



# Consumer Rights

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## Teacher's Guide



## About Éducaloi and This Guide

Éducaloi is a non-profit organization that explains the law to Quebecers in simple language.

We do this through our website, print publications, videos, workshops, teaching guides and other activities.

The law is part of everyday life, even when we don't realize it. Think of driving a car, cell phone contracts or voting.

That's why Éducaloi makes guides for adult education teachers: real-life situations are their entry points for teaching.

The guides suggest teaching activities that link our legal information and courses in Quebec's adult education curriculum.

Each guide has a teacher and student version. The student version is available in SMART Notebook® form for whiteboards or as a PDF. For the student version, and to see other guides, go to [educaloi.qc.ca/adulted](http://educaloi.qc.ca/adulted).

We hope the guides inspire you to create other learning situations using legal information on our website: [www.educaloi.qc.ca](http://www.educaloi.qc.ca).

Éducaloi thanks teachers Peggy Chrisovergis and Janis Zubalik, who helped us create these guides.

We welcome your comments. Write to us at [educaloi@educaloi.qc.ca](mailto:educaloi@educaloi.qc.ca).

# Consumer Rights

## Overview

<b>Subject Area:</b> Languages	<b>Program of Study:</b> English, Language of Instruction
<b>Level:</b> Pre-Secondary	<b>Suggested Courses:</b> Opening Doors (ENG-P101-4); Lifestyle Options (ENG-P106-4)
<b>Learning Situation</b>	Helping a friend return a defective product
<b>Learning Goal</b>	Understanding and exercising your rights as a consumer
<b>Targeted Vocabulary</b>	<ul style="list-style-type: none"><li>● Consumer transactions: e.g., product, buy, receipt, guarantee, warranty, return, reimbursement, exchange</li><li>● Store personnel: sales clerk, customer service personnel, manager</li></ul>
<b>Language Functions</b>	<ul style="list-style-type: none"><li>● Describing past consumer behaviour</li><li>● Providing advice</li><li>● For optional activities: complaining and negotiating</li></ul>
<b>Hook</b>	Elicit prior knowledge about consumer experiences
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Share and compare past consumer-related experiences</li><li>2. Introduce the learning situation and identify tasks: help a friend return a product</li><li>3. Read an email and identify the main idea and specific details</li><li>4. Scan for relevant information on a website</li><li>5. Write an email giving advice</li></ol>
<b>Optional and Reinvestment Activities</b>	See suggestions at page 10.
<b>Appendix</b>	<ul style="list-style-type: none"><li>● Extra Resource for Teachers: Consumer Protection Rules in Quebec</li></ul>
<b>Estimated Time</b>	6 hours

# Elicit Prior Knowledge

## Whole Class

- Display this image (or a similar one). Use the questions below or prompts to elicit students' prior knowledge to prepare them for the learning situation.



1. What is this?
  2. Where can you find a counter like this?
  3. What are some services provided here?
  4. Have you ever used services at a customer service counter? Why?
- Write students' ideas on the board. Prompt students as much as necessary to get to something that resembles “to return a damaged or malfunctioning product.”
  - Tell students that they'll be learning about consumer protection laws on products that don't work.

# Share and Compare Past Consumer-Related Experiences

## Whole Class, Group Work or Pair Work

- These open-ended questions are an opportunity for students to focus on consumer transaction and store personnel vocabulary.
- As students describe their experiences, the teacher can elicit the appropriate targeted vocabulary, and write these words on the board. They can be used as a reference throughout this and later activities. The teacher can also provide a targeted vocabulary handout students can use as a reference.
- You can also work on the differences between the present perfect and simple past as an initial presentation of grammar or as a reinvestment activity.
- Ask students to find out about each other's past experiences. Use the questions below to guide the discussion.
- Students can then share and compare their experiences.

### Discussion Questions:

1. Have you ever bought something that didn't work?
2. What did you do about it?
3. Who did you speak to?
4. Were you satisfied with the outcome? Why or why not?
5. What can protect a consumer who buys a product from a merchant?

