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

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Subject: ‘Traveler Rights/ Air flights, loss of suitcase’, **Author:** Anastasia Chatzipavlou

TEACHER PLANNING TOOL

LESSON PLAN

Author	Anastasia Chatzipavlou
Name of the lesson	Traveler Rights
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	<p>1. Ability to practice consumer protection measures at Traveler Rights (Social and Civic Key Competencies).</p> <p>2. Ability to express opinions, experiences and attitudes by clear and coherent way (Communication in Mother Tongue).</p>
Materials	<p>Case Study : Traveler Rights</p> <p>Information resources about transportation: air flights</p> <p>Knowing their rights concerning transportation by airplane</p> <p>Knowing their rights in case they lose their baggage</p>
Duration	<p>90 minutes</p>
Link to useful resources	<ul style="list-style-type: none"> • Regulation (EC) No 889/2002 of the European Parliament and of the Council of 13 May 2002 amending Council Regulation (EC) No 2027/97 on air carrier liability in the event of accidents (https://publications.europa.eu/en/publication-detail/-/publication/e59187a4-6622-40c4-bde8-208883d2597f/language-en) • Regulation (EC) No 261/2004 of the European Parliament and of the Council of 11 February 2004 establishing common rules on compensation and assistance to passengers in the event of denied boarding and of cancellation or long delay of flights, and repealing Regulation (EEC) No 295/91 (https://eur-lex.europa.eu/legal-content/GA/TXT/?uri=CELEX:32004R0261)
Content of the Case Study	<p>The content of the case study is a young lady 18 years old named Christine, who lives in Athens with her parents. She has just begun her studies and has decided to travel alone for ten days to Rome to visit a friend who is studying there. She has only travelled once in the past with her parents in an internal flight. She is very young and therefore stressed over the forthcoming trip. She has no experience in handling consumer disputes as she has just turned adult and her parents were dealing with these issues so far.</p>
Questions of the Case studies	<p><u>Question 1</u></p> <p>In your opinion did Christine do the right thing, leaving the airport area?</p> <p><u>Question 2</u></p> <p>What would you do in a relevant situation?</p> <p><u>Question 3</u></p>

	<p>If you were Christine’s parents what would you advise her to do?</p> <p><u>Question 4</u></p> <p>Is the airliner’s policy and response in compliance with Air flights Law? (refer to Consulting manual)</p> <p><u>Question 5</u></p> <p>Considering the items Christine lost, the cost for replacing all those items during her 10 day visit to a foreign country as well as the cost for buying a new luggage, what do you think about the level of the proposed refund? What would you do if you were in a similar situation? Would you accept the refund?</p> <p><u>Question 6</u></p> <p>What do you think Christine can do from now on?</p> <p><u>Question 7</u></p> <p>Have you ever had a similar experience in the past? How did you handle it?</p> <p><u>Question 8</u></p> <p>When you travel by plane, boat, train and/or bus do you think you can exercise your Consumer rights? Justify your answer.</p> <p><u>Question 9</u></p> <ol style="list-style-type: none"> 1. What are the most frequent obstacles that a consumer is faced with when exercising their rights and how can they deal with them.
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INSTRUCTIONS

1. Presentation of learning objectives (3’)

Imagine the topic by reminding students that air flights are under the European legal framework.

For example, ask them to indicate if they have any problem during a flight.

2. Brainstorming: (20’)

The trainees are pushed towards the multilevel examination of a question through a free and spontaneous expression of ideas.

The trainer enhances the involvement of trainees and makes them necessary interventions so that the expression of ideas does not drift into demonstration fantasy rather than creative expression.

The trainer uses (art, images, a phrase etc) in order to push trainees to a spontaneous idea. He uses flipchart to write down the trainee's ideas. At the end the trainer connects the phrases has been expressed and posits the principles of the specified topic.

The trainer summarize trainees' expressions and tell them his feedback about their critical thinking.

3. Presentation of the case study (7')

Familiarization of the students with Case Study "Traveler Rights"

4. Cooperative learning (30')

Divide the students into groups of four and handout them information resources about air flights consumer's rights.

Assign the tasks and working time:

- Find out the information in the legal framework.
- What information they should know before a flight?
- How does this information help the consumers?
- What is is the airliner's policy
- Did this policy responses in compliance with Air flights Law?
- How you would negotiate the cost for replacing all those items during her 10 day visit to a foreign country as well as the cost for buying a new luggage?
- What do you think about the level of the proposed refund?
- By which framework this argument is controlled?

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

5. Demonstration (20')

Invite the students to identify mandatory information in an air flight booking. Ask students to identify it on an air flight ticket and visualize their descriptions by drawing, writing or making a collage.

Then ask them to present their idea to the whole group.

6. Assessment of the learning outcomes (10')

Educational objectives: Ability to use consumer protection measures at Traveler Rights (Social and Civic Competencies)

Assessment tools must help the teacher to determine how successful the development of key competences has been. The teacher believe in the capacity of

their 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 to 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 their rights and protect their financial budget	Identifies some consequences between knowing their rights and protection of financial budget	Identifies and explain consequences between knowing their rights and protection of financial budget
Explains mandatory rules of losing a baggage during an air flight with necessary help	Explains mandatory rules of losing a baggage during an air flight	Explains losing a baggage during an air flight 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 reale 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.