

# Teaching about consumer affairs

A guide for Year 6 teachers



This guide was developed by:

- Access Canberra, Australian Capital Territory
- Australian Competition and Consumer Commission
- Australian Securities and Investments Commission
- Consumer Affairs Victoria
- Consumer and Business Services South Australia
- Consumer, Building and Occupational Services, Tasmania
- New South Wales Fair Trading
- Northern Territory Consumer Affairs
- Queensland Office of Fair Trading
- Western Australia Department of Commerce, Consumer Protection

ISBN: 978 1 920702 08 3

© Commonwealth of Australia 2017

With the exception of the Australian Consumer Law logo, photographs and images, this publication is licensed under a Creative Commons Attribution 3.0 Australia Licence.



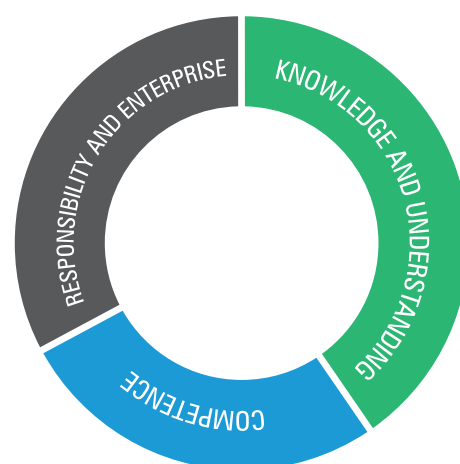
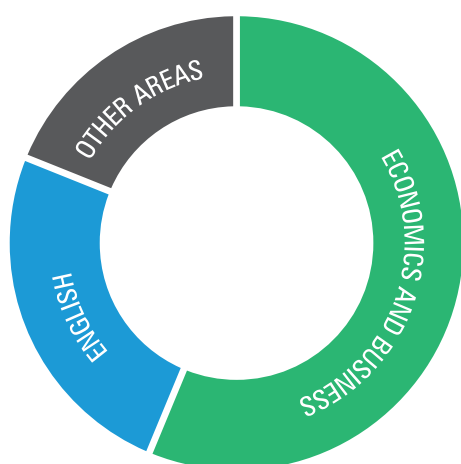
Creative Commons Attribution 3.0 Australia Licence is a standard form license agreement that allows you to copy, distribute, transmit and adapt this publication provided that you attribute the work. A summary of the licence terms is available from [www.creativecommons.org/licenses/by/3.0/au/deed.en](http://www.creativecommons.org/licenses/by/3.0/au/deed.en). The full licence terms are available from [www.creativecommons.org/licenses/by/3.0/au/legalcode](http://www.creativecommons.org/licenses/by/3.0/au/legalcode).

The Commonwealth's preference is that you attribute this publication (and any material sourced from it) using the following wording: Source: Licensed from the Commonwealth of Australia under a Creative Commons Attribution 3.0 Australia Licence. The Commonwealth of Australia does not necessarily endorse the content of this publication.

Inquiries regarding this licence and any other use of this document are welcome at:  
Manager Communications The Treasury Langton Crescent Parkes ACT 2600 Email: [medialiaison@treasury.gov.au](mailto:medialiaison@treasury.gov.au)

# Introduction

This guide is an initiative of the Australian Consumer Law (ACL) regulators. The ACL is the national law for fair trading and consumer protection. The ACL supports the goal of young people becoming smart consumers. Developing consumer and financial capability in young people is a strong investment in Australia's social and economic future.



## About this guide

This guide provides advice to teachers on how the following two resources align with the Australian Curriculum and the National Consumer and Financial Literacy Framework (the Framework or National Framework):

1. [Consumer stuff for kids](#)—developed by Consumer Affairs Victoria
2. [Buy smart](#)—developed by the Office of Fair Trading, Queensland.

These resources contribute significantly to the teaching and learning of consumer and financial literacy in Year 6. They have been designed flexibly so that schools and teachers can choose to teach one, more or all units in each resource depending on the needs of their students.

