

**SELECTIONS FROM THE
CONSUMER EDUCATION GUIDE
FOR PRIMARY SCHOOLS IN
NORWAY**

**August 1998
unofficial, temporary
translation from
Norwegian**

**The Consumer Council of Norway
The Ministry of Children and Family Affairs
The Ministry of Church, Education and Research**

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1. Consumer awareness and consequences for education in Norway

1.1 Development trends in society and consumer awareness

The recent reforms in the Norwegian public school system have been based upon analysis of changes in contemporary society. The new core curriculum (L-97) emphasizes the need for knowledge about the coexistence of man and nature and the need to teach values which support a humane and sustainable development. The Royal Ministry for Children and Family Affairs, which is responsible for consumer issues, has together with the Royal Ministry of Education focused upon the social responsibility which schools have in relation to consumer education.

Consumer education themes are emphasized in the reformed curriculum. In secondary school a new subject, «economy and information processing» was initiated in 1994. In primary school consumer themes are included in several subjects, as well as being referred to as interdisciplinary themes to be dealt with collectively. It can be useful to separate consumer themes into the following categories:

- personal finances
- the rights and obligations of the consumer
- advertising and persuasion
- consumption and environment
- diet
- safety

These categories are to be found in a number of the main goals for various subjects in the core curriculum. They are specified in chapter 3 of this guidebook in the Norwegian version.

The development of society in recent years has created an increased need for consciencious attitudes about being a consumer. In recent years society has experienced among other things unemployment, large personal consumption and extensive loaning. Many families have struggled with the weight of private debts. New forms of payment and purchasercommitments require insight into one's personal economy as well as understanding of how society's economy functions.

Children and youth need the experience of making choices, following rules and realizing the consequences of their choices. In daily life, this need is often connected to the purchasing and selling of products and services. Knowledge of existing rights and responsibilities is necessary so that pupils can participate in the consumer society without difficulties.

Today's children and youth live in a world full of pictures containing an enormous amount of commercial messages. Advertisements often appeal to the uncertainty which many youth feel. One «sells» beauty, selfassurance, companionship and popularity in the form of clothes, shoes, food, music and cosmetics. Buying-crazes and gambling-crazes have also become established problems in Norway too. Parents and youth can easily enter into conflict between the influences of the massmedia, the values of the home and the economic limitations of reality.

Information technology has created a number of challenges. Electronic media are dominating the activities of children and youth when they are free from school. These media represent a great source of knowledge as well as providing the opportunity for purchase and sale. The challenge this raises is among other things, the establishment of quality and ethical controls.

Consumer education also deals with diet and eating habits. The consumption of food has consequences for human health and the quality of life. Diseases which are connected with poor diet and incorrect nutrition can be prevented through increased awareness of correct nutrition, purchase and handling of food products.

Statistics over the number of accidents among children and youth in Norway are high. Awareness of the regulations concerning product safety, protective equipment and marking of products is necessary in order to prevent accidents. It is equally important that pupils be assisted in taking responsibility for their own safety.

Increased consumption has ecological consequences both locally and globally. Production as well as consumption must meet the challenge of necessary adaptation to the environment. As consumers, we must contribute to a sustainable development of the environment and resources by means of our lifestyles and consumer patterns.

This guidebook will help connect the consumer themes in each subject and give ideas as to how consumer education can be carried out in tune with the principles embodied in the curriculum for Norwegian primary school.

1.2 Consumer education's role in school

The General Section of the Core Curriculum

In the general section of the national core curriculum for the Norwegian state school system one finds the following:

«Human beings are a part of nature, and are constantly making decisions with repercussions not only for their own welfare, but also for other humans and for the natural environment as well. Our choices have consequences across geographic borders and across generations; lifestyle influences health; our nation's consumption produces pollution in other countries; and our society's waste becomes the plight of further generations.» (p.35 English ed.)

Concerning our lifestyle and nature the following is to be written:

«The interplay between economy, ecology and technology must make unique demands, scientific and ethical, on our age, if we are to ensure sustainable development. Education must therefore provide a broad awareness of the interconnections in nature and about the interplay between humans and their habitat.» (p.36. English ed.)

This means that the pupils must develop attitudes and knowledge which can form the foundation for responsible choices and actions in relation to their fellow human being as well

as to the material world. When working with consumer education, these issues should be raised in connection with the various themes mentioned above.

Principles and guidelines

In the Parliamentary document #29 of spring 1996, it was emphasized that school should:

«contribute to the multifaceted preparation for life which will help children and youth learn more and develop themselves as individuals and members of society.» (L-97 s. 94)

The Norwegian Parliament supported the principles presented in the abovementioned document and made clear the point that schools play a central role and have a special responsibility for the teaching of consumer related issues.

In the second section of the national core curriculum, the goals, principles and guidelines for subject teaching are explained. Here it is said that:

«Education shall contribute to the development of pupils as knowledgeable and discriminating consumers, and teach them to be critical and make conscientious choices as consumers, users of media and users of freetime.» (L-97 s.68)

A central issue in consumer education deals with fundamental rights and obligations. In the second section of the core-curriculum it says:

«Education shall contribute to the development of a general reorienting towards society and an active involvement in society. The pupils need knowledge of social and political rights and responsibilities and of how the different organisations and institutions function. Education should create a solid basis for further learning and help pupils to deal with professional-, family-, and social life by encouraging them to meet new tasks and challenges in an active, constructive and well reflected manner.» (L-97 s.66)

This subject is mentioned further:

«Activities which are health bringing and improve physical wellbeing are central to the curriculum for subjects. Education should provide insight into the connection between lifestyle, living conditions, environment and health.» (L-97 s.72)

Under the heading dealing with interdisciplinary work in the core curriculum, one finds consumer education mentioned as an essential subject which it is encouraged to deal with in an interdisciplinary manner so as to bring forth the width and breadth of the subject matter.

1.3 Goals for consumer education

A group working for the Nordic Council published a document entitled «Consumer education in the Nordic countries». Many of the objectives presented therein can be located in the Norwegian national core curriculum. The Nordic document provided an overview of suggested

objectives for consumer education in compulsory schools and at the upper secondary school level.

«The objective of consumer education at school are to educate independent, discriminating and informed consumers. It is to equip the pupil with knowledge and insight into the conditions of being a consumer in a complex, multifaceted society by providing basic knowledge in such areas as consumer legislation, personal finances, economics, advertising and persuasion, consumption and the environment, global resources, housing, clothing, price and quality, diet and health. Schools should contribute to making pupils aware of the influences they are exposed to with respect to lifestyles, consumer habits, values and attitudes.»

Objectives for areas of study:

- Personal finances
- The rights and obligations of the consumer
- Advertising and persuasion
- Consumption and the environment
- Diet
- Safety

Personal finances

General objective:

Pupils should have basic knowledge of and skills in personal finance. They should be able to deal with and take responsibility for their own and their future family's financial situation, and understand the link between personal consumption and the economy as a whole.

