

## LESSON FOCUS: Consumer rights

Key stage	KS3 (Year 9)
Key concepts	1.1b, 1.2a, 1.2b
Key processes	2.3a
Range and content	3k
Curriculum opportunities	4a, 4b, 4c, 4g

### PLTS:

Team workers, independent enquirers, effective participators

### FUNCTIONAL SKILLS:

Literacy

Speaking & listening L2 (make a range of contributions to discussions, take a range of listening roles, make effective presentations)

Reading E3 (independently read and understand straightforward texts for a purpose)

### RESOURCES:

#### \*\* Ability to show PowerPoint\*\*

- Resource A - PowerPoint
- Resource B - Role plays
- Resource C - Observer prompts

### OBJECTIVES:

- I will find out what consumer rights are.
- I will explore situations in which knowing consumer rights is useful.

### OUTCOMES:

- I can take part in role plays that develop my consumer rights knowledge.
- I can consider the relevance of consumer rights to my own life.

## Overview

Are your Year 9s assertive consumers? The teen fascination with internet shopping means it's never too early to learn about consumer rights! KS3 students will relish the role-play activities.

## Keywords

CAB, consumer, consumer rights, contract, contract of sale, fit for purpose, Office of Fair Trading, refund, sale, Sale of Goods Act, statutory rights, Trade Descriptions Act

## Consumer rights

### Introduction (5 minutes)

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- Share lesson objectives and outcomes.

### Starter (10 minutes)

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#### Resources:

- Resource A (PowerPoint)

#### Instructions:

- Ask students if they have ever made an unsatisfactory purchase, using prompts such as: iPod, trainers, festival ticket, mobile phone, eBay, food, laptop.
- Invite students to comment on why it is important for British consumers to be protected by law.
- Show resource A (PowerPoint). Ask the students what they have learnt.
- Examples of good responses:
  - 'I didn't know that people have all of those rights when they buy things. Do I have them even though I'm not legally an adult?'
  - 'I wish I'd known all this last weekend. I bought a new TV on Saturday because my old one broke after only two months.'

### Main (35 minutes)

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#### Resources:

- Resources B & C

#### Instructions:

- Split the class into threes.
- Give each trio a role play from resource B and a copy of resource C. All members of the group should read resource C.
- Explain that two group members will undertake roles and the third will be an observer.
- Give the groups ten minutes to conduct the role plays, during which the observers should make notes (using resource C). Ask the observers to feed back to the group members.
- Give each group a new role play and repeat the process. A different student should be the observer.
- Repeat with a third role play, changing observer. This time, invite the observers to give feedback in front of whole class.
- Examples of good feedback:
  - 'Crewe, you played a good shopkeeper because you kept reminding the customer that she was told about the faulty zip in advance. It was clever the way you advised her to contact the CAB because it showed that you knew your industry.'

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- ‘Leytisha, the character you played was in the wrong. You kept saying that you had a right to get your money back because you’d changed your mind. Did you realise consumers aren’t entitled to a refund just because they change their mind?’

## Plenary (10 minutes)

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### Instructions:

- Ask for a show of hands in response to the following:
  - I feel more confident about getting my money back.
  - I understand what is meant by ‘fair description’.
  - I would contact one of the organisations we’ve learnt about if I had a problem getting a refund.
  - I am aware of my responsibilities as a consumer.
  - I am going to find out more about my statutory rights in my own time.
- After each statement, invite volunteers to comment. Also challenge those with their hands up/down to justify their response.

## Attainment

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Level 1	I can ask questions about consumer rights if someone brings up the topic.
Level 2	I can suggest what is fair and unfair about buying goods/services.
Level 3	I can identify different kinds of consumer rights.
Level 4	I can begin to explain my opinion about what is fair and unfair about consumer rights.
Level 5	I can give relevant reasons for my views about consumer rights.
Level 6	I can present a persuasive case for a particular course of action during a consumer rights role play.
Level 7	I can evaluate and assess the implications of a situation where consumer rights are contested.
Level 8	I can make perceptive observations about consumer rights in terms of internet purchases.
Exceptional performance	I can draw on my prior experience of taking action to advise others on consumer rights situations.