## The Australian Curriculum and National Framework

The Australian Curriculum and the National Consumer and Financial Literacy Framework have an important role in supporting young people to develop consumer and financial literacy. The learning areas and general capabilities in the Australian Curriculum are designed to develop successful learners, confident and creative individuals, and active and informed citizens. The Framework provides guidance on how consumer and financial education may be structured across the years of schooling in relation to the three dimensions of learning that underpin consumer and financial education in the Australian context.

## Links to the Australian Curriculum and Framework

The *Consumer stuff for kids* and *Buy smart* resources link with some learning areas, general capabilities and dimensions of consumer and financial education more comprehensively than others. The diagrams above illustrate the strength of these links.

Teachers can also use the Australian Curriculum to make judgements about student achievement. [Click here](#) to see what students would be expected to know, understand and do from having been taught the units in each resource.

# I am a consumer

Year 6 Consumer stuff for kids

*This unit aims to introduce students to some fundamental economic concepts such as their own role as consumers and the difference between needs and wants.*

## Content descriptions

### Humanities and Social Sciences

Locate and collect relevant information and data from primary and secondary sources (ACHASSI122)

Work in groups to generate responses to issues and challenges (ACHASSI130)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

### English

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

## General capabilities

### Literacy

Listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

### Critical and creative thinking

Identify and justify the thinking behind choices they have made

## National Framework

### Competence

Evaluate the value of a range of goods and services in a variety of 'real-life' situations

### Responsibility and enterprise

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

Recognise that satisfaction derived from spending money varies according to the nature of the purchase, the context in which it is bought and an individual's personal circumstances and values

# An informed consumer

## Year 6 Consumer stuff for kids

*This unit introduces students to their basic rights and responsibilities as consumers. Ways to deal with common problems, such as how to make a complaint and how to identify common scams and ways to avoid them are explored.*

### Content descriptions

#### Humanities and Social Sciences

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)

The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Work in groups to generate responses to issues and challenges (ACHASSI130)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

#### English

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Analyse strategies authors use to influence readers (ACELY1801)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

### General capabilities

#### Literacy

Compose and edit learning area texts

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes

Use subjective, objective and evaluative language, and identify bias

#### Personal and social capability

Identify and explain factors that influence effective communication in a variety of situations

#### Ethical understanding

Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome

## National Framework

### Knowledge and understanding

Identify and discuss some rights and responsibilities of consumers and business

### Competence

Identify key features used in advertising, marketing and social media to influence consumer decision-making

### Responsibility and enterprise

Examine and discuss the external factors that influence consumer choices

Explain there are ethical considerations to some consumer and financial decisions

Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# Let's work

## Year 6 Consumer stuff for kids

*This unit introduces students to the role of work in society, the differences between paid and unpaid work and the range of occupations that exist. Students are also asked to consider their preferred job and why the job appeals to them.*

### Content descriptions

#### Humanities and Social Sciences

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

#### English

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

### General capabilities

#### Literacy

Compose and edit learning area texts

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

#### Critical and creative thinking

Identify and justify the thinking behind choices they have made

### National Framework

#### Knowledge and understanding

Describe how an individual can influence their income

Explore the value of unpaid work to the community

# Money, money, money

Year 6 Consumer stuff for kids

*This unit introduces students to the basic features of the monetary system such as the services provided by banks, the role of banking, budgeting and saving and the different ways to pay for goods and services. The concept of opportunity cost and the importance of personal money management are also explored.*

## Content descriptions

### Humanities and Social Sciences

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)

The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

Locate and collect relevant information and data from primary and secondary sources (ACHASSI122)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

### English

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

### Mathematics

Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124)

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)

Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)

### Visual Arts

Develop and apply techniques and processes when making their artworks (ACAVAM115)

## General capabilities

### Literacy

Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations

Compose and edit learning area texts

### Numeracy

Solve problems and check calculations using efficient mental and written strategies

Create simple financial plans, budgets and cost predictions

### Information and communication technology

Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

### Critical and creative thinking

Identify and justify the thinking behind choices they have made



## National Framework

### Knowledge and understanding

Explain how financial transactions can include using more than notes and coins

Describe how an individual can influence their income

Recognise that families use household income to meet regular financial commitments and immediate and future expenses

Explain how money can be borrowed to meet needs and wants and that there may be a cost involved

### Competence

Create simple budgets for a range of purposes and explain the benefits of saving for future needs and wants

Order and justify reasons for spending preferences

Evaluate the value of a range of goods and services in a variety of 'real-life' situations

Discuss various payment options for purchasing goods and services such as: cash, debit card, credit card, direct debit and PayPal

### Responsibility and enterprise

Explain there are ethical considerations to some consumer and financial decisions

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# What is an economy?

