



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

UNION OF WORKING
CONSUMERS OF GREECE



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

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

TEACHER PLANNING TOOL

LESSON PLAN

Author	Konstantia Zogaki
Name of the lesson	E-commerce: Withdrawal Right
Identification of educational needs	<p>A study as a result of four different focus groups in Slovakia, Czech Republic, Italy, Lithuania and Greece about the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed their interest to participate in consumer education programs. The participants selected the consumer themes (Rights in services, Food, Nutrition, Complaints,) with which they already have some experience and they are motivated and attracted to continue in an educational program.</p> <p>The main goal for this target group is the development of communication in mother tongue, such as:</p> <ul style="list-style-type: none"> - use language in a positive manner - interact by appropriate and creative way - search for, collect and process of information - collect and process information - choose appropriate way of speaking and interaction - adapt communication to the requirement of the situation - use critical and constructive dialog - formulate oral and written arguments - understand of different types of verbal interaction
Educational objectives	1. Ability to practice consumer protection measures in distant contracts/e-commerce (Social and Civic Key Competencies).

	2. Ability to express opinions, experiences and attitudes by clear and coherent way (Communication in Mother Tongue).
Materials	Case Study : E-commerce Withdrawal Right Information resources about e-commerce Knowing their rights concerning problems in e-commerce Knowing their withdrawal right
Duration	90 minutes
Link to useful resources	<ul style="list-style-type: none"> • Directive 2011/83/EU of the European Parliament and of the Council of 25 October 2011 on consumer rights, amending Council Directive 93/13/EEC and Directive 1999/44/EC of the European Parliament and of the Council and repealing Council Directive 85/577/EEC and Directive 97/7/EC of the European Parliament and of the Council Text with EEA relevance (https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32011L0083)
Content of the Case Study	<p>The content of the case study is a young boy, Michael who is a 23 year old student lives in Greece and has no experience from online shopping since he has never used the internet in order to buy any product. He wishes to buy a present for his brother whose birthday is in five days, however has no time to spend on market research since he is currently studying for his forthcoming exams.</p> <p>Michael did an online search and decided to buy the present online in order to save time and money. He is not currently employed; focusing on his studies and lives off his parents' allowance.</p> <p>Michael is facing a consumer dispute with a supplier for the first time.</p>
Questions of the Case studies	<p><u>Question 1</u></p> <p>Is Michael responsible for making any mistakes or omissions during the online shopping?</p> <p><u>Question 2</u></p> <p>In your opinion can Michael withdraw from the sale and claim a refund? (Refer to manual)</p> <p><u>Question 3</u></p> <p>In your opinion are the terms and conditions section incomprehensive?</p>

	<p><u>Question 4</u></p> <p>Was the representative's briefing on the withdrawal right correct?</p> <p><u>Question 6</u></p> <p>Have you ever been faced with a similar case in the past?</p> <p><u>Question 7</u></p> <p>How did you handle it?</p> <p><u>Question 8</u></p> <p>In your opinion what can Michael do from now on? Who could advocate for Michael and his rights?</p> <p><u>Question 9</u></p> <p>Do you believe that online shopping entails dangers? Which one is the most significant, in your opinion?</p>
--	---

INSTRUCTIONS

1. Presentation of learning objectives (3')

Imagine the topic by reminding students that distant contract are under the European legal framework.

For example, ask them to indicate if **they have any problem during an e-commerce experience.**

2. Presentation of the case study (7')

Familiarization of the students with Case Study "E-commerce: Withdrawal Right"

3. Cooperative learning (30')

Divide the students into groups of four and handout them information resources concerning e-commerce.

Assign the tasks and working time:

- Find out the information in the legal framework.
- What information they should know before they proceed in a distant contract?
- How does this information help the consumers?
- What is the distant contract policy?
- Did the e-shop policies response in compliance with European Legal Framework?
- How would you negotiate the cost for this product which is not useful for you?
- What do you think about the e-shop representatives?

- By which framework this argument is controlled?

Bring the students together and ask them to present their results to whole group.

4. Individual Exercise (20')

It usually includes an individual work on editing a subject, solving one problem, aimed at making trainees reach their own conclusions under the supervision of the trainer.

Invite the students to identify mandatory information in distant contract. Ask students to identify it on an e-shop and visualize their descriptions by drawing, writing or making a collage.

Then invite them to write down a complaint (a complaint form should be given) concerning the withdrawal right in distant contract and ask them to present their ideas to the whole group.

5. Reading and writing for critical thinking (20')

This method uses a sequence of three-phase model of thinking and learning process.

Let the students to work on these tasks independently.

Evocation means actively linking the student's knowledge to the context of the topic

Task1: What economic consequences may occur without knowing their rights?

Awareness means combining new information and old information to memory.

Task 2: What is the benefit for consumers of reading carefully the terms and conditions in all transactions?

Reflection means active processing of information into a personal dictionary.

Task3: Does this procedure help save the personal's financial budget?

Ask the students to gather in a circle and discuss about their findings. Then summarize their expressions and tell them your feedback about their critical thinking.

6. Assessment of the learning outcomes (10')

Educational objectives: Ability to use consumer protection measures in E-commerce (Social and Civic Competencies)

Assessment tools must help the teacher to determine how successful has been key competences development. The teacher believe in the capacity of his students to learn and carefully utilize a range of pedagogical approaches to assess their learning outcomes.

In order to assess development of Social and Civic Competences in this lesson we suggest teacher to use an OBSERVATION. The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES		
Level One	Level Two	Level Three
Is aware any consequences between knowing rights and protect their financial budget	Identifies some consequences between knowing rights and protection of financial budget	Identifies and explain consequences between knowing rights and protection of financial budget
Explains mandatory rules of e-commerce with necessary help	Explains mandatory rules of e-commerce	Explains e-commerce and rules and law regulation
Uses acquired knowledge in managing consumer problems with necessary help	Uses acquired knowledge in in managing consumer problems	Uses acquired knowledge in in managing consumer problems and provide an examples in real life

Table n.1. Observation sheet for assessment of Social and Civic Competencies

Educational objectives: Ability to express opinions, experiences and attitudes by clear and coherent way (Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE		
Level One	Level Two	Level Three
Participates in a discussion when asked	Voluntarily participates in a discussion	Actively participates in a discussion and generate good ideas
Conveys a messages to other students	Conveys messages and adds an opinions to other students	Conveys a messages and justifies views and opinions
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	Express an opinion, experience and attitudes by coherent, clear and concise way

Table n.2. Observation sheet for assessment of Communication in Mother Tongue

In order to assess development of Communication in Mother Tongue, we alternatively suggest to use student's LOGBOOK. A logbook is a record of student reflexion that must be filled during lesson.

Students are invited to complement their Logbook with their own findings:

- How did I contribute to the work of the group?
- Have I submitted my views and opinions?
- What I see as useful from the knowledge, skills and experience of today's lesson?

For students is important to think about their own learning progress. One very effective way to do this is to continually evaluate your own performance and identify their strengths and weaknesses.

The teacher will use the feedback from observation to plan the objectives in development of key competences. Students will receive feedback on their activities, their strengths and weaknesses in learning, which could be a motivation for their further development.