## Recommended links

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- [www.consumerdirect.gov.uk/](http://www.consumerdirect.gov.uk/)
- [www.consumerdirect.gov.uk/after\\_you\\_buy/know-your-rights/](http://www.consumerdirect.gov.uk/after_you_buy/know-your-rights/)
- [www.moneysavingexpert.com/shopping/consumer-rights-refunds-exchange](http://www.moneysavingexpert.com/shopping/consumer-rights-refunds-exchange)
- [www.oft.gov.uk/consumer-advice/oft-and-cd/](http://www.oft.gov.uk/consumer-advice/oft-and-cd/)
- [www.which.co.uk/advice/your-rights/index.jsp](http://www.which.co.uk/advice/your-rights/index.jsp)

## RESOURCE B

### Situation 1

**Roles** - You and shop assistant

**Issue** - Your new hair straighteners take about half an hour to warm up.

**To do** - Role play the situation in which you try to return the hair straighteners.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

### Situation 2

**Roles** - You and shop manager

**Issue** - The suit you bought for work experience (dry clean only) shrank in your washing machine.

**To do** - Role play the situation in which you try to get a replacement suit.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

### Situation 3

**Roles** - You and shop assistant

**Issue** - You bought an expensive waterproof coat for a school trip, but when you wore it in the rain you got wet through.

**To do** - Role play the situation in which you try to get an exchange.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

### Situation 4

**Roles** - You and DJ (by phone)

**Issue** - You hire a DJ for two hours for your 16<sup>th</sup> birthday party. She arrives late, leaves early and doesn't provide the play list that you agreed to.

**To do** - Role play the situation in which you try to get a discount on her fee.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

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### Situation 5

**Roles** - You and shop manager

**Issue** - You bought a new bag and at the time of purchase were told the zip was faulty. You were given a discount to compensate. Two weeks later you are getting annoyed by the broken zip.

**To do** - Role play the situation in which you try to return the bag.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

### Situation 6

**Roles** - You and eBay seller (by phone)

**Issue** - You bought some sunglasses online. After receiving them you decide you want your money back because you are no longer going on holiday.

**To do** - Role play the situation in which you try to get a full refund.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

### Situation 7

**Roles** - You and supermarket employee

**Issue** - You bought a new pair of jeans and one of the pockets fell off on the first day that you wore them.

**To do** - Role play the situation in which you try to return the jeans and discover a 'no refunds' sign in the shop.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

### Situation 8

**Roles** - You and vet

**Issue** - You pay £30 for your dog's injection on the understanding that there is a designer lead included in the price. After the injection, a tin of dog food is delivered instead.

**To do** - Role play the situation in which you try to get a discount for the injection.

Consider which part of the Sale of Goods Act (if any) has been broken and the points of view of both parties.

## RESOURCE C

Consider the following when observing the role plays:

- **Who is at fault?**
  - Is the customer always right?
  
- **Has the Sale of Goods Act been broken?**
  - Is the item as described?
  - Is the item fit for purpose?
  - Is the item of a reasonable quality?
  - If part of the Sale of Goods Act has been broken, customers are entitled to a refund. Shops displaying 'no refund' signs have no legal right to do so.
  - Receipts are not essential, but proof of purchase (e.g. bank statement) can be requested.

**As a customer you have no legal grounds for a complaint if you:**

- were told about a fault before you purchased the item
- were asked to check an item before purchase and didn't notice an obvious fault
- made a mistake when purchasing the item (e.g. bought the wrong size)
- changed your mind about the item.

# Consumer Rights

Consumer: buyer

Rights: what you are entitled to



# Overview

- o Consumer rights are legal rights given to consumers and businesses.
- o Rights vary depending on whether you purchase goods or services, and how you make the purchase.



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- o When you buy goods or pay for a service, a **contract of sale** is made.
- o This contract is made even if you **don't sign** anything.
- o The contract means that
  1. the **consumer** pays/promises to pay and
  2. the **business** provides goods/services to the standard the consumer expects.

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# What does the law say?

- o You have the right to
  1. **satisfactory quality**
  2. **fit-for-purpose** goods/services and
  3. **accurate descriptions.**
- o The three things above are called **statutory rights**, which are part of the 1979 Sale of Goods Act (updated in 2003).

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# What if the contract is broken?

- o The business can demand their goods/services back if the consumer does not pay.
- o The consumer can get money back if the goods/service do not match **reasonable expectations.**



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# The small print ...

- o You can get a refund, replacement or a repair within **six months** if your purchase doesn't meet the Sale of Goods Act requirements.
- o To get your money back after six months you must prove that the item was **faulty** when you bought it.

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## Who can help?

- o Two main organisations help with consumer rights issues:
  1. **Consumer Direct** (give advice)
  2. **Office of Fair Trading** (take action if laws are broken).
- o The **CAB** and **What Consumer** websites are also really useful.

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## Other relevant laws

- o **Trade Descriptions Act, 1968**: businesses must be honest about their goods/services.
- o **Consumer Safety Act, 1987**: goods/services must meet safety standards.

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