



PASSPORT TO RETAIL

UNIT 3: RETAIL PAYMENTS

ELEMENT 2: RETURNS AND OTHER

TILL FUNCTIONS



RETAIL PAYMENTS

ELEMENT 2: RETURNS AND OTHER TILL FUNCTIONS

DURATION: 4/5 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Understand the terms found within retail returns
- > Understand how returns differ
- > Practice some skills around returns with customer service
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face 2 face
- > Acquire and develop an appropriate vocabulary in written and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity

KEY WORDS:

- > Sales
- > Return
- > Refund
- > Exchange
- > Cross sale
- > Up sale
- > Customer

RESOURCES FOR ALL LESSONS:

- > **UN3E201** - Returns explained
- > **UN3E202** - Cross selling & up selling
- > **UN3E203** - Sales activity
- > **UN3E204** - How to up and cross sell
- > **UN3E205** - Job description



SESSION 1: RETURNS- EXCHANGE & REFUNDS



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Depending on the size of the retailer you may have responsibilities for processing returns. Again, this specific training will be provided by the company so for now we will learn about the terms and what is involved to give you a head start.</p> <ol style="list-style-type: none"> 1. What do the students believe the terms: return, refund and exchange mean? 2. Use the flashcard to look over their answers and give further information. 3. Select a few items for the students to practice returning. Attach one of the following reasons to the product so they know what to act out. <ol style="list-style-type: none"> A. A jumper doesn't fit and they want to get the next size up B. The zip doesn't work on the coat someone just brought and they want a refund C. Someone doesn't like the shoes they have brought and want a refund however, they have clearly been worn outside a few times D. Someone has brought a pencilcase that doesn't fit their pens in and they want a refund as there is nothing else they want to replace it with. <p>TASK VARIATION: Work with the students on the parts that are applicable. You could simply give them an item and then change it for another, so they understand the term of exchanging.</p> <p>PMLD TASK VARIATION: Allow the students to feel and smell the different textures and odours of notes, coins, and cards. See if they have a favourite.</p>	<ul style="list-style-type: none"> ➤ To understand the function of a return ➤ To understand the meanings of the different words used around a return ➤ To understand the difference between a refund and an exchange ➤ To understand what to look for in a product when a customer is returning an item ➤ Speaking ➤ Listening ➤ Teamwork ➤ Role play 	<ul style="list-style-type: none"> ➤ UN3E201 - Returns explained ➤ Computer ➤ Pens ➤ Paper ➤ Items to return: <ul style="list-style-type: none"> ➤ Jumper ➤ Shoes ➤ Pencil case ➤ Coat



SESSION 2: CROSS SELLING AND UP SALES



ACTIVITIES TO SUPPORT LEARNING

This section may be a little difficult for some, so ensure it is suitable for your students.

- Let's start with asking the students what they think an up sale and up selling means? - don't worry, I have also only just learnt the difference so we can do this together.

A. Use the flashcard to explain the two meanings and how they are different. Here is a [link](#) to also help or video [link](#) or [link](#).

You could even use physical items you might have to hand to explain this. Eg

Cross selling- pencil adding a rubber to the sale

Up selling- swapping pencil to a mechanical pencil

All retailers will push their staff to sell their products as it is part of their job role however, some retailers will monitor the sales from each staff member including their cross and up sales.

- See if the students can complete the up-sales activity. The students may need extra support on this.
- Let's look at how to cross and up sell products. Use the flash card to give a few tips on how to go about up and cross selling.
- Give the students a few items in their pretend shop, see if they can cross or up sell something to another student.

TASK VARIATION: Allow the students to watch the role play as you talk through the process. See if this visual example allows a better understanding. If not, simply explain it as selling more than one item to a customer.

LEARNING OUTCOMES

- To start to understand the terms Cross and Up Selling
- To understand the difference between the two terms
- To pick up a few skills on how to up and cross sell
- To practice some of the skills that help with cross and up selling
- Speaking
- Listening
- Teamwork

DIFFERENTIATION & RESOURCES

- **UN3E202** - cross selling & up selling
- **UN3E203** - Sales activity
- **UN3E204** - How to up and cross sell
- Computer
- Paper
- Pens
- Pretend items to sell



SESSION 3: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? For those that wish to, you could hold a mock interview asking questions around the skills they have learnt in retail.</p>	<ul style="list-style-type: none"> ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<p>➤ UN3E205 - Job description</p>

HELPFUL WEBSITES

[Further information on returns](#)

[Cross and up selling more info](#)