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# **LEARNING TO BE CONSUMERS**

**Didactic guide for teachers**

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# Introduction



# Presentation

The aim of this **didactic material "LEARNING TO BE A CONSUMER"** is to offer primary school teachers a resource that helps them promote conscious, critical and responsible attitudes to consumer issues among PRIMARY SCHOOL students, using English as the working language and thereby increasing their learning and skills in this language.

## The material consists of:

- ▶ **Didactic orientation guide for teachers** with general information, guidelines for the carrying out of activities, resources, etc.
- ▶ **Didactic cards** with reading activities, multiple choice activities, etc.
- ▶ **Activities for use with interactive digital whiteboard with SMART Notebook software.**
- ▶ **Audio files.**
- ▶ **Learning assessment activity** (Activity 4).

## General Information

All of us are, at one time or other, consumers and users. Consumption is an important aspect of our lives and takes up a significant part of our financial resources and our time.

**As people, we are consumers and users** if, of our own accord, and regardless of our nationality or residence, we acquire or use goods (movable or immovable), products or services as receiving parties, as long as it is provided to us by a company, a professional or the Government when acting under Private Law. Examples:

- ...when we buy a camera for personal use.
- ...when we contract a telephone service for our family home.

Primary school **students** do not have high purchasing power but they have high **powers of persuasion** through feelings and they influence the family's purchasing decisions. Students of these ages are:

1. The target group of specific products.
2. Receivers and protagonists of advertising messages.
3. Participants in the family group's purchasing decisions.
4. Very vulnerable to the consumerist message.

Getting them to learn about their rights and duties as a consumer and user will develop their autonomy and safety, will make them more capable of foreseeing problems and will give them resources to solve problems when they arise.

In addition, educating young people so that they acquire these skills also has **advantages for society in general** given that we promote sustainability, quality and durability of the products and good use of services while preventing possible conflicts in consumer matters.

In the Autonomous Community of the Basque Country, the basic rights of consumers and users are gathered in the Statute of Consumers and Users (Law 6/2003)

## Basic rights as consumers and users:

1. **The right to health and safety.**  
*The products and services made available to us should not represent any risk to our health or safety or to the environment.*
2. **The right to the protection of financial and social interests.**  
*We have the right to guaranteed respect towards our financial and social interests. This right includes, for example, public exhibition of the prices of products, the availability of a receipt and/or invoice, the availability of complaint forms at the establishment, etc.*
3. **The right to legal protection and compensation claims.**  
*We have the right to legal protection designed for compensation for damage or harm caused by the acquisition or use of products and services offered on the market.*
4. **The right to information.**  
*We have the right to receive accurate, complete, objective and comprehensible information about products and services.*
5. **The right to education and training in consumer matters.**  
*We have the right to education and training in consumer matters.*
6. **The right to representation, consultation and participation.**  
*We have the right to be represented by means of consumer and user associations.*
7. **Linguistic rights.**  
*We have the right to receive information about products and services in Basque and Spanish, as well as the right to use any of the official languages in our relations with companies or establishments operating in the territory of Euskadi.*

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However, **the best way to protect our rights involves knowing how to exercise our duties**, because this is the most efficient way of avoiding the risks that can be associated to our acts as consumers and to behave as RESPONSIBLE CONSUMERS.

For example:

- **BE WELL INFORMED** before choosing (read product labels, ask if in doubt, compare different offers, etc.).
- **REQUEST AND KEEP THE RECEIPT OR INVOICE.**
- Choose products based on **CRITERIA OF HEALTH, SUSTAINABILITY AND SOLIDARITY** (consume based on real needs, apply savings guidelines, etc.).
- **COMPLAIN** whenever we think our rights have been affected.
- ...Etc.

# Objectives

## General objective

For students to acquire the necessary basic competences to enable them to demand their rights and exercise their duties as responsible consumers.

