u> B2 B4 B5 B7 B8	<b>R&amp;WK</b>  <b>WSE, RSE, OCEI RK, RPD, RPP, WK, WPD, WPP, OCEI, OCK WPP, WK, OCPP, OCK RPP, RK R&amp;WPP, R&amp;WK, OCEI, OCK</b>	<b>NIS</b>   <b>NIS, NPP, NPO NIS, NPO NIS NIS</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation
Consuming Planet Earth	<u>The real cost of food</u> C1 C2 C3 C4 Extension/revision exercise	<b>WPP, WSE R&amp;WK, R&amp;WPP RK, RPP  WPD, WK, OCK, OCPP  OCEI, WK, WPD, WPP</b>	<b>NIS, NPP NIS, NPP NIS, NPP, NPO NI, NPP  NIS, NPP, NPO</b>		
Commerce	<u>How to be a consumer detective</u> C3 C5 C6	<b>WPD OCEI, WPP OCEI</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Food pyramid diagram Food labels
Worksheets and handouts	Advertisements Nutritional charts
Published material	E Food Book 1&2
Internet sites	Coles Supermarket - <a href="http://www.coles.com.au/">www.coles.com.au/</a> Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Kaz Cooke - Gorgeous - <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Food Safety Victoria - <a href="http://www.foodsafetyvic.gov.au">www.foodsafetyvic.gov.au</a> Foods Standards Australia and New Zealand - <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Youth Central – <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a>
People	Chef, Health or Home Economics teacher Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Visit to supermarkets, fast food outlets restaurants
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary - guest speaker notes	
Report - supermarket excursion	
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	
Worksheets	√
Project product Specify: Label Display Student Good Food Guide	√

## Name of investigation: FFF - fast food fables

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to improve students' consumer awareness, knowledge and understanding by a special examination of the fast food industry. Key areas will be the cost, the nutritional value, and the health benefits of fast food. The alternatives will also be explored.

The students will use a range of strategies to analyse a number of fast food outlets.

### Key questions

- What is fast food?
- How healthy is fast food?
- What does fast food cost?
- Where is fast food sold?
- What are the benefits of fast food?
- What are the alternatives to fast food?
- Are there any hidden costs with fast food?
- How much of a person's budget is taken up with fast food?
- What am I missing out on with fast food?
- Are there any environmental impacts with production of fast food?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
English	<u>Making a complaint</u> D4	<b>RPD</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work an leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Health and Wellbeing	<u>Values and choices</u> A2 A4	<b>R&amp;WK WK, WPP, WPD, OCEI, OCK</b>	<b>NIS</b>		
	<u>Towards independence</u> B7 B8	<b>RPP, RK R&amp;WPP, R&amp;WK, OCEI, OCK</b>	<b>NIS NIS</b>		
Consuming Planet Earth	<u>The real cost of food</u> C4	<b>WPD, WK, OCK, OCPP</b>	<b>NIS, NPP</b>		
	Extension/revision activity	<b>OCEI, WPP, WPD, WK</b>	<b>NIS, NPP, NPO</b>		

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>Your consumer rights and responsibilities</u> D1	<b>RK, WK</b>			
	<u>Managing your money</u> E3	<b>WPP, WK, RPP, RK</b>	<b>NPO, NIS</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

### Other resource requirements

<b>Materials</b>	DVD <i>Super Size Me, Fast Food Nation</i> Fast Food advertisements Samples of fast food Fast food menus
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	Fast food company websites
<b>Internet sites</b>	Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Kaz Cooke - Gorgeous - <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Food Safety Victoria - <a href="http://www.foodsafetyvic.gov.au">www.foodsafetyvic.gov.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a> Diabetes Australia - <a href="http://www.diabetesaustralia.com.au">www.diabetesaustralia.com.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
<b>People</b>	Local supermarkets and fast food outlets Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Supermarkets, fast food outlets, restaurants
<b>Facilities/equipment</b>	Home Economics Room for making good food packs
<b>Other</b>	Student market – selling Good Food Packs <i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>



### Other comments and issues to include or consider

Students make good food packs. They can be sold to students and income generated.

### Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	
Worksheets	√
Project product Specify: Good Food Packs	√

## Name of investigation: Would you like fries with that?

### Purpose and overview of the investigation and learning activities

The purpose of this investigation is to improve students' consumer awareness of the environmental, biological and financial costs of food. A range of literacy, numeracy and personal development skills will be used to properly analyse the costs of food.

Work related skills will also be addressed by providing an opportunity for further exploration of careers related to the food industry.

### Key questions

- What is the environmental cost of food?
- What is the biological cost of food? eg nutritional value, energy value
- What is the financial cost of food?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
Health and Wellbeing	<u>Values and choices</u> A4	<b>WK, WPP, WPD, OCIE, OCK</b>		All Learning Outcomes in PDS Unit 1 & 2 (LO1-5) would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Intermediate Senior
	<u>Towards independence</u> B4	<b>RPD, RK, RPP, WPD, WK, WPP, OCIE, OCK</b>	<b>NIS, NPP, NPO</b>		
	B5 B7	<b>WPP, WK, OCPP, OCK</b>	<b>NIS, NPO</b>		
	<u>Nutrition and body image</u> C1 C2	<b>RK, RPP, WK, WPP</b> <b>RK, WPP, WK, WPD</b>	<b>NIS, NPO</b>		
	<u>Promoting physical activity</u> D2	<b>RPP, W</b>	<b>NPO</b>		
Consuming Planet Earth	<u>The real cost of food</u> C1	<b>WPP, WSE</b>	<b>NIS, NPP</b>		
	C2	<b>R&amp;WK, R&amp;WPP</b>	<b>NIS, NPP</b>		
	C3	<b>RK, RPP</b>	<b>NIS, NPP, NPO</b>		
	C4 Extension/revision	<b>WPD, WK, OCK, OCPP</b> <b>OCEI, WPP, WK, WPD</b>	<b>NIS, NPP, NIS, NPP, NPO</b>		
Commerce	<u>How to be a consumer detective</u> C2 C3	<b>RPP, OCEI</b> <b>WPD</b>	<b>RPP</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Various types of food
Worksheets and handouts	Comparison of fat and calorie composition of various fast foods
Published material	Aust Guide to Healthy Eating Health and Physical Education text books
Internet sites	Coles Supermarket - <a href="http://www.coles.com.au">www.coles.com.au</a> Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Kaz Cooke - Gorgeous - <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Food Safety Victoria - <a href="http://www.foodsafetyvic.gov.au">www.foodsafetyvic.gov.au</a> Foods Standards Australia and New Zealand - <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Australian Guide to Healthy Eating - <a href="http://www.health.gov.au">www.health.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 CSIRO – <a href="http://www.csiro.au">www.csiro.au</a>
People	Home Economics teacher, Community Dietician Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Supermarkets, fast food outlets
Facilities/equipment	Home Economics Room
Other	Recipes <i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Draw upon student knowledge from VET classes eg food handling courses and work experience (eg McDonald's).

Consider exemplifying multicultural food styles.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Write recipes Create your own advertisement for food - (TV, radio, magazine)	√

## Name of investigation: What goes in must come out!

### Purpose and overview of the investigation and learning activities

This is an investigation that challenges the assumptions about body image. It looks at health issues especially the behaviours and consequences of unhealthy eating. It aims to develop in students a realistic approach towards their individual well-being.

### Key questions

- What is the perfect body?
- How does advertising affect eating habits?
- How does advertising affect body image?
- Do you know what you are eating?
- How much fuel does your body need?
- What is the real cost of food?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Health and Wellbeing	<u>Nutrition and body image</u>	<b>WK, WPP, RK, RPP, WPP, WK, WPD, RK, RK, WPD, WPP, OCEI, OCK</b>	<b>NIS, NPO</b>	Most Learning Outcomes in PDS Unit 1 and some in Unit 2 (LO2, LO4) would be covered especially if group work is used to cover the team work an leadership Learning Outcomes for PDS Unit 1 and 2.	Foundation Intermediate
	C1				
	C2				
	C3				
	C4				
	C5				
	C6				
	<u>Promoting physical activity</u>	<b>WPP, OCPP</b>	<b>NPO</b>		
D1					
D2	<b>RPP, WK, WPP, OCEI, OCK</b>				
D3	<b>R&amp;WPP</b>				
D4	<b>WK, WPP, WSE, OCPP</b>				
English	<u>The lure of advertising</u>	<b>OCK</b>			
	B8				
	B9			<b>OCEI, WK</b>	
	B10			<b>RPD, OCEI</b>	
	B11			<b>WPD, OCEI</b>	
B12	<b>WPP</b>				
Consuming Planet Earth	<u>The real cost of food</u>	<b>WPP, WSE</b>	<b>NIS, NPP</b>		
	C1				
	C2			<b>R&amp;WK, R&amp;WPP</b>	
	C3			<b>RK, RPP</b>	
	C4			<b>WPD, WK, OCK, OCPP</b>	<b>NI, NPP</b>

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

### Numeracy Skill

**N:** Numeracy

### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	DVD <i>Super Size Me, Fast Food Nation</i> Supermarkets, fast food outlets Various types of food
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	E Food Book 1&2
<b>Internet sites</b>	Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Kaz Cooke - Gorgeous <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Australian Institute of Sport - <a href="http://www.ais.org.au">www.ais.org.au</a> CSIRO - <a href="http://www.csiro.au">www.csiro.au</a> Better Health - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> VicHealth - <a href="http://www.vichealth.vic.gov.au">www.vichealth.vic.gov.au</a> Consumer Affairs Victoria – <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
<b>People</b>	Chef, Health or Home Economics teacher, Community Health personnel Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Supermarkets, fast food outlets Restaurants
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

**Assessment**

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Advertising Body Image	√

## Name of investigation: Wet n' wild

### Purpose and overview of the investigation and learning activities

This investigation aims to examine the ways that we use water and how our water usage affects our environment. Issues such as water restrictions, the cost of water, how water is used in developing countries, tap water vs bottled water, and how the media reports on water usage will be examined.

### Key questions

- Where does water come from?
- How is water treated?
- Are there alternative sources of water?
- What is global warming?
- How will global warming affect our water supplies?
- How can we monitor our local creeks and rivers?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>Buy 'green' save money</u> B2  <u>The real cost of food</u> C3  Extension/revision activity	<b>WPP, RK</b>  <b>RK, RPP</b>	<b>NIS</b>  <b>NIS, NPO, NPP</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Commerce	<u>How to be a consumer detective</u> C4 C5	<b>WK</b> <b>OCEI, WPP</b>			
English	<u>The lure of advertising</u> B7 B12	<b>WK, OCEI</b> <b>WPP</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.



## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	DVD <i>Two Men in a Tinnie</i> (ABC), <i>An Inconvenient Truth</i> Booklets from water agencies
Worksheets and handouts	Advertisements Nutritional charts
Published material	
Internet sites	Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Melbourne Water - <a href="http://www.melbournewater.com.au">www.melbournewater.com.au</a> Water Watch - <a href="http://www.vic.waterwatch.org.au">www.vic.waterwatch.org.au</a> Cool The Globe - <a href="http://www.cooltheglobe.com.au">www.cooltheglobe.com.au</a>
People	Guest speaker from Melbourne Water, local council, bottled water company Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Local Council, nearby water reservoirs, local recycling plants
Facilities/equipment	Meters to measure school and home water consumption
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Presentation to Local Council	√

## Name of investigation: Sun Smart consumerism

### Purpose and overview of the investigation and learning activities

An investigation into Sun Smart products with special emphasis on:

1. The link between advertising and purchasing patterns.
2. The cost of Sun Smart products.
3. The performance of Sun Smart products.
4. Possible recourse if Sun Smart products are faulty.

### Key questions

- Why do you need to have Sun Smart products?
- How do you determine the quality of Sun Smart products?
- What information do you need to make an informed choice about Sun Smart products?
- What advertising techniques are used to sell Sun Smart products?
- What is the real cost of Sun Smart products?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B8	<b>OCK</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Senior
Health and Wellbeing	<u>Nutrition and body image</u> C5 C6	<b>WK, RK</b> <b>WK, WPP, OCEI</b>			
Commerce	<u>How to be a consumer detective</u> C7  <u>Your consumer rights and responsibilities</u> D1	<b>WSE, OCEI, OCK, OCPP</b>  <b>RK, WK</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Newspaper and junk mail Electronic media
Worksheets and handouts	Check list of important Sun Smart product features Australian Standards Product life cycle
Published material	Choice WorkSafe
Internet sites	Sun Smart Victoria - <a href="http://www.sunsmart.com.au">www.sunsmart.com.au</a> Cancer Council Australia - <a href="http://www.cancer.org.au">www.cancer.org.au</a> Go For Your Life - <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
People	Optometrist Chemist Person who has had a skin cancer removed Guest speaker from Consumer Affairs Victoria - 8684 6465
Places	Local shops Factory outlets
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	
Journal or diary	√
Report	√
Presentation	
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	
Worksheets	
Project product Specify: Create a role play exploring two characters – one character who is Sun Smart and another who is not	√

## Name of investigation: Healthy healthy and wise

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to provide students with a range of effective strategies that will enable them to develop an awareness of what constitutes a healthy diet.

A consumer's ability to manage their finances to achieve a healthy diet and the analytical skills needed to make healthy diet choices will be examined.

### Key questions

- What does a healthy diet consist of?
- Why do we need a healthy diet?
- What is a budget?
- How do you create a personal budget?
- Are advertisements about foods a useful guide to their nutritional value?
- How do food retailers advertise?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B10 B11	RPD, OCEI RPD, OCEI		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work an leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Health and Wellbeing	<u>Nutrition and body image</u> C5 C6	WK, WPP, RK, RPP WPP, WK, WPD, RK	NIS, NPO		
Consuming Planet Earth	<u>The real cost of food</u> C4	WPD, WK, OCK, OCPP	NIS, NPO		
Commerce	<u>How to be a consumer detective</u> C4	WK			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

#### Numeracy Skill

N: Numeracy

#### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

**Other resource requirements**

<b>Materials</b>	Assorted catalogues
<b>Worksheets and handouts</b>	Budget worksheets
<b>Published material</b>	
<b>Internet sites</b>	Safeway Supermarket –www.homeshop.com.au Go For Your Life - www.goforyourlife.vic.gov.au Kaz Cooke - Gorgeous - www.completelygorgeous.com.au Food Safety Victoria - www.foodsafetyvic.gov.au Young Adult Health - www.cyh.com Australian Guide to Healthy Eating - www.health.gov.au Consumer Affairs Victoria - www.consumer.vic.gov.au or 1300 55 81 81 Youth Central – www.youthcentral.vic.gov.au Understanding Money - www.understandingmoney.gov.au
<b>People</b>	Dietician, Diabetes sufferer (if possible) Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Supermarkets, fruit markets
<b>Facilities/equipment</b>	Home Economics Room Calculator
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - www.consumer.vic.gov.au/consumerstuff or consumerstuff@justice.vic.gov.au

**Other comments and issues to include or consider**

At teacher's discretion.

**Assessment**

<b>Evidence may include:</b>	<b>Indicate if appropriate</b>
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation	√
Photos or video	
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Healthy Diet Outline	√

## Name of investigation: Water, water everywhere - but not here!

### Purpose and overview of the investigation and learning activities

This investigation aims to increase student awareness of the economic, social, political and environmental costs/benefits of water and its use. The unit will examine the ways that we use water and how such usage may affect our environment. Issues such as water restrictions, the cost of water, how water is used in developing countries, tap water vs bottled water, and how the media reports on water usage will be examined.

### Key questions

- Why is the 'big dry' happening?
- What conservation measures can be adopted in the community, at school and at home?
- Are there alternative sources of water?
- What is global warming?
- How will global warming affect our water supplies?
- How can we monitor our local creeks and rivers?
- Is water (or the lack of) the ultimate world problem?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A1 A2 A4 <u>How to be a consumer detective</u> C4 C5	<b>R&amp;WSE</b> <b>R&amp;WPP, R&amp;WK</b> <b>OCEI, RK, WK</b>  <b>WK</b> <b>OCEI, WP</b>	<b>NIS</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
English	<u>The lure of advertising</u> B7 B12	<b>WK, OCEI</b> <b>WPP</b>			
Consuming Planet Earth	<u>Buy 'green' save money</u> B1 B2 <u>The real cost of food</u> C3 Extension/revision activity	<b>RK, RPP</b> <b>WPP, RK</b>  <b>RK, RPP</b>	<b>NIS, NPO, NPP</b> <b>NIS</b>  <b>NIS, NPP, NPO</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

### Numeracy Skill

**N:** Numeracy

### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	Booklets from water agencies DVD <i>Two Men in a Tinnie</i> (ABC)
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Melbourne Water - <a href="http://www.melbournewater.com.au">www.melbournewater.com.au</a> Water Watch - <a href="http://www.vic.waterwatch.org.au">www.vic.waterwatch.org.au</a>
<b>People</b>	Guest speaker from Melbourne Water, local council, bottled water company Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Local council, nearby water reservoirs, local recycling plants
<b>Facilities/equipment</b>	Meters to measure school and home water consumption
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

Examine cost of 1 litre of tap water compared to bottled water, soft drink, wine, beer etc.

Measure water usage over a day (leaking tap, shower etc).

Measure water usage at school.

Work with science department for salinity testing of local water reservoirs etc.



**Assessment**

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Good Food Packs	√

## Name of investigation: Buying something big

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase student awareness of the full cost of significant purchases. It is planned to highlight a number of key factors including:

- Interest rates.
- Repayment terms.
- Simple interest and compound interest.

The investigation will focus on the distinction between needs and wants as well as a consideration of the impact of poor financial choices on the individual, the family, and the community.

### Key questions

- What are the employment assumptions in taking out a significant loan?
- What are the economic conditions assumptions in taking out a significant loan?
- What is the assumption about the longevity of the object to be purchased in taking out a significant loan?
- What is the relationship between the ability to repay and the price of the object to be purchased in taking out a significant loan?
- What is the 'true' cost of taking out of a loan?
- How can you renegotiate a loan?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A1  <u>Managing your money</u> E1 E2 E3 E4	R&WSE  WPP, WSE, OCEI WK WPP, WK, RPP, RK RK	  NPO, NIS NPO, NIS NPO, NIS NPO, NIS	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	All levels
English	<u>Reading the fine print</u> E1 E2	RPP, OCPP RK, OCK, WPP			
Maths	<u>Credit</u> D1  <u>Loans</u> E1 E2 E3	Recommended activities but no specific outcomes specified			

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	Buy 'green' save money B3  A consuming culture E1 E2  E3	OCIE, OCPP, R&WK, R&WPP, R&WPD  RSE, WSE, OCEI RK, WSE, WPD, WK  RK, WSE, WK, WPD, WPP	NIS, NPP    NPO		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

#### Numeracy Skill

N: Numeracy

#### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

### Other resource requirements

Materials	Examples of contracts – written, online
Worksheets and handouts	See above worksheets
Published material	Retail store catalogues
Internet sites	Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Financial Literacy Foundation - <a href="http://www.understandingmoney.gov.au">www.understandingmoney.gov.au</a> Bank Loan Calculators eg National Australia Bank - <a href="http://www.national.com.au">www.national.com.au</a> Community Financial Counsellor - <a href="http://www.community.gov.au">www.community.gov.au</a>
People	Guest speaker from Consumer Affairs Victoria - 8684 6465 Tenancy Union, estate agent Financial counselling
Places	
Facilities/equipment	Calculators, computer (spreadsheet), internet
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

### Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	
Report	√
Photos or video	√
Worksheets	√
Project product Specify: Flow Chart/Mind Map – Consequences of taking out a loan	√
Other Report, Debate, Graphical representation: Plus – Minus of taking out a loan	√

## Name of investigation: Phones and me

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase student awareness of what constitutes effective and responsible mobile phone usage.

