



1

Working in Retail

City of Dublin ETB
and Down Syndrome Ireland

This workbook belongs to:

Start date:

About your student workbook

This workbook has been designed to support you through your 'Working in Retail Module'. It contains all the information you need to take part in the module. The workbook is divided into units 1 – 7, which cover all of the core skills you will need to prepare for work. Each unit has a different colour to highlight what subject is covered in it. At the end of each unit there is a summary sheet to remind you of what was covered. This will be helpful if you want to go over this information at any time when you are working. Make sure to put your name on the cover of the workbook and the date you started the module.

Make sure to keep your workbook safe

Acknowledgements

The City of Dublin ETB and Down Syndrome Ireland appreciates and wishes to acknowledge the considerable work undertaken by the project team, Orna Fynes, Adult Literacy Organiser and Judy Halford, Work Ready Project Coordinator, of the City of Dublin ETB Finglas and Aisling Brown, Adult Education Officer, DSI.

We would like to thank the students, Julie Dalton, Sean Hickey, Billy Kane, Andrew Murphy, Claire McManus, Aoife Geoghegan, Morgan Whelan, Eric Nolan and Niamh Nolan, for their invaluable contribution to the development of the Work Ready Modules. We would also like to acknowledge our business partners and their representatives, Orla McAndrew of the Conrad Hotel, Hugh McAlister of Grafton Barbers, Madeline Regan of the Together Academy, Brendan and The Supervalu team in Ashbourne and Deirdre Corby of the Ability Programme from DCU, organisations who are leading the way in workplace inclusion. We also appreciate the contributions and good will of our dedicated parents group and other services we spoke with and who shared valuable information and feedback.

We would like to acknowledge also the 'All' project funding initiative which has enabled the commencement of the Work Ready programme.

Introduction

You have chosen to take part in the Work Ready Programme to complete 'The Working in Retail Module'. The purpose of this module is to prepare you for working in a shop or retail store. Taking part in this training will help build your confidence and knowledge of the work you will be doing. Together with this training you will take part in some 'On the Job Training'. This will ensure that you are work ready when you take on your new role! We wish you every success on the training and in getting to work!

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unit **1** Customer Service

unit **2** Communication skills for work

unit **3** Health and Safety
in the workplace

unit **4** Hygiene Standards,
personal and general

unit **5** Teamwork

unit **6** Planning and Organisation
skills for work

unit **7** Working in Retail

unit 1

Customer Service

On completion of the Customer Service Unit you will be able to:

- Understand and demonstrate good Customer Service Skills in the workplace.
- Initiate a conversation with a customer or staff member.
- Assist the customer with their shopping experience.



unit 1 Customer Service

What is Customer Service?

Customer Service is the support you offer your customers.

When I experience good Customer Service the person is:

- _____
- _____
- _____
- _____
- _____

When I experience bad Customer Service the person is:

- _____
- _____
- _____
- _____
- _____

1

The key steps in delivering good Customer Service



Be approachable



Well presented



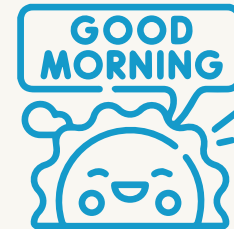
Make eye contact



Greet the customer in a friendly way



Use appropriate words



Hello, good morning, good afternoon, good evening



Smile



Listen to the customer



Good tone of voice



Be polite: please, thank you...



Show concern if the customer is not happy



Have a good attitude

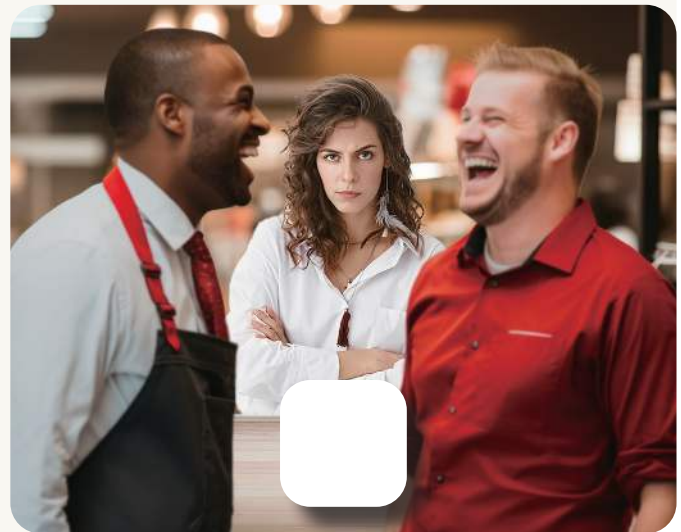
1

Session Recap

Please tick the pictures that show good Customer Service



1



List the key steps in delivering good Customer Service



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

1

ROLE-PLAY: PRACTICE 1

Mary or Joe work as a shop assistant in a local supermarket. Her or his job is to keep the area around the entrance to the store clear and to meet and greet customers as they come into the store.

Tom or Tina is a regular customer who comes into the store twice a week. He or she is a busy person and are often in a hurry. Today he or she is looking for a cake to bring to their neighbours house for tea but it seems the store have moved the cake section!

ROLE-PLAY: PRACTICE 2

Trish or Tim work as an assistant in the local hairdresser or barber. Her or his job is to look after customers and help keep the area clean.

Steve or Stephanie is a new customer and has arrived early for their appointment to get their hair cut.

ROLE-PLAY: PRACTICE 3

Julie or Josh work as a member of the front of house team at the 'King's Hotel'. His or her role is to welcome guests or customers and show them to the check in area.

Orla or Owen has arrived at the hotel for the first time. She or he has had a long journey to get here and is not sure where to go to check in.

ROLE-PLAY: PRACTICE 4

Michael or Maria work as an office assistant. He or she has many duties but the most important one is meeting people who arrive to the office.

Patricia or Peter have arrived to the office for a meeting with Mr. Ryan, the manager.

ROLE-PLAY: PRACTICE 5

Nora or Noel work in 'The Central Café'. Her or his role is Waitress or Waiter, taking the customers' orders for food and beverages and then bringing the food to the table.

Zoe or Zak is a Costumer of 'The Central Café'. She or he has arrived to meet with a friend for coffee and cake.

Notes

Tick the box if the role-play includes one of the key steps in delivering good Customer Service

Delivering good Customer Service					
	RP1	RP2	RP3	RP4	RP5
Being approachable					
Being well presented					
Greeting the customer in a friendly way					
Using appropriate words (Hello, Good Morning, Afternoon, Evening)					
Smiling					
Good tone of voice					
Being polite (Please, Thank you)					
Showing concern if the customer is not happy					

1

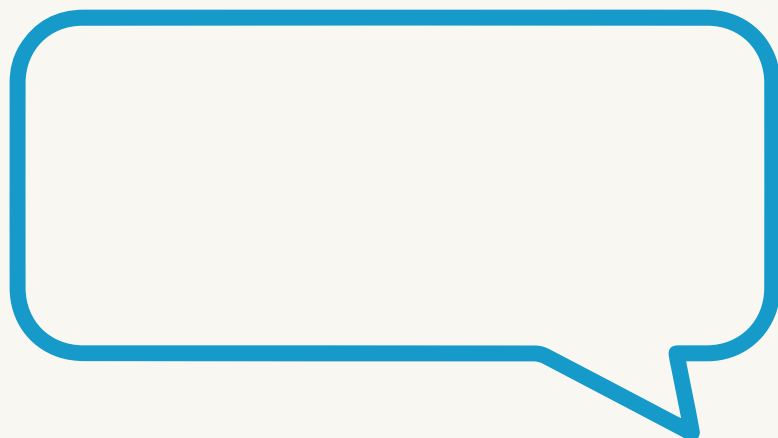
List some things you might notice if a customer needs help



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

How would you approach a Customer you thought might need some help? What might you say?