## Specific objectives\*

- To learn vocabulary related to the field of consumerism (receipt, price, label, shop assistant, complaints, etc.).
- To learn about some of the rights that apply to them as consumers:
  - The right to prior information.
  - The right to receive a receipt.
  - The right to complain.
- To learn about some of their duties to behave as responsible consumers:
  - To read and take into account the information on product labels.
  - Before buying, to compare products and obtain information about them.
  - To demand and keep the receipt.
- To learn about some means of complaint:
  - Amicable agreement.
  - Written complaint.

*\* Not all specific objectives are worked on every year, as this will depend on the age and capabilities of the students.*

# Contents

- Concepts related to the field of consumerism (receipt, price, label, shop assistant, complaints, etc.).
- Consumers' rights.
  - The right to prior information.
  - The right to receive a receipt.
  - The right to complain.
- Duties of responsible consumers:
  - The importance of the information on product labels.
  - Before buying, to compare products and obtain information about them.
  - Importance of the receipt.
- Complaint routes:
  - Amicable agreement.
  - Written complaint.

*\* Not all contents are worked on every year, because it depends on the age and capabilities of the students.*



# Link with competences

## Link with basic and cross competences

- Competence to learn to learn and to think.
- Competence for verbal, non-verbal and digital communication.
- Social and civic competence.
- Technological competence.
- Linguistic and literary competence.

## Link with competence in linguistic communication (English)

- To understand and assess, with a critical attitude, oral, written and audiovisual texts, both analogue and digital, to reach personal, social and academic goals.
- To produce oral, written and audiovisual texts appropriate for personal, social and academic fields, to respond effectively to different communicative needs.
- To apply, in both the comprehension and production of oral and written texts, knowledge regarding usage rules and language systems to communicate properly and effectively.

# Activities



## Summary of activities table

PRIMARY EDUCATION YEARS	ACTIVITIES	ESTIMATED TIME	NECESSARY RESOURCES
<b>1<sup>st</sup> - 2<sup>nd</sup> YEAR</b>	1. "Consumer vocabulary"	5'	<ul style="list-style-type: none"> <li>▪ SMART activity 1</li> <li>▪ Interactive Whiteboard</li> </ul>
	2. "Questions and answers"	10'	<ul style="list-style-type: none"> <li>▪ SMART activity 2</li> <li>▪ Interactive Whiteboard</li> </ul>
	3. "Michael ´s story"	10'	<ul style="list-style-type: none"> <li>▪ SMART activity 3</li> <li>▪ Card 1: "Michael ´s story"</li> <li>▪ Interactive Whiteboard</li> </ul>
	4. "What did we learn?"	20'	<ul style="list-style-type: none"> <li>▪ Card 2: "What did we learn?"</li> </ul>
<b>3<sup>rd</sup> - 4<sup>th</sup> YEAR</b>	1. "Consumer verbs"	5'	<ul style="list-style-type: none"> <li>▪ SMART activity 1</li> <li>▪ Interactive Whiteboard</li> </ul>
	2. "Complete the sentence"	10'	<ul style="list-style-type: none"> <li>▪ SMART activity 2</li> <li>▪ Interactive Whiteboard</li> </ul>
	3. "Let's complain"	20'	<ul style="list-style-type: none"> <li>▪ SMART activity 3</li> <li>▪ Card 1: "Let ´s complain"</li> <li>▪ Interactive Whiteboard</li> </ul>
	4. "What did we learn?"	20'	<ul style="list-style-type: none"> <li>▪ Card 2: "Susan ´s Watch"</li> <li>▪ Card 3: "What did we learn?"</li> </ul>
<b>5<sup>th</sup> - 6<sup>th</sup> YEAR</b>	1. "Consumer expressions"	5'	<ul style="list-style-type: none"> <li>▪ SMART activity 1</li> <li>▪ Interactive Whiteboard</li> </ul>
	2. "Discover your rights"	10'	<ul style="list-style-type: none"> <li>▪ SMART activity 2</li> <li>▪ Interactive Whiteboard</li> </ul>
	3. "Smart shopping"	20'	<ul style="list-style-type: none"> <li>▪ SMART activity 3</li> <li>▪ Card 1: Smart shopping"</li> <li>▪ Interactive Whiteboard</li> </ul>
	4. "What did we learn?"	50'	<ul style="list-style-type: none"> <li>▪ Card 2: "Our rights"</li> <li>▪ Card 3: "Complaint form"</li> <li>▪ Card 4: "What did we learn?"</li> </ul>

\* To download and install Smart Notebook: <http://education.smarttech.com/>  
 Via this link you can download and install a 45-day trial version of the SMART Notebook software for Windows operating systems.

