

SEARCHING AND BUYING ON THE INTERNET

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Consumer education

11th/12th grade

Introduction to the teaching material

Vocabulary lists

Risks and consequences

Case stories

Information

Risks and consequences

Methods

Introduction

„The product round“ – Method

In a joint round of discussions, the students' personal experiences are explored in order to address the opportunities and risks of the Internet in the context of searching for and purchasing goods.

Elaboration

„Case stories“ – Method

Students work on real-life case studies in small groups. Consumer law knowledge and consequences of actions are developed and then presented by the teams afterwards.

Imprint

Duration	Level of complexity	Page
		3
		9
		23
		5
20' to 30'	Simple	10
80' to 120'	Medium	13
		24

Introduction to the teaching material

The aim of the following documents is to teach students a particular topic on consumer education, namely searching and buying on the Internet, in a comprehensible way while encountering the English language at the same time.

For this purpose, selected materials have been translated and adapted to a register that has an adequate language level (11th/12th grade) and is not too overwhelming.

However, on a case-by-case basis, students may bump into unfamiliar expressions or phrases in the texts. Specially prepared *vocabulary lists* have been added at the end of the respective materials to contribute to a deeper understanding of language and content. Overall, sentence structures, tenses, and vocabulary correspond to level B2, according to the Common European Framework of Reference (CEFR).

Further, it should be noted that some content may be perceived as challenging not in terms of language but in terms of content. In this case, it is the responsibility of the teacher to set appropriate didactic measures to support students in acquiring new information and skills.

The following materials are now available in English:

- For teachers and students:
Risks and consequences – Information [1-4]
- For teachers: *The product round – Method [1]*
- For teachers and students:
The product round – Material [1-2]
- For teachers: *Case stories – Method [1]*
- For students: *Case stories – Material [1-9]*

Of course, the same materials are still also available in German (for 10th/11th grade).

Please refer to the website www.konsumentenfragen.at for more information.

School level

- Recommended for the 11th/12th grade

Reference to subjects	<ul style="list-style-type: none"> English, Computer science/multimedia/EDP, communication/project work/social learning, political education, mathematics, law, economy
Knowledge and skills	<ul style="list-style-type: none"> The students can motivate themselves for the topics internet search & internet purchases. The students can reflect on points of view and experiences. The students can identify (dis-)advantages of buying online. The students can work on the given case stories together in a small group. The students can formulate answers to the given questions in writing and present them orally based on the results of an internet search. The students can reflect on and assess the internet with its search and purchase function regarding sources of potential dangers and risks. The students can develop and express a personal opinion on the topic. The students can evaluate offers.
More information in German	<p>Same materials are also available in German (for 10th/11th grade) as well as further information.</p> 

Risks and consequences

The digitalization and other related technologies create major challenges for consumers and companies in the retail sector. The dominance of the American internet giants, Google, Amazon, Facebook and Apple (= GAFAs) is more and more challenged by large Chinese companies, the so-called TABs (Tencent, Alibaba, Baidu). Comparable European players do not exist.
(cf. Heinemann 2019, p. 3, 14 f)

Shopping via non-European online marketplaces or directly with companies in so-called third countries (all non-EU countries) means special risks for consumers. It is true that non-European traders must stick to EU laws and regulations when they operate in Europe. However, the consumer protectors of the VKI report that legal enforcement, returns (for example back to China), or repairs are a big problem.
(cf. Verein für Konsumenteninformation 2020)

Customs duties and import duties

When ordering in third countries, products that seem to be cheap can become much more expensive because of additional import duties. These must be added to the value of the goods to get the total price. Import duties are:

- Shipping charges
- Customs duties (starting from a value of goods of 150 euros)
- Import turnover taxes
- Special taxes (excise taxes)
- Service charges of the post office, the transport company, or delivery service

(cf. Bundesministerium für Finanzen)

Unsafe products

According to a study by several European consumer protection organizations, two out of three products bought online are against EU safety regulations. There are special risks with electrical products that can cause fires, toys, children's clothing, and baby equipment. Online marketplaces usually only act as intermediaries.

Therefore, the contract is not concluded with the mediating website, but with the seller, and the websites hardly take over any responsibility for the products. Further, the liability is unclear.
(cf. Verein für Konsumenteninformation 2020)

Fake shops

This term is used to describe online stores that cheat. As a rule, payment is required in advance, but the shops then never deliver the ordered goods. It makes sense to inform yourself in advance about the seller and to be skeptical about very cheap offers. The Internet-Ombudsstelle and the Watchlist Internet provide information and a list of warnings of dishonest online stores.