Use the speech balloons below to put in your suggestions.

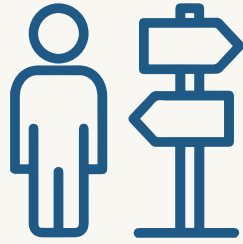


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Signs the Customer might need help:



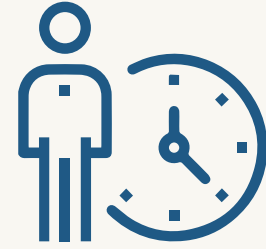
Worried or confused look



Looking for Information



Looking around for help



Staying in the same area for a long time

When you offer help:



Be Friendly



Be Polite



Ask the Customer

Do you need any help?

How can I help you?

Let me give you a hand

Are you looking for something in particular?

1



Field Trip focus



- Examples of good Customer Service
- Examples of helpful service
- Examples of where the Customer Service could be improved

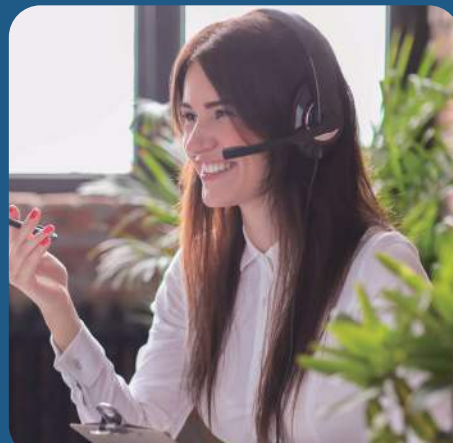
Field Trip checklist:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Session 4

Field Trip: Let's see Customer Service in action. What are we looking for?





Field Trip: Customer Service Focus



Date

Day

Location

Notes and Things to remember:

Examples of good Customer Service

- _____
- _____
- _____
- _____



Examples of helpful service

- _____
- _____
- _____
- _____



Examples of where the Customer Service could be improved

- _____
- _____
- _____
- _____

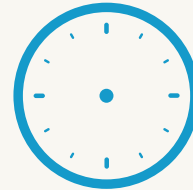


Field Trip picture quiz

1. How did we travel to the store?



2. What time did we leave?

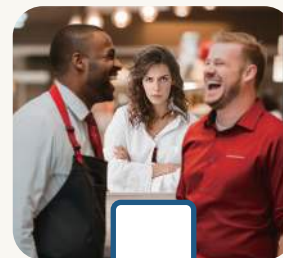


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3. What type of retail store did we visit?



4. Tick the box if this is an example of good service that you received.

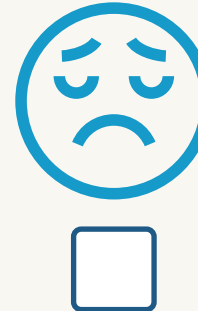
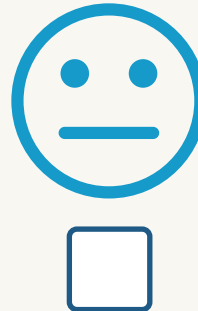


5. Tick the box if this is an example of helpful service that you received

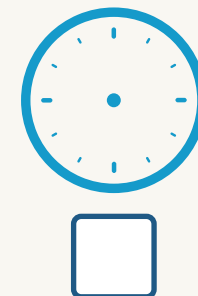
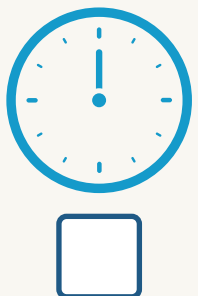


6. Where did we have our tea break?

7. How would you rate the Customer Service?
Was it amazing, good, okay or poor?



8. What time did we return to the centre?



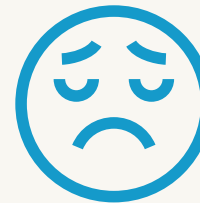
Unit Summary





1

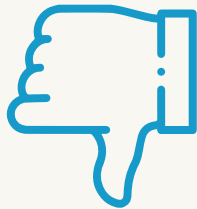
How did you feel about the Customer Service Unit?



What did you like about this Unit?



What did you not like about this Unit?



1

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 2

Communication Skills

On completion of the Communication Skills unit you will be able to:

- Identify the importance of appropriate verbal and non-verbal Communication.
- Follow oral instructions for tasks.
- Use appropriate questions to establish a clear understanding of instructions.
- Approach a staff member if they need support or guidance.