**Activities**  
**1<sup>st</sup> - 2<sup>nd</sup> YEAR**  
**Primary Education**

# Activity 1 - CONSUMER VOCABULARY

## Description

To carry out this activity we will use activity 1 designed for these courses from the Smart Notebook activity file. The objective of the activity is for the students to identify concepts that are habitually used in consumer acts and that will be used at other times throughout the didactic unit.


The activity consists of two screens. Several images and words appear on each of them, together with a small speaker; by clicking on the speaker, you can listen to the audio recording of the word. Then, the students should connect every word with its image. The teachers will explain these concepts in a simple way.

Words that appear in the activity: price, label, to pay, shop, to buy, shop assistant, yoghurt, receipt.

## Necessary resources





- SMART activity 1: "Consumer vocabulary"
- Interactive Whiteboard

SMART activity 1: "Consumer vocabulary" – Solution


**Join each word to the right picture** 

Edit Check Reset Solve ?

Label To pay







Price Shop

**Join each word to the right picture** 

Edit Check Reset Solve ?

Shop assistant Receipt



To buy Yogurt

## Activity 2- QUESTIONS AND ANSWERS

### Description

To carry out this activity we will use activity 2 designed for these courses from the Smart Notebook activity file. Through this activity, students will become aware of those important aspects to take into account when making a purchase, such as reading the label, asking for the receipt and keeping it.

Several simple questions related to these matters appear on the screen. Each of these questions has four answer options and the students must choose the correct one.

After the activity we recommend that the teachers ask the students if they really read the label of products and whether they are in the habit of asking for and keeping the receipt.

### Necessary resources

- SMART activity 2: "Questions and answers "
- Interactive Whiteboard

## SMART activity 2: "Questions and answers " – Solution

The image displays six screenshots of a SMART activity interface, arranged in a 3x2 grid. Each screenshot shows a question in a teal box and four multiple-choice options (A, B, C, D) in white boxes below it. The correct answer is highlighted with a red border and a green checkmark.

- Top Left:** Question: "ARE YOU HUNGRY?". Options: A. YES, I AM (correct), B. NO, I DONT, C. I LIKE SHOPPING, D. YES, I DO.
- Top Right:** Question: "DO YOU LIKE YOGURT?". Options: A. NO, I HAVENT, B. NO, I AM NOT, C. YES, I AM, D. YES, I DO (correct).
- Middle Left:** Question: "WHERE CAN WE BUY A YOGURT?". Options: A. AT THE SUPERMARKET (correct), B. AT THE CINEMA, C. AT HOME, D. AT SCHOOL.
- Middle Right:** Question: "DO YOU READ YOGURT'S LABEL?". Options: A. NO, I AM NOT, B. NO, YOU ARE, C. YES, I AM, D. YES, I DO (correct).
- Bottom Left:** Question: "DO YOU ASK FOR THE RECEIPT?". Options: A. YES, I AM, B. NO, I AM NOT, C. NO, I HAVENT, D. YES, I DO (correct).
- Bottom Right:** Question: "DO YOU THROW THE RECEIPT?". Options: A. YES, HE DO, B. YES, I AM, C. NO, I DONT (correct), D. NO, I HAVENT.



## Activity 3- "MICHAEL ´S STORY"

### Description

The activity has five different screens. On the first one, the students will listen to a simple audio recording accompanied by an image. On the following screens, the students will work on this same text, divided into four parts. On each screen, the students will read the text, listen to the audio and repeat it aloud. Thus, they will work on oral and writing expression. To check they have understood, the students must choose one of the two images offered on each screen, the one corresponding to the text.

