

Your product, Your rights



1st teaching period

(before the beginning of the 1st teaching period, students fill in an online questionnaire)

1st Activity:

Time: 10'

Type of activity: visualization of questionnaire results and discussion

Class organisation: discussion in class

Actions/Tasks: the teacher presents the results of the questionnaire that the students have completed on the interactive whiteboard. The term 'consumer' is analyzed, examples of products and services are mentioned, as well as of wants and needs.

2nd Activity:

Time: 20'

Type of activity: video projection and practice through interactive exercises

Class organisation: class work

Actions/Tasks: the teacher shows an educational video <https://www.econedlink.org/resources/consumers-video-and-quiz/>, which is related to the concept of 'consumer', and asks students to reply to the interactive questions that follow the video. The terms 'costs and benefits', 'opportunity cost' are explained. At the end of the video there is a quiz that the teacher asks the students to do in pairs and print the results (or send them to the teacher's email address).

Attention is drawn to the statement 'Every decision has an opportunity cost' and students are asked to explain its meaning. For homework students are asked to visit the digital tool 'tricider' <https://www.tricider.com/admin/2sh9Dtm1r6l/AfT6wsMHVnj> and give examples, read others' posts, agree or disagree and vote on the ideas they like.

3rd Activity:

Time: 15'

Type of activity: filling in a worksheet with ideas and examples

Class organisation: group work

Actions/Tasks: students are divided into 6 groups and are given a worksheet

<https://drive.google.com/file/d/1OjUHK2mX08DboqHnjnl78bhlhEWWa1St/view> which lists factors that influence our diet choices with an example and students are asked to think of examples for the other factors and think of other factors that may influence our choices.

2nd Teaching period

1st Activity

Time: 15'

Type of activity: discussion on mind map

Class organisation: class work

Actions/Tasks: The teacher presents the results of 'tricider' on the interactive board and focuses on the ideas with the most votes. Then, a mind map is presented <https://cmapscloud.ihmc.us/viewer/cmap/1S7ZYH9YN-75C6R9-DH1> which illustrates the influences on consumer choices as well as the consumer decision-making process, the links on the mind map are explained through questions and clarifies misconceptions.

Suggested questions: What do we mean by external influences and what by internal influences? Can you think of an example? Do you follow the consumer decision process when you want to buy something?

2nd Activity

Time: 15'

Type of activity: creating a flowchart on a digital tool

Class organisation: pair work

Actions/Tasks: The teacher asks the whole class a hypothetical question:

Suppose you want to buy a new mobile phone. What should you do at each stage of the consumer decision process?

and asks students to work in pairs and make a flowchart on the digital tool

<http://popplet.com/>, which should outline the decision process they must follow if they want to buy a new mobile phone.

3rd Activity

Time: 15'

Type of activity: video projection and discussion

Class Organisation: class work

Teacher actions: the teacher asks students the following questions:

Suppose you want to go on holiday this summer. What could you do to save money for it? Can you cut down on some of your expenses?

Then students watch an educational video <https://player.vimeo.com/video/239510067> , which shows how to save money for holidays and are asked to identify and try to understand the terms 'short-term, medium- term, long-term goals' and 'fixed / variable costs'.

After the video, the teacher asks the following questions:

Is saving for your holiday a short-term, medium-term or long-term goal?

What are some examples of fixed expenses that someone could have? What about variable expenses?

What are some solutions to budgeting and adding to your vacation fund?

3rd Teaching period

1st Activity

Time: 10'

Type of activity: speaking

Class organisation: class work

Actions/Tasks: The teacher asks students questions in order to introduce them to consumer rights. Class discussion follows.

Suggested questions: What do you know about consumer laws? Are there consumer laws in your country? Have you (or anyone you know) ever had complaints about a product or a service? What did you (they) do? What should you have done? Who can we turn to for our rights?