Detailed objectives:

Pupils shall

- realise the importance of planning their finances
- be able to make a budget and keep a cash book
- be able to take responsibility for their own financial situation and to take part in the family's planning of income and expenditure
- develop an economical and environmentally aware perspective of various expenditures at home
- be able to understand the relation between lenders and borrowers
- be aware of the relation between the national economy and the individual household's financial situation
- know where and how assistance can be obtained to rehabilitate one's financial situation
- be able to compare prices, and to assess price and quality
- be able to make use of modern technology, such as computer-based
- information systems, bank and library services etc.

The rights and obligations of the consumer

General objective:

Pupils should know and be able to use their rights, and be aware of their obligations as a consumer.

Detailed objectives:

Pupils shall

- know the content of the most important laws and other statutory provisions dealing with consumer rights and obligations
- know how an increasingly unhindered free trade will affect our rights as a consumer
- be familiar with general rules on agreements and contracts
- know the obligations entered into in becoming a guarantor for another person
- be aware of the rules on financing and forms of payment, which applies to households
- know the rules for product labelling

Advertising and persuasion

General objective:

The pupil should gain an insight into the purposes of advertising and be able to interpret, analyse and critically examine advertising images and other commercial messages.

Detailed objectives:

Pupils shall

- be familiar with the role of the mass media in society
- learn to identify advertising and to understand the difference between information and advertising
- be familiar with the laws and regulations governing advertising
- be able to analyse, interpret and critically examine the content of commercial images, communications and their use of language
- be familiar with the use of electronic media such as TV, video, computers, modems, CD-ROM and other important consumer technology for communicating information and entertainment
- understand the importance of advertising from a commercial and social perspective
- be able as a consumer to use electronic information services in a critical and discriminating way
- learn to understand how the media creates lifestyles that are reflected, inter alia, in particular gender roles and physical ideals

Consumption and the environment

General objective:

Pupils are to gain an awareness of the effects of their own consumption on the environment. They shall be able to critically examine different lifestyles and patterns of consumption from an environmental standpoint and to understand how consumption affects our environment.

Detailed objectives:

Pupils shall

- be aware of existing threats to the environment from industry, agriculture, transport and households
- be familiar with environmentally-adapted production and why it is so called
- develop an environmentally-adapted behaviour as regards consumption
- be aware of mankind's role as a consumer and her role as a part of nature
- know what the various ecolabels stand for and learn to use them

- be able to sort household refuse
- have a clear idea of how we should act to reduce resource wastage
- develop an ability to think about the use of resources and resource distribution

Diet

General objective:

Pupils shall be able to cook and prepare nutritious and healthy food. They shall also know how eating habits affect health, the ability to work and our financial situation.

Detailed objectives:

Pupils shall

- understand the importance of diet for health and the quality of life
- know what comparative prices are and how to use them when purchasing food
- be able to store and make use of food in a hygienic manner
- realise the importance of sensible food purchases and of kitchen hygiene
- understand the effect of food consumption on the environment

Safety

General objective:

Pupils are to be familiar with the risks both at home and in other environments and are to be aware of and able to assess the safety of products, and to develop a sense of responsibility for their own safety.

Detailed objectives:

Pupils shall

- learn to understand information and labelling with respect to product safety
- know how to deal safely with dangerous substances, for instance common household chemicals and inflammable substances
- know how accidents can be prevented at home and in their vicinity, at school in leisure activities, at the place of work
- be familiar with safety provisions for equipment at home and in school
- be able to deal with the most common technical aids at home and school and know how they are to be kept safely from children
- know how to fit and maintain security equipment for children

1.4 Adapting the subject to appropriate grade levels

(This chapter deals directly with consumer education in relation to the profile given each grade level in the Norwegian core curriculum. The contents of this chapter will be included in the English translation when the official English translation of the core curriculum is completed.)

1.5 Methodology

The second section of the core curriculum dealing with principles and guidelines states the following as regards methodology in schools:

«Subject curricula emphasize that pupils shall be active, participatory and independent. They should learn through doing, experimenting, and trying things out in the context of actual working situations.» (L-97 s.75)

The curriculum emphasizes that creative activities and experiences are important for learning. Consumer education deals with attitudes towards and activities in connection with the concrete material world which the pupils meet every day. By connecting e.g. drama, art and other practical-estetical activities to consumer education, one can build bridges between the everyday world of the pupils and the world of the school.

The curriculum also gives more attention to the importance of playing. Kindergarten and 1-4th grades have good experience with consumer education themes taught through play. Student activities shall initiate conscience reflection about the consumer society. As a means of following up discussions and activities, pupils can be encouraged to draw or write about what they have done. Diary, articles, and displays can assist the pupils to find words for their experiences and thereby be better able to reflect upon and understand the connections between e.g. ones self and mass media, or money and purchasing.

Issues which are a part of consumer education have a number of connections to the local environment of the pupils. It is important to know what resources exist in the neighbourhood and how they can be used in teaching. Connections are not hard to discover. e.g. product safety for playing and sports equipment at home and at school; product information for clothes; personal economy and the purchase of a pc, stereo or freetime equipment; changes in buying habits after the establishment of a kiosk in the local neighbourhood.

The curriculum also encourages the aspect of current interests. This concept can be used in relation to media influences, product safety and consumption and environment. It can as well be important in terms of distinguishing which issues are suitable for different age groups. Subjects such as taxes, salary, osv. are less relevant for children in lower grades than those the final years of school.

In order to take into consideration the pupils experiences, interests and understanding of reality, it is necessary to have close cooperation with the pupils homes. The attitudes of the parents and their experiences influence the pupils attitudes and it is the parents who most likely will be able to suggest relevant issues in relation to various themes. Consumer education can form the basis for parent meetings and projects between the homes and school. Relevant themes could be e.g. videos at birthday parties, school lunches and candy, tv watching and sleeping, clothes and health.

Age-integrated teaching is mentioned in the core curriculum on p. 62 (norwegian ed). Classes from different grade levels are encouraged to work together. Age-integration gives the opportunity to use the collective knowledge of the mixed classes which are working together. Issues brought up in connection to themes will be more diverse and thus reflect the society as a whole more truly.

The core curriculum emphasizes the use of project work. Project work is defined as:

«a workform where the students' point of departure is an issue or problem or a task

which they define and follow through with goal directed efforts from the original idea to a finished concrete product or practical solution.» (L-97 s. 77)

In the lower grades the interdisciplinary approach is focused upon while in the higher grades an increased use of projectwork is expected. Students in the 10th grade shall have completed a project which will receive a written evaluation.

Consumer education is very suitable for project work. The varying issues related to consumption can form the point of departure for projectwork.

The Norwegian core curriculum presents a subject called «the students' and school's choice. This subject provides the school as a whole or individual students with the chance to focus upon areas and activities which deal with consumer education. Further on in the guidebook, suggestions for themes for students' and school's choice are given.