2

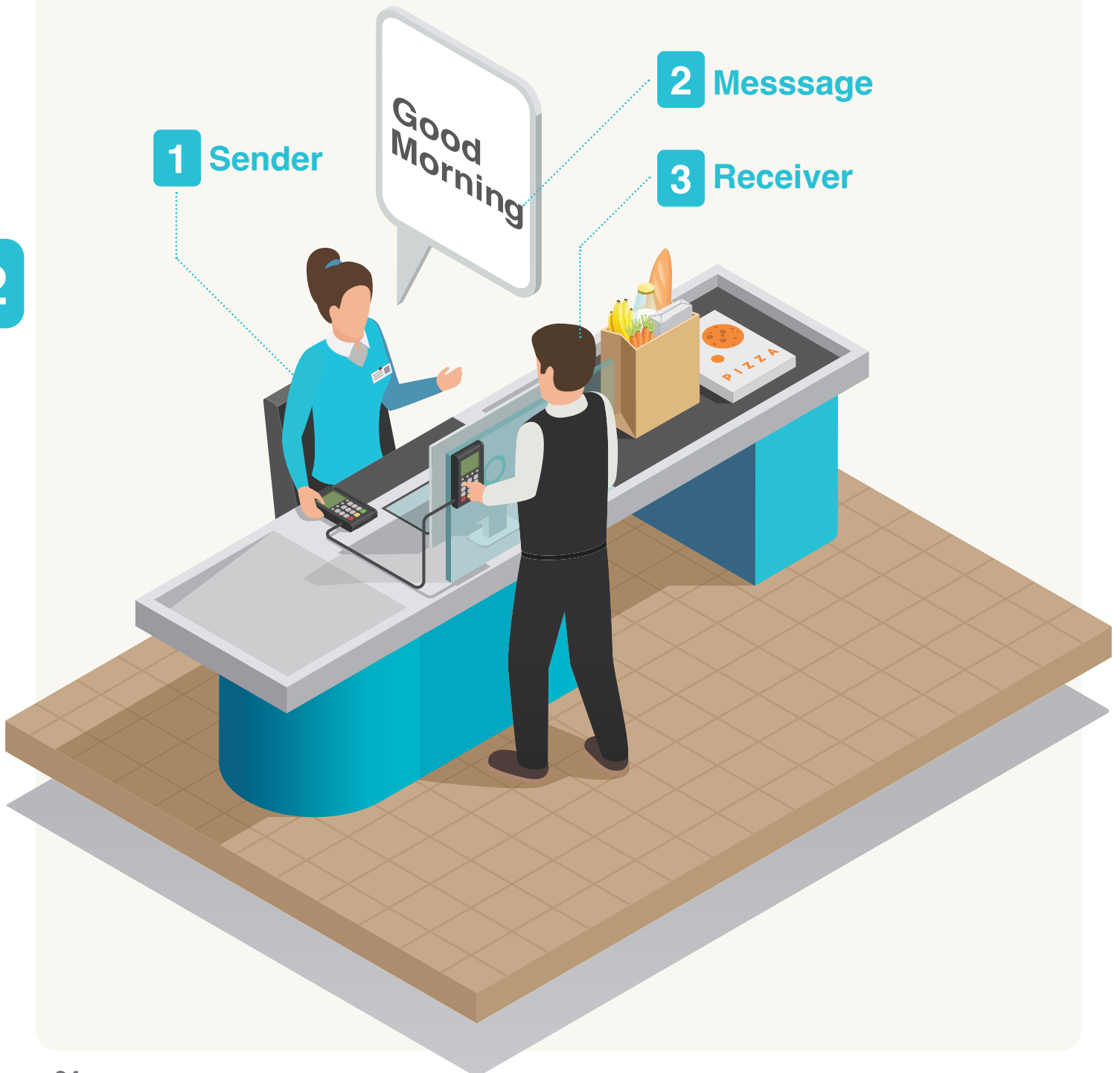
unit 2

Communication Skills

What is Communication?

Communication is giving, receiving and sharing information.

2



We use Verbal and Non Verbal Communication Skills everyday

What is Non Verbal Communication?

List some examples of Non Verbal Communication

- ---
- ---
- ---
- ---

What is Verbal Communication?

Give an example of Verbal Communication

- ---
- ---

Let's watch someone we all know share some examples of Non Verbal Communication.



Write down three of the Non Verbal Communication messages, you saw in the video:

1. _____

2. _____

3. _____

How do we Communicate, give, receive and share information?

Please Write into the space what communication each picture shows.



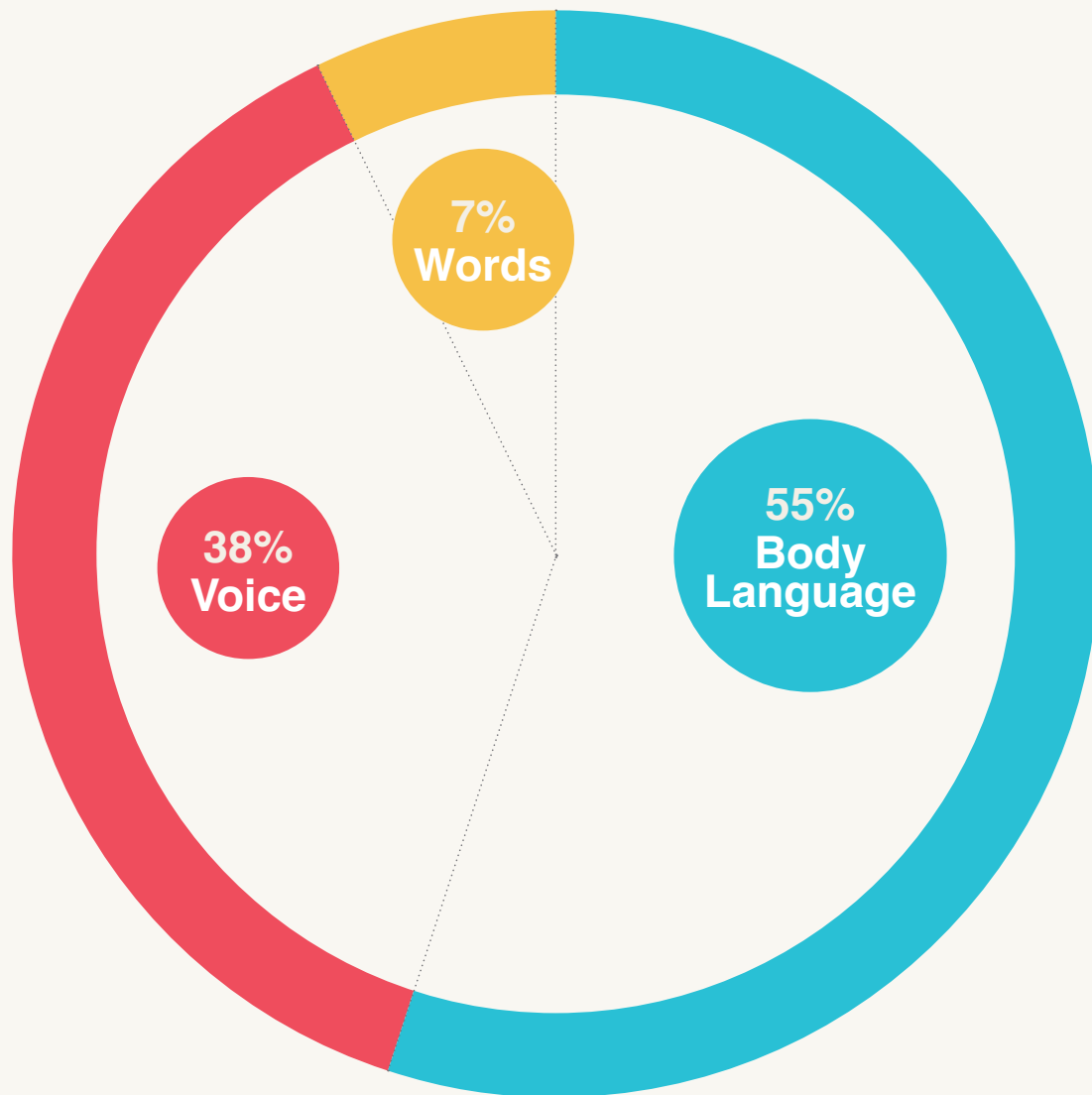








The Facts About Our Communication



2

Being mindful of our Body Language when we are communicating is essential to making sure we deliver the right message!

What is important to remember when we are speaking to someone?

- _____
- _____
- _____
- _____
- _____
- _____

2



Please write the correct answer beside each picture, if the picture shows Verbal or Non Verbal Communication





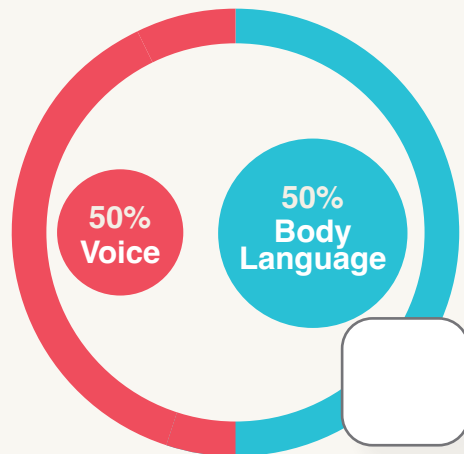
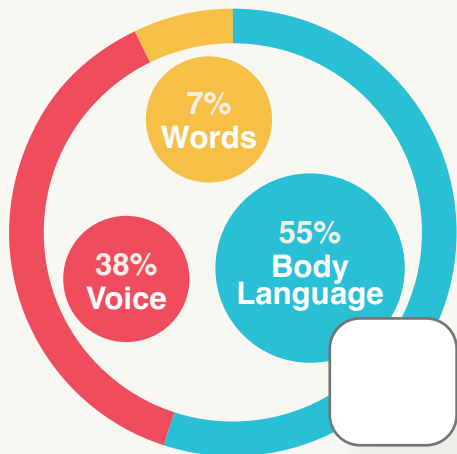






2

Please Tick the Diagram you think is right!



