



PASSPORT TO RETAIL

UNIT 2: RETAILERS & PRODUCTS

ELEMENT 2: PRODUCT STORAGE

AND STOCKING



RETAILERS & PRODUCTS

ELEMENT 2: PRODUCT STORAGE AND STOCKING

DURATION: **4/5 SESSIONS**

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

STUDENTS WILL:

- > Understand how products are stored
- > Understand how retailers monitor their stock
- > Learn about health and safety of all goods and working in a stock room
- > 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

NOCN QUALIFICATION

NOCN links:

- > Stock Handling in Retailing R/650/1903
 - Learning Outcome 1
 - Learning Outcome 2
 - Learning Outcome 3

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

NOCN Assessment Booklets available

SKILLS USED FROM SKILLS BUILDER:

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

KEY WORDS:

- > Stock
- > Storeroom
- > Health and safety
- > Food management
- > Hazard
- > Risk
- > Slip, trips & falls
- > Manual handling
- > Working at height
- > Storage

RESOURCES FOR ALL LESSONS:

- > **UN2E201** - Types of Storage flash card
- > **UN2E202** - First in First Out Stock Rotation
- > **UN2E203** - FIFO checklist
- > **UN2E204** - How to store food properly
- > **UN2E205** - Refrigerator Storage
- > **UN2E206** - New Stock Activity
- > **UN2E207** - Hazard v Risk Flash card
- > **UN2E208** - Retail hazards
- > **UN2E209** - Slips, trips & Falls
- > **UN2E210** - Manual handling
- > **UN2E211** - Working at height
- > **UN2E212** - Removing packaging safely
- > **UN2E213** - Job description



SESSION 1: UNDERSTAND HOW PRODUCTS ARE STORED



ACTIVITIES TO SUPPORT LEARNING

Depending on the retailer, size of store and what they sell there will be different methods to storing their stock.

1. See if the students can suggest some solutions? Then use the types of storage flash card to talk through each method.

Food storage is slightly different, we covered some of this in Passport to Hospitality (if you have already done this with the students you may just wish to recap).

There is a lot of health and safety involved when storing food so there is a few handout flashcards that will help deliver this section.

2. Food management

Unpacking and storage of food goods and understanding stock rotation. Use the 4 flashcards to work through the management of food storage and learn the first in first out system. Ask the students in small teams to check a fridge to see if everything is stored correctly, they could even put a storage system in place i.e., label shelves and put-up posters on how to store food correctly.

TASK VARIATION: [Watch the simple video](#), see if the students can follow any of the above steps. Alternatively, the students can draw a poster on the importance of working safely with food and in a kitchen.

LEARNING OUTCOMES

- To understand the different types of shop storage
- To understand food management
- To understand the importance of storing food correctly
- To learn what FIFO stands for
- To learn how FIFO works
- To understand how storerooms work
- Reading
- Writing
- Problem solving

NOCN links:

- Stock Handling in Retailing R/650/1903
 - Learning Outcome 2
 - Learning Outcome 3

DIFFERENTIATION & RESOURCES

- **UN2E201** - Types of Storage flash card
- **UN2E202** - First in First Out Stock Rotation
- **UN2E203** - FIFO checklist
- **UN2E204** - How to store food properly
- **UN2E205** - Refrigerator Storage
- Fridge with food in
- Paper
- Pens
- Computer



SESSION 2: STOCK CONTROL



ACTIVITIES TO SUPPORT LEARNING

We are going to keep this simple. Looking at what to do with stock when it comes in and how to monitor and re fill.

1. Start with the simple New Stock Activity.

Students may need support with elements depending on their need.

Monitoring stock is important, this can be called a stocktake or inventory check.

1, This simple [video](#) can explain this further.

1a, If you wish you can also watch this simple [video](#) on order management. Another way to monitor stock and also relevant for all the online purchases we make.

[Further information on stocktaking.](#)

2. See if your students can find a location/classroom in school that they could make an inventory of, this could be an equipment store or stationary cupboard. Your students can write and count the contents, it could even be revisited to see if anything has been used or needs reordering. This is a great inhouse ongoing WEX option for a student.

You could use one of [these](#) inventory templates or create your own.

TASK VARIATION: Provide a few items on a tray for the students, see if they can list (written or speaking) the items there, explain that this is simply an inventory. Progress the students through any of the above activities if suitable.

LEARNING OUTCOMES

- To understand the workings of a stockroom
- To solve a stockroom problem and relate it to real life
- To understand the term 'stocktake' or 'inventory check'
- To learn what stocktake or inventory check is and how to conduct one and why it is important to a business.
- Problem solving
- Reading
- Writing
- Teamwork

NOCN links:

- Stock Handling in Retailing R/650/1903
 - Learning Outcome 2
 - Learning Outcome 3

DIFFERENTIATION & RESOURCES

- **UN2E206** - New Stock Activity
- Paper
- Pens
- Computer
- Room with items in



SESSION 3+: STOCKROOM HEALTH AND SAFETY



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>When working in the stockroom or retail settings keeping yourself safe and others is key. It is important for the students to know that health and safety is everyone's responsibility however, their employer should provide training and further information around health and safety within their role.</p> <p>We will look at the 3 main hazards that you may come across in retail.</p> <ol style="list-style-type: none"> 1. Firstly utilise this video and the flash card to explain the difference between a hazard and a risk. Watch past 1:40 if you want to hear about the assessment of a hazard. The 3 main hazards in retail. Slips and trips, Manual handling and working at height. 2. See if the student can pick up the hazards in this online interactive activity. 3. Ask the students to look around the classroom for hazards and list the things that they could harm themselves on. 3a, Now link this to retail, show the images of some retail settings and see if the students can list any more hazards along with identifying the ones in the pictures. Now we can spot hazards we need to know how to deal with them. 4. Use the 3 prevention posters to talk through how to keep yourself and others safe. <p>TASK VARIATION: Allow the students to create their own poster, video clip or song about keeping yourself safe. The flashcards and poster can be used to help the students with their information.</p> <p>PMLD TASK VARIATION: Play this video on health and safety.</p>	<ul style="list-style-type: none"> ➤ To understand the importance of health and safety ➤ To learn who is responsible for health and safety in the workplace ➤ To learn some methods to preventing hazards ➤ To understand the difference between a risk and a hazard ➤ Prevention methods ➤ Speaking ➤ Listening ➤ Problem solving ➤ Teamwork <p>NOCN links:</p> <ul style="list-style-type: none"> ➤ Stock Handling in Retailing R/650/1903 - Learning Outcome 1 	<ul style="list-style-type: none"> ➤ UN2E207 - Hazard v Risk Flash card ➤ UN2E208 - retail hazards ➤ UN2E209 - Slips, trips & Falls ➤ UN2E210 - Manual handling ➤ UN2E211 - Working at height ➤ UN2E212 - Removing packaging safely ➤ Paper ➤ Pens ➤ 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 ➤ To link activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<p>➤ UN2E213 - Job description</p>

HELPFUL WEBSITES

Hazard Vs Risk Ruther info [Link](#)

[Link](#) for Level 1 online training in health and safety - Not free