### Necessary resources

- SMART activity 3: "Michael ´s story"
- Card 1: "Michael ´s story"
- Interactive Whiteboard

## CARD 1: "Michael´s story"



Michael goes to the shop.

Michael buys strawberry yogurt.

Michael pays and takes the receipt.

Michael eats the yogurt. He´s very happy.

## Activity 4- Assessment: "WHAT DID WE LEARN?"

### Description

The students will then answer some simple questions about the story and what they have learned during the didactic unit. These final questions refer to the basic contents of the unit. What the students should be clear about at the end of the didactic unit is the need to read the label of products to compare between one product and another, the importance of becoming accustomed to request and keep the receipt, and the right to complain if the product is not in good condition.

The activity will be supported by printable card entitled "What did we learn?"

### Necessary resources

- Card 2: "What did we learn?"

## CARD 2: "What did we learn?"

- **What's important to see on the yogurt?**

- The colour of the yogurt.
- The label of the yogurt.
- The picture.



- **What does the shop assistant give to me?**

- A book.
- A sweet.
- A receipt.



- **Do I need to keep the receipt?**

- Yes, I do. It's very important.
- No, I don't. The receipt isn't important.

- **The yoghurt isn't good. What can I do?**

- I can't do anything.
- I can ask for another yogurt.
- I can go to school.



## CARD 2: "What did we learn?" - Solution

- **What's important to see on the yoghurt?**
  - The colour of the yogurt.
  - The label of the yogurt. ✓
  - The picture.
  
- **What does the shop assistant give to me?**
  - A book.
  - A sweet.
  - A receipt. ✓
  
- **Do I need to keep the receipt?**
  - Yes, I do. It's very important. ✓
  - No, I don't. The receipt isn't important.
  
- **The yoghurt isn't good. What can I do?**
  - I can't do anything.
  - I can ask for another yogurt. ✓
  - I can go to school.

**Activities**  
**3<sup>rd</sup> - 4<sup>th</sup> YEAR**  
**Primary Education**

## Activity 1 - CONSUMER VERBS

### Description

To carry out this activity we will use activity 1 designed for these courses from the Smart Notebook activity file. The objective of the activity is that the students learn vocabulary usually used in consumer acts; in this case, we focus on verbs.

A window appears on the screen across which pass images representing actions. When you click on the image, it stays still and three verbs appear underneath it. The student must choose which verb of the three describes the action in the image. The teachers will explain the concepts simply because they will appear again throughout the didactic unit.

Verbs appearing in the activity: To read the labels, to compare, to ask for information, to buy, to pay, to keep the receipt, to complain.

### Necessary resources

- SMART activity 1: "Consumer verbs"
- Interactive Whiteboard

## SMART activity 1: "Consumer verbs" - Solution

Touch the picture and guess its meaning

TO BUY TO COMPLAIN TO KEEP THE RECEIPT ✓

TO COMPLAIN TO BUY ✓ TO ASK FOR INFORMATION

TO COMPLAIN TO READ THE LABEL ✓

TO KEEP THE RECEIPT TO COMPLAIN TO READ THE LABEL ✓

TO ASK FOR INFORMATION TO COMPLAIN ✓ TO COMPLAIN

TO COMPLAIN TO COMPLAIN TO PAY ✓

TO ASK FOR INFORMATION ✓ TO KEEP THE RECEIPT TO PAY



## Activity 2- COMPLETE THE SENTENCE


### Description

To carry out this activity we will use activity 2 designed for these courses from the Smart Notebook activity file. The activity has a series of sentences related to the act of buying, which the students must complete with the correct verb. The verbs which appear have already featured in work from the previous activity and the students must pay attention, in addition, to the subject of the sentence to position the verb conjugated in the correct manner.

### Necessary resources

- SMART activity 2: "Complete the sentences"
- Interactive Whiteboard

## SMART activity 2: "Complete the sentence" - Solution


Choose the right word 

Edit Next ?

They \_\_\_ food at the supermarket

A read C watch  
B write D buy

buy

Choose the right word 

Edit Next ?