Year 6 Consumer stuff for kids

*This unit aims to explain market forces to students so they understand how markets work, the role of consumers and producers in the market and the differences between natural, human and capital resources.*

## Content descriptions

### Humanities and Social Sciences

The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

### English

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

## General capabilities

### Literacy

Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations

Use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning

### Personal and social capability

Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

### Critical and creative thinking

Identify and justify the thinking behind choices they have made

## National Framework

### Competence

Evaluate the value of a range of goods and services in a variety of 'real-life' situations

Order and justify reasons for spending preferences

### Responsibility and enterprise

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# Consuming planet earth

Year 6 Consumer stuff for kids

*This unit introduces the concept of sustainable consumption and enables students to understand their own role as producers and consumers and the importance of being informed when making decisions.*

## Content descriptions

### Humanities and Social Sciences

The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

Evaluate evidence to draw conclusions (ACHASSI129)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

### English

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

### Science

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

### Design and Technologies

Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026)

Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)

Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

## General capabilities

### Literacy

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Compose and edit learning area texts

### Critical and creative thinking

Pose questions to clarify and interpret information and probe for causes and consequences

Identify and clarify relevant information and prioritise ideas

Assess and test options to identify the most effective solution and to put ideas into action

Identify and justify the thinking behind choices they have made

### Ethical understanding

Evaluate the consequences of actions in familiar and hypothetical scenarios

## National Framework

### Responsibility and enterprise

Identify and describe the impact that the consumer decisions of individuals may have on themselves and their families, the broader community and/or the environment

Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# It's your choice

## Year 6 Consumer stuff for kids

*This unit aims to develop students' personal and social capability, such as resilience, feelings of self-worth, setting goals, and predicting consequences, so that they understand that inappropriate social behaviour can be linked to feelings of low self-esteem and over dependence on peer actions and are better equipped to make informed decisions in areas such as consumer purchases.*

### Content descriptions

#### Humanities and Social Sciences

The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

Evaluate evidence to draw conclusions (ACHASSI129)

Work in groups to generate responses to issues and challenges (ACHASSI130)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

#### English

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

#### Health and Physical Education

Examine how identities are influenced by people and places (ACPPS051)

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Practise skills to establish and manage relationships (ACPPS055)

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

### General capabilities

#### Literacy

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

#### Information and communication technology

Use ICT effectively to record ideas, represent thinking and plan solutions

#### Critical and creative thinking

Pose questions to clarify and interpret information and probe for causes and consequences

Identify and clarify relevant information and prioritise ideas

Assess and test options to identify the most effective solution and to put ideas into action

Identify and justify the thinking behind choices they have made

Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome

## Personal and social capability

Describe the influence that personal qualities and strengths have on their learning outcomes

Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

Explain the influence of emotions on behaviour, learning and relationships

Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety

Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects

Identify factors that influence decision making and consider the usefulness of these in making their own decisions

Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

## Ethical understanding

Evaluate the consequences of actions in familiar and hypothetical scenarios

## Intercultural understanding

Explain perspectives that differ to expand their understanding of an issue

Imagine and describe the situations of others in local, national and global contexts

## National Framework

### Responsibility and enterprise

Identify and describe the impact that the consumer decisions of individuals may have on themselves and their families, the broader community and/or the environment

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# How can we make money?

