



PASSPORT TO RETAIL

UNIT 2: RETAILERS & PRODUCTS

ELEMENT 3: RETAIL DISPLAYS AND MARKETING



RETAILERS & PRODUCTS

ELEMENT 3: RETAIL DISPLAYS AND MARKETING

DURATION: 5/6 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Understand the workings of the retail industry
- > Be able to identify the different roles within the industry
- > Practice and develop skills directly related to retail
- > 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:

- > Retail
- > Displays
- > Visual merchandising
- > Products
- > Neat/ tidy
- > Customer
- > Marketing

RESOURCES FOR ALL LESSONS:

- > **UN2E301** - Good vs Bad retail activity
- > **UN2E302** - Rules of visual merchandising
- > **UN2E303** - What can I do? Flash card
- > **UN2E304** - Retail marketing flashcard
- > **UN2E305** - Other marketing factors.
- > **UN2E306** - Visual merchandiser job description



SESSION 1+: RETAIL DISPLAYS



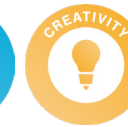
ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>In all retail no matter what product you are selling it is important to make sure it looks great. This can be either on the shelf, hanging or even in a brochure. If the product doesn't look inviting, then no one will buy it.</p> <p>When it comes to shop displays the correct term used is 'Visual Merchandising' Here is a helpful link to explain it further.</p> <p>Good and bad displays, we have all seen displays that draw us in and some that you can't find what you are looking for.</p> <ol style="list-style-type: none"> Use the activity to list why you think these images of good and bad displays are listed that way? There are rules to follow for ensuring that retail settings end up with good displays. Use the Visual Merchandising rules flash card to talk through the rules. 2a. link these rules to the previous activity to see what works well and what needs changing? Unless you get a role as a visual merchandiser it is unlikely that you will have to know much about the rules however, it is your job as a retail assistant to keep things looking neat, tidy, and presentable. Let's look at how you can do this. As a group see if the students can list any jobs that they could do to keep displays looking inviting and beautiful? 3a, Compare their answers with the 'What can I do?' flashcard. 	<ul style="list-style-type: none"> ➤ To understand the meaning of the words Visual merchandiser ➤ To understand the importance of displays in retail ➤ To notice what is wrong with a display ➤ To know how to improve a display if needed ➤ To know the basic rules of visual merchandising ➤ To practice visual merchandising ➤ The ability to work in a team ➤ Speaking ➤ Listening ➤ Problem solving ➤ Spotting differences 	<ul style="list-style-type: none"> ➤ UN2E301 - Good vs Bad retail activity ➤ UN2E302 - Rules of visual merchandising ➤ UN2E303 - What can I do? Flash card ➤ Computer ➤ Paper ➤ Pens ➤ Room or display



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>4. If you have a suitable location in school for the students to have a go at doing a display or tidying up an area to meet some of the rules and tasks go ahead. Alternatively, when you hold your industry visit you can look for these things and have a go.</p> <p>TASK VARIATION: Using the good vs bad displays activity as explained above. Provide the students with a list of answers to match to the correct box. Support through the other activities if possible.</p> <p>PMLD TASK VARIATION: Give the students a sensory bag of different textured items, this could be different colours also. A good idea would be different pillowcases, brushed cotton, silk, standard cotton etc. with different patterns and colours. See which one they are attracted to the best.</p>		



SESSION 2+: MARKETING PRODUCTS



ACTIVITIES TO SUPPORT LEARNING

Again, this is something that you won't need to worry about day to day in your role unless you become a manager or work for marketing, but it is worth knowing some of the basics, so you are aware why they do what they do.

It's very rare these days that a product will sell itself as there are so many competing products that do the same thing. So, a store must highlight why their products are the best and worth spending your money on.

1. Use the basic marketing flashcard to explain a few pointers on how this is done.
2. Give the students a simple item from the classroom, this could be a pen, draw, book etc. Ask them to create a marketing tool for this, it could be some packaging, a jingle, an advert or even a poster. See if they can price the object for sale and explain some of their thoughts to how they have gone about the project.
3. Ask the students to share their design with the class. You could hold a dragons den or even a voting station on who sold their item the best.

TASK VARIATION: Bring in something you have brought still in its packaging. Ask the students to list what they like and dislike about the product and its packaging and if they would buy it themselves.

PMLD TASK VARIATION: If possible, give the students some different packaging, this could be an i-phone box to bubble wrap. Simply exploring the sounds and textures of the types of packaging and what they like and dislike.

LEARNING OUTCOMES

- To understand a basic level of marketing a product
- To understand who this responsibility sits with
- To understand why it is important to market products
- To try marketing a product
- Speaking
- Listening
- Public speaking
- Presentation
- Design and creativity
- Teamwork
- Problem solving

DIFFERENTIATION & RESOURCES

- **UN2E304** - Retail marketing flashcard
- Different types of packaging
- Paper
- Pens
- Computer
- Random items from around the classroom



SESSION 3: OTHER RETAILED LEARNING



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>There is a lot involved in displays and marketing when it comes to retail, and it can get very complicated when we look at different products.</p> <p>With this in mind there are a few other areas worth mentioning so the students have an understanding of the terminology and their meanings.</p> <p>1. Use the flash card to talk through the following areas.</p> <p>Point of sale promotions, discount sales and labels.</p> <p>TASK VARIATION: Support the students to understand as much as possible. Relate it as much to their home life as possible.</p>	<ul style="list-style-type: none"> ➤ To understand further areas related to retail marketing and sales. ➤ To learn the following terms: <ul style="list-style-type: none"> - Point of sale - Discount sales - Labels ➤ To understand what the above terms mean and how it relates to retail. 	<ul style="list-style-type: none"> ➤ UN2E305 - Other marketing factors. ➤ Computer



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"> ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<p>➤ UN2E306 - Visual merchandiser job description</p>

HELPFUL WEBSITES

[Good vs bad displays explained](#)

[5 most important elements of visual merchandising](#)