

Objectives

LO 1 To explore how customers are protected by law.

LO 2 To explore how customers can get support when they have been treated unfairly.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect

Students discuss the following questions:

- Which student said something interesting in the lesson about fair play at work (or the previous lesson)? Who did another student choose? Use your own memories of the lesson as well as other students' memories.
- How many online or physical shops have you noticed where consumer rights are clearly displayed?

Activate

- **Small-group challenge:** ask students: *In five minutes, write down as many products or services as possible that you, or someone you live with, has bought in the last month.* (Examples: new mobile phone contract, fresh food, frozen food, someone to walk dog at lunchtime, energy drink, jeans, takeaway curry, new cleaner, trainers, washing powder, MOT for car, laptop insurance, guitar, chewing gum, mascara – anything at all!)
- **Small-group discussion:** students discuss: *When we pay for something, why do we expect a certain level of quality?*

Demonstrate

Worksheet 1.16a: Consumer rights and ADR

Worksheet 1.16b: Questions about ADR

- Students read the information on Worksheet 1.16a.
- They then answer the questions on Worksheet 1.16b. (Answers: 1. alternative dispute resolution, 2. See Robbie's first paragraph, 3. conciliation, arbitration and mediation, 4. For example, a seller's reputation for customer service can be very important to sales, 5. As services and products are paid for, consumers should have a right to good quality from both. Faulty services and products can cause stress and may even be

dangerous. For example, if you pay for a maths tutor and a maths textbook for your son, you will be unhappy if the textbook is full of mistakes and the tutor arrives 30 minutes late.)

- **Extra support:** certain students only answer questions 1–3.

Consolidate

Worksheet 1.16c How can consumers get support when they've been treated unfairly?

- Students recommend a course of action for each scenario outlined on Worksheet 1.16c. (Examples: visit the local CAB, phone the customer services department, have a conversation with the supplier, use ADR, go to court, email the seller to remind them of consumers' rights under Consumer Rights Act 2015.)
- **Class discussion:** ask students: *Why are different solutions suited to different consumer problems?*

Extra challenge

Ask more able students: *Should consumers have the same rights when buying jeans online from a huge international retailer, as when buying jeans online from 'Jon round the corner'?*

Recommended websites

www.citizensadvice.org.uk/about-us/how-citizens-advice-works/citizens-advice-consumer-work/the-consumer-rights-act-2015

www.which.co.uk/consumer-rights/problem/shopping

Homework

Which parts of the Consumer Rights Act 2015 do you think are most relevant to your age group?