Teaching about consumer affairs
A guide for Year 6 teachers
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.
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
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)

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

Analyze 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
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 (ACSH100)

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 fundraising 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)
Analyze 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