When Susan goes to the supermarket she \_\_\_\_\_ different products

A compare C compares  
B writes D ask

compares


Choose the right word 

Edit Next ?

When you buy something, it's important to \_\_\_\_\_ the \_\_\_\_\_

A ask for/receipt C play/ piano  
B sing/ birthday song D buy/ toy

ask for/receipt

Choose the right word 

Edit Finish ?

Loukas \_\_\_\_\_ the receipt in case of complaint

A keeps C go  
B keep D goes

keeps

## Activity 3- LET'S COMPLAIN

### Description

The students will listen to audio file 3: "Let's complain". It is a conversation between a shop assistant and a customer, in which the latter comes to complain because the product she bought is defective. Therefore she goes to the shop with the product and the receipt. The students, in pairs, will learn and perform the conversation in order to work on comprehension and oral expression when it comes to complaining in a shop.

The activity will be supported by a printable card with the written conversation.

### Necessary resources

- SMART activity 3: "Let's complain"
- Card 1: "Let's complain"
- Interactive Whiteboard

CARD 1: "Let's complain"

**Shop assistant:** Good afternoon!

**Customer:** Hello! I want to make a complaint.

**Shop assistant:** Ok, what is the problem?

**Customer:** I bought this box of pens yesterday and they don't work.

**Shop assistant:** Let's see!. You're right, they don't work. I need the receipt to change them.

**Customer:** Yes, of course. Here it is.

**Shop assistant:** Very good. Here you have another box of pens.

**Customer:** Thank you very much.

**Shop assistant:** You're welcome. Goodbye.

**Customer:** Goodbye.



## Activity 4- Assessment: "WHAT DID WE LEARN?"

### Description

The students will have a card on which they can read the story, "Susan's Watch". In said story there are some words missing, which they must complete using the options available to them.

Once the story is completed and understood, the students must answer four questions to assess what they have learned. These four final questions refer to the basic contents of the didactic unit. Things the students should be clear about at the end of the didactic unit are:

- Before buying, it is important to get used to reading the product label, compare similar products and insist on all the necessary information to choose the best option.
- Always request the receipt and keep it, since it will be needed in the case of a complaint.

### Necessary resources

- Card 2: "Susan's Watch"
- Card 3: "What did we learn"

## CARD 2: "Susan´s Watch"

Susan loves swimming. She trains every day.  
Susan wants to \_\_\_\_\_ a water resistant watch. Before buying, she takes a look and asks for \_\_\_\_\_ in the shop.



She \_\_\_\_\_ some watches and finally she buys one. Susan reads on the label: "water resistant". Susan keeps the \_\_\_\_\_ in her wallet.

After a week, Susan notices that there's water inside the watch.  
How annoying!

She returns to the shop to \_\_\_\_\_ with the watch and the receipt. The shop assistant tells her that she'll send the watch to the \_\_\_\_\_.

The \_\_\_\_\_ asks Susan if she wants the \_\_\_\_\_ back or a new watch. Susan buys a new watch and she's very happy with it! She's beating her personal best!

WORDS TO USE:

COMPLAIN – MONEY – INFORMATION - SHOP ASSISTANT –  
RECEIPT – MANUFACTURER – COMPARE - BUY

## CARD 2: "Susan´s Watch" - Solution

Susan loves swimming. She trains every day.  
Susan wants to **BUY** a water resistant watch.  
Before buying, she takes a look and asks for  
**INFORMATION** in the shop.

She **COMPARES** some watches and finally she buys  
one. Susan reads on the label: "water resistant".  
Susan keeps the **RECEIPT** in her wallet.

After a week, Susan notices that there's water inside the watch. How  
annoying!

She returns to the shop to **COMPLAIN** with the watch and the receipt.  
The shop assistant tells her that she'll send the watch to the  
**MANUFACTURER**.

The **SHOP ASSISTANT** asks Susan if she wants the **MONEY** back or a  
new watch. Susan buys a new watch and she's very happy with it! She's  
beating her personal best!