When interdisciplinary approaches are taken in presenting subject material, it is essential that teachers coordinate their efforts and inform each other across the grade levels about which subjects they have covered. In this way one can avoid the problem of repetition of a few subjects and the omission of others (e.g. dealing with the subject of waste and recirculation every year).

1.6 Educational materials

To achieve the goals of consumer education it is important to have available a variety of materials. Many of the newer textbooks take up consumer related themes.

In the lower grades use of so called «scrap material»(cardboard tubes, boxes, etc.) is valuable. Playing shop is enhanced by the use of empty packages, playing with play money gives a sense of reality, or pretending to repair a machine by experimenting on a old broken one. Old newspapers and magazines are useful when working with advertisements.

School library

The core curriculum encourages self-study. It is therefore important that pupils have access to the school library. In the library the pupils should be able to find reference literature on topics related to consumer education. Access to magazines, updated yearbooks and statistical reviews are important as well.

Information technology

Information technology is relevant to consumer education and is a valuable tool for pupils to use. However, in the introduction of the core curriculum it is mentioned that the intentions of the curriculum as regards use of IT should be adapted to the economic situation of each county.

Acquiring and working with information from datashystems or nets are useful skills and can be developed in connection with consumer education. The Norwegian «Schoolweb» has consumer education information which is constantly updated.

Other relevant teaching materials

The Consumer council has published a number of pamphlets and other material dealing with consumer issues. The magazine «Consumer report» is available at most norwegian schools and contains many useful articles, surveys and ideas for topics.

The pamphlet «Global Teaching» distributed by the Red Cross, Save the Children, The Norwegian Aid Organization and the National U.N. office, has an overview over many valuable materials prepared directly about consumer related issues such as distribution of ressources, consumption and environment, waste and pollution.

2. How to work with consumer education

(The guidebook presents tips and suggestions specifically related to the various grade levels in the following three chapters of the Norwegian edition. In this English translation there will only be included a summary of each chapter before presenting the methodological examples.)

The examples which follow in this guidebook are suggestions to be used, adapted to and altered as necessary. They are meant as a form of inspiration to start the process of creating teaching programs which teachers can carry on with in the context of their students, schools and neighbourhoods.

2.1 List of examples

CLASS LEVEL	TITLE	TOPIC	SUBJECT
1 st grade	«Cheater»	Consumer rights	Mathematics, Physical Education
2 nd grade	Sara's shop	Economics	Mathematics, Home Economics
3 rd grade	Ma Troll's birthday	Product safety/ Safety	Home Economics, Arts and Crafts
4 th grade	Can I decide?	Media/ Advertising / Persuasion	Social Studies, Norwegian, Arts and Crafts
1-4 th grade	Again and again	Consumption and the Environment	Home Economics, Natural Science and Environment
5 th grade	Happy-buyer and Clever-shopper	Economics	Mathematics, Home Economics, Arts and Crafts, Social Studies
6 th grade	White coal/ black gold	Consumption and the Environment	Natural Science and Environment, Social Studies
7 th grade	Learn to resist	Advertising/ Persuasion	Norwegian, Arts and Crafts
8 th grade	«Buy! Buy!»	Economics	Mathematics, Social Studies

9 th grade	Short lived pleasure	Product safety/ Safety	Home Economics, Physical Education
10 th grade	We are world citizens too!	Consumption and the Environment	Social Studies, Natural Science and Environment
8-10 th grade	My food, my health, my choice	Diet/ nutrition	Home Economics, Physical Education Natural Science and Environment
8-10 th grade	A real «lemon» <i>This example is also included in the Information technology guide</i>	Consumer rights	Home Economics, Social Studies

2.2 1-4th Grades

On this level where playing is an important aspect of the school day, it is natural to connect consumer education to experiences both within and outside the school building. The experiences pupils have in the schoolyard, on the way to school, in shops, parks or out in nature should be used to help arouse the pupils awareness.

Awareness means in this context helping the pupils to observe, pose questions, and relate to the values and norms connected to consumer education. These are values which are mentioned in the curriculum (p. 17,19,39,41 Norwegian ed) e.g. consideration, honesty, empathy, helpfulness, moderation, respect and responsibility. Both the schools and homes should raise the children by developing these qualities.

Possible ways of approaching the subject of consumer education on this level is through conversations, stories, songs, puppetshows, dances. Some of the questions which one can pose are:

1. Do we want garbage and mess around us?- in the schoolyard, in the forests?
2. Can we use waste for anything?-recirculating, composting, reuse?
3. Must we use up all our weekly allowance?
4. Are all rules in games just?
5. Are all clothes functional?-schoolclothes, outdoors clothing, gymclothes?
6. Can schoolfood be made of anything what so ever?- nothing, alot, little, candy?

The dialogue which occurs around such questions gives the pupil a chance to develop their own reflections. These reflections can lead to ideas for practical activities such as making an artwork of waste products, starting a kitchen garden with compost, choosing cooperative games instead of competitive ones, alternative school food, making a review of inventar one has at home.

At this level in school much of the work is to be done interdisciplinarily. One should try to find interesting stimulating titles for the work to be done. Instead of just saying «Garbage» one might choose to say «How can garbage be used?» Instead of «Advertisements influence» one might prefer «Learn to resist!»

To connect the topics to the pupils everyday life, one can encourage the pupils to bring things from home to show. A «consumer corner» could be established in the classroom where things could be displayed.

Following up concrete activities related to consumer education is important. Writing diaries is a good technique for third and fourth graders. The younger pupils can draw pictures and let those who can write help them with text. Pupils can make displays, present things for other classes or at assemblies, present things for parent's meetings, make newspapers, radio programs or posters about what they have studied and done.

At this grade level it is important to base learning upon the pupils own experiences, and thus it is useful to remember that activities connected to consumer education need not necessarily occur in the classroom. «Discovery trips» and outings in the neighbourhood can bring a theme alive. One can visit e.g. banks, shops, used clothes shops, farms, tv stations, newspaper offices, garbage and recycling stations. Students get more out of visits if they are well prepared. They can think about what they expect to meet on the trip, play that they are on a farm, in a shop, etc.

Rather than just talking about correct nutrition, consumption, environmental protection, one can use the school itself as a point of departure. The pupils can find out what kind of habits those at school have. They can arrange to participate in making food at school, sorting garbage, cleaning up, etc. Young pupils enjoy «playing» janitor or being allowed occasionally to be the janitor's assistant.

Displays, playing, arts and crafts activities, and practical exercises require space both in the classroom and in closets or storage areas. One way of dealing with this is by organizing the classroom in areas where smaller groups can work together on different activities. Walls, ceilings, and hallways can be used for displays. Accessibility to materials like dress-up clothes, dolls and puppets, clay, blocks, sandboxes and games is important. It is good idea to have picture books available both in the classroom as well as in the school library.