Students will also explore the financial consequences arising from inappropriate billing plans and/or use of mobile phones

### Key questions

- Do I really need a mobile phone?
- How much is a mobile phone going to cost me?
- What are the effects of a mobile phone on time management, personal relationships and health?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A1 A2 A3 A4  <u>How to be a consumer detective</u> C3 C4 C5 C6  <u>Managing your money</u> E4 E5 E6	<b>R&amp;WSE</b> <b>R&amp;WPP, R&amp;WK</b> <b>R&amp;WK, R&amp;WPP,</b> <b>OCK, OCPP</b> <b>RK, WK, OCK</b>  <b>WPD</b> <b>WK</b> <b>OCEI, WPP</b> <b>OCEI</b>	<b>NIS</b>           <b>NPO, NIS</b> <b>NPO, NIS</b> <b>NPO, NIS</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Maths	<u>Sharing the bill</u> C3 C4	<b>Recommended activities but no specific outcomes specified</b>			
English	<u>The lure of advertising</u> B1 B2 B3 B4	<b>WK, WPD, OCEI</b> <b>WK, OCPP, OCK</b> <b>OCK, OCEI, RK,</b> <b>RW, RPD,</b> <b>RK</b>			
Health and Wellbeing	<u>Values and choices</u> A5	<b>R&amp;WK</b>			

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>The real cost of food</u> C2  <u>A consuming culture</u> E1 E2  E3	<b>R&amp;WK, R&amp;WPP</b>   <b>RSE, WSE, OCEI</b> <b>WSE, WPD, WK,</b> <b>RK</b> <b>RK, WSE, WK, WPP,</b> <b>WPD</b>	<b>NIS, NPP</b>      <b>NPO</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

### Other resource requirements

<b>Materials</b>	Phone advertising materials, phone catalogues
<b>Worksheets and handouts</b>	See above activity sheets
<b>Published material</b>	Fact Sheets from: Consumer Affairs Victoria Australian Communications and Media Authority
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Australian Communications and Media Authority - <a href="http://toolkit.acma.gov.au/mobile/index.htm">http://toolkit.acma.gov.au/mobile/index.htm</a> Phone Choice - <a href="http://www.phonechoice.com.au">www.phonechoice.com.au</a> Mind Your Mobile - <a href="http://www.mindyourmobile.com">www.mindyourmobile.com</a> Mobility Magazine - <a href="http://www.mobility.com.au">www.mobility.com.au</a> Youth Central – <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a>
<b>People</b>	Guest Speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Telecommunication companies
<b>Facilities/equipment</b>	Calculators
<b>Other</b>	Phone recycling centres – Mobile muster - <a href="http://www.mobilemuster.com.au">www.mobilemuster.com.au</a> <i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary Web Log	√
Report	√
Photos or video	√
Worksheets	√
Project product Specify: Mobile Phone Check List Mobile Phone Scams	√

## Name of investigation: **Blast! It doesn't work**

### Purpose and overview of the investigation and learning activities

The purpose of this investigation is to inform students of their rights and responsibilities as consumers when purchasing unsatisfactory goods and services.

Students will become more aware of the options available to them by agencies such as Consumer Affairs Victoria when a complaint procedure is warranted.

### Key questions

- What can you do when products/services are unsatisfactory or misrepresented?
- What are my consumer rights and responsibilities?
- How do you contact consumer help agencies?
- How can Consumer Affairs Victoria help you?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Health and Wellbeing	<u>Towards independence</u> B9 B10	RK, WSE, OCEI, OCK OCP, OCEI, R&WK		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Commerce	<u>Your consumer rights and responsibilities</u> D3  Extension/revision task	WPP, OCEI			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge



## Other resource requirements

<b>Materials</b>	Video clips from TV shows such as <i>Mr Bean</i> , <i>Fawlty Towers</i> etc
<b>Worksheets and handouts</b>	See above activities
<b>Published material</b>	Brochures from Consumer Affairs Victoria, Victorian Civil and Administrative Tribunal (VCAT), local financial counselling agencies etc
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 VCAT - <a href="http://www.vcat.vic.gov.au">www.vcat.vic.gov.au</a>
<b>People</b>	Guest Speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	VCAT, Customer Service Centre – large retail establishment
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	
Report	√
Presentation	√
Photos or video	
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product    Student role play	√

## Name of investigation: The global consumer

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to help students understand how they fit in a 21st century social context. Students will increase their awareness of the global consequences of consumption, improve their understanding of what globalisation means and have greater control over the effects of modern consumerism on their lives.

### Key questions

- What is a consumer?
- What is globalisation?
- What is a global consumer?
- How does advertising affect consumers?
- How does local consumption affect global consumption?
- What is global warming?
- How does the use of global technology affect consumers?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A1 A2 <u>How to be a consumer detective?</u> C5 <u>The global consumer</u> F1 F2	<b>R&amp;WSE</b> <b>R&amp;WPP, R&amp;WK</b>  <b>OCEI, WPP</b>  <b>R&amp;WK, OCEI, OCK</b> <b>WPP</b>	     <b>NIS, NPO</b>  <b>NIS</b>	Most Learning Outcomes in PDS Unit 1&2 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1&2.	Intermediate Senior
Health and Wellbeing	<u>Values and choices</u> A1 A5  <u>Promoting physical activity</u> D1 D2  D3 D4	<b>WK, OCEI</b> <b>R&amp;WK</b>  <b>OCP, WPP</b> <b>RPP.WK, WPP, OCK, OCEI</b> <b>R&amp;WPP</b> <b>WSE, WPP, WK, OCP</b>	     <b>NPO</b>  <b>NPO</b>		

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Maths	<u>Credit</u> D1	<b>Recommended activities but no specific outcomes specified</b>			
English	<u>Consuming the planet</u> A1 A2	<b>WK</b> <b>R&amp;WK, R&amp;WPD</b>	<b>NIS</b> <b>NIS, NPP</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

### Other resource requirements

<b>Materials</b>	DVD <i>An Inconvenient Truth</i>
<b>Worksheets and handouts</b>	Refer to above listed activities
<b>Published material</b>	
<b>Internet sites</b>	Cool The Globe - <a href="http://www.cooltheglobe.com.au">www.cooltheglobe.com.au</a> Make Poverty History - <a href="http://www.makepovertyhistory.org">www.makepovertyhistory.org</a> Michael Moore - <a href="http://www.michaelmoore.com">www.michaelmoore.com</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81
<b>People</b>	Guest Speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Excursions to local shopping centres
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

### Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Photos or video	√
Worksheets	√
Project product Specify: Report/Display – Global Consumer Issues eg credit card debt, internet fraud, sustainable consumerism etc	√

## Name of investigation: Let's go shopping!

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase students' awareness of the influences on consumer behaviour. It is planned that students will gain a better understanding of the persuasive techniques associated with advertising. A focus will be placed on establishing an appropriate budget for personal spending.

### Key questions

- Why do people shop?
- How does advertising work?
- What forms of advertising are used to influence consumers?
- What are needs and wants?
- What does the term 'target audience' mean?
- What are the key terms relating to selling goods and services eg cost price, mark ups, payment plans etc?
- When is the ideal time to buy?
- What really is a bargain?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>Consuming culture</u> E1 E2 E3	<b>RSE, WSE, OCEI WSE, WPD, WK, RK RK, WSE, WK, WPP, WPD</b>	<b>NPO</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Intermediate
Commerce	<u>How to be a consumer detective</u> C1 C2 C5	<b>OCP, OCEI, WSE RPP, OCEI OCEI, WPP</b>	<b>NPP</b>		
Health and Wellbeing	<u>Values and choices</u> A5	<b>R&amp;WK</b>			
Maths	<u>Buying things</u> B1 B2	<b>Recommended activities but no specific outcomes specified</b>			

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u>				
	B1				
	B2	<b>WK, WPD, OCEI</b>			
	B3	<b>WK, OCPP, OCK</b>			
		<b>OCK, OCEI, RK, WPD</b>			
	B4	<b>RK</b>			
	B5	<b>OCEI, RK</b>			
	B6	<b>RPD</b>			
	B7	<b>OCEI, WK</b>			
	B8	<b>OCK</b>			
	B9	<b>OCEI, WK</b>			
	B10	<b>RPD, OCEI</b>			
	B11	<b>OCEI, WPD</b>			
	B12	<b>WPP</b>			
	B13	<b>R&amp;WPD, R&amp;WK, OCEI,</b>			
		<b>OCK</b>			
	B14	<b>R&amp;WPD, R&amp;WK</b>			
	<u>Making a complaint</u>				
	D1	<b>R&amp;WK, WPP</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

At teacher's discretion as to which and how many of these worksheets are used.

### Abbreviations

#### Literacy Skill

**W:** Writing

**R:** Reading

**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression

**PP:** Practical purposes

**K:** Knowledge

**PD:** Public debate

**EI:** Exploring issues and problem solving

**PP:** Practical purposes

**K:** Knowledge

**PP:** Practical purposes

**PO:** Personal organisation

**IS:** Interpreting society

**K:** Knowledge

## Other resource requirements

Materials	Magazine ads, TV ads, catalogues
Worksheets and handouts	See above worksheets Student Budget Sheet
Published material	
Internet sites	All main utilities, telecommunications, banks Consumer Affairs Victoria Dob-In-A-Scam - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> - 1300 55 81 81 Scam Watch - <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> ASIC - <a href="http://www.asic.gov.au">www.asic.gov.au</a> Financial Literacy Foundation - <a href="http://www.understandingmoney.gov.au">www.understandingmoney.gov.au</a> Bank Loan Calculators eg National Australia Bank - <a href="http://www.national.com.au">www.national.com.au</a> Community Financial Counsellor - <a href="http://www.community.gov.au">www.community.gov.au</a> Youth Central – <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a>
People	Guest Speaker from Consumer Affairs Victoria - 8684 6465
Places	Local shopping precinct Nearest mall Nearest plaza
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	
Report	√
Photos or video	√
Worksheets	√
Project product Specify: Survey, Flyer Graph Presentation - Shopping	√
Other Personal Budget (Excel)	√

## Name of investigation: Managing debt

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to improve students' knowledge and understanding of budget setting and how to make informed choices about consumer spending.

The activities aim to assist students to develop and manage independent purchasing skills that will minimise the possibility of debt.

It is planned that students will increase their awareness of the persuasive techniques used to attract consumers into incurring debt.

### Key questions

- What are the contributing factors to debt?
- How can we best manage debt?
- What are the effects of debt, socially, financially and personally?
- How can we develop strategies to recover from periods of debt?
- How do we distinguish between needs and wants?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B3 B4 B7 B8	<b>OCK, OCEI, RK, WPD</b> <b>RK</b> <b>WK, OCEI</b> <b>OCK</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate
Health and Wellbeing	<u>Towards independence</u> B1 B2 B3	<b>R&amp;WK</b> <b>WS, RSE, OCEI</b> <b>WPD, WPP, RK, RPP</b>	<b>NIS, NPO</b>		
Consuming Planet Earth	<u>A Consuming culture</u> E1 E2 E3	<b>RSE, WSE, OCEI</b> <b>WSE, WPD, WK, RK</b> <b>RK, WSE, WK, WPP, WPD</b>	<b>NPO</b>		
Commerce	<u>Consumers and the marketplace</u> B3 <u>How to be a consumer detective</u> C9	<b>WK, WSE</b>  <b>RK, RPP, WK, WSE, WPP</b>	<b>NPO</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.



## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Consumer publications, local media
Worksheets and handouts	As listed above
Published material	
Internet sites	Youth Central - <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a> Scam Watch - <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Money Stuff - <a href="http://www.moneystuff.net.au">www.moneystuff.net.au</a> Bank Sites, credit unions
People	Local bank manager, financial counsellors, Guest Speaker from Consumer Affairs Victoria - 8684 6465
Places	Visit advertising agency – list techniques used
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Worksheets	√
Brochure, poster	√
Project product Specify: How to Avoid Debt Pamphlet	√

## Name of investigation: Reducing the waste

### Purpose and overview of the investigation and learning activities

This investigation aims to increase student awareness of waste and the importance of waste management. A key focus will be on the advertising and marketing techniques associated with waste management.

### Key questions

- What strategies exist at the moment for proper waste management?
- How can these strategies be altered and/or improved?
- What are the associated costs of waste management?
- What are effective marketing and/or advertising strategies to reduce waste?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>Consuming the planet</u> A2 <u>Buy 'green' save money</u> B3	<b>R&amp;WK, R&amp;WPD</b>  <b>OCEI, OCPP, R&amp;WK, R&amp;WPP, R&amp;WPD</b>	<b>NIS, NPP</b>  <b>NIS, NPP</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate Senior
Commerce	<u>How to be a consumer detective</u> C4	<b>WK</b>			
English	<u>The lure of advertising</u> B1 B2 B3	<b>WK, WPD, OCEI</b> <b>WK, OCPP, OCK</b> <b>OCEI, OCK, RK, WPD</b>			
Health and Wellbeing	<u>Values and choices</u> A5	<b>R&amp;WK</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	EPA Victoria brochures Local council waste management brochures
<b>Worksheets and handouts</b>	Refer to worksheets above
<b>Published material</b>	
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Melbourne Water - <a href="http://www.melbournewater.com.au">www.melbournewater.com.au</a> Water Watch- <a href="http://www.vic.waterwatch.org.au">www.vic.waterwatch.org.au</a> Environmental Protection Authority - <a href="http://www.epa.vic.gov.au">www.epa.vic.gov.au</a> Local council websites Citywide EnviroCare - <a href="http://www.citywide.com.au">www.citywide.com.au</a>
<b>People</b>	Guest speaker from Melbourne Water, local council, Citywide Envirocare Guest Speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Local council, local recycling centres, major waste management centres
<b>Facilities/equipment</b>	Measure school and home waste
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

Broader environmental concerns could be explored.

Use De Bono technique (*Consuming Planet Earth* – page 36) as basis for student task.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Web page, leaflet, info kit – local community waste management	√

## Name of investigation: Ring, ring, why don't you give me a call?

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase student awareness of the consumer problems associated with the purchase of a mobile phone. Students will explore the options available to consumers when deciding what type of purchase plan best suits their needs.

### Key questions

- What is better – pre-paid or plans?
- What type of plan is the best value?
- How do you read a mobile phone account statement?
- Should you use your credit card to pay your mobile phone bill?
- How can you best manage your credit card?
- How do you establish a monthly budget?
- How can a mobile phone be disposed of properly?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A3 A4 <u>How to be a consumer detective</u> C6 C9	<b>R&amp;WK, R&amp;WPP, OCK, OCPP</b> <b>RK, WK, OCK</b>  <b>OCEI</b> <b>RK, RPP, WK, WSE, WPP</b>	<b>NIS</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Intermediate
Maths	<u>Budgeting</u> A1  <u>Paying bills</u> C3 C4 <u>Credit</u> D1	<b>Recommended activities but no specific outcomes specified</b>	<b>Recommended activities but no specific outcomes specified</b>		
Health & Wellbeing	<u>Towards independence</u> B2 B3	<b>WSE, RSE, OCEI</b> <b>WPP, WPD, RK, RPP</b>	<b>NPO, NIS</b>		

## Abbreviations

### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

## Other resource requirements

Materials	Advertising from phone companies, magazines, TV commercials
Worksheets and handouts	Refer to above activity sheets
Published material	Fact sheets from: Consumer Affairs Victoria Australian Communications and Media Authority
Internet sites	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Australian Communications and Media Authority - <a href="http://toolkit.acma.gov.au/mobile/index.htm">http://toolkit.acma.gov.au/mobile/index.htm</a> Phone Choice - <a href="http://www.phonechoice.com.au">www.phonechoice.com.au</a> Mind Your Mobile - <a href="http://www.mindyourmobile.com">www.mindyourmobile.com</a> Mobility Magazine - <a href="http://www.mobility.com.au">www.mobility.com.au</a> Youth Central - <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a>
People	Guest Speaker from Consumer Affairs Victoria - 8684 6465
Places	Telecommunication companies
Facilities/equipment	Calculators
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Photos or video	√
Worksheets	√
Project product Specify: Oral presentation – My Mobile Phone	√

## Name of investigation: Ripped off!

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase student awareness of budgeting and advertising, and to improve student decision-making skills and strategies when faced with consumer choices.

Student will become empowered to be more assertive consumers.

### Key questions

- How do I distinguish between needs and wants?
- Does paying extra always guarantee better quality?
- What is the product life of my consumer choices?
- Is product life an important consideration when purchasing?
- How can I say 'no' when purchasing?
- Why should I say 'no' when purchasing?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A1 A4	<b>R&amp;WSE RK, WK, OCK</b>	<b>NIS</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Foundation
Health and Wellbeing	<u>Towards independence</u> B2	<b>RSE, WSE, OCEI</b>			
English	<u>The lure of advertising</u> B7	<b>WK, OCEI</b>			
Consuming Planet Earth	<u>A consuming culture</u> E2 E3	<b>WSE, WPD, WK, RK RK, WSE, WK, WPP, WPD</b>	<b>NPO</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	DVD <i>The Big Steal</i> (Australian film)
<b>Worksheets and handouts</b>	See above for Consumer Stuff worksheets
<b>Published material</b>	Junk mail, TV advertisements Choice magazine
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Cash Converters - <a href="http://www.cashconverters.com.au">www.cashconverters.com.au</a> Scam Watch - <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> Choice - <a href="http://www.choice.com.au">www.choice.com.au</a> ASIC - <a href="http://www.asic.gov.au">www.asic.gov.au</a> Youth Central - <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a> Environmental Protection Authority - <a href="http://www.epa.vic.gov.au">www.epa.vic.gov.au</a>
<b>People</b>	Guest Speaker from Consumer Affairs Victoria - 8684 6465 Financial Counsellor
<b>Places</b>	Excursion to department stores (Myer, Kmart, David Jones) and other retail outlets (Reject Shop etc)
<b>Facilities/equipment</b>	Calculator
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation - Done/Not Done format	√
Journal or diary - Personal reflections linked to VELS/VCAL outcomes	√
Report	√
Photos or video - Photostory format	√
Worksheets	√
Project product Specify: Shopping within a Budget Report	√
Other At teacher's discretion	√

## Name of investigation: Tomorrow's world

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to increase student awareness of how their local community fits within a global context. The major goal will be the development of a business plan for sustainable tourism, a plan that accounts for globalisation, change, lifestyle choices and adaptation.

### Key questions

- What are the main environmental concerns for our local community?
- Why have these concerns emerged?
- How can these concerns be dealt with?
- In what order should these concerns be dealt with?
- How can we address these concerns locally and globally?
- Who is responsible for addressing these concerns?
- What local and global benefits will be experienced once these environmental concerns are addressed?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>Consuming the planet</u> A1 A2 A3	<b>WK R&amp;WK, R&amp;WPD OCEI, R&amp;WK, R&amp;WPP</b>	<b>NIS NIS, NPP NPO</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Intermediate Senior
	<u>Buy 'green' save money</u> B1 B3	<b>RK, RPP  OCEI, OCPP, R&amp;WK, R&amp;WPP, R&amp;WPD</b>	<b>NIS, NPO, NPP NIS, NPP</b>		
	Commerce	<u>What kind of consumer am I?</u> A5  <u>Managing your money</u> E1  <u>The global consumer</u> F1 F2 Extension/revision	<b>R&amp;WK, OCK  OCEI, WPP, WSE  OCEI, OCK, R&amp;WK WPP OCEI, R&amp;WK, R&amp;WPP, R&amp;WPD</b>		

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.



Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Health and Wellbeing	Nutrition and body image C1 C2	WK, WPP, RK, RPP WPP, WK, WPD, RK	NIS, NPO		
English	Making a complaint D2	RK, WPP, WPD, OCPP			

### Abbreviations

#### Literacy Skill

W: Writing  
R: Reading  
R&W: Reading and writing

OC: Oral communication

#### Numeracy Skill

N: Numeracy

#### Learning Outcomes

SE: Self expression  
PP: Practical purposes  
K: Knowledge  
PD: Public debate  
EI: Exploring issues and problem solving  
PP: Practical purposes  
K: Knowledge

PP: Practical purposes  
PO: Personal organisation  
IS: Interpreting society  
K: Knowledge

### Other resource requirements

Materials	DVD <i>Who killed The Electric Car? An Inconvenient Truth</i>
Worksheets and handouts	See above worksheets
Published material	Any newspaper articles on global consumerism
Internet sites	Film trailers - <a href="http://www.filmtrailers.com">www.filmtrailers.com</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Sustainability Victoria - <a href="http://www.sustainable-energy.vic.gov.au">www.sustainable-energy.vic.gov.au</a> Green Power - <a href="http://www.greenpower.gov.au">www.greenpower.gov.au</a> Energy Ratings - <a href="http://www.energyrating.gov.au">www.energyrating.gov.au</a> Sustainability Street Project - <a href="http://www.mefl.com.au/naga/project/149/">www.mefl.com.au/naga/project/149/</a>
People	Guest Speaker from Consumer Affairs Victoria - 8684 6465 Local sustainability group Vox Bandicoot Parks Victoria EPA Victoria
Places	CERES – Melbourne Landcare
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

### Other comments and issues to include or consider

At teacher's discretion.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Photos or video - Photostory format	√
Worksheets	√
Project product Specify: Business Plan – Sustainable Enterprise	√
Other Local community survey – Population/Environmental Changes	√

## Name of investigation: Treading lightly In the great outdoors

### Purpose and overview of the investigation and learning activities

This investigation aims to increase student awareness of the impact of outdoor recreational activities on the natural environment. Students will be asked to compare a range of different environments from pristine to totally man-made.