At Work Our Communication Must Be

A

Accurate

information we share must be the correct

B

Brief

we must keep the information short

C

Clear

the information must be clear and easy to understand

What is important to remember when we are speaking to someone?

- _____
- _____
- _____
- _____
- _____

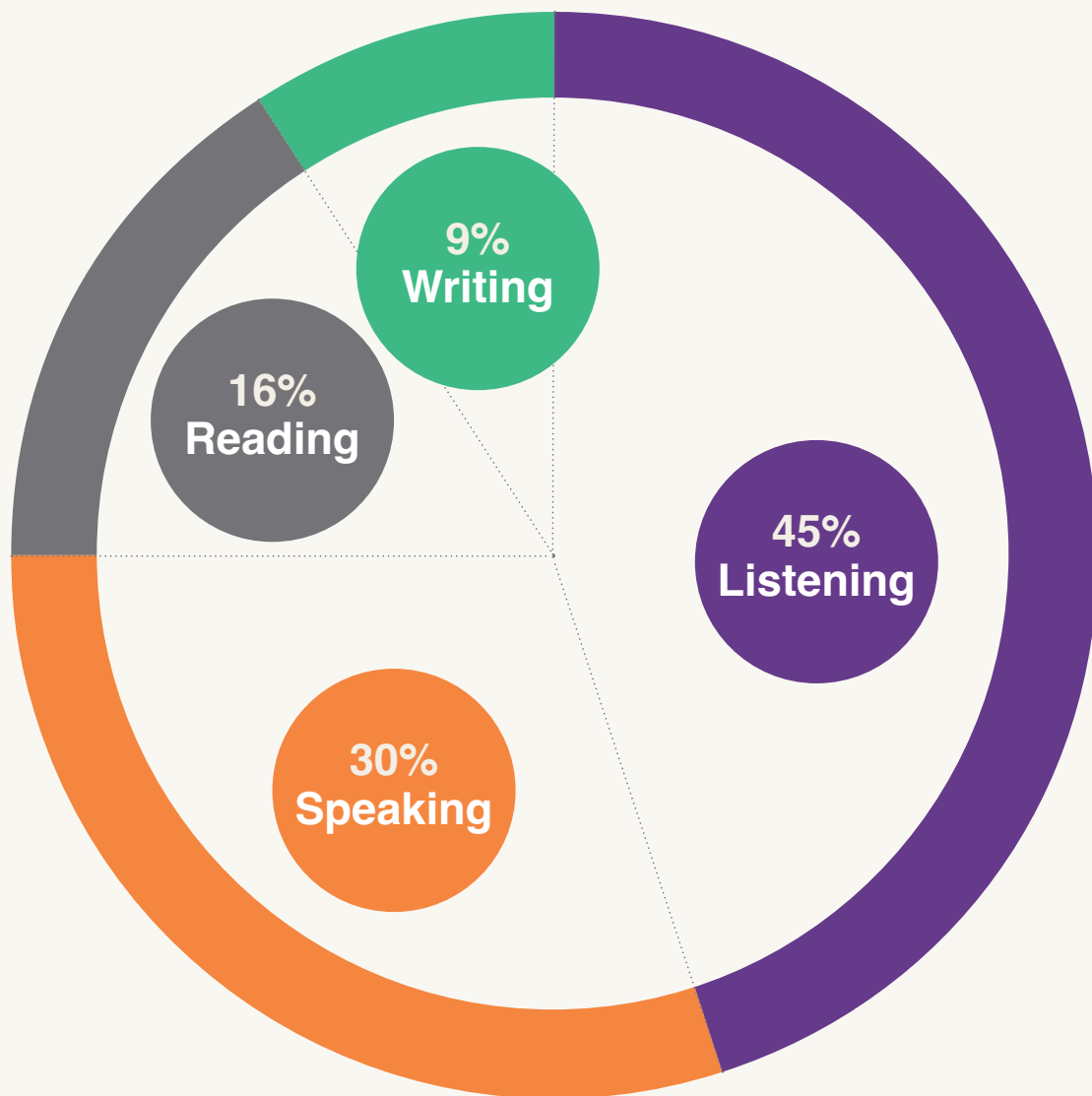
2

Let's practice the ABC of good Communication



The Facts About Our Communication

We are given two Ears and only one Mouth for a good reason – so that we can listen twice as much as we speak!



2

Listening is an essential part of Communication

List the reasons you think Good Listening Skills are important:

- _____
- _____
- _____
- _____
- _____

A Good Listener will:

Have good eye contact with the person speaking.	Let the person speaking make their point and finish what they have to say.	Show they are listening.
Concentrate on key words.	Might take some notes.	Ask questions to be clear about what has been said or what they are asked to do.

Working in pairs we will now practice Good Listening Skills

Your Tutor will guide you. One of you will be giving an instruction about a task to be done and the other person will be listening. You will have time to practice before you demonstrate for your group.

We will use the checklist below to rate the Communication and Listening Skills in each Role-play.

The Person Speaking

	1	2	3	4
Used good eye contact				
Used a clear tone of voice				
Spoke so they can be heard				
Used good facial expressions				
Had the correct information				
Kept it brief				
Used clear information				

2

We will use the checklist below to rate the Communication and Listening Skills in each Role-play.

The Person Listening				
	1	2	3	4
Good eye contact				
Didn't interrupt				
Showed they were listening				
Concentrated on key words				
Took notes (If needed)				
Asked questions, to be clear				

