

TITLE: The Effectiveness of Consumer Boycotts

ESTIMATED TIME: 2.75 hrs

LESSON OBJECTIVES:

- Combine background knowledge and critical thinking skills to debate an issue with others.
- Read a persuasive text to determine the opinion and reasons used to support the claim.
- Use the internet to research a topic in order to inform an opinion on a topic.

<p>Essential Vocabulary:</p>	<p>Materials Needed:</p>
<ul style="list-style-type: none"> • persuasion • consumer boycott • social media • outrage • 24-hour news cycle • speak out • moral stance 	<ul style="list-style-type: none"> • Starbucks Video - http://money.cnn.com/video/news/2018/04/19/men-arrested-at-starbucks-speak-gma-orig.cnnmoney/index.html • Sample Padlet: https://padlet.com/hoeger_jennifer/qadgv8738l0c Password: sacesl • The Effectiveness of Consumer Boycotts Worksheet • Consumer Boycotts Presentation Sheet



WARM UP (15 minutes):

In this component of the lesson, students will be watching a video about a boycott that took place at Starbucks in April of 2018. Reference the teacher tips at the end of this lesson for more information on this specific event.

- Welcome students to class. Tell students that they will be learning about the power we have as consumers.
- Explain to students that they are about to watch an authentic video newscast. Their goal is to understand the main idea of the video. They don't necessarily need to understand all of the content.
- Play the video. Depending on the class level, you can use the captions to aid in understanding.
- When the video is finished, ask students to discuss what they just saw. Take a moment to clarify the purpose of this discussion is not to get into whether what we saw is right or wrong but rather to be able to talk about what happened. Write student responses on the board.
- Once the conversation is finished, take a moment to clarify any pronunciation and/or vocabulary issues you noticed.

Teacher Tip: *As a teacher, it can be very tempting to share our views about issues we discuss in the classroom. Instead, let the students lead the conversation. At this level, students are capable of taking center stage. Your role is to facilitate and keep the conversation on track.*



INTRODUCTION (15 minutes):

- Confirm with students that people were protesting against Starbucks. They were unhappy with how a situation was handled and wanted to make sure their voices were heard. In addition, there were many social media campaigns encouraging people to boycott going to Starbucks. Open up a Padlet grid (reference sample in 'Materials Needed').
- Students will see that the title of the grid is 'Consumer Boycott'. Text students the link via remind.com.
- Have students work alone or with partners to discuss what this expression means. Allow students to use the internet via their smartphones for assistance. Explain to students that they can take about 5 minutes to research the meaning of Consumer Boycott and then post their findings. Once they have posted, encourage students to comment on others' posts. As the instructor, also comment on the posts.

After about 15 minutes, go over the posts as a whole-class activity.



PRESENTATION (30 minutes):

- Write the expression, 'persuasion' on the board. Discuss the meaning with the class. Using the Starbucks issue as an example, discuss the fact that people can have very different opinions about an issue. When we want to convince others of our point of view, we use 'persuasion'. When we want to convince others in written form, we use 'persuasive writing'. Ask students to use their smart phones to look up the meaning of persuasive writing. Call on students to write their responses on the board. It is likely students will find a definition similar to the following.
 - PERSUASIVE WRITING is defined as presenting reasons and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and to supply reasons and specific examples that support the opinion.
- Clarify that in persuasive writing, the writer must state an opinion and provide examples to support the opinion.
- Distribute 'The Effectiveness of Consumer Boycotts' worksheet to students and project Article 1 on the projection screen. Call on a student to read the title. As a class, predict what the article might be about and what topics might be discussed.
- Tell students they have 10 minutes to read the article silently. While students are reading, walk around the classroom providing support as needed.
- When the ten minutes are up, write/project the following questions on the board. Ask students the following questions?
 - What is the author's opinion about the effectiveness of consumer boycotts?
 - Where in the article does the author state his opinion?
 - Does he provide reasons for his opinion?
 - What are they?
- As students answer each question, highlight the answer on the projected worksheet. (For answers to the questions, reference the last page of the worksheet.)
- Take a few moments to discuss the effectiveness of the article with students and discuss why or why not they think the article was effective.



GUIDED PRACTICE (30 minutes):

For the following activity, have students work in small groups of mixed ability.

