

BORN FREE'S GREAT DEBATE

Overconsumption: Do we really need all this stuff?

About Born Free

As an international wildlife charity, we work tirelessly to ensure that all wild animals, whether living in captivity or in the wild, are treated with compassion and respect, and are able to live their lives according to their needs. We seek to have a positive impact on animals in the wild and protect their ecosystems in perpetuity, for their own intrinsic value and for the critical roles they play within the natural world.

Born Free's Great Debate

This free programme provides teachers with tools to engage school students in meaningful debates about key wildlife or environmental topics. Students will gain knowledge about the debate topic, plus extensive skills to research, frame and deliver an argument.

Debating encourages research, reasoned argument and application of facts, and ingrains 21st Century Skills – 12 abilities today's students need to succeed in their careers during the Information Age (namely: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity and social skills).

Armed with these skills, young people are more equipped to reduce their impact on biodiversity and the environment by making simple lifestyle changes, and encouraging others to follow. By engaging young people on this topic, we also hope they can develop the skills necessary for each individual to have a voice.

Topic 5: Overconsumption, is linked to the KS2, 3 and 4 National Curriculums in Science, Biology, Chemistry, Physics, English, Geography, Business Studies, Citizenship and SMSC. See full list, learning objectives and content notes below. Full resources will be available as a free download via [our website](#) from late August 2023.

Overconsumption & The Environment

Our consumer habits are at the heart of the planet's environmental crisis. Whether contributing to climate change through factory emissions and transportation, or impacting biodiversity through pollution and waste materials, our need to own the latest electronic device or follow the latest fashion trend has led many countries to consume natural resources at a rate that far exceeds the planet's capacity to renew them¹. In fact, if the citizens of the world all lived like those of the United States, we would require five full planets to satisfy the global need for resources every year².

Through this Great Debate topic, students will have the opportunity to delve deeper into the issue of overconsumption and decide whether we can carry on as we are, or whether we need to drastically change our ways in order to protect our planet and its wildlife, and if so, whose responsibility is it to bring about change? **Your students will decide.**

Finally, a follow up activity will give your students the chance to put their learning into action and create a plan to tackle overconsumption on an individual, class, school or national level.

¹ [Nature Sustainability - The importance of resource security for poverty eradication](#)

² [Earth Overshoot Day - How many Earths? How many countries?](#)

What will Born Free's Great Debate deliver?

Lessons	Learning Objectives	Content	KS2 Curriculum Links	KS3 Curriculum Links	KS4 Curriculum Links
<p>Our Consumer Habits (One hour)</p> <p>Overconsumption – drivers, what is it, supply and demand</p>	<ul style="list-style-type: none"> To understand and define key terms around business and consumption. To understand and explain the drivers of overconsumption. To begin to explore some of the impacts of overconsumption, including environmental impacts. 	<ul style="list-style-type: none"> Define key terms including consumer, supply and demand Discuss the drivers of consumption and overconsumption Explore the positive impacts of consumer society, including jobs, economic benefits and how the development of new technologies can benefit peoples health and lifestyle Begin to explore facts and figures around fast fashion, technology and single use items. 	<p>Science</p> <ul style="list-style-type: none"> Living things and their habitats (Yr. 4) Evolution and inheritance (Yr. 6). <p>English</p> <ul style="list-style-type: none"> Reading – comprehension Writing – composition Writing – vocabulary, grammar and punctuation Spoken language. <p>Geography</p> <ul style="list-style-type: none"> Locational knowledge Human and physical geography. <p>Citizenship</p> <ul style="list-style-type: none"> Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens Developing good relationships and respecting the differences between people. <p>SMSC</p> <ul style="list-style-type: none"> Encourage respect for other people Ensure that all pupils within the school have a voice that is listened to An understanding of how citizens can influence decision-making Consider the role of extracurricular activity, including any run directly by pupils, in promoting fundamental British values. 	<p>Biology</p> <ul style="list-style-type: none"> Relationships in an ecosystem Inheritance, chromosomes, DNA and genes. <p>Chemistry</p> <ul style="list-style-type: none"> Earth and atmosphere. <p>Physics</p> <ul style="list-style-type: none"> Calculation of fuel uses and costs in the domestic context. <p>English</p> <ul style="list-style-type: none"> Reading Writing Grammar and vocabulary Spoken English. <p>Geography</p> <ul style="list-style-type: none"> Locational knowledge Place knowledge Human and physical geography. <p>Citizenship</p> <ul style="list-style-type: none"> The way in which citizens work together to improve their communities, including opportunities to participate in school-based activities. <p>SMSC</p> <ul style="list-style-type: none"> Encourage respect for other people Ensure that all pupils within the school have a voice that is listened to An understanding of how citizens can influence decision-making Consider the role of extracurricular activity, including any run directly by pupils, in promoting fundamental British values. 	<p>Biology</p> <ul style="list-style-type: none"> Ecosystems <p>Chemistry</p> <ul style="list-style-type: none"> Earth and atmospheric science. <p>Physics</p> <ul style="list-style-type: none"> Energy. <p>English</p> <ul style="list-style-type: none"> Reading Writing Grammar and vocabulary Spoken English. <p>Geography</p> <ul style="list-style-type: none"> Locational knowledge People and environment: processes and interactions Physical geography: processes and change Human geography: processes and change Place: processes and relationships Formulating enquiry and argument. <p>Business Studies</p> <ul style="list-style-type: none"> Business in the real world Influences on business Human resources Marketing <p>Citizenship</p> <ul style="list-style-type: none"> The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity. <p>SMSC</p> <ul style="list-style-type: none"> Encourage respect for other people Ensure that all pupils within the school have a voice that is listened to An understanding of how citizens can influence decision-making Consider the role of extracurricular activity, including any run directly by pupils, in promoting fundamental British Values.
<p>The Impacts of Overconsumption (One hour)</p> <p>Environmental and social impacts, economy</p>	<ul style="list-style-type: none"> To understand how consumer habits can negatively impact the environment and society. To explore ethical consumerism. To explore how decision-makers and organisations influence consumer choice. 	<ul style="list-style-type: none"> Explore the negative environmental impacts from the fast fashion and technology industry e.g., water consumption and pollution, unused products in landfill, habitat loss and climate change Discuss the negative social impacts associated with overconsumption Explore ways in which individuals can be more ethical consumers. Explore ways in which decision makers and organisations are trying to reduce consumer waste, such as right to repair and universal chargers. 			
<p>Researching the issue (Homework)</p>	<ul style="list-style-type: none"> To analyse a range of arguments To summarise and organise the material to support arguments with factual detail To justify viewpoints. 	<ul style="list-style-type: none"> The class will debate the question: Overconsumption: Whose Responsibility? The class can be divided into groups, advocating for one of the following stakeholder groups to take overall responsibility for what and how much we consume: <ul style="list-style-type: none"> Individuals Companies Governments The lesson aims to offer the students the opportunity to research and plan their arguments in groups. 			
<p>The Great Debate (One hour +)</p>	<ul style="list-style-type: none"> To speak confidently and effectively by participating in formal debates and structured discussions To listen and learn from others. 	<ul style="list-style-type: none"> To hold a student debate either in class time or to a wider school audience. 			
<p>Action planning – where do we go from here? (One hour and/or homework)</p>	<ul style="list-style-type: none"> To make sustainable choices To take actions to reduce human impact on local and global environments. 	<ul style="list-style-type: none"> What does ‘sustainability’ mean? Identify the way in which individual choices and actions can make a difference Develop an action plan to reduce consumption Share your outcomes, plans and ideas via #BFGreatDebate. 			