### Key questions

- What is an ecological footprint?
- What is our impact on the environment? How does it vary?
- What is my household waste?
- How can I reduce household waste?
- Where does my food come from?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and Activities	Literacy	Numeracy	Personal Development	Level
Consuming Planet Earth	<u>Consuming the planet</u> A3  <u>Buy 'green' save money</u> B2 B3  <u>The real cost of food</u> C1 C3 Extension/revision activity	<b>OCEI, OCPP, WPP, WK</b>  <b>WPP, RK</b> <b>OCEI, OCPP, R&amp;WK, R&amp;WPP, R&amp;WPD</b>  <b>WPP, WSE</b> <b>RK, RPP</b>	          <b>NIS</b> <b>NIS, NPP</b>          <b>NIS, NPP</b> <b>NIS, NPP, NPO</b>	Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the team work and leadership Learning Outcomes for PDS Unit 1.	Foundation Intermediate Senior
Commerce	<u>What kind of consumer am I?</u> A5	<b>OCC, R&amp;WK</b>	<b>NIS</b>		
English	<u>Exploring different types of text</u> A2	<b>WK</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

**W:** Writing  
**R:** Reading  
**R&W:** Reading and writing

**OC:** Oral communication

### Numeracy Skill

**N:** Numeracy

### Learning Outcomes

**SE:** Self expression  
**PP:** Practical purposes  
**K:** Knowledge  
**PD:** Public debate  
**EI:** Exploring issues and problem solving  
**PP:** Practical purposes  
**K:** Knowledge

**PP:** Practical purposes  
**PO:** Personal organisation  
**IS:** Interpreting society  
**K:** Knowledge

## Other resource requirements

<b>Materials</b>	Video series <i>Planet Earth</i>
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Melbourne Water - <a href="http://www.melbournewater.com.au">www.melbournewater.com.au</a> Water Watch - <a href="http://www.vic.waterwatch.org.au">www.vic.waterwatch.org.au</a> Department Sustainability & Environment (DSE) - <a href="http://www.dse.vic.gov.au">www.dse.vic.gov.au</a> Parks Victoria – <a href="http://www.parkweb.vic.gov.au">www.parkweb.vic.gov.au</a> EPA Victoria - <a href="http://www.epa.vic.gov.au">www.epa.vic.gov.au</a>
<b>People</b>	Guest speaker from Melbourne Water, local council, bottled water company Guest speaker from Consumer Affairs Victoria 8684 6465 Guest speaker – Park ranger from DSE Guest speaker – Vox Bandicoot
<b>Places</b>	Local Council, nearby water reservoirs, local recycling plants. Barmah Forest 'Wetlands Tour'
<b>Facilities/equipment</b>	Meters to measure school and home water consumption
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

**Assessment**

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	
Presentation	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Student Ecological Footprint survey	√

## Name of investigation: Conning the consumer

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to raise student awareness and understanding of:

1. Methods used by people to con/scam consumers.
2. Consequences of being conned/scammed.
3. Reading contracts carefully.
4. Strategies to avoid being conned/scammed.
5. The impact of subliminal messaging.

### Key questions

- How are consumers influenced by advertising?
- What is misleading advertising?
- What support is there for consumers when asked to sign a contract?
- How can consumers be less susceptible to scams and cons?
- What are the main types of consumer scams?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B1 B3 B4 B5 B12 <u>Reading the fine print</u> E2	<b>WK, WPD, OCEI</b> <b>RK, WPD, OCK, OCEI</b> <b>RK</b> <b>OCEI, RK</b> <b>WPP</b>  <b>RK, OCK, WPP</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Senior
Consuming Planet Earth	<u>Consuming culture</u> E1 E2 E3	<b>RSE, WSE, OCEI</b> <b>WSE, WPD, WK, RK</b> <b>RK, WSE, WK, WPP, WPD</b>	<b>NPO</b>		
Health and Wellbeing	<u>Values and choices</u> A1 A5 A6	<b>WK, OCEI</b> <b>R&amp;WK</b> <b>RSE, RK, WPD, WPP</b>	<b>NPO</b>  <b>NIS</b>		

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Commerce	<u>What kind of consumer am I?</u> A1 A2 A3 A4 A5	<b>R&amp;WSE</b> <b>R&amp;WK, R&amp;WPP</b> <b>R&amp;WK, R&amp;WPP, OCK, OCPP</b> <b>RK, WK, OCK</b> <b>R&amp;WK, OCK</b>	     <b>NIS</b> <b>NIS</b>		
Maths	<u>Shopping around</u> B1 <u>Sharing the bill</u> C1 C2 C3 C5	<b>Not mapped but recommended activities</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

### Abbreviations

#### Literacy Skill

**W:** Writing

**R:** Reading

**R&W:** Reading and writing

**OC:** Oral communication

#### Numeracy Skill

**N:** Numeracy

#### Learning Outcomes

**SE:** Self expression

**PP:** Practical purposes

**K:** Knowledge

**PD:** Public debate

**EI:** Exploring issues and problem solving

**PP:** Practical purposes

**K:** Knowledge

**PP:** Practical purposes

**PO:** Personal organisation

**IS:** Interpreting society

**K:** Knowledge

## Other resource requirements

<b>Materials</b>	DVD <i>Planet Earth</i> , <i>The Santos and Dupont Conspiracy</i> , <i>Super Size Me</i> , <i>Yes Men</i>
<b>Worksheets and handouts</b>	Refer to above listed activities
<b>Published material</b>	Consumer Affairs Victoria fact sheets/ suggestions/tips
<b>Internet sites</b>	All main utilities, telecommunications, banks Consumer Affairs Victoria Dob-In-A-Scam - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Scam Watch - <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> ASIC - <a href="http://www.asic.gov.au">www.asic.gov.au</a>
<b>People</b>	Guest speaker from Consumer Affairs Victoria - 8684 6465 Financial counselling, marketing company, telemarketing company
<b>Places</b>	
<b>Facilities/equipment</b>	Computer, internet
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Alternatives:

1. Psychology in advertising.
2. Product promotion.

Stress personal experience and linkage through this investigation.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation - class discussion	√
Journal or diary - guest speaker notes	√
Report	√
Presentation	√
Photos or video - excursion footage	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
<b>Project product</b>	
Specify: Collected Information during course of investigation	√
Other Specify: Scam Presentation	√



## Name of investigation: Online with eBay

### Purpose and overview of the investigation and learning activities

The aim of this investigation is to raise the student awareness and understanding of the online buying and selling community. It is planned that students will become responsible and prudent eBay sellers and buyers.

The investigation should improve student organisational, business and enterprise skills in group work settings.

### Key questions

- What is eBay?
- Why is eBay so popular?
- How do you successfully buy and sell on eBay?
- Are credit cards safe on eBay?
- What are your rights as a consumer on eBay?

### CAV Consumer Stuff references and worksheets

#### Links to VCAL Learning Outcomes

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
English	<u>The lure of advertising</u> B1 B2 B3 B4 B12	<b>WK, WPD, OCEI</b> <b>WK, OCPP, OCK</b> <b>RK, WPD, OCK, OCEI</b> <b>RK</b> <b>WPP</b>		Most Learning Outcomes in PDS Unit 1 would be covered especially if group work is used to cover the 'plan and organise to completion a complex project goal involving a range of related activities' Learning Outcomes for PDS Unit 1.	Intermediate Senior
Commerce	<u>What kind of consumer am I?</u> A3  <u>How to be a consumer detective</u> C1 C3 C4 C7  C8  C9 <u>Your consumer rights and responsibilities</u> D1	<b>R&amp;WK, R&amp;WPP, OCK, OCPP</b>  <b>WSE, OCEI, OCPP</b> <b>WPD</b> <b>WK</b> <b>WSE, OCEI, OCPP, OCK</b> <b>WK, RPP, RK, OCEI, OCPP</b> <b>RK, RPP, WPP, WK</b>  <b>RK, WK</b>			

Book	Sections and activities	Literacy	Numeracy	Personal Development	Level
Maths	Budgeting A1 Credit D1	<b>Not mapped but recommended activities</b>			

Whilst this unit indicates a VCAL level, it can be modified by the teacher to address another VCAL level. This is dependant on the level of teacher direction and guidance.

## Abbreviations

### Literacy Skill

W: Writing

R: Reading

R&W: Reading and writing

OC: Oral communication

### Numeracy Skill

N: Numeracy

### Learning Outcomes

SE: Self expression

PP: Practical purposes

K: Knowledge

PD: Public debate

EI: Exploring issues and problem solving

PP: Practical purposes

K: Knowledge

PP: Practical purposes

PO: Personal organisation

IS: Interpreting society

K: Knowledge

## Other resource requirements

Materials	Computers, Internet access
Worksheets and handouts	Refer to above listed activities Fact sheets from ebay
Published material	Consumer Affairs Victoria – Guide to online shopping
Internet sites	Consumer Affairs Victoria Dob-In-A-Scam - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Scam Watch - <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> ASIC - <a href="http://www.asic.gov.au">www.asic.gov.au</a> eBay - <a href="http://www.ebay.com.au">www.ebay.com.au</a> Australian Competition and Consumer Commission - <a href="http://www.accc.gov.au">www.accc.gov.au</a>
People	Guest speaker from Consumer Affairs Victoria - 8684 6465 Financial Counselling, eBay sellers and buyers
Places	
Facilities/equipment	
Other	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

**Assessment**

<b>Evidence may include:</b>	<b>Indicate if appropriate</b>
Teacher checklist and observation - class discussion	√
Journal or diary - guest speaker notes	√
Report	√
Presentation	√
Photos or video - excursion footage	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Collected Information during course of investigation	√
Other Specify: Consumer Tips - eBay presentation/display	√

## Name of investigation: Maths of advertising

### Purpose and overview of the investigation and learning activities

The investigation creates awareness by students in the role of advertising to promote small business, and the costs involved in this process.

Using a range of approaches including Internet research, phone calls to print media, interviews with small business owners and guest speakers, students will be able to determine the impact of advertising and the concomitant costs involved therewith.