Further risks

In addition, there are further risks when shopping via online stores outside the EU, for example, fake products, offers at bargain prices (but for which you then need to pay a higher price), retailers going underground, or the confiscation of goods that have not been cleared by customs.
(cf. Proissl 2019)

For example, a well-known Californian shopping app that advertises high discounts, repeatedly blocked a customer account after a person returned the goods. There were also complaints about damaged or poorly processed products coming from this website. The company does not buy and sell itself, but the sellers are often from China, which makes complaints and returns very problematic.
(cf. Verbraucherzentrale 2022)

Warranty and guarantee

Warranty and guarantee are central rights of buyers. The warranty is the legal liability of dealers for defects that already existed at the time of delivery of the goods. A guarantee is the voluntary promise (per contract) to take over responsibility for certain defects that occur in an item during a certain period of time.

Transfer of risk in the mail-order business (damage in transit)

If ordered goods are shipped by a company, the risk of loss or damage is transferred to the consumer as soon as the goods are delivered. For example, if a good arrives already damaged, the company must deliver a new one.

Return in original packaging?

There is a special right of withdrawal for businesses concluded at a distance. Consumers can make use of the right of withdrawal within 14 days without giving any reason. The costs of returning the goods in case of withdrawal must be paid by the consumer. If the company has not informed the consumer of this fact, the company will have to pay it. Of course, the company can also voluntarily take over the return costs. If companies give a right of return that goes further than the legal framework, they can demand the return of the goods in their original packaging. If the goods are sealed, the right of return expires when the original packaging is removed. For example, this applies to DVDs, CDs, or software.

In addition to these risks for consumers, stationary retail is coming under increasing pressure from the dominant position of the sellers mentioned at the beginning (Amazon and Co.).

Impact of online retailing on stationary retailing

The booming online retail creates major challenges for stationary retailers. They are struggling with decreasing customer frequency and stagnating sales, while online retail, including mobile commerce, is increasingly gaining market share.

(cf. Heinemann 2019, p. 7)

Retail based on the classic 'residence principle', where consumers go into shops to buy goods, has changed dramatically. Digital competition

affects all elements of the traditional retail value chain, such as:

- Transport, distribution, and storage of products
- Determination of customer needs, assortment selection, and product composition
- Guarantee/warranty, services, and returns

(cf. Heinemann 2019, p. 13)

This also changes purchasing behavior. Price comparisons, the popularity of products, and their availability are first looked up on the internet before buying. The decision-making process takes place way before the purchase. The potential contact points between deciding and buying (that exists for the classic purchasing process) are not at the same time and in the end the retail company loses importance for customers.

(cf. Heinemann 2019, p. 10)

The consequences can be seen in the centers of small and medium-sized towns, where one can find increasing vacancies.

(cf. Heinemann 2019, p. 31)

According to calculations by the Handelsverband Österreich, every year around 20,000 jobs are lost in Austria because of the activities of Amazon, Zalando and Co.

(cf. Der Standard 2019)

By far the largest company in online retail in the Western hemisphere is Amazon.

(cf. Heinemann 2019, p. 15)

The example of Amazon can be used to show some of the problem areas in this industry.

Working conditions

Trade unions criticize the payment of employees in the logistics centers. For example, the German trade union verdi demands payment according to the collective agreement for the retail and mail-order business. However, Amazon says that it can be a fair employer even without this agreement.

Risks and consequences

In Austria, the situation is better than in Germany because of the high coverage by collective agreements. Worldwide, however, trade unions say that Amazon causes the most difficult cases, often because of wage dumping.

In addition to Amazon's treating its employees badly, the Austrian trade union vida also points to violations of workers' rights who act as Amazon's subcontractors. Social dumping, false self-employment, and illegal employment in the delivery industry have been criticized for years. (cf. Vida trade union 2020)
(cf. Der Standard 2019)

Ecological consequences

The environmental footprint of online retailing is usually worse than stationary retailing. Short delivery times result in a high logistical effort. Local delivery services cannot travel nearly as economically as they would like to. If deliveries cannot be made at the first attempt, additional routes are necessary. If the goods reach the customers, many of them are returned later. In most cases, this is done with clothing. Orders placed carelessly or orders of different clothing sizes to try on contribute to this. Back at the retailer, it is sometimes cheaper to destroy the new goods than to inspect and repack them. In addition to these reasons, the high cost of packaging is another fact that adds to the poor environmental performance of online retailing.

