

TITLE: Filing Complaints

ESTIMATED TIME: 2.75

LESSON OBJECTIVES:

- Watch an authentic video to summarize and restate information in written and verbal form.
- Complete an authentic Better Business Bureau Complaint form using level-appropriate English.
- Use the simple past and past continuous tense describe a past experience.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • complaint • warranty • terms of agreement • proof of purchase • hinder • resolution 	<ul style="list-style-type: none"> • American Airlines Dr. Dao Video: (https://youtu.be/3ZTyV_guy9o) • BBB How to Complain Video: (https://youtu.be/Ngb-KtgfKxw) • Direct link to video via BBB Website: (https://www.bbb.org/howtocomplain/) • Seven Steps to Complain Worksheet • BBB Online complaint Form: (https://www.bbb.org/consumer-complaints/file-a-complaint/get-started) • <i>BBB Online Complaint form in Document form (for no-tech classrooms)</i> • Online Complaint Form - Step 2 Worksheet



WARM UP (15 minutes):

- Begin by telling your students that they will be watching a video on a lawsuit case involving American Airlines and a passenger.
- Play the video on the projection screen.
- Ask students to describe what happened. Write responses on the board.
- Have students share their opinions about what they saw and ask if anyone has heard about this lawsuit. If someone does know about the story, encourage them to explain it to the class. If not, briefly explain what happened. (If you are unfamiliar with this news story, you can read about it here: [Passenger Removed](https://www.cnn.com/2017/04/10/travel/passenger-removed-united-flight-trnd/index.html) (https://www.cnn.com/2017/04/10/travel/passenger-removed-united-flight-trnd/index.html))



INTRODUCTION (15 minutes):

- Share with your students that sometimes we don't get treated the way we should.
- Tell students about a time when you or someone you know received poor service from a company. For example:
 - *"A student of mine told me about a situation she had a few years ago at South Coast Plaza. She wanted to buy her mother perfume for her 70th birthday. She walked into one of the larger department stores there and went to the perfume counter. There were plenty of sales associates working but nobody came up to them to offer assistance. After waiting about 5 minutes, she finally went up to someone to ask for*



INTRODUCTION (15 minutes):

help. They said they would be right back but never returned. My student and her friend waited another 5 minutes and still nobody came to help them. But other customers that arrived after them got assistance right away! Finally, my student and her friend left the store feeling absolutely terrible about the experience.” (This is a true story ☺!)

- Ask your students what they think the person in the story above should have done? Is there another option than simply leaving the store? Discuss ideas as a whole-class activity.
- Write responses on the board.
- Depending on student responses, inform students of a few options they have in that situation such as:
 - Ask to speak with the manager. If you are told there is no manager, ask them for the name of the manager you should speak to.
 - Get the names of the sales associates and the time the incident occurred. Then call/email the company later to explain the issue you had.
 - Don't be embarrassed! Speak up!



PRESENTATION (40 minutes):

- Ask students the following question:
 - “If you have a bad experience with company, what can you do?”
- Write student responses on the board. Explain that in the United States, we have an organization called the “Better Business Bureau”. Using their smartphones, have students search online to find out what the Better Business Bureau is.
- Have students share their responses and then using the projection screen, google “What is the Better Business Bureau?” Read the results as a whole-class activity.
- Tell students that they are about to watch a short video from the Better Business Bureau about what you should do when you have a bad experience with a purchase. Explain to students that their goal is to get a *general* idea of what the video is about.
- Play the video one time. When finished, ask students what they understood. It is likely students will say something similar to: ‘the video gives ‘steps’ or ‘advice’ on what to do when you have a bad experience with a company or organization.’



GUIDED PRACTICE (30 minutes):

Prior to the following activity, students will need the link to the video just watched. An easy way to do this is by sending the link via ‘Remind.com’.

- Pair students up. They will be working together to learn about the seven steps to resolve a purchase conflict. Confirm that the video they just watched offers steps on how to complain when you have a bad experience with a purchase. It is now each pair's job to find out what those steps are. Distribute the ‘7 Steps to Complain Worksheet’ and go over the directions to the first activity labeled, ‘Situation’. Explain that they will have 20 minutes to complete the task.
- As students are working, facilitate with each group and provide support as needed.



