

Educational Design Study on High-School Home Economics Classes
Teaching Ethical Consumption

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To respond to the urgent challenge of sustainability today, this paper aimed to study the educational design of high-school home economics classes that teach ethical consumption as a mandatory subject. Home economics addresses all aspects of life; therefore, it is uniquely positioned to contribute to sustainability education by inspiring the lifestyles of young people who will shape the world of the future.

However, previous research has found that sustainability education mainly focuses on environmental education, and awareness of sustainability is limited in home economics research, practice, educational settings, and teacher training. In response to these issues, an educational design study was developed on the theme of ethical consumption. The study encompassed broader considerations of society, human rights, and environmental education. Feasibility was explored by analyzing the educational practices at National University-affiliated High School A over a 10-year period beginning in 2011.

Parts I and II of this paper address ethical consumption educational practices, and Part III presents an analysis of the interviews conducted with graduates and others who learned about ethical consumption in class. Part I discusses educational practices on the following topics: Chapter 1 Fair Trade, Chapter 2 Traditional Techniques and Natural Materials, Chapter 3 Upcycling, Chapter 4 Social Programs, Chapter 5 Animal Welfare, and Chapter 6 Sustainable Materials. In addition to outlining each topic, these chapters encourage in-depth learning, which is evident in the students' works, knowledge dissemination, and reflection. The discussion in Part II focuses on dissemination activities and materials not covered in Part I. Chapter 7 discusses the production of clothing, and Chapter 8 addresses visiting lectures organized by high-school students at an elementary and a junior high school, whereas Chapter 9 describes knowledge dissemination through events, contests, and other initiatives within and outside the school.

The class design involved knowledge acquisition, experience, and dissemination, and the analysis focused on how students "internalized" and "externalized" what they had learned. The results revealed that students deepened their understanding and took ownership of the issues they learned about by repeatedly internalizing and externalizing what they had learned. Further, when a sustainability education class was designed based on the scaffolding theory, not only incremental learning but mutual scaffolding in shared time and "reverse scaffolding" from younger to older individuals became possible, leading to the expansion of students' learning. When attempts were made to move beyond boundaries by designing an interdisciplinary class with diverse contributions from businesses, organizations, government, and students at other schools, and with the use of tools such as information and communication technology, students better understood what they learned in

class and its connection to the real world. They acquired insights on the multifaceted context of consumption.

Chapter 10 of Part III presents the interviews conducted with graduates regarding their learnings, experience, and dissemination. The responses indicated that dissemination to others even outside the classroom, which is not traditionally considered an avenue for externalizing learning, may not only provide opportunities for further internalization but also encourage students to take responsibility for their ethical conduct and inspire their future conduct. Graduates recognized the significance of studying ethical consumption, which encompasses multiple elements and can influence thoughts on the environment, human rights, and society, as a topic in class.

The Conclusion summarizes the findings of the practice analysis described above and comments on the role of the teacher as the producer of the class. Challenges for the future is to develop new educational methods that take into account the fact that high school students' existing experiences and ideas of ethical consumption are already not uniform and the latest developments in the rapidly transforming field of sustainability including the challenges posed by the commercialization of ethical consumption.