Title	«CHEATER»
Class level	1 st grade - Consumer rights and responsibilities
Objectives in the curriculum	Mathematics: <i>Mathematics in every day life:</i> - try to create and follow rules in games, count and order.
Local association	Games of all kinds may be used as a starting point. Specially games the children in the neighbourhood are interested in at the moment (e.g. «Stick ball», «Snakes and ladders».)
Connection to other subjects	<i>Physical Education</i> Play-culture The pupil will develop a positive self-image through playing and build a good condition for learning. The pupils will develop skills for playing which will enable them to participate in and develop the «playing-culture» for children.
Working methods and organization	*The pupils are given time to try different games. Afterwards discuss how the different games functioned. *The pupils investigate if there are different rules for the same games (by asking other children, parents or other adults). When they have clarified the rules, they discuss which set of rules they prefer to use and why. *The teacher organizes a game in which everyone is included. The game is not ‘fair’ (e.g. some children are given balloons to blow up and throw into the air, attempting to keep them in the air as long as possible. Some are given balloons with holes in (without knowing there are). A third group is observing it all. Afterwards, those who observed and those who were ‘playing’ discuss what they experienced during the game). *The pupils are asked to make a game with clear rules. They have to explain why they think the game is fulfilling the demands for fair rules. It might be easier for some to make a game with dolls.
Use of room (inside/outside) and educational material	Class room, gymnasium, hall way or outside area. Playing equipment, games, dolls, balloons.
Comments	In games and playing, it is easy to get the impression that ‘everything is allowed’. The purpose of the topic, is to help the pupils understand the principle behind co-operation and sharing, justice and overstepping limitations and restrictions. The pupils should also develop some insight into the duties related to having rights and privileges.

Questions to be discussed

Relevant questions to discuss can for instance be:

Why do people cheat?

Why do we have rules? Might some rules be unfair?

What is an agreement? What rules are involved in an agreement?

What rights and duties do the pupils have in a class-situation?

Title	SARA'S SHOP
Class level	2 nd grade - Personal finances__
Objectives in the curriculum	Mathematics: - practice measuring and estimating sizes, work with time, clocks, with Norwegian coins and notes and practice counting money and giving change.
Local association	The activities can take place in the «class shop», the school's shop or a local shop in the neighbourhood.
Conection to other subjects	Home Economics - <i>Activities in the home:</i> - learn about selling and purchasing by playing 'shop'.
Working methods and organization	*Make and play Sara's shop (collect packing material, make pretend money, use weights and unpackaged merchandise so the pupils can practice weighing and measuring). *Let the pupils decide what is needed in the shop concerning goods, equipment and opening hours. *Distribute the roles of the shop's employees among the pupils (some to get the goods, others to price them, others as cashiers, etc.) *Make signs with information of the goods (size, price).
Use of room (inside/ outside) and educational material	Class room. Available tables and shelves. Selection of goods for the shop can be brought from home.
Comments	The shop example can be used in a wider project e.g. with mixed age groups with several classes participate in the work of organizing a canteen or cafe etc. in the school.
Questions to be discussed	Relevant questions to discuss with the pupils could be: What did people do before they had shops? What rules have to be followed in a shop? Does it matter if the shoes we buy are too big/ if the clothes are too small/ if there is too little flour in the bag/ if the content differs from the information given? What would happen if we no longer had the shop and would have to order everything through the Internet/ TV-shops?

Title	MA TROLL'S BIRTHDAY
Class level	3 rd grade - Safety
Objectives in the curriculum	<p>Home Economics - <i>Activities in the home:</i></p> <ul style="list-style-type: none"> - work with simple exercises from everyday life - use normal kitchen utensils and get to know the dangers and safety regulations. <p><i>Children and family:</i></p> <ul style="list-style-type: none"> - practice proper behaviour in social situations like celebration and parties, happiness and sorrow, meetings and other gatherings. - work with exercises connected to traditions and celebrations and develop their creative skills through this.
Local association	This can be done anywhere.
Connection to other subjects	<p><i>Arts and crafts</i></p> <ul style="list-style-type: none"> - experiment with basic shapes and patterns on different surfaces of e.g. textiles, wood and clay.
Working methods	<p>*The pupils will prepare a birthday party for Ma Troll. They shall select a menu (based on normal, healthy raw materials, while how the foods are prepared and shaped is left to the imagination), decorate the premises, select activities and take responsibility for the cleaning up. This can be done in groups. The 'work' in the game is distributed by the children themselves. The pupils will teach their 'troll-children' how to use the 'pretend kitchen utensils', how they can prepare the party and - most important - how they should behave during the party.</p> <p>*All the pupils make their own 'troll-children' from rocks, material without value, or something else.</p> <p>*They make 'pretend kitchen utensils' in groups out of boxes, threads etc. The pupils should be encouraged to observe utensils at home closely so they are able to include details on the pretend copy at school.</p> <p>*The pupils can train their troll-children by playing with them, making instruction sentences and cookbooks for them, or create new symbols to warn the troll-children against dangers and about behaviour.</p> <p>*Kitchen appliances that are normal to have contact with that should be treated with careful use, are: toaster, refrigerator, oven, water tap (specially hot-water tap), can-opener, foodprocessor/mix-master, microwave and dishwasher.</p> <p>*When the birthday has finished, someone from the class can evaluate how the different troll-children behaved in the game.</p>
Use of room (inside/ outside) and educational material	The activities are play-like and involve a lot of making and roleplaying. Lots of table surface is an advantage (e.g. place several desks together). Pamphlets showing normal warning symbols would be useful to have within reach, as well as some instruction manuals for various kitchen appliances.

Comments

By training ‘pretend figures’, the pupils are able to use their own knowledge and experience without the feeling of ‘being stupid’. As well as getting to know kitchen appliances and prepare and make a party, it is important that the pupils practice the behaviour. Courtesy/ politeness, being helpful and considerate are skills that should be emphasised.

Questions to be discussed

Relevant questions to raise with the pupils could be:

Which kitchen appliance can children use alone and what should they have help to use?

What is electricity? How can it harm us?

In what ways can we be polite in a birthday party?

How can birthday parties be enjoyable without costing too much money (in relation to food, sweets, gifts and entertainment)?