By only buying things online that are not available at the local retailer, one can greatly reduce the ecological footprint. Of course, when shopping at stationary retailers, environmental and social standards should not be forgotten. However, in the end, the ecological footprint of purchases on the internet can be improved by placing collective orders, by ordering from online retailers in the region, or by avoiding express deliveries.

Cf. Verbraucherzentrale 2021

Related links

Customs and import duties

- www.verbraucherzentrale.de/wissen/digitale-welt/onlinehandel/was-muss-ich-beim-onlineshopping-im-ausland-beachten-6781
- www.ndr.de/ratgeber/verbraucher/Online-Shopping-im-Ausland-Was-muss-ich-beachten,onlineShopping160.html
- www.import-shopping.de/zoll-und-steuern-nach-oesterreich-berechnen

Fake shops

- www.ombudsstelle.at
- www.watchlist-internet.at/fake-shops
- www.verbraucherzentrale.de/wissen/digitale-welt/onlinehandel/abzocke-online-wie-erkenne-ich-fakeshops-im-internet-13166

Online shopping

- <https://europakonsument.at/taxonomy/term/217>

Warranty and guarantee

- www.konsumentenfragen.at/konsumentenfragen/Rund_um_den_Vertrag/Nach_dem_Kauf/Gewaehrleistung_und_Garantie.html

Return shipping in original packaging

- www.konsumentenfragen.at/konsumentenfragen/Rund_um_den_Vertrag/Besondere_Vertragsarten/Fernabsatz.html
- www.verbraucherzentrale.de/wissen/digitale-welt/onlinehandel/muss-ich-online-bestellte-ware-in-der-originalverpackung-zurueckschicken-28096

Contact points for consumer protection

- www.konsumentenfragen.at/konsumentenfragen/Wichtige_Anspreechpartnerinnen/Organisation_des_Konsumentenschutzes_in_Oesterreich.html

Out-of-court dispute resolution for consumers

- www.oesterreich.gv.at/de/themen/gesetze_und_recht/gerichtsorganisation_der_justiz/zivilrecht/1/1/Seite.1010144

Buy consciously and live sustainably

- www.bewusstkaufen.at

Notes

Heinemann, G. (2019). Zukunft des Handels und Handel der Zukunft - treibende Kräfte, relevante Erfolgsfaktoren und Game Changer.

In Heinemann, G. u.a. (Hrsg.). Handel mit Mehrwert. Digitaler Wandel in Märkten, Geschäftsmodellen und Geschäftssystemen. (S. 3-41). Wiesbaden: Springer.

Verbraucherzentrale (2021). Umweltfreundlich im Internet einkaufen – geht das?

www.verbraucherzentrale.de/wissen/umwelt-haushalt/nachhaltigkeit/umweltfreundlich-im-internet-einkaufen-geht-das-26661

Verbraucherzentrale (2025). Meine Rechte beim Onlineshopping.

www.verbraucherzentrale.de/wissen/digitale-welt/onlinehandel/meine-rechte-beim-onlineshopping-28123

Verein für Konsumenteninformation (2020).**Online-Marktplätze: Vorsicht beim Kauf. Produkte häufig nicht sicher.**

www.konsument.at/online-marktplaetze-vorsicht-beim-kauf-032020?pn=4

English	Deutsch
assortment selection	Sortimentsauswahl
collective agreement	Kollektivvertrag
collective order	Sammelbestellung
confiscation	Beschlagnahmung
coverage	(Ab-)Deckung
customs duties	Zollgebühren
excise tax	Verbrauchssteuer
false self-employment	Scheinselbstständigkeit
guarantee	Garantie
illegal employment	Schwarzarbeit
import duties	Einfuhrabgaben
import turnover taxes	Einfuhrumsatzsteuer
intermediary	Zwischenhändler:in
labor law	Arbeitsrecht
legal enforcement	Rechtsdurchsetzung
legal framework	gesetzlicher Rahmen
liability	Haftung
mail-order business	Versandhandel
market share	Marktanteil
product composition	Produktzusammensetzung
retail value chain	Einzelhandelswertschöpfungskette
returns	Rücksendungen
right of withdrawal	Rücktrittsrecht/Widerrufsrecht
sealed	verschlossen, versiegelt
social dumping	Sozialdumping
subcontractors	Subunternehmer:innen
to conclude	abschließen
to expire	ablaufen
to repack	wieder verpacken
to stagnate	stagnieren, stocken, gleich bleiben
vacancy	Leerstand
wage dumping	Lohndumping
warranty	Gewährleistung