Year 6 Consumer stuff for kids

*This unit enables students to apply their knowledge and understanding of consumer and financial matters to the real-life context of planning, delivering and evaluating a fund-raising activity. In applying this knowledge and understanding, students also consider how business and charity organisations generate funds.*

## Content descriptions

### Humanities and Social Sciences

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)

The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)

Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)

Evaluate evidence to draw conclusions (ACHASSI129)

Work in groups to generate responses to issues and challenges (ACHASSI130)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

### English

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

### Mathematics

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)

Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)

### Digital Technologies

Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016)

## General capabilities

### Literacy

Compose and edit learning area texts

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences

### Numeracy

Solve problems and check calculations using efficient mental and written strategies

Create simple financial plans, budgets and cost predictions

Collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media

### Information and communication technology

Use ICT effectively to record ideas, represent thinking and plan solutions

Independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes

### Critical and creative thinking

Pose questions to clarify and interpret information and probe for causes and consequences

Identify and clarify relevant information and prioritise ideas

Analyse, condense and combine relevant information from multiple sources

Combine ideas in a variety of ways and from a range of sources to create new possibilities

Assess and test options to identify the most effective solution and to put ideas into action

Apply knowledge gained from one context to another unrelated context and identify new meaning

Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria

### Personal and social capability

Identify a community need or problem and consider ways to take action to address it

## National Framework

### Competence

Use a range of methods and tools to keep financial records in 'real-life' contexts

### Responsibility and enterprise

Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

Explain the role played by the voluntary sector in the community to help those in financial need

# Is advertising consuming me?

Year 6 Consumer stuff for kids

*This unit enables students to become better informed and more assertive consumers by investigating various advertising and marketing pressures to consume.*

## Content descriptions

### Humanities and Social Sciences

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)

### English

Understand the uses of objective and subjective language and bias (ACELA1517)

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

### Health and Physical Education

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

## General capabilities

### Literacy

Interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies

Compose and edit learning area texts

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Use subjective, objective and evaluative language, and identify bias

### Critical and creative thinking

Pose questions to clarify and interpret information and probe for causes and consequences

### Ethical understanding

Evaluate the consequences of actions in familiar and hypothetical scenarios

### Intercultural understanding

Explain the impact of stereotypes and prejudices on individuals and groups within Australia



## National Framework

### Competence

Identify key features used in advertising, marketing and social media to influence consumer decision-making

### Responsibility and enterprise

Examine and discuss the external factors that influence consumer choices

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# Primary school resource kit

Year 6 *Buy smart*

*This resource kit introduces students to consumer law and the basic world of consumer rights. They also consider what it means to be a consumer.*

## Content descriptions

### Humanities and Social Sciences

Where ideas for new laws can come from and how they become law (ACHASSK146)

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)

Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

Evaluate evidence to draw conclusions (ACHASSI129)

Work in groups to generate responses to issues and challenges (ACHASSI130)

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

### English

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

## General capabilities

### Literacy

Compose and edit learning area texts

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences

### Information and communication technology

Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

### Critical and creative thinking

Pose questions to clarify and interpret information and probe for causes and consequences

Identify and clarify relevant information and prioritise ideas

Identify and justify the thinking behind choices they have made

## National Framework

### Knowledge and understanding

Identify and discuss some rights and responsibilities of consumers and business

### Responsibility and enterprise

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities

# Enhancing resource kit

## Activity 1 Making a complaint

Year 6 *Buy smart*

*This resource prepares students to be informed and assertive consumers by teaching them how to make a complaint when a product or service they pay for does not meet their expectations.*

### Content descriptions

#### Humanities and Social Sciences

Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

Work in groups to generate responses to issues and challenges (ACHASSI130)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

#### English

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Understand the uses of objective and subjective language and bias (ACELA1517)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

### General capabilities

#### Literacy

Compose and edit learning area texts

Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

#### Information and communication technology

Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

#### Critical and creative thinking

Pose questions to clarify and interpret information and probe for causes and consequences

Identify and clarify relevant information and prioritise ideas

Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome

#### Personal and social capability

Identify and explain factors that influence effective communication in a variety of situations

Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

### National Framework

#### Knowledge and understanding

Identify and discuss some rights and responsibilities of consumers and business

#### Responsibility and enterprise

Exercise a range of enterprising behaviours through participation in relevant class and/or school activities