Title	CAN I DECIDE?
Class level	4 th grade - Advertising and persuasion
Objectives in the curriculum	Social Studies - <i>Individual and society</i>: - discuss norms for media use with teachers and parents
Local association	Viewer habits among the school's 4 th graders in relation to TV, video and cinema creates the basis for the topic. The parents knowledge about and attitudes to films in the area (in the cinema and video stores) may be mapped.
Connection to other subjects	Arts and crafts - <i>Pictures and art</i> - talk about the relation between writing and picture based on work with newspapers and commercials. Norwegian - <i>Knowledge about language and culture</i> : study and experiment with commercials, find means of influence and talk about its effects.
Working methods	*A puppet show about 'The child who wanted to decide'.(The game often happens on its own through free play when the 'child' doesn't want to obey the mother or father but wants to make his own decisions e.g. what to eat, what clothes to wear and where to play etc.) As well as describing the circumstances, the pupils are encouraged to show the possible consequences of decisions made by someone who does not have sufficient knowledge or experience to make the decision, but who does so anyway. The consequences of watching certain types of TV-programmes and videos should be among the topics discussed. *Make a survey where the children's viewer habits are mapped (how often, what kind of programmes, who decides what you are allowed to watch). The results can be displayed (anonymously) on diagrams and posters. The results can be compared with national surveys. The pupils may also investigate how often films of various categories are shown at the local cinema, or how many of the videos available in their neighbourhood are suited for their age group. *Discuss the purpose of age limits, warnings and recommendations on books magazines and films. *Make a list of desired christmas- or birthday gifts. Compare the list with a toy-catalogue afterwards. *Make a 'dreambook' where the pupils write down or draw their dreams over several weeks. Afterwards you discuss to what extent the dreams seem to be affected by the media.
Use of room (inside/ outside) and educational material	It is natural for the activities to take place both inside and in the local area. Access to a library is an advantage. Room to show the performance, dolls, stage curtains.

Comments

The fact that other people might know more about certain things than they do themselves, is not always easy for 9-10 year olds to accept. The purpose of the topic, is to help them understand the reasons why there are age limits and controls in the media, at the same time to help them become aware of the parents responsibilities concerning the child's media habits. At this age, children still need help to distinguish between fantasy and reality.

Questions to be discussed

Relevant questions to discuss with the pupils could be:

Should babies eat beef? Peanuts? Drink beer?

Why do we have age limits for selling cigarettes, alcohol etc.?

Why should you be 12 years old to use a skate-board?

Which commercials do you find funny, scary, stupid? Why?

Who decides what TV-programmes and films you can see?

Title	AGAIN AND AGAIN
Class level	1-4 th grade - Consumption and the environment.
Objectives in the curriculum	Home Economics - <i>Activities in the home:</i> - get to know the problems involved with waste and the function of refuse sorting.
Local association	The activities make it possible to practice environmental protection at home and at school. Resource people in the class: for example: second hand shops, garbage collectors, farmers, environmental organizations, local county government's environmental advisor.
Connection to other subjects	Natural science and environment - <i>Elements, qualities and capacities:</i> - work with a compost (1 st grade) -discuss the waste problem and how it is possible to reduce the amount amount of waste (4 th grade)
Working methods and organization	Possible ways to work with this example can be: *Walks in the forest, beside brooks, along paths, roads and streets, gardens, school yards and neighbourhood. *Refuse sorting in the classroom. *Folding of milk-cartons. Use the cartons to build houses, castles etc. *Survey about garbage and waste habits. *Make a compost container with a glass wall out of old windows. *Find the receiving places in the local area for batteries, glass, smoke detectors, medicines, paint, old photographs and old refrigerators. *Make a programme about waste problems and recycling. Record the 'programme' the students are making on tape and offer it to the local radio or tv. *Make a poster-series. *Roleplay. *Make a garbage-sculpture *Create an 'idea book of recycling'. *Arrange a day of exchange. *Excursions to collection centers for used paper, glass, etc. *Visit the local store to investigate different types of packaging. *Make a collection of newspaper clippings concerning environmental care and recycling from a local and global perspective. *Have a contest of what you can wrap your food in if you are not using a lunch-box. *Make a compost container where circumstances permit. Use the soil from the compost for the school garden, and plants in the class room. Work together with the care-taker. *Contact the other pupils who are working with or who are interested in the topic via Internet. (E.g. the Kidlink-project).
Use of room	The topic can be dealt with both inside the class room and outside in the

(inside/ outside) education material neighbourhood. Many of the activities require a lot of space. The compost should be in a place where it can remain for a long time. There are several books and booklets with ideas on environmental care published by the Department of Environmental protection and the Consumers council.

Comments The pupils should witness to what purpose some of what they throw away is used for when recycled. Many children have already been introduced to thoughts about environmental care and recycling at home or kindergarten. It is important to base activities upon what the pupil already knows and understands.

Questions to be discussed **Relevant questions to discuss with the pupils could be:**
Why is garbage a problem?
What uses can garbage have?
What can be recycled?
Why are we not surrounded by loads of old trees, branches and leaves?
Why does some garbage stay around for a long time?

2.3 5-7th grade

On this grade level the pupils should gradually become more involved in planning and taking greater responsibility for their own learning. It is still natural that learning should have its point of reference in the daily life of the pupils and be connected to practical experiences. Working with increasing awareness of the values and norms related to consumer education is still essential. In the same manner as in the lower grades, discussions can be a means of developing the attitudes and actions of the pupils.

«On the middle level the individual subjects become more distinguished,,,, Inter-disciplinary work and project work should function as bonds connecting the specific subjects.» (Norwegian ed. s. 74)

As previously mentioned, consumer issues are very suitable for project work. Some of the issues which are relevant on this grade level are:

1. What can you buy with your allowance?
2. How can you get hold of foreign valuta and what does it cost?
3. How much could you buy with your allowance if you lived in a country in Africa or Asia?
4. How much does it cost to sponsor a child abroad?
5. I want...How do you set up a savingsplan? What will you use your money to buy?
6. Is everything in advertisements true?
7. Why are some toys marked with precaution rules? What can I do if the toy gets broken?
8. How much water do you use every day? Do people in other countries have as easy access to clean water as we do?
9. What kind of illnesses can I get from drinking unclean water?

On this grade level the pupils are concerned with social relationships and, according to the core curriculum, they should get the opportunity to «develop and expand social relationships.» With this in mind, one should arrange activities which emphasize cooperation between students so that they can work together on consumer related topics. An aspect of this is helping pupils develop respect for and insight in consumption and lifestyles.

If a class has previously had a «Consumer corner» it can now have a bulletin board with the title «We found out! We found out!» where new consumer connected information that the students themselves have discovered can be hung up. The responsibility for these bulletins should be the students' or groups of students.

Following up after activities and especially after project work is as important on this level as on the lower level. Pupils can make their own «Consumer book» which they work on throughout the entire year. Some classes can publish a consumer newspaper for the rest of the school or make a radio program for a local radio channel.

As mentioned earlier, it is essential that pupils realize that consumer education has to do with their daily life and the experiences they have in their neighborhood, the media they watch, etc. Concrete examples which the pupils have experienced themselves should be used to make

learning meaningful. It is natural that the pupils learn to take care of themselves, learn to use resources and make choices as consumers which have positive effects for themselves and others.

Learning on this level shall, according to the core curriculum, also have a distinctly practical and estetical dimension. Organising space in the classrooms should be done with projects work and groupwork in mind. Use of arts and crafts material require routines for cleaning up so that pupils take responsibility for their own environment even in the classroom. They should also have the chance to deal with consumer topics through a diversity of modes of expression.

Referance books (e.g.encyclopedias,etc) should be available both in the classroom and the school library. A wide selection of magazines and newspapers in the classroom can be the source of valuable information and ideas related to consumer education.