### CARD 3: "What did we learn?"



- **What's it important to do before buying something?**
  - To compare different products.
  - To read the label.
  - To compare different products and read the label.
  
- **Is it a good idea to ask for information?**
  - No, it isn't.
  - Yes, the shop assistant can inform us about the products.
  - No, the shop assistant can't inform us about the products.
  
- **Do we need to ask for the receipt?**
  - We always have to ask for the receipt and keep it.
  - Sometimes we have to ask for it.
  - We never need to ask for the receipt.
  
- **The receipt is necessary for a refund or exchange, isn't it?**
  - Yes, it is.
  - No, it isn't.



## CARD 3: "What did we learn?" - Solution

- **What's it important to do before buying something?**
  - To compare different products.
  - To read the label.
  - To compare different products and read the label. ✓
- **Is it a good idea to ask for information?**
  - No, it isn't.
  - Yes, the shop assistant can inform us about the products. ✓
  - No, the shop assistant can't inform us about the products.
- **Do we need to ask for the receipt?**
  - We always have to ask for the receipt and keep it. ✓
  - Sometimes we have to ask for it.
  - We never need to ask for the ticket.
- **The receipt is necessary for a refund or exchange, isn't it?**
  - Yes, it is. ✓
  - No, it isn't.

Activities  
5<sup>th</sup> - 6<sup>th</sup> YEAR  
Primary Education

# Activity 1 - CONSUMER EXPRESSIONS

## Description

To carry out this activity we will use activity 1 designed for these courses from the Smart Notebook activity file. The objective of the activity is that the students learn expressions related to responsible consumer behaviour.

The activity has two different screens. On the first screen, there are twelve cards. When clicking on each of them, they flip over the cards so the images and expressions can be seen. The students must match each image with the corresponding expression.

Expressions appearing in the activity: Find offers, write a letter of complaint, take the receipt, read the label, ask for information, compare different products.

After choosing them and understanding them, the teachers can ask the students which they think are important for responsible consumer behaviour, which in fact means all of them.

Several steps to make a good purchase appear on the second screen. The students must put them in order. To do so, they must click on the item they want to change position and drag it until it is positioned on top of the item found in said position. Once the list has been completed with these steps, you can click "check" to see the results. If you want to see the solution, click "solve".

## Necessary resources

- SMART activity 1: "Join the sentences to the right picture" and "Put the steps in order to shop well"
- Interactive Whiteboard

SMART activity 1: "Consumer expressions (1)" – Solution.

Match each sentences to the image with the same meaning

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in

reset

?

1	2	3	4	5	6
7	8	9	10	11	12

Compare different products		Find offers	
Take the receipt		Ask for information	
Read the label		Write a claim letter	

"consumer expressions (2)" - Solution

**Put the steps in order to shop well**

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Edit Check Reset Solve ?

- WRITE A SHOPPING LIST
- TAKE SHOPPING BAGS FROM HOME
- READ THE LABEL BEFORE BUYING
- PAY
- ASK FOR THE RECEIPT
- CHECK THE RECEIPT

## Activity 2- DISCOVER YOUR RIGHTS

### Description

To carry out this activity we will use activity 2 designed for these courses from the Smart Notebook activity file.

The 'Start' button must be clicked to start. The screen will show several jumbled-up letters. The students must place the letters in the correct order to form a word related to the rights of the consumer. On each screen there will be a 'clue' button which students can click to find a sentence and an image that may help them.

The basic rights of consumers and users appear in the "General Information" section of this didactic guide for teachers. In addition, detailed information about this matter can be found on the website of Kontsumobide at [www.kontsumobide.eus](http://www.kontsumobide.eus).

### Necessary resources

- SMART activity 2: "Discover your rights"
- Interactive Whiteboard

## SMART activity 2: "Discover your rights" - Solution

Arrange the letters to discover your rights as a consumer. CLICK START!


Edit  
Reset

42

r e c e i p t

Keep the \_\_\_\_\_ in case you need to complain.

Clue



Arrange the letters to discover your rights as a consumer. CLICK START!