The product round

School level

- Recommended for the 11th/12th grade

Reference to subjects

- English, Computer science/multimedia/EDP, communication/project work/social learning, political education, law, economy

Lesson phase

- Introduction

Level of complexity

- Simple

Concern

- Introduce the topic
- Take up the knowledge and experiences of the students
- Address the internet as a tool to search for and purchase things

Knowledge and skills

- The students can motivate themselves for the topics internet search & internet purchases.
- The students can reflect on points of view and experiences.
- The students can identify (dis-)advantages of buying online.

Duration

- 20 to 30 minutes

Resources

- Objects or alternatively pictures from the material *The product round* [1-2]

Preparation

- Print out pictures of the material or bring the objects (e.g., toy car, piece of clothing, ticket for public transport) with you.

Procedure

- The students line up in a circle.
- The teacher introduces the exercise and explains the further procedure:
 - ⇒ One by one, a product (object or picture) is placed in the center of the circle.
 - ⇒ The students take a position on it. The closer they stand to the product, the more often they have already searched (searched for and/or bought) this product on the internet. The further away they stand, the less (or not at all) they have searched for it.
- After the line-up, the teacher collects the results and/or repeats the given picture once again.
- Once this activity is completed, there is a short Q&A-session with bullet points such as:
 - ⇒ How often do you search for/buy this product on the internet?
 - ⇒ Which websites do you use for this?
 - ⇒ What experiences did you make with the search or purchase?
 - ⇒ Do you prefer to buy stationary or online?
 - ⇒ What do you see as the advantages or opportunities?
 - ⇒ What are the disadvantages?
 - ⇒ Which comparison and rating platforms do you use?
 - ⇒ How do you check them?
- Finally, possible advantages and disadvantages of purchases on the web are summarized together (possibly also in writing by the teacher on the blackboard or another presentation option).

The product round



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Material

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SEARCHING AND BUYING ON THE INTERNET 11th/12th grade



Clothing

Image: pixabay.com



TV

Image: pixabay.com



Plane ticket

Image: pixabay.com



Holiday accommodation

Image: pixabay.com



Plane ticket

Image: pixabay.com

The product round



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05

Material

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Concert ticket



Image: pixabay.com

Furniture



Image: pixabay.com

Digital goods, e.g., music



Image: pixabay.com

Car



Image: pixabay.com



SEARCHING AND BUYING ON THE INTERNET 11th/12th grade

2/2

Case stories

School level

- Recommended for the 11th/12th grade

Reference to subjects

- English, Computer science/multimedia/EDP, communication/project work/social learning, mathematics, political education, law, economics

Lesson phase

- Elaboration

Level of complexity

- Medium

Concern

- Expand the personal knowledge on consumer policy
- Deal with the consequences and risks of using the World Wide Web (search and purchase function)
- Develop action-oriented solution approaches
- Exercise joined-up thinking
- Reflect on purchasing criteria

Knowledge and skills

- The students can work on the given case stories together in a small group.
- The students can formulate answers to the given questions in writing and present them orally based on the results of an internet search.
- The students can reflect on and assess the internet with its search and purchase function regarding sources of potential dangers and risks.
- The students can develop and express a personal opinion on the topic.
- The students can evaluate offers.

Duration

- 80 to 120 min.

Resources

- Material *Case stories [1-9]*
- Recommended Vocabulary list *Case stories [1]*
- PC & internet; alternatively: smartphones with internet access
- Poster paper and poster pens
- Also possible: Information *Risks and consequences [1-4]* + recommended Vocabulary list *Risks and consequences [1]*

Preparation

- Copy the material *Case stories [1-9]* for the groups.
- If necessary, use the information *Risks and Consequences [1-4]* for professional preparation.

Procedure

- The students form small groups (ideally two to three persons).
- Each group receives a case story from the material *Case stories*. A total of 9 case stories are available.
- In self-study, the students work on the situations and answer the questions.
- Afterwards, the results are presented by the small groups.
- If necessary, the students create a handout with the essential information and helpful links. These can be collected and made available to all in digital form.