Title	HAPPY-BUYER AND CLEVER-SHOPPER Being a consumer
Class level	5 th grade - Personal finance
Objectives in the curriculum	Mathematics - <i>Mathematics in everyday life:</i> - use mathematics in relation to availability of money, purchases and sales.
Local association	The topic is based on the pupils personal belongings, pocket-money etc.
Connection to other subjects	Home Economics - <i>Consumption and responsibility</i> , - 6 th grade: - ...become conscious of your own consumption... Arts and Crafts - <i>Sculptures and handicrafts</i> , - 7 th grade: -to be able to talk about fashion, price and quality and to put it in a consumer perspective. English: - have access to songs and riddles in English. History: - from old times and approximately to year 1750
Working methods and organization	Possible ways to work with this example might be: *Paint a collective picture with the following scenes or *Make four three-dimensional exhibitions to show the following scenes *Let the pupils dress up and make a show of the following: - trade in the bronze age (hunting, swapping wares) - a day in the Bazaar in Cairo in the 1750's - the market in Steinkjer in the 1950's - shopping in a shopping centre, about 1997 *Pretend the class is going to sail around the world and has to pack everything they bring into their schoolbag. What do they bring? Why? *Each pupil can make a diagram ('At my place') showing how many toys the child has, when they were last played with, how many of the toys are inherited or made by someone the pupil knows? What happens to your old clothes or the ones that are too small? *Make an exhibition of things the pupils collect. *Draw a picture of one object you are especially fond of that you either made yourself or received as a gift that was made by any of your friends or family members. *Make a list over what the pupil wishes as birthday or christmas present. Calculate how much all the gifts would cost. Visit the shops if necessary. *Make a poster of pocket-money agreements. *Learn the song 'My favourite things' from 'The Sound of Music'. Let the pupils make their own versions, telling what they appreciate the most.
Use of room	Room for the exhibitions and shows, clothes and props for the show or

**(inside/ outside)
and educational
material**

the exhibition. Large pieces of paper (for the collective picture). Encyclopedia with information of historic events. Calculator. Perhaps a piano to accompany the show or the song.

Comments

The purpose with this topic is to make the pupils reflect over what they have of consumer products, what and why they might want more.

**Questions to be
discussed**

Relevant questions to discuss with the pupils might be:
Should it be normal for all children of this age to receive pocket-money?
What determines how much pocket-money one should receive?
What do you think you might want to spend your pocket-money on if you lived in Calcutta or a small village in Zimbabwe?
Does there exist a second-hand store or trading possibilities in your neighbourhood?

Title	WHITE COAL / BLACK GOLD
Class level	6 th grade - Consumption and the Environment
Objectives in the curriculum	Social Studies - Geography: - become familiar with how production and consumption lead to pollution of soil, water, air, and what work is being done to attempt to repair the damage.
Local associations	Oil extraction, waterpower and forestry are of great importance for the norwegian economy. The national economy has great influence on the local economies and the services the pupils meet in their local area. These businesses also influence many places with their presence.
Connection to other subjects	Natural science and Environment - <i>Elements, qualities and capacities:</i> - investigate the types of fuel that have been dominant throughout the times, technology used to utilize the fuel and the effects this has had on the environment.
Workin methods and organization	Possible ways to work with this example can be: *Map the energy consumption of Norway and a couple of other selected countries *Make posters that show where oil and water is utilized the most. *If possible, visit exhibitions on energy utilization (e.g. in Stavanger, the Energy centre in Hunderfossen, Oslo Technological Museum etc.) *Make a 'clock' where the numbers are exchanged with years between 1500 - 2000. The pupils should mark the watch where the different time-epoches for using different types of fuel are. *The pupils can play various simulation games/ roleplay that bring up issues like for instance demonstrations related to waterpower projects, the government in a debate about the budget, etc. *Make two types of newspapers/notices - one that shows realistic, shocking numbers of pollution, due to the extraction and use of fossil fuels, the other showing positive initiatives taken to restrict the pollution caused by fossil fuels. *Find out how it is possible to use less water at home (turn of dripping taps, brush your teeth with water in a cup instead of letting the water run, etc.) *Make crosswords pussles based on products derived from oil. *Make a cartoon that shows your neighbouhood a 100 years from now. It can for instance show alternative sources of energy, and the consequences of changes in use of oil. *Make an exhibition that shows what is claimed to be nuclear power's positive and negative aspects. *Make a book that describes big pollution accidents in Norway over the last 10 years. *Discuss how Norway might have developed if it had not found oil in the North Sea.

**Use of room
(inside/outside)
educational
material**

Newspapers, magazines and resource material from the school library should be available. Reference books showing statistics over water energy, oil-production etc. would also be useful. Databases.

Comments

Gaining insight in how oil is used in the world today, how much electricity is needed in eg. Norway, and what consequences these practices have on the environment, can influence the pupils habits of consumption.

**Questions to be
discussed**

Relevant questions to discuss with the pupils could be:
Why are the earth's resources owned by some countries instead of a shared ownership?
What type of alternative energy do you think one should concentrate on developing?

Title	LEARN TO RESIST !
Class level	7 th grade - Advertisement and persuasion
Objectives in the curriculum	Norwegian - <i>Reading and writing</i>: - investigate and evaluate the methods of persuasion used in various advertisement texts and experiment with making you own advertisements.
Local associations	The pupils meet advertisements and advertisement texts in every-day life: on clothes, in magazines and newspapers, on TV, on training equipment, at the cinema, in the mailbox and in the store. This subject also suits the projects connected with the school's and the pupils' special topic of focus.
Connection to other subjects	Arts and Crafts: <i>Images (two-dimensional shape)</i> - experience how shape, colour and composition can reinforce meanings and messages in pictures.
Working methods and organization	<p>Possible ways to work with this example can be:</p> <ul style="list-style-type: none"> *Play 'persuasion'. One pupil is told a message with no one else listening, (that he/she is going to persuade pupil nr. 2 to get up from his/her chair.) Pupil 2 is encouraged by the teacher to stay seated, (without the other pupils hearing this.) The rest of the class observe the methods used to persuade (tempt, threat, promise, scare etc.) Refer to the experience of this game when the class is discussing the methods of persuasion in advertisement. *Make a class-collection of advertisements. *'Museum'-exhibition of advertisement, now and in earlier years *Class competition: The best advertisement made in the class/ school. *The class makes an advertisement for a relevant product. e.g. <ul style="list-style-type: none"> -products in the school canteen, parents meetings student council meetings, Christmas assembly, international day, a student business -they choose how to present it themselves: e.g. slogans, posters or roleplay. -Make advertisements. *Compare the advertisements for chocolate and those for humanitarian organisations' adopt a child campaigns *Investigate the sponsoring of sports-teams. *Look through information and advertisements to find hidden advertising. *Make a survey in the class/ school on the use of trademarks concerning clothes.
Use of room (inside/outside) educational material	Library, audio-visual room, tape-recorders, TV, medias, news-papers, magazines, CD's. Relevant material from the consumer council and other organizations.