Edit  
Reset

24

l a b e l

Read the \_\_\_\_\_ to know what you're buying.

Clue



Arrange the letters to discover your rights as a consumer. CLICK START!


Edit  
Reset

44

c o m p a r e

Before buying, \_\_\_\_\_ different products.

Clue



Arrange the letters to discover your rights as a consumer. CLICK START!


Edit  
Reset

69

c o m p l a i n t

Make a \_\_\_\_\_ if your rights have not been respected.

Clue



Arrange the letters to discover your rights as a consumer. CLICK START!


Edit  
Reset

58

i n f o r m a t i o n

In case of doubt, ask the shop assistant for \_\_\_\_\_.

Clue



## Activity 3- SMART SHOPPING

### Description

The students will listen to audio file 4: "Smart shopping". This is a conversation between two people, a customer and a shop assistant respectively, during a purchase. After understanding the conversation with the help of the teachers, the students will learn it and perform it, thus working on both comprehension and oral expression. The conversation emphasises several important points when it comes to buying well: Compare products before buying, ask for the necessary information about them, demand the product in perfect condition, with the correct labelling and instructions for use and, lastly, ask for the receipt.

The activity will be supported by a printable card with the written conversation (Card 6).

### Necessary resources

- SMART activity 3: "Smart Shopping"
- Card 1: "Smart shopping"
- Interactive Whiteboard



## CARD 1: "Smart shopping".

**Shop assistant:** Good afternoon!

**Customer:** Hello. I would like a calculator. I saw several in the window. Could you show them to me?

**Shop assistant:** Of course. We've got three models. This is the simplest. It costs 10 euros. This other one is the same but it doesn't need batteries.



**Customer:** It doesn't need batteries? Does it work with solar energy?

**Shop assistant:** Yes, that's right.

**Customer:** How much is it?

**Shop assistant:** 12 euros.

**Customer:** And what about the third model?

**Shop assistant:** This one has lots of functions and costs 20 euros.

**Customer:** That's very expensive for me.

**Shop assistant:** The simplest model is good enough for the 5<sup>th</sup> or 6<sup>th</sup> year of primary school.

**Customer:** OK. I'll take the one that works without batteries.

**Shop assistant:** Here you are.

**Customer:** But the box is torn. Could I have another one, please?

**Shop assistant:** Of course, no problem. How about this one?

**Customer:** It comes with instructions, doesn't it?

**Shop assistant:** Yes, they're inside the box. Look, here they are.

**Customer:** Perfect. I'll take it. Could I have the receipt, please?

**Shop assistant:** Here's the receipt and your change. Thank you very much.

**Customer:** You're welcome. Goodbye.

## Activity 4- Assessment: "WHAT DID WE LEARN?"

### Description

For this activity the students will have three Cards (Cards 2, 3 and 4).

On Card 7, "Our rights", the students will read four short stories and must relate each story to one of the rights of consumers. Previously, the teachers will briefly explain the 4 rights of consumers mentioned in the activity. These four rights are:

- The right to health and safety.
- The right to the protection of financial and social interests.
- The right to information.
- The right to legal protection and compensation claims.

The basic rights of consumers and users appears in section 2, "General Information", of this didactic guide for teachers. In addition, detailed information about this matter can be found on the website of Kontsumobide at [www.kontsumobide.eus](http://www.kontsumobide.eus).

Then the students will organise themselves into four small groups and each one of them will complete a complaint form with the help of card 2, in which there is a model form, using one of these stories as a reference.

Some of the data to be completed in the complaint form (data of the complainant, data of the company and attached documents) will be left to the imagination of the students.

Lastly, card 3 will help the students assess what they have learned in the didactic unit by means of a simple test.

### Necessary resources

- Card 2: "Our rights"
- Card 3: "Complaint form"
- Card 4: "What did we learn?"