### Key questions

- Why do small businesses advertise?
- How do different media compare on cost, exposure and level of engagement with potential customers?
- What proportion of small business expenditure is devoted to advertising?
- Does the % cost of advertising decrease over time once a small business has become established?
- Do different types of small business advertise differently?
- What is the optimal method for a small business to effectively promote itself?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
Commerce	<u>How to be a consumer detective</u> C4 - Advertising and markets	<b>PPSL 3-8, DBL 3-5, 8-9</b> <b>IDL 1-2, 6-11</b>	6
Health and Wellbeing	<u>Values and choices</u> A5 - Does advertising influence our choices?	<b>PPSL 2, 5, 7, DBL 3-5</b> <b>IDL 1, 9-11</b>	6 6
English	<u>The lure of advertising</u> B3: Persuasive techniques in advertising	<b>PPSL 4-5, DBL 3-5</b> <b>IDL 9</b>	6
	B4: Misleading language in advertising	<b>PPSL 5-6, DBL 3-5</b> <b>IDL 9</b>	6

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Internet - Yellow Pages Local metropolitan and suburban print media
<b>Worksheets and handouts</b>	Examples of cost calculations for advertisements Refer to above activities
<b>Internet sites</b>	Yellow Pages - <a href="http://www.yellowpages.com.au">www.yellowpages.com.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Advertising Federation of Australia - <a href="http://www.afa.org.au">www.afa.org.au</a> Australian Competition and Consumer Commission - <a href="http://www.accc.gov.au">www.accc.gov.au</a> Australian Broadcasting Authority - <a href="http://www.aba.gov.au">www.aba.gov.au</a>
<b>People</b>	Guest speaker from Consumer Affairs Victoria - 8684 6465 Local Chamber of Commerce
<b>Places</b>	Students visit local businesses, advertising agencies
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Students may benefit from studying other aspects of advertising. For example, an effective way to integrate advertising into The Arts would include students researching, designing, creating and evaluating an advertisement.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report - Supermarket Excursion	√
Presentation	
Photos or video - excursion footage	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Poster/Multi Media - Student Findings	√
Other Specify: Production of a full advertisement for school production with commercial costing	√

VELS strand, domain, dimension codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health knowledge and promotion	2
	<u>Interpersonal development</u>	•Building social relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
<u>Mathematics</u>	•Number	14	
	•Space	15	
	•Measurement, chance and data	16	
	•Structure	17	
	•Working mathematically	18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

<b>Strand</b>	<b>Domain</b>	<b>Dimension</b>	<b>Code Number</b>
<u>Interdisciplinary learning</u> IDL	<u>Communication</u>	•Listening, viewing and responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11

## Name of investigation: I've got wheels

### Purpose and overview of the investigation and learning activities

This investigation raises student awareness of the process of car buying. This knowledge can then be used by the student in the future when independently buying a car.

### Key questions

- How much does a car cost to run?
- What do the abbreviations mean in car advertising?
- How does a car loan work?
- What do I need to do to buy a car?
- What is a contract?
- How do I pick the right car for me?
- What do advertisers do to try and get me to buy their advertised car?
- What are my other transport options?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
Commerce	<u>How to be a consumer detective</u> C6 – Before you buy	<b>PPSL 3-8, DBL 3-5, 8-9</b> <b>IDL 1-2, 6-11</b>	6
Health and Wellbeing	<u>Values and choices</u> A5 - Does advertising influence our choices?	<b>PPSL 2, 5, 7, DBL 3-5</b> <b>IDL 1, 9-11</b>	6 6
English	<u>The Lure of advertising</u> B3: Persuasive techniques in advertising  B4: Misleading language in advertising  <u>Reading the fine print</u> E2 - Contracts	<b>PPSL 4-5, DBL 3-5</b> <b>IDL 9</b>  <b>PPSL 5-6, DBL 3-5</b> <b>IDL 9</b>  <b>PPSL 2-7, DBL 3-5</b> <b>IDL 1, 7-8</b>	6  6  6
Maths	<u>Loans</u> E2 – Buying a car	<b>DBL 4, 6-7, 14, 17-18</b> <b>IDL 1, 7-9</b>	6
Consuming Planet Earth	<u>Smarter transport options</u> D2 – The real cost of a car	<b>PPSL 2-8</b> <b>DBL 3-8, 14, 18-20</b> <b>IDL 1-2, 8-10</b>	6

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.



### Other resource requirements

<b>Materials</b>	Car advertisements from the local metropolitan and suburban print media
<b>Worksheets and handouts</b>	See activity sheets above
<b>Published material</b>	Car guides, catalogues, brochures
<b>Internet sites</b>	VACC – <a href="http://www.motor.net.au/VACC/">www.motor.net.au/VACC/</a> RACV - <a href="http://www.racv.com.au">www.racv.com.au</a> Car Sales – <a href="http://www.carsales.com.au">www.carsales.com.au</a> Trading Post – <a href="http://www.tradingpost.com.au">www.tradingpost.com.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a> or 1300 55 81 81 Cars Guide – <a href="http://www.carsguide.com.au">www.carsguide.com.au</a> Pickles Auctions – <a href="http://www.pickles.com.au">www.pickles.com.au</a>
<b>People</b>	Guest speaker from local car yard, RACV, Consumer Affairs Victoria - 8684 6465 Local Chamber of Commerce
<b>Places</b>	Students visit local car yards, car dealerships
<b>Facilities/equipment</b>	Computer room, internet, Word, Excel
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

### Other comments and issues to include or consider

Major assessment could be a presentation where students demonstrate which car they have chosen to 'purchase', why they chose that car, and the research undertaken.

### Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation - see below	√
Photos or video	
Student documentation of planning, research and work undertaken	
Brochure, poster	
Worksheets	√
Project product Specify: Class Presentation - My Wheels!	√
Other Specify: Web page: Buying a car – Key Tips	√

VELS strand, domain, dimension codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health knowledge and promotion	2
	<u>Interpersonal development</u>	•Building social Relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
<u>Mathematics</u>	•Number	14	
	•Space	15	
	•Measurement, chance and data	16	
	•Structure	17	
	•Working mathematically	18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

Strand	Domain	Dimension	Code Number
Interdisciplinary learning IDL	Communication	•Listening, viewing and Responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11

## Name of investigation: Show me your wheels

### Purpose and overview of the investigation and learning activities

This investigation raises student awareness of the appropriate process when purchasing a vehicle.

Using a range of numeracy, personal and applied learning skills, students will investigate the personal then the environmental consequences of their purchase decisions.

Students will be able to understand the terminology used by traders when selling a vehicle.

### Key questions

- Which type of loan is best for a vehicle purchase?
- How much will I repay on a car loan?
- What type of vehicle is best for me?
- What does the term 'shonky' mean?
- How persuasive is car advertising?
- What is 'Greenfleet' and how does it reduce your car's impact on the environment?
- What is the 'real' cost of a vehicle?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
Commerce	<u>How to be a consumer detective</u> C6 – Before you buy	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	6
English	<u>The lure of advertising</u> B3: Persuasive techniques in advertising	PPSL 4-5, DBL 3-5 IDL 9	6
	B4: Misleading language in advertising	PPSL 5-6, DBL 3-5 IDL 9	6
	<u>Reading the fine print</u> E2 - Contracts	PPSL 2-7, DBL 3-5 IDL 1, 7-8	6
Maths	<u>Loans</u> E2 – Buying a car	DBL 4, 6-7, 14, 17-18 IDL 1, 7-9	6
Consuming Planet Earth	<u>Smarter transport options</u> D2 – The real cost of a car  D3 – Consuming fuel	PPSL 2-8, DBL 3-8, 14, 18-20, IDL 1-2, 8-10 PPSL 2-8, DBL 1, 3-8, 14, 18-20 IDL 1-2, 6, 8-10	6

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Car advertisements from the local metropolitan and suburban print media
<b>Worksheets and handouts</b>	See activity sheets above
<b>Published material</b>	Car guides, catalogues, brochures
<b>Internet sites</b>	Greenfleet – <a href="http://www.greenfleet.com.au">www.greenfleet.com.au</a> VACC – <a href="http://www.motor.net.au/VACC/">www.motor.net.au/VACC/</a> RACV - <a href="http://www.racv.com.au">www.racv.com.au</a> Cars R Us – <a href="http://www.drive.com.au">www.drive.com.au</a> Car Sales – <a href="http://www.carsales.com.au">www.carsales.com.au</a> Trading Post – <a href="http://www.tradingpost.com.au">www.tradingpost.com.au</a> Consumer Affairs Victoria - <a href="http://www.consumervic.gov.au">www.consumervic.gov.au</a>
<b>People</b>	Guest speaker from local car yard, RACV, Consumer Affairs Victoria - 8684 6465 Local Chamber of Commerce
<b>Places</b>	Students visit local car yards, car dealerships eg Car City, Ute Muster especially Deniliquin
<b>Facilities/equipment</b>	Computer room, internet, Word, Excel
<b>Other</b>	Motor bikes, scooters – Show n’ Tell <i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Major assessment could be a presentation where students demonstrate which car they have chosen to ‘purchase’, why they chose that car, and the research undertaken.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation - see below	√
Photos or video	
Student documentation of planning, research and work undertaken	
Brochure, poster	
Worksheets	√
Project product Specify: Spreadsheet of purchase details	√
Other Specify: A Current Affair style student video – Salesman from Hell!	√

VELS strand, domain, dimension codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	Health and physical education	•Movement and physical activity	1
		•Health knowledge and promotion	2
	Interpersonal development	•Building social relationships	3
		•Working in teams	4
	Personal learning	•The individual learner	5
		•Managing personal learning	6
	Civics and citizenship	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	The arts	•Creating and making	1
		•Exploring and responding	2
	English	•Reading	3
		•Writing	4
		•Speaking and listening	5
	The humanities - Economics	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	The humanities - Geography	•Geographical knowledge and Understanding	8
		•Geospatial skills	9
	The humanities - History	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	Languages Other Than English (LOTE)	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
Mathematics	•Number	14	
	•Space	15	
	•Measurement, chance and data	16	
	•Structure	17	
	•Working mathematically	18	
Science	•Science knowledge and understanding	19	
	•Science at work	20	

Strand	Domain	Dimension	Code Number
Interdisciplinary learning IDL	Communication	•Listening, viewing and responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11

## Name of investigation: Youth debt

### Purpose and overview of the investigation and learning activities

This investigation explores the concept of youth debt. The problem of student 'wants' being perceived as 'needs' will be examined.

Using an integrated approach, students will engage in practical and theoretical tasks.

Whether credit agencies are targeting young people will also be examined.