Comments

The pupils need to know what means of persuasion are used in advertising so they are able to evaluate the advertisements and the products which are advertised.

Questions to be discussed

Relevant questions to discuss with the pupils could be:

What is being advertised?

Can advertisements make us buy anything at all?

How do you know who the receiver of the advertisement is?

Is everything permitted when you are going to make an advertisement for something?

How do you advertise for the same product in different countries?

What does it cost to make an advertisement? Where does this money come from?

Is it possible to advertise for a totally useless, hopeless product and still get people to buy it? How is this done?

2.4 8-10th grade

On this level there is a greater emphasis upon subject knowledge. Learning shall nonetheless still give students experience in interdisciplinary learning and project work.

« The tasks for pupils on this level shall be connected to their interests and to what challenges them at that age...The work they do should expand their interests for learning more about specific subjects. The principles of scientific analysis should, adapted to the age and abilities of the pupils, be used as a tool for gaining new knowledge and insight and for analyzing and making critical judgements. Learning on this level should be done through practical tasks.» (L-97 s. 74 Norwegian ed.)

Learning should give the students the chance to plan, carry through and evaluate their own learning.

Learning should also include practical tasks which give the students the opportunity to use what they have learned. Consumer related topics provide practical application of theoretical knowledge.

Relevant issues for this grade level dealing with consumer education could be as follows:

1. Is there a connection between the price and quality of foodproducts?
2. Do I let myself be influenced by weekly savings advertisements distributed by chain stores?
3. What happens when local shops disappear and chain stores take over?
4. How much money should I contribute to family expenses when I have my own regular job?
5. Student business: How can they be made productive?
6. Why are there different types of insurance? Which kinds are you familiar with?
7. What is welfare and what does it have to do with you?
8. What connection is there between rights and obligations?
9. Do rights and laws for children and youth apply to all the youth and children in Norway?
10. Which laws and rules are dependent upon culture?

It is natural that learning encourage the students to become involved in social and cultural activities. Consumption and environment has often been a theme used on this grade level for actions in the local neighborhood. The school's and students' choice subject can be used to connect consumer themes to constructive actions which the pupils take responsibility for themselves.

Being a teenager is a period often filled with uncertainty and conflicts. The need for positive feedback and encouragement is great. Thus it is important to try and develop a realistic self image among pupils on this level, especially as regards advertisement and media influence.

The core curriculum emphasizes the importance of creating a good transition between primary and secondary school. In secondary school students will have the subject « Economy and information technology». By having dealt with such subjects on a lower level, students

will be better prepared to move on to secondary school and more advanced studies on the subject.

Youth are active consumers. Many pupils receive allowances and some have part time jobs in shops or as newspaper distributors. They earn money and they use it. They are enticed to buy and are perhaps not always aware of how much money they use. Many are surprised when they discover how much is used up in the run of a week. Others have a more conscientious relation to their use of money and manage to save for things they want. Consumer education can help students orient themselves in the consumer society and learn about the rights and responsibilities they have as a consumer.

A natural consequence of the methodology emphasized by the core curriculum for this age level is access to school libraries and the neighborhood where they can gather relevant information. Videos dealing with consumer themes can be procured from the Consumer Council and several data programs are also available (e.g. SIFO, and Food on data)

Title	“BUY! BUY!”
Class level	8th grade - Personal finance
Objektivies in the curriculum	Mathematics - Mathematics for everyday life: The pupils are going to work on questions related to personal finance and consumer patterns. Gain experience in making a simple budget and keeping accounts, estimating prices, reductions, means of payment.
Local associations	Locally the work is adjusted by visiting information sources such as banks, insurance companies, tax offices, Social Security offices, shops i.e. in the nearest environment. The topic may be extended by more thoroughly working on buying and price estimation, i.e. shopping via Internet.
Connection to other subjects	Social studies - <i>participation and guidance</i> - The pupils must obtain experience with financial planning and learn how to manage their consumption.
Working methods and organisation	The aim is to enable pupils to evaluate their own consumption/wants related to the family finances and thus be able to manage the economic resources in a responsible way. Problems: How much do I cost? What does the family cost? <ul style="list-style-type: none"> • The students make a budget by means of accounts sheets including income (i.e. pocket money, gifts, income from stray jobs etc.) and expences (i.e. clothes, travels, leisure, snacks, magazines/books, membership fees, cosmetics etc). They write down their own consumption for 2 weeks on the same sheet and make a survey among their fellow students concerning their use of pocket money. The results give possibilities for statistic work on IT. • The next step is to create fictious families with different income and expences and the change of these as “fate” interferes with their lives. The family may inherit money, or decide to buy a car, sell their cottage, or one in the family may loose his job. A relevant conclusion could be to plan and carry through a real family party, i.e. a wedding and all that comes with it (invitations, purchase, making and serving of food, speeches etc.)
Use of room (inside/outside) education material	Classroom/IT room Information sources: Banks, insurance, tax offices, Social Security offices, shops, newspapers, Internet/-schoolnet, Consumer Council
Comments	The aim of the guidelines on work with personal finance includes main topics both for social studies and mathematics for grade 9 and 10. How is it possible to work alternatively with the topic in mixed age groupes?
Questions to be discussed	- What happens when a 13-year old pays his chocolate with credit card?

- What is a reasonable contribution to work in the home for young children to deserve their pocket money?
Discuss this in view of child work in developing countries and childrens' rights and duties.

Title	SHORT LIVED PLEASURE
Class level	9 th grade (14-15 years old) Safety/product safety
Objectives in the curriculum	<p>Home economics pupils should learn how to:</p> <ul style="list-style-type: none"> - ..search for information about products and services... - .. search for information about accidents... - ...consider different offers from sources like newspapers and information technology with regard to price, quality, needs, environment, safety and income.
Local associations	The project is based on the students' interests, leisure activities and consumption..
Connection to other subjects	<p>Physical education</p> <ul style="list-style-type: none"> - ..learn how to prevent accidents and practice first aid.
Working methods and organisation	<ul style="list-style-type: none"> • The students are going to write down their leisure activities as running on rollerblades, snowboard, cycling, horse riding, sailing, slalom, mountain climbing, river paddling etc. They put the activities into different groups: a) education is necessary b) safety equipment is necessary c) with age limits d) certificate is necessary. • Make an exhibition showing the results of the categories mentioned. (How much education is necessary, what sort of safety equipment is needed ? etc) • Some students contact the local police, road authorities, rescue services etc to get information in this field. What are these authorities doing with regard to guidance and control? • Compare the prices and warranties of products offered by different mail-order catalogues and on the Internet. • Make a pamphlet /newspaper which describes inferior products • Make statistics based upon the information you get from the hospital on the number of children and young people who have been involved in accidents over a period of time.
Use of room education material	<p>It is necessary to have place for the exhibition. Internet and telephone should be available</p> <p>The pupils may visit a sport shop and a hospital. Use of videotapes, material i.a. from the Consumer Council .</p>
Comments	<p>The balance between the need of excitement and safety is difficult. Young persons are often involved in accidents, and they must be aware of the risks they take when participating in different activities.</p>

Knowledge about products with regard to price and quality is also required.