2

Workplace Communication Role-play Scenarios



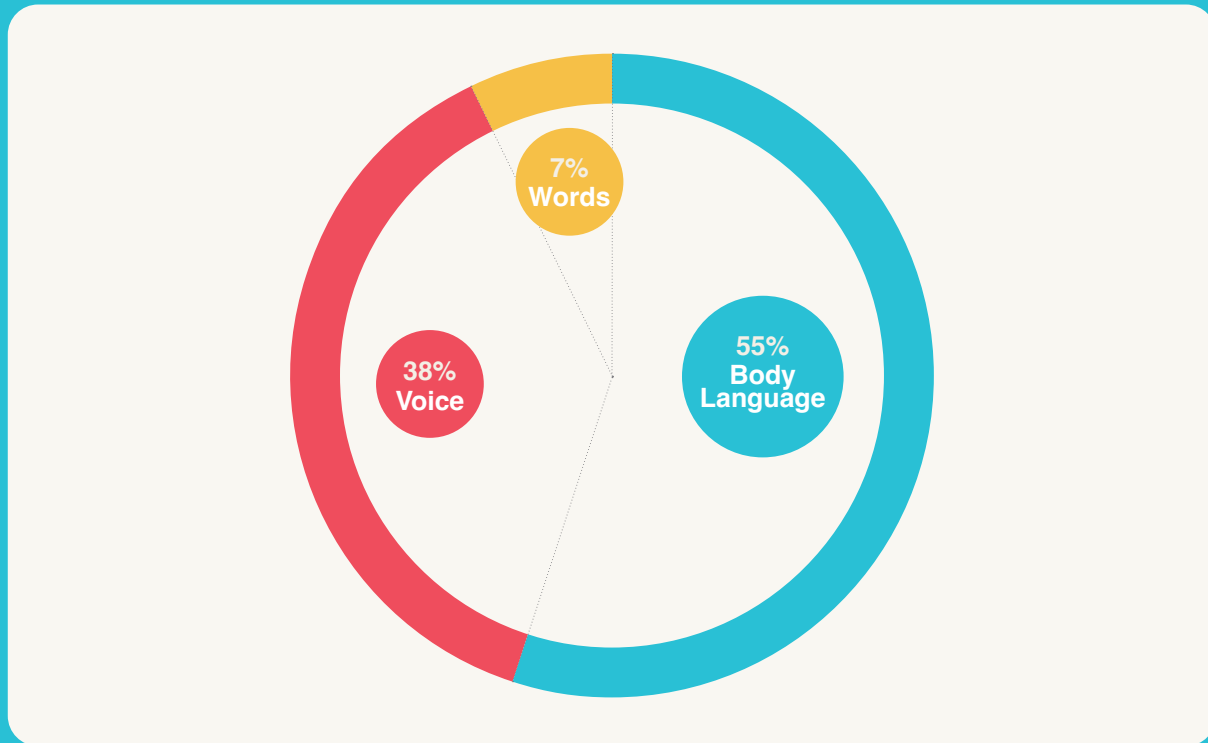
Working in small groups we will now practice Good Communication Skills

Your Tutor will give each small group a Role-play Situation from your Workplace, to help practice your communication skills. You can take turns playing each role.

At the end of today’s session make some notes for the next session that will help you to remember important things from today.

Unit Summary

How We Communicate: Give, Receive and Share Information



Verbal Communication – Speaking

Prepare, Speak Clearly, Make Sure Your Voice Can Be Heard, Use the Correct Words and Sentences and the Right Tone of Voice.

When Speaking always think of your:

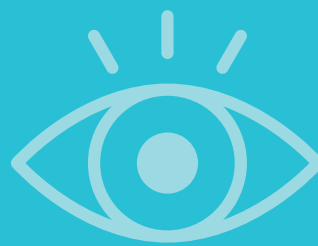
1. **Tone of voice**
2. **Correct Breathing**
3. **Clarity of your Words**
4. **Speed of your speech**
5. **Taking appropriate breaks**



Unit Summary

Non Verbal Communication

Writing, Listening, Behaving, Eye Contact, Facial Expressions, Gestures, Stance and Posture and Positive Body Language.

**A****Accurate**

information we share must be the correct

B**Brief**

we must keep the information short

C**Clear**

the information must be clear and easy to understand

If You Are Not Clear About The Instructions You Are Given

Always ask questions to make sure you are clear about the task or job you have been asked to do.



2

How did you feel about the Communication Skills Unit?



What did you like about this Unit?



What did you not like about this Unit?



2

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?

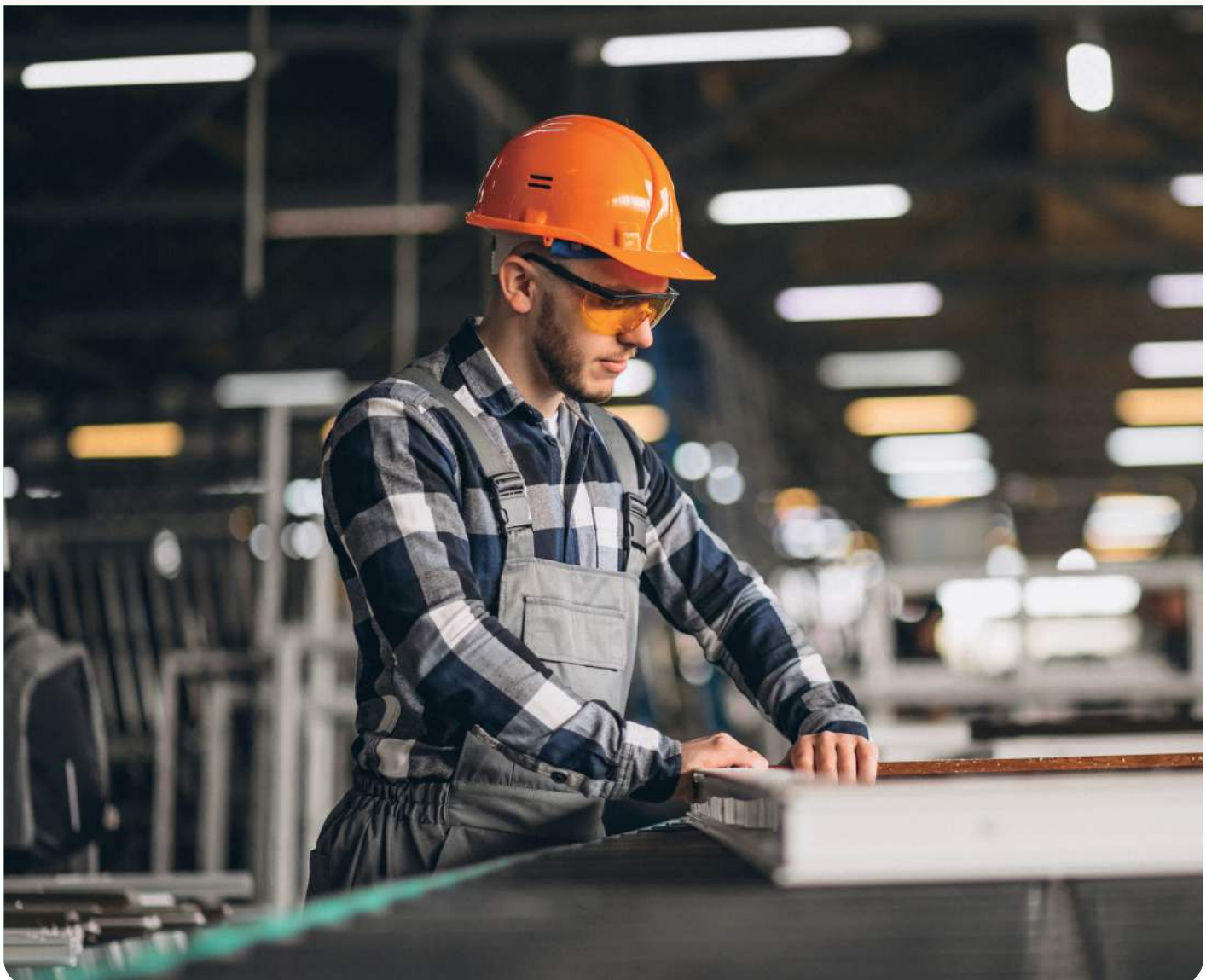


unit 3

Health and Safety at Work

On completion of the Health and Safety at Work unit you will be able to:

- Identify and demonstrate an understanding of good Health and Safety practices at Work.
- Demonstrate good back care techniques.
- Identify risks and hazards in your workplace.

