

Conscious Consumption: From the Supermarket Basket to Social Influence



Lesson plan

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Title of Activity: Conscious Consumption: From the Supermarket Basket to Social Influence	Subject area: Social & Civic Education – Environmental Education – Health Education – Home Economics – Language
Grade Level(s): 12–14 years old	Duration: 2 teaching hours (+ optional educational visit to a supermarket)

Learning objectives:

By the end of the lesson, students are expected to:

- Understand how consumer choices affect society, the environment, and health.
- Develop skills for the critical analysis of products.
- Raise awareness regarding the country of origin, seasonality, packaging, and nutritional value.
- Compare conventional and alternative consumption choices.
- Recognize their role as citizens capable of influencing their family and social environment.

Teaching Method:

Inquiry-Based Learning

Teaching Techniques: Group work, dialogue, guided discussion, Q&A, practical exercises, case studies.

Materials / Resources / Technology use:

- Shopping list (provided by the teacher).
- Smartphone or tablet (for photographing products and labels).
- Computer access during the activity.
- Worksheet: "Product Analysis and Alternatives" (Appendix 3).
- 4–5 physical product packages with labels.
- Google Form for product analysis: [Access Link](#).
- Article Writing Guide (Appendix 1).
- Self-assessment rubric (Appendix 2).



Activity Description:

Preparation: Prior to the activity, students receive a shopping list (detergents, staples, fresh food, etc.). They are asked to "shop" by photographing products and labels at home or at a market, or by bringing empty packaging to class.

Introduction: Presenting the Problem

The teacher poses the central question: *"How conscious are the choices we make when we shop?"*

Step 1: Knowing What We Buy

The teacher demonstrates how to read all available information on a product label and how to fill out the Google Form. The class practices together using the 4–5 sample packages.

Step 2: Product Analysis In groups, students study their chosen products, focusing on:

- Country/Place of origin.
- Product seasonality.
- Packaging material and quantity.
- Nutritional value/Ingredients.
- Environmental friendliness.

They record their findings in the product analysis sheet for each item.

Step 3: Comparison & Alternatives

Groups discuss better environmental and nutritional alternatives, such as:

- Local or seasonal products.
- Less processed foods.
- Eco-friendly packaging.
- Nutritionally balanced choices.

They evaluate the pros and cons of each choice and complete the relevant form.

Step 4: Transfer of Knowledge & Observation

Students:

- Present what they learned to their families.
- Discuss family consumption habits.
- Propose small, realistic changes to the "family basket."
- Observe and record family reactions.
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Step 5: Blogging & Social Media (Influencing the Community)

Groups write a blog post for the school website. They act as "Sustainability Influencers," sharing their experience to inspire the wider community.



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Closing the Activity

Reflection: *What changed in the way I view and choose products? Which choice was the hardest? How did my family react to my suggestions?*

Assessment

- Active participation in research.
- Quality of product analysis.
- Group collaboration.
- Ability to provide evidence-based opinions in the blog article.

Appendix 1: Article Writing Guide

Title: "Be the Change You Want to See in Your Basket"

The Experience: Describe the activity. What surprised you about the labels?

- **The Findings:** Present 2–3 "revelations" (e.g., "The lentils we bought traveled 10,000 km, even though local ones exist!").
- **Social Influence:** Family reactions and challenges (cost, taste).
- **Tips for Readers:** 3 simple tips for future shopping.
- **Closing:** Ask a provocative question to spark comments.

Appendix 2: Self-Assessment (Checklist)

(Students check their article before publishing)

Criterion	Yes	No
Did we explain how choices affect society	<input type="checkbox"/>	<input type="checkbox"/>
Did we propose at least one alternative	<input type="checkbox"/>	<input type="checkbox"/>
Is our tone persuasive and encouraging (not critical)?	<input type="checkbox"/>	<input type="checkbox"/>
Did we include family reactions?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 3: WORKSHEET: "Product analysis and alternatives"

Group: _____

Members: _____

Date: _____

Instruction: Analyze the label information of the product from the shopping list.

Feature	Selected Product Details	Alternative proposal
Product Name		

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Feature	Selected Product Details	Alternative proposal
Origin		
Seasonality		
Packing (material/amount)		
Nutrition facts		
Eco friendliness		
How I'll take it with me?		

SAMPLE SHOPPING LIST

(Choose and photograph or bring the empty packaging of two (2) products from each category)

Staple Foods

- Bread (packaged or fresh)
- Milk or plant-based beverage
- Pasta
- Rice
- Legumes (lentils / chickpeas / beans)

Fresh Produce

- Tomatoes or apples
- Vegetables (e.g., cucumbers, peppers)
- Imported fruits (e.g., bananas)
- Cheese or yogurt
- Eggs

Daily Essentials

- Toothpaste
- Shampoo or shower gel
- Toilet paper
- Baby wipes or tissues
- Bottled water (plastic)

Cleaning Supplies – Detergents

- Laundry detergent
- All-purpose cleaner
- Dish soap