

Section 4—Consumer Issues and Education

Title of Lesson/Subject: *Consumer Rights and Responsibilities*

Prepared by:

Contact Information

E-mail address:

Phone:

Time Allotment:

Three—50 Minute Periods

Grade Level:

9th Grade Life Skills

ND Standards Competencies:

Key Economic Concepts:

Brief Description:

Learner Objectives:

The student will:

- Be able to recognize and interpret the four Consumer Bill of Rights of 1962
- Be able to recognize and interpret the expanded eight Consumer Bill of Rights of 1985
- Be able to locate and access information on consumer rights using internet websites when one has a consumer problem
- Be able to organize and prepare a complaint on a consumer product

Introduction:

Materials Needed:

- * Overhead projector
- * Transparencies of the Consumer Bill of Rights
- * Computers—one for each two students (if possible)
- * Internet access
- * Access to websites:
 - www.consumerlawpage.com
 - www.consumerreports.org
 - www.consumeraction.gov
- * Put these websites on the white board
- * Poster boards for each group
- * Note cards
- * Website worksheet

Audio/Visual Equipment Needed:

Lesson Outline:

Day 1

- Go over the Consumer bill of Rights of 1962 and the Expanded Bill of Rights of 1985 with students.
- Explain that these rights are recognized in over 100 countries.
- Ask students where they might find information on consumer rights in North Dakota. List these on the board.
- Then explain that they are going on the internet with a partner and look under the three listed web sites and answer the questions that are on their worksheet.

- Hand in the worksheet at the end of the hour.

Day 2

- Break students into groups of three or four, depending on the class size. Give each a consumer problem, that is teacher chosen, from the web site: www.consumerlawpage.com
- Give students the direction that they are to read the consumer information and discuss what it as to say within their group.
- The student will design a poster to go along with a verbal explanation of their consumer problem.

Day 3

- Each group of students will give their presentations to the class using their poster to help illustrate the information of their consumer problem.
- Students will be responsible to take notes and be responsible for the information for a quiz.

Resources:

www.ces.ncsu.edu/depts/fcs/frm/pubs/fcs244.html, 11/29/04
www.consumerlawpage.com, 11/29/04
www.consumerreports.org, 11/29/04
www.consumeraction.gov, 11/29/04

Activities:

Website Worksheet (attached)

Application/Assignment:

Evaluation Plan:

Quiz over the Consumer Rights and Responsibilities and questions on each consumer problem presentation.

Website Worksheet

Answer these three questions for each of the three websites:

1. Who sponsors this website? Government, Organizations or Commercial businesses.
2. What kinds of information do you find on each site?
3. What do you think of this site? Does it give good information or is the information questionable? Explain your answers.

Website #1

1.

2.

3.

Website #2

1.

2.

3.

Website #3

1.

2.

3.