## CARD 2: "Our rights"

**Relate each one of these stories to a consumer and user's right which has been abused:**

- THE RIGHT TO HEALTH AND SAFETY
- THE RIGHT TO THE PROTECTION OF FINANCIAL AND SOCIAL INTERESTS
  - THE RIGHT TO INFORMATION
- THE RIGHT TO LEGAL PROTECTION AND COMPENSATION CLAIMS

**Story 1:** I saw an offer in a shop window. When I went to pay they told me the offer ended yesterday, but they hadn't taken the notice down.



**Story 2:** I bought some crisps in the supermarket. When I got home I realised they were out of date.



**Story 3:** We were on the bus. Because the driver braked sharply, I fell and broke a tooth.



**Story 4:** I bought a shirt. The label said it could only be washed in hot water up to 40°. When I washed it at that temperature, it shrank.



## CARD 2: "Our rights" - Solution

**Story 1:** I saw an offer in a shop window. When I went to pay they told me the offer ended yesterday, but they hadn't taken the notice down.

**THE RIGHT TO THE PROTECTION OF FINANCIAL AND SOCIAL INTERESTS:** All advertising is legally binding, therefore what appears in the notice must be applied. The consumer can complain so that the information in the notice is respected.



**Story 2:** I bought some crisps in the supermarket. When I got home I realised they were out of date.

**THE RIGHT TO HEALTH AND SAFETY:** No food or drink product on sale can be out of date and therefore put the consumer's health at risk.



**Story 3:** We were on the bus. Because the driver braked sharply, I fell and broke a tooth.

**THE RIGHT TO LEGAL PROTECTION AND COMPENSATION CLAIMS:** All users of transport services are covered by the Compulsory Insurance for Travellers and in case of personal injury, they can receive compensation.



**Story 4:** I bought a shirt. The label said it could only be washed in hot water up to 40°. When I washed it at that temperature, it shrank.

**THE RIGHT TO INFORMATION:** All consumers have the right to accurate information on the labels of products.



## COMPLAINT FORM

**1. COMPLAINANT:**

Name and surname: .....  
ID NUMBER: .....  
Address: .....  
Municipality: ..... Province: .....  
Telephone number: .....

**2. FACTS (clear explanation of the facts as they happened):**

.....  
.....  
.....  
.....

**3. ASPIRATION (clear explanation of what you hope to achieve):**

.....  
.....  
.....  
.....

**4. DOCUMENTS ATTACHED:**

.....  
.....  
.....  
.....

**5. DATA OF THE DEFENDANT:**

Name of the company: .....  
ID Number or Tax ID Number: .....  
Address:.....  
Municipality: ..... Province: .....  
Telephone number: .....

SIGNATURE OF THE COMPLAINANT

DATE

## CARD 4: "What did we learn?"

- **What should we do before buying?**

- Compare different products
- Read the label
- Both are correct



- **What use is the receipt?**

- It is useless.
- It is used when returning a product or when complaining.
- It is for reading information about the product.

- **Where is the information about a product?**

- On the label
- On the box
- Nowhere

- **Should all garments have a label?**

- Only designer garments
- Yes, they should. That's where the important information is.
- It is not necessary.

- **Do consumers have rights and duties?**

- We only have rights.
- We have rights and duties.
- We have neither rights nor duties.

- **Can we complain in a shop?**

- Yes, we can complain. To do so we need the receipt.
- No, it is not possible to complain.
- You cannot complain in small shops.

## CARD 4: "What did we learn?" – Solution

- **What should we do before buying?**

- Compare different products.
- Read the label.
- All are correct. ✓

- **What use is the receipt?**

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- No, it is not possible to complain.
- You cannot complain in small shops.



# Resources of interest





- o [www.kontsumobide.eus](http://www.kontsumobide.eus)

The Kontsumobide website offers ample information about consumer matters. In addition we can find other didactic materials in English to work on responsible consumer behaviour.



- o [www.consumerclassroom.eu](http://www.consumerclassroom.eu)

Website that tries to promote education for responsible consumer behaviour in schools, providing different resources (educational tools, collaborations with other schools, etc.) in English. Although in principle it is aimed at teachers with students aged from 12 years up, it is open to anyone who wishes to consult and contribute things of interest.