## Examples of Targeted Vocabulary

<b>Warranty</b>	A kind of protection on a product or service. The protection could mean that the seller must give you your money back, replace the product or fix the product.
<b>Guarantee</b>	Warranties are sometimes called guarantees.
<b>Merchant</b>	In legal terms, a merchant is a person or company in the business of selling a product or service on an ongoing basis with the aim of making a profit.
<b>Durability</b>	How long a product lasts
<b>Refund</b>	Getting back money you paid
<b>Hidden defect</b>	A problem with a product that can't easily be seen by looking at it
<b>Reimbursement</b>	The same thing as a refund (getting your money back)

# Introduce Learning Situation and Identify Tasks: Help a Friend Return a Product

## Whole Class

Introduce the situation below and ask the students to identify the specific tasks they have to do, i.e., read the email, identify the problem, look for specific information on the website and write an email.

### Learning Situation

You got an email from a friend who recently bought a TV. A week after buying the TV, it broke. Your friend is asking you for advice. Read the email and identify your friend's specific problems.

Then, look for information on the Éducaloi website so you can give advice to your friend. Using information you found on consumer protection in Quebec, write your suggestions in an email to your friend.

What do you have to do in this situation?

1.

2.

Etc.

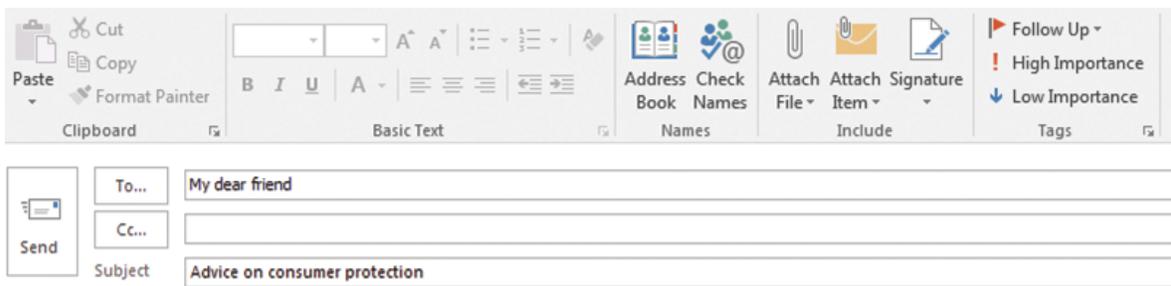
# Read an Email and Identify the Main Idea and Specific Details

## Individual or Pair Work

- You can hand-out a "reading template" or a series of questions (see below) to guide students to identify the main idea and specific details of the email.
- Ask students to read the friend's email (next page) and answer the questions.
- Students can initially compare their templates/answers with each other.
- You can then review the answers as a whole class to ensure that the students have identified all the information they should be looking for when reading the website.
- Students can then share and compare their experiences.

### Questions:

1. What is the email about?
2. What does your friend want you to do?
3. What is your friend's specific problem?
4. What are some details about your friend's problem?
  - When did your friend buy the TV?
  - Did your friend buy a warranty?
  - What brand is the TV and where was it made?
5. What do you think your friend wants the store to do?
6. Is your friend confident the store will do this? Why or why not?



Hey!

How are you? I hope you're well.

I feel terrible bothering you about this, but I'm looking for some advice and I hope you can help.

Last week I bought that TV I was telling you about. Well, it just broke! I've only had it a week! I want to return it and get my money back but I'm really not sure what I need to do.

I didn't pay anything extra for a warranty or guarantee so I don't know if I'm covered. Remember when I bought that radio that didn't work and the store manager just told me to get out of the store! I really don't want that to happen again. This time, I want to go prepared. Can you help?

I'd really appreciate your help. When this is all over, I'll invite you to my place for dinner and we can maybe watch a movie on a TV that works!!

