



# PASSPORT TO RETAIL

## UNIT 3: RETAIL PAYMENTS

### ELEMENT 4: WORKPLACE VISIT



## RETAIL PAYMENTS

### ELEMENT 4: WORKPLACE VISIT

**DURATION: 1 VISIT MINIMUM**

**YEAR GROUP: KS3/4 OR 5**

#### STUDENTS WILL:

- > Understand customer services within retail
- > Have a real-life visit of the skills and subjects covered over the unit
- > Meet employers and employees within the retail setting
- > Hold 2-way conversations and ask questions around retail and employment
- > Possibly have a go at the skills learnt over the unit in a real-life setting
- > Develop life skills
- > Develop employability skills for future employment
- > 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
- > Aiming High

#### KEY WORDS:

- > Career/job
- > Employment
- > Retail
- > Customer services
- > Visit
- > Real-life
- > Customer
- > Stock/products

#### RESOURCES FOR ALL LESSONS:

- > Transport
- > Location to visit



## SESSION 1: INDUSTRY VISIT



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><b>1.</b> The visit to a Retail setting for this unit must include somewhere that covers the subjects within the unit.</p> <p>The session plan for this is not structured and will be determined by the following, Time at location, access to the location, who and how much you can see at the setting, if you can just look or have a hands on activity.</p> <p>Therefore, the following is simply suggestions to look at.</p> <ul style="list-style-type: none"> <li>➤ Ensure student prepare some questions to ask about Retail and the roles cover in the Unit.</li> <li>➤ Ensure all areas, if possible, can be explored not just what the customer sees but a behind the scene view gives a reality to the role.</li> <li>➤ Ensure you have done a pre site visit or conversation on what and where the students can visit, this will allow you to plan your visit with intent and impact.</li> <li>➤ Find out from the students what they expect to see and learn. At the end of the visit reflect back to see if they found anything out that didn't meet their expectations and thoughts.</li> <li>➤ Complete the end of unit questionnaire, ensure it is on the same questionnaire that was completed at the start of the unit, so that a comparison in learning can be seen.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding of the role in a real-life setting</li> <li>➤ Understand the difference between soft and hard skills used in each role</li> <li>➤ Employer encounter</li> <li>➤ To hold a conversation with an adult within industry</li> <li>➤ To investigate the retail industry</li> <li>➤ To reflect upon their experience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Transport</li> <li>➤ Questionnaire</li> </ul>