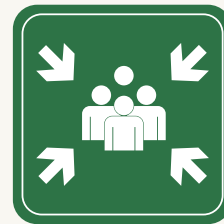


unit 3

Health and Safety at Work

Why is Health and Safety at Work important?

3



Work Place Health and Safety Law

We all have Responsibilities for Health and Safety at Work



3

1 Employee

People who work in a company

- You must not do anything to put yourself or others at risk at work
- Follow Health and Safety Procedures
- Use safety equipment and protective clothing
- Take part in Health and Safety Training. (Manual Handling, fire safety etc.)

2 Employer

People who own and manage the company

- Communicate with employees
- Follow the Health and Safety laws
- Protect employees from risks to their health
- Have a Safety Statement
- Have a Safety Officer
- Provide Health and Safety training

If an Employer breaks Health and Safety Law, they face Penalties

Make a list of things you can do to keep safe at work and keep others safe too.



- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

Group Discussion

What is an Accident?

An Accident is an unplanned event that can cause harm or injury to a person or damage property.

Did you or someone you know ever have an accident at work?

Tell us a little about what happened

- How did it happen?
- Could the accident have been prevented?
- Have any changes been made since the accident to stop it happening again?



List some of the hazards that might cause an accident when you are working in retail, in a shop or supermarket or other retail outlet.



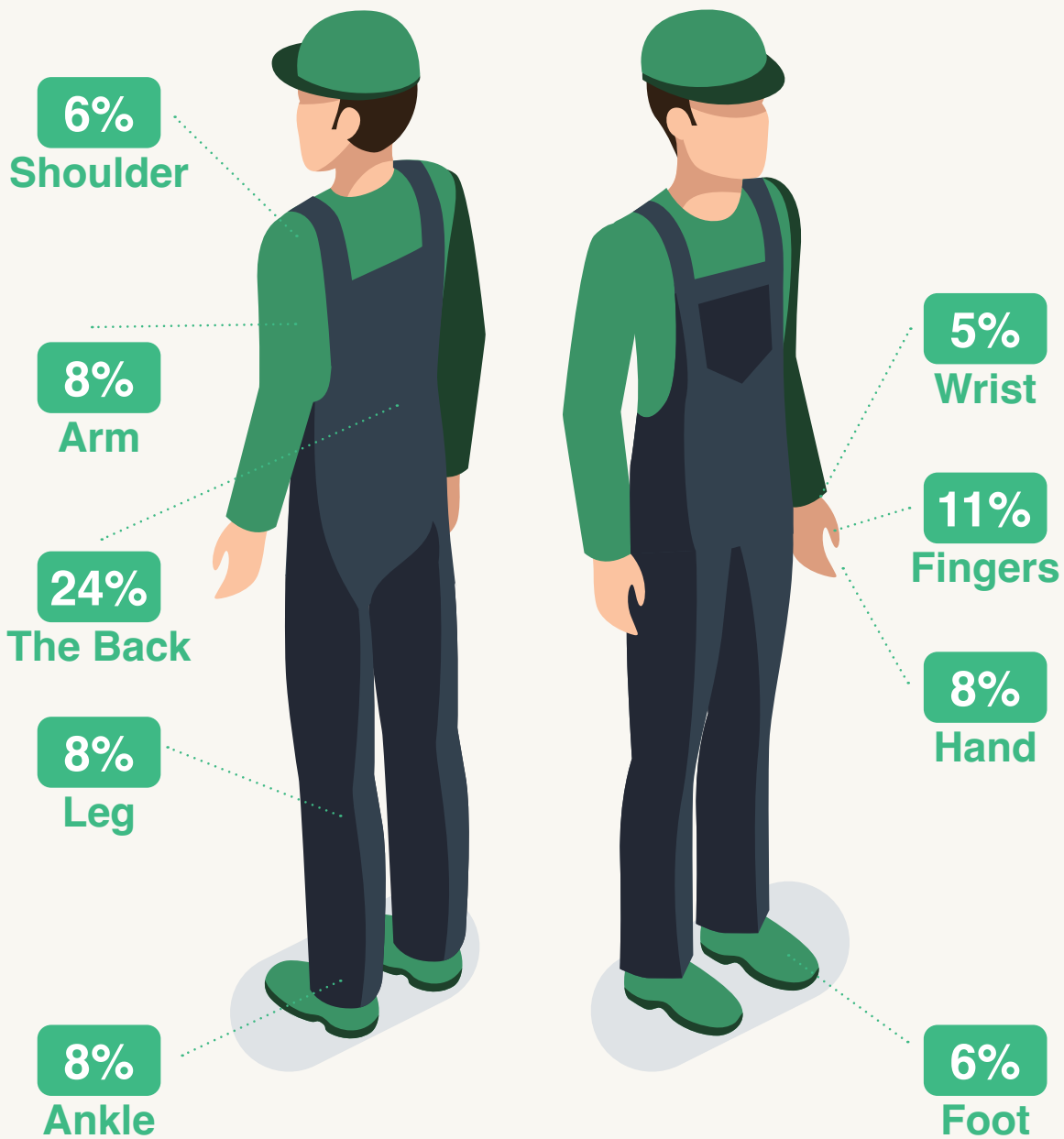
For Example

- 1. A staff member leaving stock or goods on the floor, where another staff member or customer might fall over them.
- 2.
- 3.
- 4.

What are the effects of accidents at work?

Most Work place injuries are from:

1. Accidents in Manual Handling
2. Trips, slips and falls



3

Other areas of the body were less at a total of **16%**

Group Activity:

Working in pairs: See if you can identify what each sign means. Write your answer in the space beside each one.











Design a Health and Safety Poster for the area you work in or would like to work in.

Some Examples



You choose how you would like to work:

- On your own
- With another student
- In a small group

Some Tips

- Use a search engine like 'Google' to gather some ideas
- Do a tour of the building you are in to see the Health and Safety signs that are there already
- You can print or use different colour paper to produce your poster
- Use 'Canva', to create and personalise your Health and Safety Poster
- Ask the Tutor for some support if you need it

Some important words used in Health and Safety in the workplace.

- 1. **A Hazard** is something that can cause harm.
- 2. **A Risk** is a potential danger.
- 3. **Control** is when we put steps in place to remove or lower the risk.
- 4. **Identify** is when we see or recognise a hazard or risk.
- 5. **Assess** is when we examine carefully, what in the workplace could cause harm or damage.

Write a sentence using one of the following words:

Accident | Hazard | Risk | Identify

Complete the following sentences by putting the right word in the right place!

Accident | Hazard | Risk | Safety Officer

1. An _____ is an unplanned event that can cause harm or injury to a person or damage property.
2. Lifting something heavy is a _____ because you could hurt your back.
3. Unattended spillages are a _____ as people can slip, fall or trip.
4. A _____ _____ is someone who is responsible for ensuring and promoting a safe working environment in an organisation.

What can I do to protect myself from Injury at work?

Take care of your back and use Manual Handling guidelines.

