



# PASSPORT TO RETAIL

## UNIT 2: RETAILERS & PRODUCTS

### ELEMENT 1: TYPES OF RETAILERS



# RETAILERS & PRODUCTS

## ELEMENT 1: TYPES OF RETAILERS

**DURATION: 4/5 SESSIONS**

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

### STUDENTS WILL:

- > Understand the types of retailers
- > Understand the variety of products sold
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face 2 face
- > Acquire and develop an appropriate vocabulary in writing 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

### NOCN QUALIFICATION

NOCN links:

- > Introduction to Retailing L/650/1901
  - Learning Outcome 1
  - Learning Outcome 2

You can gather evidence through using the Assessment Booklet, Teacher Observations and Photos

**NOCN Assessment Booklets available**

### SKILLS USED FROM SKILLS BUILDER:

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

### KEY WORDS:

- > Retailers
- > Products
- > Shops/Store
- > Supply Chain
- > Job roles

### RESOURCES FOR ALL LESSONS:

- > **UN2E101** - Types of retailers flash card
- > **UN2E102** - Products activity
- > **UN2E103** - Types of products flash card
- > **UN2E104** - Supply chain flash card
- > **UN2E105** - Types of service flashcard
- > **UN2E106** - Job Description



## SESSION 1: TYPES OF RETAILERS



### ACTIVITIES TO SUPPORT LEARNING

Now we know what retail is, we can start to look into the types of retailers and products sold.

Looking into the types of retail can get a little confusing, there are many different ways of breaking this down for the students to understand. So, if you find an alternative way that works better for your students feel free to follow that explanation.

1. Starting with a group exercise.  
Ask the student to name all the shops that they might visit with their families or even with school? List of shop names are fine; this can be written in small groups or on the class white board.
2. See if the students can group any of the shop names into types i.e. Clothing shops, supermarkets etc.
3. Use the Types of retailers flash cards to see how many different retailers the students found. You can then talk through any missing.
  - 3a, If the students missed any see if they can name some shops that may fall under these categories.
  - 3b. Using the types of service flashcard, look through the different types of service you may find within a retailer.

**TASK VARIATION:** Using the types of retailers flash card see if the students can suggest an item, they might sell in each one. I.e. Supermarket = Bread

**PMLD TASK VARIATION:** Collect a few products from home that you would buy from different retailers, allow the students to touch and smell the different items. Explain the different shops you may of brought them from.

### LEARNING OUTCOMES

- To understand the types of retailers linking this to everyday life
- To understand the grouping of retailers and their products
- To understand what other retailers are available to shoppers
- Linking common shops to their products
- Speaking
- Listening
- Group work
- Groupings/matching

#### **NOCN links:**

- Introduction to Retailing L/650/1901
  - Learning Outcome 1
  - Learning Outcome 2

### DIFFERENTIATION & RESOURCES

- **UN2E101** - Types of retailers flash card
- **UN2E105** - Types of service flashcard
- Paper
- Pens
- Sensory items



## SESSION 2: TYPES OF PRODUCTS



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Following on from understanding the types of retailers we will now try to understand the types of products found in these stores. Again, these can be broken down in varied ways.</p> <ol style="list-style-type: none"> <li>Working individually or in small groups work through the Products activity. The types of product flash card may help.</li> <li>There may be cross over with where you can find a product in different shops. I.e. Toiletries can be found in both a supermarket and a pharmacy.  See if the students can list any more products that can be found in multiple retailers?</li> </ol> <p><b>TASK VARIATION:</b> Support the students through the products activity with any elements that may be achievable.</p>	<ul style="list-style-type: none"> <li>➤ To understand products sold</li> <li>➤ To understand which retailer sells which type of product</li> <li>➤ Understanding there may be cross over in where you can buy products</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Group work</li> <li>➤ Matching</li> <li>➤ Writing</li> </ul> <p><b>NOCN links:</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to Retailing L/650/1901 - Learning Outcome 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>UN2E102</b> Products activity</li> <li>➤ <b>UN2E103</b> - Types of products flash card</li> <li>➤ Computer</li> <li>➤ Paper</li> <li>➤ Pens</li> </ul>



## SESSION 3: THE SUPPLY CHAIN



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Although the supply chain may not be relative to what the students need to know now it is worth understanding.</p> <p>For now, we will simply introduce the basics.</p> <ol style="list-style-type: none"> <li>1. Use the flash card to teach the standard product supply chain.</li> <li>2. Watch this video by Morrisons made for the CEC My Skills My Future resource. The video shows a small insight into the supply chain at Morrisons. <a href="#">Video 1</a>. <a href="#">Video 2</a></li> <li>3. See if the students can list any job roles in each of the 4 parts of the supply chain?</li> </ol>	<ul style="list-style-type: none"> <li>➤ Understanding the term Supply Chain</li> <li>➤ Understanding what a supply chain does</li> <li>➤ To understand where they may sit in the supply chain</li> <li>➤ Finally, to understand where they might work within the supply chain and what the roles are.</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Group work</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>UN2E104</b> - Supply chain flash card</li> <li>➤ Computer</li> <li>➤ Paper</li> <li>➤ Pens</li> </ul>



## SESSION 4: 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"> <li>➤ Skill identification</li> <li>➤ Linking activity to careers and subject learning</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul> <p><b>NOCN links:</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to Retailing L/650/1901 - Learning Outcome 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>UN2E106</b> - Job Description Warehouse staff</li> </ul>

### HELPFUL WEBSITES

[Different types of retailers](#)

Download the Morrison slide deck [here](#) for more information on their supply chain and Morrisons as a retailer.