### Key questions

- What causes debt?
- What impact does debt have on well being/physical health?
- How can debt be avoided?
- How can the problems of debt be resolved?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
Commerce	<u>What kind of consumer am I?</u> A1- This is what I want!	PPSL 3-6, DBL 3-7 IDL 1-2, 6-7, 9-11	6
	A2 - Making choices	PPSL 3-7, DBL 3-7 IDL 1-2, 9, 11	6
	A3 - Let's go shopping!	PPSL 3-6, 8, DBL 3-7 IDL 1-2, 8-9, 11	6
	A4 - 'Affluenza'	PPSL 2-8, DBL 1, 3-7 IDL 1-2, 8-11	6
	<u>Managing your money</u> E1 – Setting goals	PPSL 3-7, DBL 3-7 IDL 1-2, 6-11	
	E2 – What am I worth?	PPSL 3-7, DBL 3-7, 14, 18 IDL 1-2, 6-9, 11	
	E3 – Cash flow statements and budget	PPSL 3-7, DBL 3-7, 14, 18 IDL 1-2, 6-9, 11	
English	<u>The lure of advertising</u> B2: Advertising modes or media	PPSL 2-4, DBL 1, 3-5 IDL 1-2, 9	6
	B3 - Persuasive techniques in advertising	PPSL 4-5, DBL 3-5 IDL 9	6
	B7 - The power of brands and Logos	PPSL 2-4, DBL 3-5 IDL 1,3,5, 7-9	6
	<u>Reading the fine print</u> E1 - Signing up for a mobile phone	PPSL 4, DBL 3-5 IDL 1,9,11	
	E2 - Contracts	PPSL 2-7, DBL 3-5 IDL 1, 7-8	



Book	Sections and activities	Strand code #	Level ##
Maths	<u>Credit cards</u> D1 - Credit cards	<b>DBL 4, 6-7, 14, 17-18</b> <b>IDL 1, 9-10</b>	6
	<u>Loans</u> E1 - Interest calculations	<b>DBL 4, 6, 14, 17-18</b> <b>IDL 9</b>	
Consuming Planet Earth	<u>Smarter transport options</u> D2 – The real cost of a car	<b>PPSL 2-8, DBL 3-8, 14, 18-20, IDL 1-2, 8-10</b>	6
	D3 – Consuming fuel	<b>PPSL 2-8, DBL 1, 3-8, 14, 18-20</b> <b>IDL 1-2, 6, 8-10</b>	6
Health and Wellbeing	<u>Towards independence</u> B1 - Healthy body, healthy mind  B2 - Why do we shop?  B3 - Want it...need it...must have it!  B4 - Independent shopping  B5 – Supermarket persuasions	<b>PPSL 2, 5, DBL 3-5</b> <b>IDL 1-2, 6, 9, 11</b> <b>PPSL 2-6, DBL 3-6</b> <b>IDL 1-2, 6, 9, 11</b> <b>PPSL 2, 5, 8</b> <b>DBL 1, 3-6, 18</b> <b>IDL 1-4, 7-11</b> <b>PPSL 2, 4-5,</b> <b>DBL 3-6, 18-19</b> <b>IDL 1-11</b> <b>PPSL 1, 5-6, 8</b> <b>DBL 3- 6</b> <b>IDL 1-2, 5, 7-9, 11</b>	

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Bills from home, mobile phone, car contracts, extended contracts for household goods
<b>Worksheets and handouts</b>	See activity sheets above
<b>Published material</b>	'To The Max' – Australian Securities and Investment Commission
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> Youth Central – <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a> Streetwise Communications – <a href="http://www.streetwise.com.au">www.streetwise.com.au</a> Scam Watch - <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> Money Stuff - <a href="http://www.moneystuff.net.au">www.moneystuff.net.au</a> Bank sites, credit unions
<b>People</b>	Guest speaker eg financial counsellors, Consumer Affairs Victoria - 8684 6465, local bank manager
<b>Places</b>	Students visit local car yards, car dealerships, supermarkets, Harvey Norman or similar (extended contracts)
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

Utilise Video Education Australasia for multimedia resources.

Scott Pape publication – Barefoot investor.

Focus on mobile phones – plans or pre-paid.

Survey school population - youth debt levels.

Utilise welfare agencies eg Life Line for consequences of youth debt.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	
Report	√
Presentation - see below	√
Photos or video	
Student documentation of planning, research and work undertaken	
Brochure, poster	
Worksheets	√
Project product Specify: Web Page - Youth Debt Counselling	√
Other Specify: Board game - The Debt game (Trivial Debt)	√

## VELS Strand, Domain, Dimension Codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health Knowledge and Promotion	2
	<u>Interpersonal development</u>	•Building social relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
<u>Mathematics</u>	•Number	14	
	•Space	15	
	•Measurement, chance and Data	16	
	•Structure	17	
	•Working mathematically	18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

Strand	Domain	Dimension	Code Number
Interdisciplinary learning IDL	<u>Communication</u>	•Listening, viewing and responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11

## Name of investigation: How happy do I want to be?

### Purpose and overview of the investigation and learning activities

This investigation explores how companies and business use different techniques to advertise and market their products and how this influences the consumer's sense of happiness and the goals they will set for themselves.

### Key questions

- What are some of the strategies used by advertisers to attract people to products?
- How do companies use advertising to appeal to emotion?
- To what extent does advertising influence our sense of happiness?
- What misleading language can be found in advertising?
- What are the costs and benefits of our happiness choices?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
Consuming Planet Earth	<u>A consuming culture</u> E3 – What is it really going to cost?	<b>PPSL 2-8</b> <b>DBL 3-8,19-20</b> <b>IDL 1-2, 6, 8-11</b>	5
English	<u>The lure of advertising</u> B1: What is advertising?	<b>PPSL 2,5, DBL 3-5</b> <b>IDL 9</b>	5
	B2: Advertising modes or media	<b>PPSL 2-4, DBL 1, 3-5</b> <b>IDL 1-2, 9</b>	5
	B3: Persuasive techniques in advertising	<b>PPSL 4-5, DBL 3-5</b> <b>IDL 9</b>	5
	B4: Misleading language in advertising	<b>PPSL 5-6, DBL 3-5</b> <b>IDL 9</b>	5

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Magazines to show advertisements for poster making Some media clips demonstrating different advertising techniques
<b>Worksheets and handouts</b>	See activity sheets above
<b>Published material</b>	<i>Affluenza</i> – Clive Hamilton and Richard Dennis
<b>Internet sites</b>	Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Youth Central – <a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a> Advertising Federation of Australia - <a href="http://www.afa.org.au">www.afa.org.au</a> Australian Competition and Consumer Commission - <a href="http://www.accc.gov.au">www.accc.gov.au</a> Australian Broadcasting Authority - <a href="http://www.aba.gov.au">www.aba.gov.au</a>
<b>People</b>	Guest speaker from Consumer Affairs Victoria, - 8684 6465, local advertising company
<b>Places</b>	
<b>Facilities/equipment</b>	
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

- This unit is designed to be run as a combination of English and SOSE with a Year 7/8 class.
- About 8 -10 lessons would be required.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation - see below	√
Photos or video	
Student documentation of planning, research and work undertaken	
Brochure, poster	
Worksheets	
Project product Specify: Advertising - Persuasive Techniques	√
Other Specify: Multi media - The Perfect Ad For Me	√

VELS strand, domain, dimension codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health Knowledge and Promotion	2
	<u>Interpersonal development</u>	•Building social relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
<u>Mathematics</u>	•Number	14	
	•Space	15	
	•Measurement, chance and Data	16	
	•Structure	17	
	•Working mathematically	18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

Strand	Domain	Dimension	Code Number
Interdisciplinary learning IDL	<u>Communication</u>	•Listening, viewing and responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11



## Name of investigation: You and your image

### Purpose and overview of the investigation and learning activities

This unit raises student awareness, knowledge and understanding of the factors and influences that affect eating behaviours. Students will investigate how large companies, local businesses and society in general use different techniques to persuade individuals to consume various products.

As part of the investigation, students will use a range of skills to analyse techniques and materials used by those who aim to influence their choices.

### Key questions

- What is body image?
- What influences body image?
- What techniques are used to influence our body image concept?
- What is a healthy body?
- How does an image differ from reality?
- Who is most susceptible to body image campaigns?
- What advertising campaigns are harmful to our body image?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
Commerce	<u>How to be a consumer detective</u> C4 - Advertising and markets	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	6
	C5 - Why do we choose one brand rather than another?	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	6
English	<u>The lure of advertising</u> B10 - Body image	PPSL 2-4, DBL 3-5 IDL 1-2, 9-10	6
	B11 - Advertising and body image	PPSL 2, DBL 3-5 IDL 1-2, 7-10	6
	B13 - Analysing advertisements as media texts	DBL 3-5, IDL 9	6
Consuming Planet Earth	<u>The real cost of food</u> C3 - Water – tap or bottled?	PPSL 2-8 DBL 3-8,14, 18-20 IDL 1-2, 8-11	6
Health and Wellbeing	<u>Values and choices</u> A3 - Fresh, frozen or take-away?	PPSL 2, 4-5, 7 DBL 3-6, 18 IDL 1-2, 4-5, 9-11	6
	A4 - Let's check out fast foods!	PPSL 2-3, 5-8, DBL 3-5 IDL 1-4, 7-11	6
	A5 - Does advertising influence our choices?	PPSL 2, 5, 7, DBL 3-5 IDL 1, 9-11	6

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Glossy, popular magazines TV advertising
<b>Worksheets and handouts</b>	See <i>Consumer Stuff</i> resources above
<b>Published material</b>	Video <i>Pretty Stupid</i> Reality TV shows eg <i>Extreme Makeover</i>
<b>Internet sites</b>	Gorgeous – Kaz Cooke - <a href="http://www.completelygorgeous.com.au">www.completelygorgeous.com.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
<b>People</b>	Celebrity role models eg sportspeople Utilise Physical Education staff and materials for assistance Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Shopping centres eg Chadstone Fitness centres
<b>Facilities/equipment</b>	Gym equipment
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

- This unit is designed to be run as a combination of English and SOSE with a Year 7/8 class.
- About 8 -10 lessons would be required.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation - see below	
Photos or video	
Student documentation of planning, research and work undertaken	
Brochure, poster	
Worksheets	
Project product Specify: Poster of advertisements with annotations indicating different persuasive techniques	√
Other Specify: The Real Body Beautiful display/presentation	√

VELS strand, domain, dimension codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health knowledge and promotion	2
	<u>Interpersonal development</u>	•Building social relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
	<u>Mathematics</u>	•Number	14
•Space		15	
•Measurement, chance and data		16	
•Structure		17	
•Working mathematically		18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

Strand	Domain	Dimension	Code Number
Interdisciplinary learning IDL	<u>Communication</u>	•Listening, viewing and responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11

## Name of investigation: Let's make believe?

### Purpose and overview of the investigation and learning activities

This unit investigates how companies and business use different techniques to advertise and how this marketing impacts on students' body image.