**Question to be
Discussed**

What does “user’s responsibility” mean?

Who pays the bill for a rescue operation?

Do you use a helmet when biking?

Who is responsible for the control of product safety?

What is the age limit for driving a tractor?

Title	WE ARE WORLD CITIZENS TOO !
Class level	10 th grade - Consumption and the Environment
Objectives in the curriculum	Social Studies - <i>Geography - A world of similarities and differneces:</i> - ... discuss the huge differences between rich and poor parts of the world... -discuss the premisses for sustainable development.
Local associations	Based on personal consumption, the pupils can compare and discuss consumption and development on a national and international basis.
Connection to other subjects	Natural science and Environment: - <i>Diversities in the nature</i> - discuss what could better the environmental situation and be of assistance to sustainable development in a local and global perspective, e.g. by using the Internet.
Working methods and organization	Possible ways to work with this example can be: * Ask the pupils to place all the shoes not made in Norway in a heap on the floor. Do the same with all the outside clothing produced abroad. Also find out where the rest of the clothes you are wearing are made. *Make a poster showing Ola Norwegian's typical annual consumption of: beer/ wine/ spirits, tobacco/ chocolate, electricity, clothes and money used for foreign aid compared to the consumption in a number of other selected countries. (a statistical yearbook or consumer index is useful for this) *Use teaching aids in UN/UNICEF's booklet: 'Consumption, an incredible world' or the pamphlet: 'Trade, raw material and debt'. *Let the pupils make their own version of Monopoly where they buy goods they want instead of properties and houses. *The pupils can interview someone working at the social office to learn why people end up in debt-crisis. The pupils can then compare the debt-crisis in Africa with that of individuals in Norway. How do they differ, and how are they similar? *Simulation-games activate the students and enlighten them in aspectes like world-trade, cosumption and resource utilization. NORAD publishes simulation-games such as one called BAFA BAFA and a CD with a game called Yebo!These can be found in the guide for global teaching.
Use of room (inside/outside) educational material	Space for posters and exhibitions. Access to statistical information either through the school library or with IT help.
Comments	The work with this example will hopefully contribute to increased consciousness among the pupils about their own lifestyles and consumption. They need experience to evaluate the intention of things,

quality and price in relation to other peoples needs and the worlds resources.

Questions to be discussed

Relevant questions to discuss with the pupils could be:

What needs do I have? Do all people have the same needs as I do?

Where is the borderline between sensible consumption and shopping-mania?

How does the global economy influence my consumption?

Can my consumption influence the global economy? In that case, how?

What are the 10 largest multinational companies? What do they own and what do they sell?

How does the use of cheap labour in third world countries affect the prices of goods in Norway? Is this fair?

Title	MY FOOD, MY HEALTH, MY CHOICE
Class level	8-10 th grade - Diet
Objectives in the curriculum	Home Economics - <i>Health and life style:</i> - learn the connection between diet, life style and health - work with nutrition in the food, use the knowledge to compose various meals and get to know the recommendations about diet made by the National nutrition council
Local association	Based on the pupils own eating habits.
Connection to other subjects	Physical Education - <i>Physical activity and health, 10 th grade</i> - Learn how important it is to create a positive picture of the body and the causes and results of eating disturbances. Natural Science and Environment - <i>Body and health, 10 th grade</i> -work with how the different nutrients are used in the body.
Working methods and organization	Possible ways to work with this example can be: * When the circumstances are right, the pupils can analyse their own eating habits and collect information on the nutrients in the food they eat through the IT program created by the national nutrition council *Compare contents and nutrition value in food from different parts of the world (e.g. chilli, pasta, tacos, rice, chinese food, ugali). *Compare contents and nutrition value in foods from different parts of Norway *Draw/ show pictures of how food is used in Norway in different social connections. *The pupils can investigate different religious taboos connected with food. *Invite someone how can explain the connection between illness and nutrition. *Make a series of articles or exhibition showing assumed connections between illness, life style and food (e.g. gastric ulcer, lung-cancer, coronary diseases). *Experiment with making snacks that taste nice and is healthy as well.
Use of room (inside/ outside) educational material	Resource persons with knowledge and experience on nutrition will be able to help with the teaching. It is a good idea to let the pupils prepare questions in advance.
Comments	Eating habits have changed considerably in Norway over the last years. Pupils who are aware of the effect food has on the health, are able to take more responsibility for their eating habits and life styles.
Questions to be discussed	Relevant questions to discuss with the pupils can be: Do we actually have any choice of what to eat? How do advertisement and supermarkets effect our eating habits?

How does a person with food allergies get the nutrition they need?

Title	A REAL LEMON
Class level	8-10 th grade - The consumers rights and duties
Objectives in the curriculum	<p>Home Economics - <i>Consumption and responsibility:</i> - know the consumer laws and seek information about the consumers rights, duties and possibilities to complain. -seek information about products and services <i>Care and social action:</i> -learn about the juridicial rights children have in various age groups, how these decissions change and how they vary between countries and cultures.</p>
Local association	The work is adapted to the local area on the basis of information the Consumer Council in the county has, the shops and businesses in the neighbourhood (when possible).
Connection to other subjects	Social Science: The main points concerning childrens rights is to be found in 8 th and 10 th grade under the topic <i>Social science - participation and ruling.</i>
Working methods and organization	<p>The starting point can be in situations familiar to the pupil, like: purchase of clothes, music, sports equipment or other relevant goods in the shop, via Internet, etc.</p> <p>Suggestions for topics for discussion could be: *What do I do when the new trousers I bought are falling apart? *When can I complain, on what to who? *What rights do i have on purchases through the Internet from inside the country and from abroad? *Can the stores make us buy anything what so ever? *What kind of information do we recieve about the goods we buy? *Do we have to pay for reparations ourselves when our stereo breaks down?</p> <p>The pupils can: *order/ buy a product through the post, regret, fill in the correct papers and return the product (roleplay). *go on the Internet to find out what consumer rights they have in other countries. *make a roleplay around a complaint situation. *fill in a complaint form</p>
Use of room (inside/outside) educational material	<p>Class room</p> <p>Excursions, visits to the Consumer Council in the county, shops, businesses.</p> <p>Sources of information: the internet, advertising catalogues, pamphlets, newspapers.</p>
Comments	The most important consumer laws for this age group, are the consumer

Sales act, the contract act, marketing practices act and conditions of contract act.

The topic can be extended by working more generally with children rights and perhaps with rights and laws in other countries.

Questions to be discussed

Relevant questions to discuss with the pupils can be:

Is it necessary with laws and rights for children?

What laws and rights are valid?

What does the Consumer Council do?

The example above is also found in the Information-technology guide.