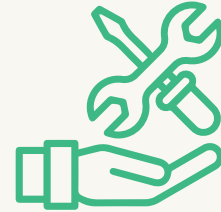
Before you lift you should think about and plan how you are going to lift:



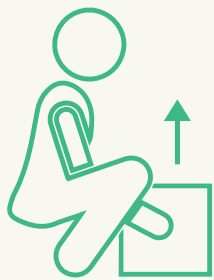
Lift only what you are able to lift safely.



Get help if you need it.



Use available equipment if needed.



Bend your hips and knees so that your legs, not your back, do the work.



Keep a firm grip on the load.



Keep the load close to your body.



When turning, move your feet instead of twisting your body.

Let's practice

3

When you are starting in your workplace you will attend Manual Handling Training.

What is Manual Handling?

Transporting or moving a load by hand.

The 5 P's of Manual Handling



3

Let's Practice good manual handling skills and look after our backs!



Fire Safety at work



When you hear the alarm ringing



Go to the closest exit



Go to the fire assembly point

**Write the steps
of your fire
Safety Plan.**



1. _____

2. _____

3. _____

4. _____

Fire Safety

Putting the steps to work – Live Fire Drill.

Please make a list of the steps you took once you heard the fire alarm sound:

a) _____

b) _____

c) _____

Is there anything you would do differently the next time the fire alarm rings?

a) _____

b) _____

c) _____

Workplace Health and Safety Law

Q. How can you make a difference to the Health and Safety of your workplace?

Know what to do

Be confident about your responsibilities and if you are not sure ask a staff member or the Safety Officer.

Know how to do it

Attend Health and Safety Training and if you need more training ask for it.

Look out for yourself

1. Wear your personal protective equipment (PPE) and clothing if your job needs it.
2. Use safety equipment properly and as shown
3. Know the guidelines for back care and the rules for Manual Handling.

Look out for others

Do not take any chances, report something if it doesn't seem right to you.

Make sure to bring hazards or accidents to another staff member's attention.

Work with health and safety in mind.

3

Health and Safety Unit Recap and Quiz



Session 1: Employer and Employee responsibilities in the Workplace.



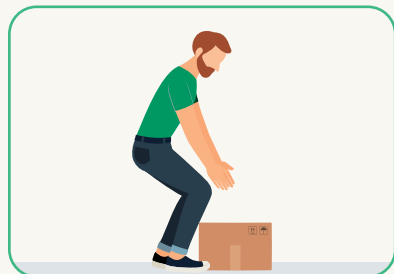
Session 2: Accidents.



Session 3: Health and Safety Signs.



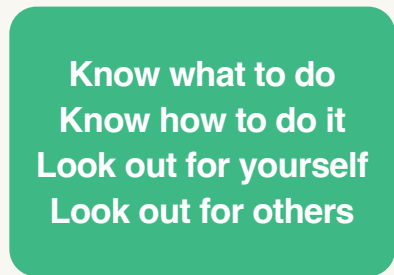
Session 4: Health and Safety Terms and Words.



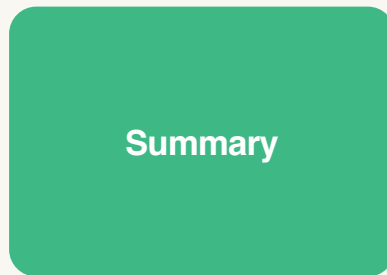
Session 5: Back care and Introduction to Manual Handling.



Session 6: Fire Safety.



Session 7: Making a Difference in Health and Safety in the Workplace.



Session 8: Health and Safety Unit Recap and Quiz.

3

Health and Safety Unit Quiz



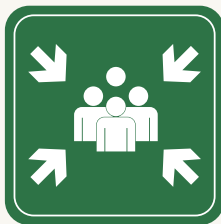
1. Why is Health and Safety at Work important?

- So the company can make more money
- So the Safety Officer keeps their job
- To protect everyone in the workplace

2. One of the main causes of accidents at work is:

- A fall
- A Slip
- Falling into the freezer

3. Which of the following signs means no smoking?



4. How would you describe what a Hazard is?

5. What are the 5 P's of Manual Handling?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6. What is the first thing you should do when the Fire Alarm rings?

- Run
- Get your coat and your belongings together
- Leave the building through the nearest exit

7. What area of the body had the highest percentage of injuries, in workplace accidents?

- The Hand
- The Back
- The Neck

8. Fill in the missing words with a word from the box.

Accident | Hazards | Officer | Everyone

Health and Safety at work is the responsibility of _____ in the workplace. Every company should have a person responsible for communications called a Health and Safety _____.

It is important that we all play our part by being aware of any _____ and risks that we may notice in the workplace.

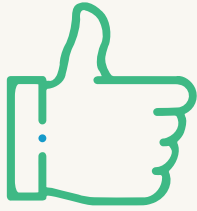


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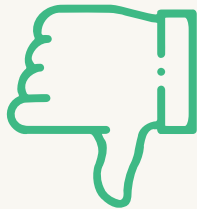
How did you feel about the Health and Safety at Work Unit?



What did you like about this Unit?



What did you not like about this Unit?



3

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 4

Hygiene Standards

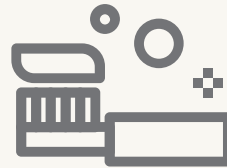
On completion of the Hygiene Standards unit you will be able to:

- Identify and practice good personal hygiene and presentation.
- Complete a cleaning checklist for the Retail workplace.
- Complete a list of cleaning equipment and agents needed for each task.
- Demonstrate your ability to complete each of the tasks on the checklist.
- Understand and apply good Food Safety practice.



What is Good Personal Hygiene?

The behaviours that must be practised in daily life, starting from morning to sleep time, to protect our health.



How do you have good Personal Hygiene?

Make a list of things you should do.



1. Wash your Hands

Wet hands with clean water and apply soap.
 Rub your hands together, spreading soap to all areas.
 Scrub your hands for 20 seconds
 Rinse your hands with clean water
 Dry your hands with a paper towel or air dry



2. Shower

Clean your body of dirt and germs.



3. Hair Washing

Clean your hair as needed.



4. Clean your Teeth



5. Nail Care

Clean and trim your nails
Don't wear nail varnish at work if you are working with food
Make sure nail varnish is not chipped, if worn in non-food area
Don't bite your nails
Cleanliness



6. Clean Uniform and clothes

Wash your clothes
Make sure to iron your clothes or uniform
Always be well presented

4



7. Sneezing or Coughing

Cover your mouth when you cough or sneeze
This will stop you spreading germs to people around you



8. Sleep is important

Restful sleep is good for your well being
Try to get between 7 and 9 hours sleep a night

Have a personal Hygiene Routine!

Design your own Personal Hygiene Checklist!

Keeping Up Appearances!

- Visit the Hairdresser or Barber
- Practise good skin care
- Good nail care is essential
- Showering regularly
- Wearing deodorant
- Keeping fit and well
- Visit the Doctor, Dentist or Chiroprapist when needed



Guest Speaker - Questions and Notes

Q: What does basic Workplace Hygiene look like?

A: Workplace environments should be kept clean, safe and sanitised.

What are the key steps in cleaning?

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

Let's see the cleaning steps in Practice – Demonstration



Group Activity:

Working in Pairs and using 6 steps of cleaning the checklist, let's practice.

