



Co-funded by the  
Erasmus+ Programme  
of the European Union

Name of the project: “Development of the Key Competencies of Adults by Innovation Program of Consumer Education”

Contract number: 2018-1-SK01-KA204-046393

### LESSON PLAN

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| <b>Name of the lesson</b>                                              | <b>Complaints</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Identifying of educational needs</b>                                | <p>Research into the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed their interest to voluntarily participate in consumer education programs. The participants selected the most important consumer themes (Food, Nutrition, Complaints) with which they already have some experience, and are motivating to continue in their education.</p> <p>Insufficiently developed communication competence restricts participants in group discussion and in understanding new information, receiving instructions, storing texts in memory and reproducing them in new contexts and situations.</p> |
| <b>Educational objectives</b><br><b>Development of key competences</b> | <p><b>Ability to deal with consumer complaints based on democratic rules</b><br/>( Social and Civic Key Competenes)</p> <p><b>Ability to recognize effective and constructive communication</b><br/>(Communication in Mother Tongue)</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Materials</b>                                                       | <p><b>Case Study: Complaint</b></p> <p>Consumer Protection Act 250/2007 Z.z.</p> <p>Role cards - consumer, shop assistant</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Duration</b>                                                        | <b>90 minuts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Link to useful resurces</b>                                         | <p><a href="https://europa.eu/youreurope/citizens/consumers/shopping/guarantees-returns/index_sk.htm">https://europa.eu/youreurope/citizens/consumers/shopping/guarantees-returns/index_sk.htm</a></p> <p><a href="https://europa.eu/youreurope/citizens/consumers/shopping/shopping-consumer-rights/index_en.htm#faulty-goods-2">https://europa.eu/youreurope/citizens/consumers/shopping/shopping-consumer-rights/index_en.htm#faulty-goods-2</a></p>                                                                                                                                                                                               |

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| <b>Content of the Case Study</b>     | Two sisters Jana and Dana are preparing for a wedding of their friend Izabela. They bought wedding dresses that were damaged shortly after they put them on. The sales assistant accused them that the clothes had been damaged by improper use. Complaint should be documented and solved but before that Jana and Dana should learn in which way.                                                                                                                                                                                                 |
| <b>Questions of the Case studies</b> | 1.Where did the girls made a mistake?<br>2.What would you recommend them ?<br>3.Where will they find informations about complaints?<br>4.How should they continue ?<br>5.Arrange practical rules how to deal with solving claims.                                                                                                                                                                                                                                                                                                                   |

## INSTRUCTIONS FOR CLASSROOM ACTIVITIES

### Presentation of learning objectives (5´)

Motivate student to think that consumer behavior can help market when consumer are informed, educated and able to enforce their rights.

### Presentation and familiarization with the Case Study (5´)

### Cooperative learning (20´)

Divide the students into groups of four. Assign the tasks and working time. Appeal students to solve these problems:

- 1.Where did the girls made a mistake?
- 2.What would you recommend them ?
- 3.Where will they find informations about complaints?
4. How should they continue ?
5. Arrange practical rules how to deal with solving claims.

Presentation of the results. Each group selects one participant to represent the group's results.

### **Independent work (5')**

Ask students to become familiar with Article 18 of the Consumer Protection Act.

Ask the students to present their feelings:

When handling a complaint without proper information

After reading the Consumer Protection Act

### **Discussion about student's feelings (5')**

Round table : Ask the students to present their views and attitudes.

### **Role play (20')**

Ask students to imagine: You are a person in the following roles: consumer and shop assistant  
Provide students with a description of their role show to deal with the complaint. They can play different outcomes of their negotiations : Satisfy or do not satisfy with its result.

### **Discussion in a circle (20')**

Use to troubleshoot the Indian community : „What would your feelings be in the positions of individual roles- consumer, shop assistant, mediator.“

## **ASSESSMENT OF KEY COMPETENCES (10')**

### **A. Ability to deal with consumer complaints based on democratic rules ( Social and Civic Key Competenes)**

When we think about assessing of development of key competencies, we need to consider what kind of performance of students (output) we would like to see ?

### **Demonstrating the knowledge about consumer rights**

Give the students cards to write on three separate statements which arised from the lesson:

1 thing you didn't know about the Consumer Protection Act before :

1 thing that surprised you about the consumer rights :

1 thing you want to start doing with what you've learned :

## B. Ability to communicate effectively and constructively ( Communication in Mother Tongue)

When we think about assessing of development of key competencies, we need to consider what kind of performance of students (output) we would like to see ?

### Identification of appropriate communication during complaint handling

Students report on role plays observations and record their ratings in a table.

| Actors                                  | Consumer role                   | Shop assistant role             |
|-----------------------------------------|---------------------------------|---------------------------------|
| Clarity of expression of requirements   | advanced<br>average<br>beginner | advanced<br>average<br>beginner |
| Respect ethical principles              | advanced<br>average<br>beginner | advanced<br>average<br>beginner |
| Express satisfaction or dissatisfaction | advanced<br>average<br>beginner | advanced<br>average<br>beginner |

Table n.1

Teacher can add his/her observation from discussion in a circle. Analyzing the results of students' development of key competences enables teacher to adapt teaching in a more efficient way in the future.