GUIDED PRACTICE (30 minutes):

- When the 20 minutes are up, review the 7 steps with your students. Answer any student questions. Have students write them on the board.
- Confirm understanding of the following vocabulary: complaint; warranty; terms of agreement; proof of purchase; hinder; resolution. To reinforce the expressions, have students complete the 'Vocabulary' section of the '7 Steps to Complain Worksheet'.
- As students are working, note some of the stronger sentences created.
- Referencing your notes, do a class dictation. Call on the students that wrote strong sentences to read them to the class but ask them to leave out the key vocabulary word used in the sentence. For example:
 - "My television has a two year BEEP ." (The vocabulary word 'warranty' was not said.)
- The rest of the students will write the sentences and include the missing vocabulary word.
- As students are writing, walk around the classroom to gauge student work.



COMMUNICATIVE PRACTICE (20 minutes):

- Have students reference the 'Role Play' section of the worksheet. Read the directions together as a whole-class activity and confirm understanding.
- Have students continue to work in pairs to role play the situation detailed on the worksheet.
- One student will act as the friend who had an unpleasant consumer experience and needs advice. The other student will be responsible for verbally giving advice on the tips and steps to file a complaint with the Better Business Bureau (BBB).
- Once they finish, they will switch roles and the other student will be the one giving advice.
- As students are working, facilitate and provide support as needed.

***Teacher Tip:** During role plays, avoid correcting students too much. It may discourage students from wanting to participate. After the activity, you can debrief and point out language issues that multiple students seem to have issue with.*

Mini Lesson: Communication Etiquette

Before beginning the 'role play' activity, remind your students to have fun and be mindful of any advice they give. For example, if a student has a hard time remembering how to "give advice" on filing a consumer complaint, encourage your students to say things like:

- I believe you may have missed a tip...
- I think you may have forgotten a tip...
- Try again...

Avoid saying things like:

- You're wrong.
- You didn't do it right.



APPLICATION (45 minutes):

Prior to the following activity, provide students with the following link: [BBB File a Complaint](https://www.bbb.org/consumer-complaints/file-a-complaint/get-started) (<https://www.bbb.org/consumer-complaints/file-a-complaint/get-started>). You can do this by messaging the link to students via remind.com.



APPLICATION (45 minutes):

- On a digital board, access the BBB online complaint form.
- Explain to your students that the BBB complaint form is what you fill out to report an unjust experience with a business.
- Go through each section of the form and fill it out together as a whole class activity. (*You can come up with an idea together as a class. Fill out the personal information section with sample information such as “John Doe.”*)
- When you arrive at step 2, you will be using the simple past and past continuous to describe the incident. Reference the mini-lesson at the end of this section to review the tenses with students.
- Put students in groups of three and explain that they will be filling out their own online complaint form.
- Explain that they will be completing the following steps:
 - The nature of the event
 - Find Business
 - Step 2 of the complaint form.
- Write the above steps on the board for reference. Explain that they will be doing Step 2 later in the lesson.
- Have students access the BBB complaint form link above on their smartphones.
- Students can decide what complaint they will use for the activity. Give several examples of consumer complaints to get your students’ thoughts flowing. (Refer to this link for ideas: [CNN Money](http://money.cnn.com/2011/07/27/pf/consumer_complaints/index.htm) (http://money.cnn.com/2011/07/27/pf/consumer_complaints/index.htm))
- Tell students they have 15 minutes to complete the activity. As groups are working, facilitate and provide support as needed.
- When the 15 minutes are up, debrief the activity with students.
- It is writing time! Pass out the ‘BBB complaint form - Step 2 Worksheet’ and go over the directions with students. (You may want to confirm that when completing a real form, they would continue the process online. But if they did that, you couldn’t check their writing 😊.)
- Students will have 15 minutes for the activity. Confirm that they can work in their group to complete the activity but that each student will need to turn in their own form.
- Remind your students that their narrative should be written in the past since the form is filled out after a bad experience. Encourage your students to use the simple past OR past continuous according to what they feel is appropriate.
- As students are writing, facilitate with each group multiple times and provide support.
- When finished, collect the worksheets from students. Choose a few worksheets at random to display on the document reader (Elmo). Have the corresponding groups explain their complaint to the class.
- Finally, spend a few minutes debriefing the activity with students. To stimulate conversation, you can ask the following questions:
 - How did you feel about today’s lesson?
 - What was difficult?
 - What was easy?
 - What is the most important thing you have learned?
- Discuss responses.



