

<i>Links to a social inquiry approach</i>	<i>Activities</i>	<i>What to look for</i>
<p><i>Exploring values and perspectives</i> <i>What are some different beliefs people hold about their rights when buying and selling?</i></p>	<p>Activity 1: What do we believe? Ask students to reflect on a good or service they have purchased recently, and what they believe their rights to be regarding the purchase of this good or service. Then have the students share their ideas with the class, creating a brainstorm of their findings.</p> <p>In groups or independently ask students to come up with a simple, one sentence statement that clearly outlines what they believe a consumer's rights to be when buying goods.</p> <p>When they have finished students feed back to the class, and decide on a sentence that everyone agrees on.</p> <p>Once students agree on a statement the teacher could then ask students to discuss in pairs or small groups what a seller's responsibilities might be when selling goods and services. This could be fed back to the class by students writing an example each on the board, or through a teacher-led brainstorm.</p>	<p>Mechanisms Align experiences to important outcomes by identifying prior knowledge, making connections to students' lives, and drawing on relevant content.</p> <p>Formative assessment opportunity <i>Collect the group / individual statements as a measure of initial understandings about consumer rights.</i></p> <p>Building conceptual understandings <i>Look for student insight into the idea that buyers and sellers could have different perspectives on what their rights and responsibilities should be.</i></p>
<p><i>Finding Out Information and Reflecting and Evaluating</i> <i>What is the FTA?</i> <i>Why was the FTA written?</i> <i>How does the FTA impact consumers and business owners?</i></p>	<p>Activity 2: The Fair Trading Act Scenario: Before the Fair Trading Act <i>Students read through the scenario either individually, in pairs or as a whole class. After they have read through the scenario students can answer the questions attached to reinforce what they believe about the rights and responsibilities of buyers and sellers.</i></p> <p>Students watch the first chapter on the FTA DVD resource. Students are asked to feedback to the class what the FTA is and why it was written.</p> <p>As a class, or in smaller groups, students can now discuss what might happen to buyers and sellers if the FTA didn't exist. Students should be beginning to form views on how buyers might be affected if the FTA was not there to protect their rights.</p> <p>Students can also begin discussing how the implementation of the FTA could impact on sellers. How might sellers be affected negatively by the introduction of the FTA?</p>	<p>Formative assessment opportunity <i>Do the students understand what the FTA is and why it was written?</i></p> <p>Building conceptual understandings <i>Look for students' understandings about the FTA and how it relates to buyers and sellers.</i></p> <p>Mechanisms Design experiences that interest students by using real-life contexts to motivate learning</p> <p>Developing critical thinking <i>As students reflect on what they have seen and read, they can consider what NZ be like without the FTA.</i></p>
<p><i>Reflecting and evaluating</i> <i>How has the FTA DVD</i></p>	<p>Activity 3: Getting to know the FTA Students watch the FTA DVD resource, starting at the second chapter.</p>	<p>Developing critical thinking <i>As the students view the FTA DVD, ask them: Do the scenarios</i></p>

<p><i>changed our beliefs on buying and selling?</i></p>	<p>In groups students compare what they have seen on the DVD with their assumptions from the previous lesson. As a class they discuss whether changes need to be made to their statements on the rights and responsibilities of buyers and sellers, now that they have watched the DVD.</p> <p>If there is time students can be asked whether their own personal beliefs agree with the FTA or whether they are disagree with it.</p>	<p><i>sound realistic / familiar? Do the FTA regulations seem reasonable? Who benefits from the FTA? How have students' own understandings been changed by the FTA DVD?</i></p> <p>Building conceptual understandings <i>Look for students' understandings regarding rights and responsibilities in light of the information presented in the FTA DVD.</i></p> <p>Mechanisms Align experiences to important outcomes <i>by providing opportunities to revisit concepts and learning processes.</i></p>
<p><i>So what? What might happen to people who are unaware of the FTA?</i></p>	<p>Activity 4: Breaching the Act Students are split into groups and asked to come up with a scenario showing how sellers might breach the FTA. Students then act out the scenario for the class highlighting what might happen to the buyer and / or the seller if they are unaware of the FTA, i.e.</p> <ul style="list-style-type: none"> • The buyer might miss out on a fair deal • The seller might be caught out and fined <p>An alternative activity could be the teacher handing out example scenarios and asking students to identify ways in which the FTA has been breached. <i>See FTA Scenarios</i></p> <p>Students are then asked to reflect on what could happen to people who are unaware of the FTA? How could it impact on them as buyers, and on sellers who are not informed of their responsibilities as set out in the FTA?</p>	<p>Formative assessment opportunity <i>Look for students' understanding of how the FTA might be breached, and how it could impact on buyers and sellers who are unfamiliar with it.</i></p> <p>Mechanisms Align experiences to important outcomes <i>by aligning resources and activities, and attending to the sequence of activities.</i></p> <p>Building conceptual understandings <i>Look for students' understandings of how the FTA upholds the rights and responsibilities of buyers and sellers.</i></p>
<p><i>Exploring values and perspectives, considering responses and decisions, and now what? What education have people in the community been given</i></p>	<p>Activity 5: What the world knows now Place the students into groups. Ask the students to design a survey form inquiring into people's current understandings of their rights as a buyer / seller.</p> <p>Have each student interview a parent, caregiver, or grandparent about their understanding of their rights as a buyer / seller.</p>	<p>Mechanisms Build and sustain a learning community <i>by promoting dialogue between home and school.</i></p> <p>Developing critical thinking <i>As students collate their findings and consider 'What now', look</i></p>

*about their right and responsibilities as buyers and sellers?
What actions can individuals take in response to breaches of the FTA?
What can we do to further raise awareness of people's rights and responsibilities under the FTA?*

Collate the responses back in the classroom, and ask students to present their findings to the rest of the class.

Follow-up ideas

- Ask students to use the internet, magazines, newspapers etc to try and identify potential breaches of the FTA. Articles are included in this unit for students who do not have access to other resources.
- Explore ways in which people can exercise their rights if they encounter a breach in the FTA. See the Breach Flow-chart for further information.
- Create a pamphlet / poster / slide-show / documentary / interview etc educating people on the FTA and its regulations.

for creative and critical thinking in students' responses.

Mechanism Interest

Meet the diverse motivational needs of your students by allowing them to choose their own method of presentation.