Thanks and talk to you soon,

Yodisp

# Scan for Relevant Information on a Website

## Individual Activity

- Instruct students to go to the Éducaloi website in a computer lab, or display the image at slide 8 in the Notebook version of the Student's Guide.
- On the website home page, ask them if they can guess which section might have information that might help their friend. Each section is represented by a symbol (shopping bags, hammer, scales, handcuffs, etc.).
- In the Consumers section (represented by the shopping bags), ask them to find an article with information that can help their friend.
- You can also just provide students with copies of the relevant article from the website:

The Legal Warranty: Automatic Protection for Consumers

[www.educaloi.qc.ca/en/capsules/legal-warranty-automatic-protection-consumers](http://www.educaloi.qc.ca/en/capsules/legal-warranty-automatic-protection-consumers)

- Ask the questions below (or review scanning for information strategies). Tell students that they should focus on information they think is necessary to provide good advice to their friend.

### Questions:

1. What is the article about?
  2. What are the major headings?
- Ask students to be as thorough as possible and to identify where they found the information, either by taking notes and/or highlighting the relevant section(s) of the article.
  - Students should then review the specific details of their friend's situation.
  - Did they find information to help their friend?
  - Ask them to compare their findings with a partner.

# Write an Email

## Individual Activity

- Instruct students that they will write a reply to their friend's email to provide the information they collected about the legal warranty and how to use it.
- Prior to writing, a collectively-created "email checklist" can be elicited from the students. For example, the teacher can ask this question:
  - What should the email include? (possible answers: greeting, salutation, show of concern, suggestions, advice, etc.)
- You can also ask "What other things do you want to be evaluated on? (possible answers: spelling, grammar, syntax, punctuation, capitalization, etc.) This becomes the checklist for review and peer editing and the teacher's rubric for evaluation of their productive task.
- The teacher can elicit or provide some language chunks for each category of language function (e.g., "Hello! I'm looking forward to supper! I'm sorry that... You should...).
- Here are the steps for students:
  1. Look at your friend's email and your email template.
    - What should the email include?
    - Can you give some examples?
    - What other things do you want to be evaluated on?
  2. Review your email using the checklist.
  3. Exchange emails with a partner.
  4. Use the checklist to provide feedback to your partner.
  5. Read your partner's feedback and make changes, if necessary.
  6. Hand in your email.



## Optional and Reinvestment Activities:

- This learning situation can begin with the Hook and Activity 1 and then branch out into several options, such as reconstructing the friend's email.
- Alternatively, the teacher can make the three activities listed below into reinvestment activities for later in the course.
- For the reinvestment activities, it is necessary to do the scanning of the Éducaloi website and the article on the legal warranty.
  1. The students can focus in on unsatisfactory prior experiences of one person in their group and search for information for "what they could have done" for a satisfactory outcome.
  2. Instead of responding to the email in writing, students can telephone a friend (role-play) and give advice orally.
  3. Instead of asking for advice, students can ask the friend to accompany them to the store and they can interact (role-play) with a customer service clerk to negotiate a satisfactory outcome.

Appendix

## Extra Resource for Teachers: Consumer Protection Rules in Quebec

- Website of Quebec's Office de la protection du consommateur (consumer protection bureau): [www.opc.gouv.qc.ca/en/home](http://www.opc.gouv.qc.ca/en/home)





### IMPORTANT NOTICE

The legal information in this guide should not be taken as advice. If you need advice on a specific situation, go to the Get More Help section of Éducaloi's website.

The law changes over time. The legal information in this guide is up to date to July 11, 2016. For the most recent information, go to Éducaloi's website.

Teachers in Quebec schools may make copies of this guide, but for educational purposes only. The legal content in this guide must not be altered.

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Visit [educaloi.qc.ca](http://educaloi.qc.ca) to discover more legal information for your courses. Articles, videos, infographics, print pamphlets and much more!

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To find more guides for adult education teachers, go to [educaloi.qc.ca/adulted](http://educaloi.qc.ca/adulted).

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