### Key questions

- What are some of the strategies used by advertisers to target young people?
- How does advertising appeal to our emotions?
- How do certain advertising campaigns impact on students' body image?
- Where do advertisers get the money to make their campaigns?
- Are some people more susceptible to advertising than others?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
English	<u>The lure of advertising</u> B10 - Body image	<b>PPSL 2-4, DBL 3-5</b> <b>IDL 1-2, 9-10</b>	6
	B11 - Advertising and body image	<b>PPSL 2, DBL 3-5</b> <b>IDL 1-2, 7-10</b>	6
	B12 – Create your own advertisement	<b>PPSL 2, DBL 1. 3-5</b> <b>IDL 3-4, 6,9-11</b>	6
	B13 - Analysing advertisements as media texts	<b>DBL 3-5, IDL 9</b>	6
Commerce	<u>How to be a consumer detective</u> C4 - Adverting and markets	<b>PPSL 3-8, DBL 3-5, 8-9</b> <b>IDL 1-2, 6-11</b>	6
	C5 - Why do we choose one brand rather than another?	<b>PPSL 3-8, DBL 3-5, 8-9</b> <b>IDL 1-2, 6-11</b>	6
	C6 - Before you buy	<b>PPSL 3-8, DBL 3-5, 8-9</b> <b>IDL 1-2, 6-11</b>	6
Health and Wellbeing	<u>Values and choices</u> A5 - Does advertising influence our choices?	<b>PPSL 2, 5, 7, DBL 3-5</b> <b>IDL 1, 9-11</b>	6
	A6 - TV advertising!	<b>PPSL 2-5, 7, DBL 3-6</b> <b>IDL 1-5, 7-11</b>	6

# (See below for code explanation).

# # While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Advertising material from 'junk' mail, TV, radio, the internet, newspapers and magazines
<b>Worksheets and handouts</b>	See worksheets above
<b>Published material</b>	
<b>Internet sites</b>	Gorgeous – Kaz Cooke - <a href="http://www.completelygorgeous.com.au/">www.completelygorgeous.com.au/</a> Bill Wood Illustration - <a href="http://www.illustration.com.au">www.illustration.com.au</a> Yellow Pages - <a href="http://www.yellowpages.com.au">www.yellowpages.com.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81 Advertising Federation Of Australia - <a href="http://www.afa.org.au">www.afa.org.au</a> Australian Competition and Consumer Commission - <a href="http://www.accc.gov.au">www.accc.gov.au</a> Australian Broadcasting Authority - <a href="http://www.aba.gov.au">www.aba.gov.au</a>
<b>People</b>	Advertising company personnel Guest speaker from Consumer Affairs Victoria - 8684 6465 Local Chamber of Commerce
<b>Places</b>	Visit local advertising businesses, TV stations, Community radio, FM radio
<b>Facilities/equipment</b>	Music department recording facilities
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumer.vic.gov.au/consumerstuff">www.consumer.vic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

- ICT aspect needs to be included for research.
- Arrange visit to local TV or radio station.
- Consider integrated work with Arts Department.
- Arrange guest speakers from a range of advertising areas.
- Emphasis on group work activities.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	
Report	√
Presentation - see below	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Student advertisements	√
Other Specify: At teacher's discretion	√

VELS strand, domain, dimension codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health knowledge and promotion	2
	<u>Interpersonal development</u>	•Building social relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
	<u>Mathematics</u>	•Number	14
•Space		15	
•Measurement, chance and Data		16	
•Structure		17	
•Working mathematically		18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

Strand	Domain	Dimension	Code Number
<u>Interdisciplinary learning</u> IDL	<u>Communication</u>	•Listening, viewing and responding	1
		•Presenting	2
	<u>Listening, viewing and responding</u> <u>Presenting</u>	•Investigating and designing	3
		•Producing	4
		•Analysing and evaluating	5
	<u>Information and Communications Technology (ICT)</u>	•ICT for visualising thinking	6
		•ICT for creating	7
		•ICT for communicating	8
	<u>Thinking processes</u>	•Reasoning, processing and inquiry	9
		•Creativity	10
		•Reflection, evaluation and metacognition	11



## Name of investigation: **The price you pay?**

### Purpose and overview of the investigation and learning activities

This investigation has two key objectives that address key independent living skills and issues.

1. Increase student awareness of the influence advertising on their self image.
2. Help students make informed consumer choices in the area of self image.

### Key questions

- How is advertising targeted at different age groups?
- What does the term 'body image' mean?
- How is the perception of body image affected by advertising?
- What are the strategies used by advertisers to influence consumer perception of body image?
- What is the difference between the terms 'need' and 'want'?
- Where does the term 'ideal body image' come from? What influences the term 'ideal'?

### CAV Consumer Stuff references and worksheets

#### Links to VELS Learning Outcomes

Book	Sections and activities	Strand code #	Level ##
English	<u>The lure of advertising</u> B10 - Body image	PPSL 2-4, DBL 3-5 IDL 1-2, 9-10	6
	B11 - Advertising and body image	PPSL 2, DBL 3-5 IDL 1-2, 7-10	6
	B12 – Create your own advertisement	PPSL 2, DBL 1. 3-5 IDL 3-4, 6,9-11	6
	B13 - Analysing advertisements as media texts	DBL 3-5, IDL 9	6
Commerce	<u>How to be a consumer detective</u> C4 - Adverting and markets	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	6
	C5 - Why do we choose one brand rather than another?	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	5-6
	C6 - Before you buy	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	5-6
	C7 – The art of selling	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	5-6
	C8 – Ad watch	PPSL 3-8, DBL 3-5, 8-9 IDL 1-2, 6-11	5-6
Health and Wellbeing	<u>Towards independence</u> B2 – Why do we Shop?	PPSL 2-6, DBL 3-6 IDL 1-2, 6, 9, 11	5-6
	B3 – Want it ...need it ...must have it	PPSL 2, 5, 8 DBL 1, 3-6, 18 IDL 1-4, 7-11	5-6

# (See below for code explanation).

## While this unit indicates a VELS level, it can be modified by the teacher to address another VELS level.

## Other resource requirements

<b>Materials</b>	Cooking Books DVD <i>Super Size Me</i> , <i>Fast Food Nation Movie</i> , supermarkets, fast food outlets Various types of food
<b>Worksheets and handouts</b>	Advertisements Nutritional charts
<b>Published material</b>	E Food Book 1&2
<b>Internet sites</b>	Coles Supermarket – <a href="http://www.coles.com.au">www.coles.com.au</a> Go For Your Life – <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a> Gorgeous – Kaz Cooke - <a href="http://www.completelygorgeous.com.au">www.completelygorgeous.com.au</a> Young Adult Health - <a href="http://www.cyh.com">www.cyh.com</a> Better Health Channel - <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a> Consumer Affairs Victoria - <a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a> or 1300 55 81 81
<b>People</b>	Chef, health or Home Economics teacher, Community Health personnel Guest speaker from Consumer Affairs Victoria - 8684 6465
<b>Places</b>	Supermarkets, fast food outlets Restaurants
<b>Facilities/equipment</b>	Home Economics Room Calculator
<b>Other</b>	<i>Consumer Stuff</i> Challenge Competition - <a href="http://www.consumervic.gov.au/consumerstuff">www.consumervic.gov.au/consumerstuff</a> or <a href="mailto:consumerstuff@justice.vic.gov.au">consumerstuff@justice.vic.gov.au</a>

## Other comments and issues to include or consider

At teacher's discretion.

Important to define 'Body Image' and 'Advertising' when introducing this unit. Use plenty of current examples.

## Assessment

Evidence may include:	Indicate if appropriate
Teacher checklist and observation	√
Journal or diary	√
Report	√
Presentation - see below	√
Photos or video	√
Student documentation of planning, research and work undertaken	√
Brochure, poster	√
Worksheets	√
Project product Specify: Student Advertising Campaign	√

## VELS Strand, Domain, Dimension Codes

Strand	Domain	Dimension	Code Number
Physical, personal and social learning PPSL	<u>Health and physical education</u>	•Movement and physical activity	1
		•Health knowledge and promotion	2
	<u>Interpersonal development</u>	•Building social relationships	3
		•Working in teams	4
	<u>Personal learning</u>	•The individual learner	5
		•Managing personal learning	6
	<u>Civics and citizenship</u>	•Civics knowledge and understanding	7
		•Community engagement	8
Discipline-based learning DBL	<u>The arts</u>	•Creating and making	1
		•Exploring and responding	2
	<u>English</u>	•Reading	3
		•Writing	4
		•Speaking and listening	5
	<u>The humanities - Economics</u>	•Economics, knowledge and understanding	6
		•Economics, reasoning and interpretation	7
	<u>The humanities - Geography</u>	•Geographical knowledge and understanding	8
		•Geospatial skills	9
	<u>The humanities - History</u>	•Historical knowledge and understanding	10
		•Historical reasoning and interpretation	11
	<u>Languages Other Than English (LOTE)</u>	•Communicating in a Language Other than English	12
		•Intercultural knowledge and language awareness	13
<u>Mathematics</u>	•Number	14	
	•Space	15	
	•Measurement, chance and data	16	
	•Structure	17	
	•Working mathematically	18	
<u>Science</u>	•Science knowledge and understanding	19	
	•Science at work	20	

[consumer.vic.gov.au](http://consumer.vic.gov.au)

1300 55 81 81



---

Services from Consumer Affairs Victoria are also available at Ballarat, Bendigo, Box Hill, Dandenong, Geelong, Mildura, Morwell, Reservoir, Shepparton, Wangaratta, Warrnambool and Wodonga.

Our mobile service regularly visits rural communities.

#### TIS

Translating and Interpreting Service 131 450.

#### TTY

Textphone or modem users only, ring the National Relay Service (NRS) on 133 677 then quote 1300 55 81 81.

Callers who use Speech to Speech Relay dial 1300 555 727, then quote 1300 55 81 81.