APPLICATION (45 minutes):

Grammar Mini Lesson:

Here is a brief overview of the simple past tense and the past progressive tense to share with students:

- The simple past is used to refer to an activity that is complete in the past. It is now finished. Often, a time frame is included (yesterday, last week, on Monday, etc.). For example:
 - “I worked yesterday.”
 - ‘Worked’ is the past tense of ‘work’. ‘Yesterday’ indicates the time frame.
 - The past continuous is used for the following two reasons:
 - To show a past action in progress and a shorter past action that often interrupts. For example:
 - I **was washing** the dishes when Carl called.
 - ‘was washing dishes’ is the past progressive tense because this action was in progress when the shorter action, ‘Carl called’ interrupted.
 - To describe multiple actions happening at the same time in the past.
 - They were eating and she was cleaning.
 - They were eating and she was cleaning at the same time.
 - While they were playing, she was checking Facebook.
 - They were playing and she was checking Facebook at the same time.
 - Ideas for practice:
 - Have students write 5 sentences in the simple past tense about what they did before class started.
 - Have students complete the following sentence forms:
 - I was _____ when _____.
 - We were _____ when _____.
 - Example: I was cooking dinner when a bird flew into my house.
 - Example: We were cleaning the house when someone knocked on the door.
- *You could have a contest on who can make the craziest sentence☺.

Check out the online resources at the end of the lesson for additional resources for teaching the simple past and past progressive tenses.



EVALUATION:

- Assessment of “7 Tips for Filing Complaint Worksheet”
- Assessment of Participation in advice role play
- Assessment of Completed BBB complaint form, including the use of simple past and past progressive in the incident narrative section.



EXTENSION:

- Invite a BBB representative to speak to your class about filing complaints.
- Create a BBB website treasure hunt in which students need to find specific items.
- Students could create a google form to create a vocabulary quiz from the video.

**EXTENSION:**

- For a bit of creativity, have students create make up stories about a bad purchase experience.
- Show additional video on [BBB cases](https://www.google.com/search?q=better+business+bureau&safe=strict&source=lnms&tbn=vid&sa=X&ved=0ahUKEwiWpqaX68bZAhXJlVQKHcg4BNIQ_AUIDygA&biw=1366&bih=637):
(https://www.google.com/search?q=better+business+bureau&safe=strict&source=lnms&tbn=vid&sa=X&ved=0ahUKEwiWpqaX68bZAhXJlVQKHcg4BNIQ_AUIDygA&biw=1366&bih=637)

CORE LESSON COMPONENTS:**BASIC COMMUNICATION:**

- Practice courteous communication in a group setting.

COLLEGE/WORKFORCE PREP:

- Complete an authentic online form.
- Apply critical thinking to complete a task.

DIGITAL PREP:

- Become familiar online information search for personal uses.
- Complete an authentic online form.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- <https://www.bbb.org/en/us>
- [American Airlines](https://youtu.be/3ZTyV_guy9o) Dr. Dao Video: (https://youtu.be/3ZTyV_guy9o)
- American Airlines report: [Passenger Removed](https://www.cnn.com/2017/04/10/travel/passenger-removed-united-flight-trnd/index.html)
(<https://www.cnn.com/2017/04/10/travel/passenger-removed-united-flight-trnd/index.html>)
- BBB How to [Complain](https://youtu.be/Ngb-KtgfKxw) Video: (<https://youtu.be/Ngb-KtgfKxw>) (
- [Direct link](https://www.bbb.org/howtocomplain/) to video via BBB Website: (<https://www.bbb.org/howtocomplain/>)
- [BBB Flowchart](https://www.bbb.org/globalassets/shared/media/infographics/bbb-tip-how-to-complain.jpeg): (<https://www.bbb.org/globalassets/shared/media/infographics/bbb-tip-how-to-complain.jpeg>)
- Seven Steps to Complain Worksheet
- [BBB Complaint Form](https://www.bbb.org/globalassets/local-bbbs/tucson-az-72/tucson_az_72/documents/complaint-form-1.pdf): (https://www.bbb.org/globalassets/local-bbbs/tucson-az-72/tucson_az_72/documents/complaint-form-1.pdf)
- [CNN Money](http://money.cnn.com/2011/07/27/pf/consumer_complaints/index.htm) (http://money.cnn.com/2011/07/27/pf/consumer_complaints/index.htm)
- [Grammarly.com](https://www.grammarly.com/blog/simple-past/) (<https://www.grammarly.com/blog/simple-past/>)
- [Online Discussion forums](https://lindsayannlearning.com/7-free-online-discussion-tools/): (<https://lindsayannlearning.com/7-free-online-discussion-tools/>)