Notes

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Cheap, cheaper, cheapest”**

Sabrina is 18 years old and has completed her hairdressing apprenticeship with honors. She has liked her sister's fitness watch for a long time. Now, to celebrate the end of her apprenticeship, she wants to buy one too. She searches on the web and finds a lot of offers. After a short price comparison, she orders the watch she likes best via a platform for 280 €. She did not find out where the product came from when she bought it.

After a long wait, about four weeks later, Sabrina is asked to pay an amount when she receives the package. Now she learns that she ordered in China and she has to pay customs duties. She did not know about this!

Tasks**1. Together, discuss Sabrina's situation and find answers to the following questions:**

- What are customs duties? When do you have to pay them?
- What costs may occur when ordering abroad?
- What should Sabrina have asked about before ordering? What could she have considered and possibly done better/differently?
- What can Sabrina do now?

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Thanks for the tip!”**

Rudi is 20 years old and plays football with passion. His friend told him about a great app from a very cheap online store in the USA. There, you can find cool football fashion at bargain prices. He quickly looks through the website, finds some clothes as well as football accessories and orders them immediately.

After several weeks, the package is finally delivered. Full of excitement, Rudi opens the box and is, unfortunately, quite disappointed. Poor workmanship, threads hanging out of the textiles everywhere, thin material, and the colors don't look at all like they do in the picture. Rudi is very unhappy. It is not what he had originally expected.

Tasks**1. Together, discuss Rudi's situation and find answers to the following questions:**

- Which apps or websites from abroad do you know?
- Find out which shopping apps come from outside the EU.
- What are the risks of ordering from an app of an online store from the USA?
- What is the situation with the withdrawal/return shipping?
- What should Rudi have informed himself about before ordering? What could he have considered and possibly done better/differently?
- What can Rudi do now?

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Is online shopping fair to humans?”**

Hanna spends a lot of time at the youth center and has good friends from the trade union youth there. In her everyday life and for vacation planning, she places value on a sustainable lifestyle. To store her homemade products, she needs a new shelf. She cannot go into shops because she has little time at the moment. Instead, she uses online stores for her research. Hanna finds a suitable piece of furniture there. However, before she buys the shelf, she is keen to know more about the working conditions in online retail.

Tasks**1. Together, discuss Hanna’s situation and find answers to the following questions:**

- How do the working conditions differ between stationary and online retail?
- What are the advantages and disadvantages for the employees working in online retail?
- What are the potential points of conflict between entrepreneurs and their employees in online retail? Who has which interests?
- Find reliable sources of information for your assessments and describe the working conditions.

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Top becomes flop”**

Michi is 18 years old and an enthusiastic cyclist. His bike is still okay, but this summer he wants to buy a new bike with his extra vacation pay. It should be a mountain bike. He uses various online platforms to get information and prices. Through an Austrian marketplace, he finds a used bike in an almost new condition that exactly matches his expectations. It looks very good in the pictures, is very well maintained, and the price is also quite good. The seller is a private person.

After a viewing appointment and a short test drive, he quickly decides to buy the bike because Michi is very excited about it.

Unfortunately, everything comes differently. Already after a few trips there are problems with the gear shift and the brakes.

Tasks**1. Together, discuss Michi's situation and find answers to the following questions:**

- Do you have any experiences doing business with other private people? If yes, which ones?
- What do you think: What is the legal situation with businesses between private people?
- Can Michi return the bike and get his money back?
- What should Michi have checked before buying? What could he have considered and possibly done better/differently?
- What can Michi do now?
- Find reliable sources of information for your assessments.

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“A giant broken package”**

Zeynep is 20 years old and summer is her favorite time. Wind surfing is her passion and her biggest hobby. She searches for new equipment on the internet and orders it from a German online store. Ordering, order processing, and paying are done without difficulties. Only the delivery is a little challenging because the parts are very large and heavy.

Unfortunately, when putting together the parts, she finds that they have been damaged in transit. She has thrown away the packaging material, and she is sure that she must return the goods in their original packaging. Moreover, the equipment is so large that she cannot even transport it in her car. Does she even have the right to compensation in the end?

Tasks**1. Together, discuss Zeynep’s situation and find answers to the following questions:**

- Do you already have any experiences with online businesses within the EU? If yes, which ones?
- What do you think is the legal situation with this business (ordering in Germany)?
- Can Zeynep return the equipment and get her money back?
- What should she have checked before making the purchase?
- What could she have considered and possibly done better/differently?
- What can Zeynep do now? How would you react in her place?
- Find reliable sources of information for your assessment.

