

- Would you use them again, why/why not?
- Do you have a savings account?
- How will you manage your saving and spending into the future?
- What would you put into place right now to ensure you make sound consumer and financial decisions for the future?

Learning sequence 3 - consumer protection

Students:

- investigate the need for consumer protection (ACHEK029)
- explain the reasons for, and features of, a simple contract, for example through the construction of a written contract for a financial transaction (ACHEK029)
- investigate the legal rights and responsibilities of consumers, including protection through legislation, for example the purpose of the Competition and Consumer Act 2010 (ACHEK029)
- explore the assistance and protection provided by consumer protection agencies and independent bodies and organisations, including state and federal government agencies
- examine the processes of consumer redress, for example proposing options for a consumer who has purchased a product that is not fit for purpose/of acceptable quality

3.1 - consumer protection

Teachers' note - students will need to have a clear understanding of the [Fair trading laws](#) that support consumer protection in Australia and New South Wales. The state and federal governments have passed two pieces of legislation to protect consumers in the marketplace. These include the Fair Trading Act 1987 (NSW) and the 2011 introduced Australian Consumer Law (ACL) which operates with the Competition and Consumer Act 2010 (Commonwealth).

Activities:

The majority of sellers in the marketplace are fair and reasonable however some sellers can take advantage of unsuspecting consumers which may result in individuals being 'scammed' or 'ripped off'. In addition, consumers have the right to safety and product safety regulations. Products that are manufactured overseas often do not meet Australia's product standards. This can occur due to the nature of the globalised economy with

approximately 1 in 20 Australians falling victim scams. Scams occur via telephone, email, door-to-door, mail and online. It is for these reasons that legislation is a necessity to ensure consumer protection in the marketplace.

- Use [Scamwatch.gov.au](https://www.scamwatch.gov.au) and [Banking and credit scams](#) to identify the common scams that exist in the marketplace. Using this information, students can present the common scams based on a preferred learning style. For example, a diagram, document, summaries, table, presentation.
- Create an [infographic](#) of the [current statistics on scams](#) in Australia. For example, students could research [Nigerian scams](#).
- Inquire into [product recalls for unsafe toys](#). Using [PREP framework](#), students are to create an impromptu speech/presentation (1-2 minutes) on why is it important that products are safe for consumers.

PREP

- **Point** - introduce your speech with your main point. Focus on one point only, so it's easier for your audience to comprehend.
- **Reasons** - tell your audience why you think the point is true. Back this up with research and statistics to add credibility if you have these to hand. If not, simply speak from the heart.
- **Example** - highlight an example (or several) that supports your main point and your reasons. Again, back this up with data if appropriate.
- **Point** - wrap up your mini-speech by reiterating your main point so that it sticks in people's minds.

3.2 - contracts

Activities:

- Using [Department of Fair Trading – Contracts](#), describe the three main features of a simple contract including:
 - offer
 - acceptance
 - consideration.
- Illustrate the three features of a legally binding contract by drawing a comic strip for each scenario:
 - buying groceries in a supermarket
 - entering into a mobile phone contract.