Past Tense & Past Continuous Tense Review:

CORE LESSON COMPONENTS:

- [Perfect English Grammar](https://www.perfect-english-grammar.com/past-simple-past-continuous-exercise-1.html) (https://www.perfect-english-grammar.com/past-simple-past-continuous-exercise-1.html)
- [You Tube Practice](https://www.youtube.com/watch?v=_XP4le29BAM) (https://www.youtube.com/watch?v=_XP4le29BAM)
- [5 Minute English](http://www.5minuteenglish.com/mar10.htm) (http://www.5minuteenglish.com/mar10.htm)

ADAPTATIONS (Approximate Time):

Warm Up:

No tech:

- Show students a few images of the incident instead of playing the video. If WiFi is available at your site, an other option is to share the video link with your students to access on their smartphones.

Hi Tech:

- Instead of providing the video to students, you could provide students with a few keys words and have students could search for the video themselves and post them to a common online location such as a class blog or Padlet grid.

Multilevel:

- Bullet Three - For lower level students, sentence starters could be provided. Such as

Introduction:

- **Multi-level:** Have advanced students share about experiences first to encourage others to share.
- High tech- Use an online discussion board for students to post their responses. Go to 'Online Resources' for ideas on tools you can use.
- **No tech:** n/a

Presentation:

No-tech:

- Print out copies of "What is the Better Business Bureau?" for yourself and your students.
- Instead of the video, students can use the flowchart which is available at: [BBB Flowchart:](https://www.bbb.org/globalassets/shared/media/infographics/bbb-tip-how-to-complain.jpeg) (https://www.bbb.org/globalassets/shared/media/infographics/bbb-tip-how-to-complain.jpeg)
- If WiFi is available at your site, you can share the video link with your students to access on their smartphones.

Multi-level:

- Bullet Two: Pair advanced students with lower level students to search for "What is the Better Business Bureau" and read together.
- Bullet Five: For lower level students, provide them with the flowchart mentioned above as a reference point while watching the video.

Guided Practice:

Multi-level:

- For lower level students, a 7 tips infographic can be provided. [BBB Flowchart:](https://www.bbb.org/globalassets/shared/media/infographics/bbb-tip-how-to-complain.jpeg) (https://www.bbb.org/globalassets/shared/media/infographics/bbb-tip-how-to-complain.jpeg)

ADAPTATIONS (Approximate Time):

- For bullet seven, lower level students can just write the vocabulary word rather than the whole sentence.
- No tech: Print out video script before the lesson to hand out to students. If wifi is available, you can have students use their smartphones to access the video.
- High Tech: Have students access the video on their individual computer/smartphone. For bullet 7, you could have students put their sentences on an online discussion platform such as Padlet for others to answer.

Communicative Practice:**Multi-level:**

- Pair advanced level students with a lower level students to provide scaffolding.

No tech: n/a**High Tech:**

- Students could create video recordings offering advice and others could respond using an application like FlipGrid. (FlipGrid is a great conversation/pronunciation tool for the classroom. For more information, reference page..)

Application:**Multi-level:**

- Have lower level students write only 2-3 simple sentences for the step 2 of the worksheet.

No tech:

- Rather than use the online BBB complaint form, copies of the 'Online Complaint Form - Screen Shots' can be distributed to students.

High Tech:

- Students could complete step 2 on the online form and send you a screen shot from their smartphone. In addition, laptops or tablets could be used for the activity.

TEACHER TIPS:

Teacher Tip: There are some activities that we do in class that can be very challenging for our students. When we see our students stressed out, we want to help. That help may result in us giving them the answers. Don't do it! It is okay for students to be a little confused. This is exactly what happens in the real world. Encourage your students to work through the problems they have. Mistakes are how we learn 😊.