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Made in China”**

Dora is 19 years old and likes to buy online. She finds it comfortable, and her experiences so far have always been very positive. Unable to find her smartphone charging cable, she orders a new one from a foreign online marketplace. The delivery is on time and everything else goes well, too.

However, when she first tests the cable, she notices the unpleasant smell. After only a short time, it smells burnt and Dora takes the cable off the power. When she takes a closer look, she sees that the plastic has already melted.

Tasks**1. Together, discuss Dora's situation and find answers to the following questions:**

- What do you think is the legal situation with this business? What right(s) does Dora have?
- Can Dora return the cable and get her money back?
- What should Dora have checked before making the purchase? What could she have considered and possibly done better/differently?
- What can Dora do now? How would you react in her place?
- Find reliable sources of information for your assessments.

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“I just want advice”**

Senad is 19 years old and is interested in a new TV. He has just moved into his first own small apartment and the old device should be replaced with a new TV. He searches for new models on the internet and also visits online portals to compare prices.

In various electronics stores, he takes the opportunity to get extensive advice and information. He finds the best deal in an online store and ends up buying the TV there.

Tasks**1. Together, discuss Senad’s situation and find answers to the following questions:**

- What is meant by stationary retail and what by online retail?
- What are the strengths of each?
- Find reliable sources of information for your assessments.
- What effects (negative and positive) does online retail have on the regional economy?

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Cash in advance, please”**

Laura is 20 years old and thoroughly enjoys surfing the internet. Above all, she regularly orders jewelry and fashion online. This time, she discovers a new website with low-price offers from well-known fashion brands.

She orders there and pays in advance. She always does this because she does not have a credit card. After a few weeks, she becomes unsure because she still hasn't got any goods. She tries to reach someone at the phone number provided, unfortunately without success.

Tasks**1. Together, discuss Laura's situation together and find answers to the following questions:**

- What do you think about Laura's purchase?
- What should Laura have checked before purchasing? What could she have considered and possibly done better/differently?
- What can Laura do now? How would you react in her place?
- What other dangers are there in internet searches and purchases?
- Find reliable sources of information for your assessments and possible places-to-go in case of problems.

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

Instructions

- One person of your group reads the case story and the tasks to the group.
- Then, you will have until the end of the lesson to work on the tasks and prepare a presentation for the class.

Situation**“Is online shopping bad for the environment?”**

Emma is into cool clothes. She likes to try things out and buys a lot online. Even if she only wants two new items, she orders every piece in several sizes and colors. Additionally, she buys clothes which she just wants to try on. In the end, she can send back the pieces she does not want.

Only recently, she listened to a friend at school giving a presentation on the so-called ecological footprint of online retail.

Tasks**1. Together, discuss Emma’s situation and find answers to the following questions:**

- What is meant by stationary retail and what by online retail?
- What is meant by the ecological footprint?
- How do these two types of commerce affect the ecological footprint of a purchase?
- What are the consequences of Emma’s actions?
- Find reliable sources of information for your assessments and describe the consequences of each.

2. Create a poster on which you describe the situation and summarize your answers to the questions above. Name your sources.**3. Where else can you go for advice, information, and mediation in case of conflict?**

English	Deutsch
apprenticeship	Lehre
bargain price	Schnäppchenpreis
commerce	Handel
compensation	Ersatz, Entschädigung, Ausgleich
customs duties	Zollgebühren
ecological footprint	ökologischer Fußabdruck
gear shift	Gangschaltung
in case of conflict	im Streitfall
in transit	beim Transport
legal situation	Rechtslage
mediation	Schlichtung/Vermittlung
online retail	Onlinehandel
order processing	Auftragsabwicklung
packaging	Verpackung
return shipping	Rückversand
right to compensation	Recht auf Ersatz/Entschädigung
stationary retail	stationärer Handel
thread	Faden
to place value on	Wert legen auf
trade union	Gewerkschaft
trade union youth	Gewerkschaftsjugend
unpleasant	unangenehm
vacation pay	Urlaubsgeld
viewing appointment	Besichtigungstermin
well maintained	gut gewartet/gepflegt
withdrawal	Rücktritt
working conditions	Arbeitsbedingungen
workmanship	Verarbeitung

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