- Have students reference Article 2 in the worksheet. Explain to students that it is their turn to analyze a persuasive text. Take a few minutes to go over the questions listed under the article to confirm understanding. Confirm with students that they should talk about each answer as a group before they write their response. Let students know that they have 20 minutes to complete the activity.
- As students are working, interact with each group multiple times to encourage conversation and check student work.
- When the 20 minutes are up, explain that it is almost panel discussion time. Explain that one representative from each group will be coming to the front of the classroom to answer questions about Article 2. Students in the audience will be asking the panel questions about Article 2.
- Students will continue to work in groups for 10 minutes to create questions about the article. Encourage each group to create at least 1 or 2 potential questions to ask the panel. As students are formulating their questions, assign the questions from the worksheet to random students in the class. (You might want to choose students that tend to be quiet or may struggle formulating questions on their own.)
- When the ten minutes are up, have each group send their representative to the front of the class to form the 'expert panel'. The student 'audience' will begin to ask questions to the panel. You as the instructor will facilitate the conversation and ensure all students are active participants in the activity. (Depending on the class dynamic, it may or may not be necessary for you to call all on students to ask questions.)
- When students return to their seats, direct their attention to Section D, the vocabulary section of the worksheet. Discuss the words listed and complete the sentences together as a whole class activity.
- Once the questions have been answered, review any language issues noted during the activity.



COMMUNICATIVE PRACTICE (30 minutes):

It is time to get students moving and talking. For the following activity, have students clear their desks other than the 'The Effectiveness of Consumer Boycotts' Worksheet.

- Have students reference Section E of the worksheet. Go over the discussion questions with students.
- Have all students stand and set your timer to 30 seconds. Tell students they have exactly 30 seconds to move to a new seat at a new table. Start the timer and help the shier students navigate to new seats. When the 30 seconds are up, hopefully everyone will be sitting down. Tell the newly formed groups that they have 5 minutes to discuss Question 1.
- When the five minutes are up, continue the same process for each of the rest of the questions. As students are working, facilitate with as many groups as possible and make note of language issues students may be having.
- When each question has been discussed, have students return to their original seats. Take a few minutes to debrief the activity and discuss the opinions they heard.



COMMUNICATIVE PRACTICE (30 minutes):

**Students with mobility issues can remain in their seats for the activity. Just ensure that these students sit at different tables for the activity so that they can enjoy the benefits of speaking with other class members.*



APPLICATION (30 minutes):

- Talk with students about the fact that more and more people are using their consumer power to boycott companies that don't morally align with their world views. Ask students if they can think of companies that have been boycotted and why. Write responses on the board. (Some examples include *Nike* for child labor issues. *H & M* for their negative impact on the environment, *McDonalds* for the destruction of the Amazon Rainforest, etc.)
- Have students work in small groups of mixed ability. Distribute the Consumer Boycotts Presentation Sheet to each group. Review project expectations with students, explaining that they will choose whether they think consumer boycotts are effective or ineffective and come up with 3 reasons to support their opinion. At least one of the reasons must be supported by evidence online.
- Explain that groups will have 20 minutes to complete the task and remind students that being able to verbally communicate their opinions and supporting reasons is a must!

**Note: The primary goal of this lesson is for students to be able to effectively read persuasive texts which is why the above activity does not go into all the elements of persuasive writing. That would, however, make an awesome follow up lesson 😊.*

- When the 20 minutes are up, it's talking time! Match each small group up with another small group. Explain that each group will present their case to the other group. When finished, the other group will summarize the other group's opinion and three supporting reasons. When finished, the two groups will switch roles. Depending on the class dynamic and success of the activity, have groups switch and continue the process one more time.
- Tell students that they have 15 minutes for the activity. As students are working, facilitate with each group at least once and provide support as needed.
- When the activity is over, take a few minutes to debrief the experience with students. Also, take a few minutes to review any major language issues noticed during the conversations. For homework, have students create a video with an App like Flipgrid presenting their opinion and supporting reasons.



