



CASE 1st output

CURRICULUM

Introduction

Consuming rationally requires us to be sensitive to social and environmental issues while meeting the individual needs. Purchasing a product affects all stages of consumption processes. Therefore, the whole process of consumption should be

taken into account from a society's point of view. This brings us to a very important concept: sustainable consumption.

Consuming as a chain reaction has also a cultural aspect in that it may involve a particular approach to resources and proper cycling. In recent years, environmental awareness of consumers has increased with the support of media, but there is still a gap between our "knowledge" and "behavior". The Curriculum for Consumption Awareness for Students in Europe (CASE) aims to help students and the teaching staff to become "rational consumers," to adopt a consumption behavior as a lifestyle that would mean we do not waste the resources and products, use ecologically friendly products and are driven by the needs educated by positive rather than negative commercials.

As the environment becomes more and more toxic through chemical and electromagnetic pollution, we urgently need to take precautions. Considering this, the curriculum addresses raising awareness among students toward being rational consumers and respect the environment and world's limited sources.

Individual precaution helps to achieve sustainability. However, more importantly, profound changes occur when the whole society adopts such a rational lifestyle. The curriculum is a result of two years' work on the CASE project and aims to continue spreading its message beyond the life of the project.

The target group of the lesson is both middle and high school students. The items of the curriculum can successfully be implemented by students aged between 11-18.

Description

1. Objective and goals of the curriculum – The main aim of the curriculum is to spread the message of rational consumerism and decrease the gap between knowledge and behavior.
2. Theoretical background –The items of the curriculum follows a chronological approach. As we have divided the project into three compartments, individual, social and global, the curriculum follows this route as well. The factors that shaped the curriculum are good practices, activities of the Project, recent research and the future panorama drawn by controversial actions on our planet. Our curriculum has the following hierarchic elements: aims, content, education process and evaluation.

Methods

Student-centered learning and Project-based learning are taken into consideration while the implementation of the Project and establishment of the curriculum. Recent research on education stresses the importance of these learning methods for permanent learning. Teachers are guides throughout the implementation of the lesson and will only interfere when necessary.

We suggest helping students adopt the behaviors using aims and subjects as tools. This contradicts to traditional curriculum development comprehension, which defines behaviors first and then decides what is to be taught in order to adopt those.

Items of the curriculum

1. **Getting the knowledge of Consumers' Right history, celebrating World Consumers Day.**
It is important to be aware of something and changing behavior in this direction is more important but above all these, the most important thing is to sustain that behavior.
2. **Helping students to gain the skills of reading and understanding the packages of products sold in markets:**
 - **difference between by sell by and use by**

- meanings of symbols
 - the origin of the product
 - ingredients
3. **Helping students to learn the importance of buying local foods, supporting local producers and creating awareness and helping them understand the cost of transportation and how this process destroys the environment.**
 4. **Helping students to learn to give importance to spiritual sharing instead of materialistic. Conducting them to ask themselves «Does this add value to my life? » or «Is it a one-day wonder? » each time they are buying things and making this a habit.**
 5. **Our planet is drowning in single-use plastics. We use them once and throw it away, but the world never absorbs plastic. It stays forever. It causes the death of millions of sea creatures in a year. It harms not only sea animals but also land animals. In the end, plastic gets into our bodies and affect our livers, hormone and immunity systems and causes cancer. Keeping these facts in mind we should **help students develop the following attitudes:****
 - **Being careful about what we are buying.**
 - **Avoiding products with microbeads.**
 - **Carrying reusable cutlery, water bottles and shopping bags.**
 6. **Helping students to;**
 - **Choose healthy foods, clothing and personal care products amongst a great variety of selection.**
 - **Make sure that packages are made of recyclable materials.**
 - **Ensure that ingredients in the products are sustainably produced.**
 - **Choose products with less plastic.**
 7. **Developing a favorable attitude toward the use of alternative materials instead of over costing materials. Helping them to develop knowledge and skills about the tendency to new industrial products that are produced from wastes. To get this aim students needs to follow technological developments.**
 8. **2/3 of us own clothing than we need. We do not wear half of them. We have to help students create an awareness to avoid fashion trends that frequently change. Textiles are the second source of pollution on earth.**

9. **Helping students get the knowledge of making soil out of food leftovers (composting).**
10. **Providing students to understand that campaigns like discounts, discounts at multiple purchases are designed to trigger consumption and cause waste.**
11. **Helping students understand the harms caused by chemicals used in personal care products and products with micro-beads.** The government of Wales has recently banned sales of products containing microbeads. It has been proved that at least 185 industrial cosmetic products contain harmful chemicals.
12. Are we the only ones to take the task on? **We have to help students that the most important role has to be taken by top producers and governments and help them to get the awareness that we are the ones who can mobilize them.**
13. **Helping students get the knowledge of the amount of water used in food production.**
14. **Emphasizing the truth that unconscious consumption is creating a new geological layer on earth.**
15. Our education system does not teach basic repair skills. Therefore, we throw away many products. Instead of buying new products, having the skills of repairing is an important one. Lately in the United States, centers called repair cafes are opening. You take your deformed or broken product and you learn to repair them with the help of professionals. Producers consciously produce materials with short life expectancy. **We have to help students be aware that goods can be repaired and help them to acquire skills of repairing.**
16. Our addiction to meat makes cattle and poultry become enormously big. With this rate of fishing, there is a presumption that fish become extinct. **We have to help students create an awareness that results of our decisions may lead to collective results.** The Lego Company has separated 115 million dollars to replace former Legos with completely degradable ones by 2020.
17. The UK is prohibiting the sales of petrol and diesel operated automobiles. **Sharing the harms caused by these vehicles with students and helping them that manufacturers are changing these with environmentally friendly ones.** People have to find alternatives in order to become more environmentalists. Germany says goodbye to internal combustion engines. The alternative is electric cars with zero emission.
18. **Emphasizing the importance of public transportation and the importance of cycling.**

19. **Helping the students learn about the alternative energy sources. Enabling them to learn the importance and necessity of sustainable sources.** Costa Rica gets 98% of its energy from renewable sources. Helping the students recognize the difference between the traditional and new technological ways.
20. **Helping the students get information about the policies of the countries that support recycling. As the adults of the future, making them believe that the nations will create changes for all the countries and the world.** Sweden has improved itself so much that they import the waste from other countries. (Source: independent.co.uk-13.12.2016) Switzerland recycles more than 50% of its waste.
21. **Helping students to gain information on ecological footprint and methods on how to decrease.**
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