2nd Activity

Time: 15'

Type of activity: split reading and speaking

Class organisation: group work and class discussion

Actions/Tasks: students are divided into 7 groups and given different stories from consumers <https://docs.google.com/document/d/1GpiOExUiXIVq-enCQu4J2QvAzN6d3MUrijm1dQtuN1k/edit?usp=sharing> who had a problem with a product and the solutions provided according to consumer rights in Europe.

Then they are asked to briefly describe the problem and the solution and are asked whether the same rights apply in their country.

Do the same rights apply in your country?

Has something like that happened to you or your family?

Could it have been handled in a different way?

3rd Activity:

Time: 20'

Type of activity: web browsing and posting on a common digital wall

Class organisation: pairs

Actions/Tasks: students are asked to visit the European Union's Consumer Rights Website https://europa.eu/youreurope/citizens/consumers/shopping/index_en.htm and search 3 things someone should know before buying something.

Then they are asked to post the results of their research on a digital wall that has been created on <http://linoit.com/users/kleokalo/canvases/European%20consumer%20rights>. The teacher points out that there should be 3 tips from different categories (on the left menu).

Students can resort to the interactive glossary of terms in the e-class throughout the implementation:

<http://triblab.teipir.gr/test/test/edu/kouiz2/GLOSSARY/>

Suggestions for future development and expansion of the scenario

Vocabulary revision/Practice:

http://triblab.teipir.gr/test/test/edu/Crossword_Home%20Economics/

http://triblab.teipir.gr/test/test/edu/kouiz2/Consumer_behaviour/

<https://learningapps.org/watch?v=pabtv349n19>

Interactive game:

In an interactive game, students steer the Economy Ship safely by making decisions that will reduce debt and try to achieve the goals set by the government

<http://fiscalship.org/>

Project 1:

Work in teams of 6, read the imaginary story of a 45-year-old consumer, fill in his family budget, and justify if he took the right decision. Group members will work together on a common document.

https://docs.google.com/document/d/1YqtpSABxPOzr0pABtPqg_I1zQX9zY8IDBHqj89GzE9I/edit

Project 2:

You want to make people around you aware of what it means to be a good consumer. In groups, create a ten-poin leaflet of a good consumer to sensitize them.

<https://edu.glogster.com/glog/be-a-good-consumer/2va234ijbfs>

Project 3:

They are asked to work individually first (at home), visit the European Union's website https://ec.europa.eu/environment/green-growth/sustainable-consumption/index_en.htm,

browse and note down what sustainable consumption entails and how their families could become green consumers (they could involve their family members in this search). Then they meet in class and discuss their findings in five groups. Each group is asked to work on collaborative digital tools and create something different by using different digital tools:

Group 1: a digital poster to inform the community on green consumerism

Suggested tools: <https://www.canva.com>, <https://crello.com/>, <https://www.lucidpress.com/>

Group 2: digital storytelling to show an example of green consumerism (following the decision-making process)

Suggested tools: <https://voicethread.com/login/>, <http://www.toondoo.com/>, <https://www.kizoa.com/>

Group 3: an infographic to present the effects of green consumerism on the environment

Suggested tools: <https://piktochart.com/>, <https://www.easel.ly/>, <https://venngage.com/>

Group 4: a presentation on where people can find information on green consumerism

Suggested tools: <https://prezi.com/>, <https://mypads.framapad.org/>, or google slides

Group 5: a survey at their school to find out about the students' consumer habits

Suggested tools: <https://www.surveymonkey.com/>, <https://freeonlinesurveys.com/> or google forms

Differentiation

1. Multimodality: understanding of concepts through a variety of texts
2. Mixed groups with different roles (everyone assumes the role through which he develops a problem-solving skill)
3. Teamwork with the more capable students helping the weaker ones. The weaker students can use a glossary in their native language and produce shorter texts.
4. Scaffolding: the teacher uses the students' prior knowledge, repeats information, provides feedback, encourages student autonomy.
5. Selection of digital tools for projects