EVALUATION:

Assessment of Small Group presentations

Assessment of Consumer Boycott Presentation Sheet

Assessment of in class contribution and discussion including Padlet and Flipgrid applications

Assessment of The Effectiveness of Consumer Boycotts Worksheet

**EXTENSION:**

- Have students research Cesar Chavez & Dolores Huerta, Civil Rights Activists that through protest, brought about significant change to the society here in California. (FYI: SAC has the Cesar Chavez Building in his honor and at SCC, there is a permanent art installation dedicated to Dolores Huerta.)
- Research specific consumer boycotts of the past and determine their effectiveness.
- Have students watch the documentary, 'Fast Fashion' to discuss the various viewpoints about 'fast fashion', its environmental impact on society, and whether the companies highlighted in the documentary should be boycotted.
- Have students pick a company they would consider banning and have them explain their reasons why.
- Have students research companies that have a very positive image with consumers and determine what these companies have done to get there and whether it is effective.

CORE LESSON COMPONENTS:**BASIC COMMUNICATION:**

- Communicate viewpoints about a topic with others.

COLLEGE/WORKFORCE PREP:

- Work with others to critically think about an issue.

DIGITAL PREP:

- Research specific information online to solve a problem.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- <https://www.nytimes.com/roomfordebate/2017/02/07/when-do-consumer-boycotts-work> - Original articles from the Effectiveness of Consumer Boycotts Worksheet
- Debate Topics - <http://www.spokenenglishpractice.com/english-learning-club/>

ADAPTATIONS:**Warm Up:**

Multi-level: For lower-level students in class, the movie transcript could be provided. In addition, the video could be played an additional time provided more detailed overview of each component.

High Tech: n/a

Low Tech: Photos or news article can be used in place of the video.

ADAPTATIONS:**Introduction:**

Multi-level: Higher-level students could be paired with lower-level students for support. In addition, lower-level students could be given the definition of 'consumer boycott' to read and understand.

High Tech: n/a

No Tech: This activity could be done with Post-It notes and a white board instead of the Padlet. Students could take pictures of the Post-It note grid with their phones.

Presentation:

Multi-level: Lower-level students could be given worksheets that have been simplified for lower-levels to understand while still being about contributing to the class conversation. For Higher-level students, the articles could be provided to students with no adaptations. They are hard but worth the challenge!

High Tech: The articles could be accessed online and instead of using a worksheet

No Tech: n/a

Guided Practice:

Multi-level: The worksheet could be adapted for lower-level students by providing more information to aid them in answering questions. As in the presentation, higher-level students could read the articles without modification.

High Tech: The worksheet could be created as a Google form and students could fill out and submit the entire worksheet online.

No Tech: n/a

Communicative Practice:

Multi-level: For lower-level classes, roleplay asking and answering each of the questions with higher-level students in class before beginning the activity.

High Tech: As students are working, video various conversations to post on the class Facebook page, blog, or Remind app and encourage student response.

No Tech: n/a

Application:

Multi-level: If needed, lower-level students could be paired together and provided a simplified version of the assignment along with more one on one assistance with the presentation practice.

High Tech: Instead of writing answers on a worksheet, student groups could write their responses on a Padlet grid for all to see. Another idea would be to have students create their arguments in a slideshow presentation.

No Tech: The teacher could provide some interesting facts about consumer boycotts and share via the presentation screen for students to reference when creating their opinions and reasons why.

TEACHER TIPS:**(FOR THIS SPECIFIC LESSON):**

Starbucks Boycott: This lesson uses a current event to connect students to the issue of consumer boycotts. In April, 2018 a Starbucks employee called the police because two black men in the coffee shop because they had not purchased anything from the store. She claimed they were loitering. For a detailed account of the incident, reference the following link: For more information on the topic, reference the following link:

https://www.washingtonpost.com/news/business/wp/2018/04/14/starbucks-apologizes-after-employee-calls-police-on-black-men-waiting-at-a-table/?noredirect=on&utm_term=.31869a65c11a.

If there is a more recent event that you believe will connect better with your student population, please don't hesitate to adapt the lesson component as you see fit.

FOR TEACHER TIPS SECTION IN GUIDE:

A Note About Hyperlinks: Throughout the lessons in this guide, hyperlinks are provided in various components of the lessons. If you find that a hyperlink is no longer active, Google can often save the day. If you search for the title of the hyperlink or the specific topic you are covering, you may be able to find an appropriate replacement.