List the 6 steps of the Cleaning Checkout

Step 1 _____

Step 2 _____

Step 3 _____

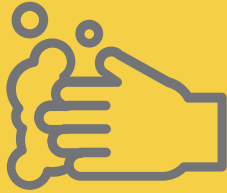
Step 4 _____

Step 5 _____

Step 6 _____

5 key Food Hygiene standards

1 - Good Personal Hygiene



- Do not handle food when feeling unwell
- Wash hands thoroughly after using the toilet, before preparing food and after coughing or sneezing
- Wear gloves or use utensils to handle cooked food or ready to eat food
- Wear the appropriate uniform or protective clothing for example: Hairnet, hat, apron, using oven glove, safety shoes etc.

2 - Safe Food



- Get food supplies from approved sources
- Make sure food used are in date
- Store foods correctly and at the right temperature

3 - Safe Food Handling



- Store food in clean and covered food grade containers
- Store cooked or ready to eat food above raw food
- Use separate chopping boards and utensils to handle raw and cooked or ready to eat food

5 key food hygiene standards

4 - Correct Temperature



- Defrost food safely in a fridge or chiller
- Cook food thoroughly
- Keep hot food hot (above 60 degrees) and cold food cold (below 5 degrees)

5 - Clean Premises



- Keep food preparation surfaces and equipment clean
- Practise proper housekeeping and follow a cleaning checklist
- Carry out pest prevention measures

4



Group Activity: Pop Up Sandwich Shop

What's our Plan?

- 1- Work in pairs
- 2- Select your Sandwich Menu 1, 2, 3, or 4.

First: List the ingredients and where we should find them

Next: Prepare the work area and utensils needed

Then: Check the 5 Hygiene Standards checklist

Finally: Let's make our Sandwiches!

Notes and Things to remember:

4



Information on Food Hygiene Standards in Ireland

Q: What is the role of the Food Safety Authority of Ireland?

- To protect customers and to keep high standards of safe food.
- To support employers and employees with training.

**4**

Q: What is HACCP?

- It is a food safety management system; we use this system in Ireland.
- It helps us identify what could go wrong in a food system and plan how to prevent or stop it.



Hazard = Danger

Analysis = Evaluation/inspection

Critical = Very important

Control = Standard

Points = Cooking, cooling, reheating or holding food

Design your own Workplace Cleaning Checklist!

Field Trip

Let's see Food Hygiene and HACCP in action.

What are we looking for?



Date

Day

Location

Notes and Things to remember:

Field trip picture quiz

1. How did we travel to the store?



2. What time did we leave?



4

3. What type of Food Business did we visit?



4. Tick the box if this is an example of good Personal Hygiene that you saw or observed.



5. Tick the box if this is an example of good General Hygiene practises that you saw or observed



6. Where did we have our tea break?

7. How would you rate the Hygiene Standards in this location, was it Good, Okay or Poor?



What time did we return to the Training Centre?



Unit Summary



The 6 Key Steps of Cleaning

1. **Pre clean** – taking away any dirt from the area.
2. **Main clean** – cleaning the area with hot water with detergent.
3. **Rinse** – using water to rinse the area.
4. **Disinfection and Sanitise** – using a sanitiser to kill germs.
5. **Final Rinse** – using water to rinse the area.
6. **Drying**- the area thoroughly.

The 5 Key Food Hygiene Standards

1. **Good Personal Hygiene**
2. **Safe Food**
3. **Safe Handling**
4. **Correct Temperature**
5. **Clean Premises**

HACCP



Hazard = Danger

Analysis = Evaluation/inspection

Critical = Very important

Control = Standard

Points = Cooking, cooling, reheating or holding food

HACCP - Identifying what could go wrong in a food system and planning how to prevent or stop it

Notes:

4



How did you feel about the Hygiene Standards Unit?



What did you like about this Unit?



What did you not like about this Unit?



Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 5

Teamwork

On completion of the Teamwork unit you will be able to:

- Identify what makes a good team.
- Demonstrate good communication skills and a positive attitude, in teamwork.
- Understand and practice appropriate work place relationships.

5



Q: What is Teamwork?

A: Working in a group of two and more people to achieve a common goal.

List some examples of Teams you know:

- _____
- _____
- _____
- _____
- _____

What makes a good team?

- _____
- _____
- _____
- _____
- _____

Tips for Good Teamwork

Treat everyone with respect

Good communication

Take feedback and give constructive feedback

Treat everyone the way you would like to be treated

5



Celebrate each other's achievements

If something goes wrong talk about it and avoid conflict

Good time management

Acknowledge everyone's work

5

Group activity: Treasure Hunt



Preparation:

1. Who are the other people in my team?
2. What will we need to complete the Treasure Hunt?
3. What tasks need to be done?
4. Who will lead the team?
5. What steps will we take to get the Treasure Hunt done?
6. What will I need to do for the team?
7. Do we understand all of the instructions?
8. Do we have any questions?

Team Members:

Start Time:

Returned at:

Ready Steady Go! You have 30 minutes.



Treasure Hunt Tasks

1. Take a photo of your team in front of a room in the centre with a name starting with the letter C.

2. Find a staff member and interview them and find out:
 - a) The staff members name: _____
 - b) What area do they work in? _____
 - c) What is their job? _____
 - d) Where is their favourite place to go on holiday?

 - e) What is their favourite part of their job?

3. Bring back a piece of fruit starting with the letter B.

4. Take a photo of one of your team beside a machine that makes copies!

5. Pick a song, practice, so your team can sing 4 lines of it for the whole group, at the end of the treasure hunt!

6. Take a photo of your team with something green that grows!

7. Count how many rooms are in the building.

8. Take a photo of your team making their funniest faces!



Group Exercise: **Treasure Hunt Review**

1. Did we enjoy working together?



2. Was the Group Activity fun?

Yes

No

Why?

3. The best part for me was:

4. The part I least liked was:

5. What was the best thing about working as a team?

6. Were there any challenges to working as a team?

7. Things I learned and want to remember:

The Do's and Don'ts of Teamwork

Do

Be willing to work together



Know when to step up and when to back down



Make sure to treat everyone on the team as an equal



Don't

Take things personally



Underestimate a team member



Gossip, about the team members or the work of the team



5

Group Activity: **Let's Plan a Team Project**

1. What activity would we like to do as a team?

2. What is our goal?

3. List the things we need to do to achieve the team goal?

4. Who will do each task on behalf of the team?

5. What day and date will the goal be achieved?

6. My responsibility to the team?

Group Activity: Team Project



Team Project To Do List:

First: _____

Next: _____

Next: _____

Then: _____

Finally: _____

At Work we need to make sure we treat the people who work with us well and with respect.

Do we treat the people we work with in the same way as we treat our friends and family members?

5

What is different?

What is the same?

How would you meet and greet a person you work with?



What words would you use?

What would you do if a a person you work with was upset?

5

In the workplace we need to be aware of the Appropriate Behaviour

Is this the Right Place?

- Is my question private?
- Should I tell my story in front of lots of people?
- Do I want everyone to hear what I am saying?
- Should I speak with my boss privately?

Is this the Right Time?

- Is the other person busy?
- Is there a customer waiting for me?
- Is there a more important job I should be doing?
- Should I wait until my break time to tell this story?

Is this the Right Way?

- Who am I speaking to?
- Should I joke?
- Can I be loud?
- Do I need to be careful with my manners?

Unit Summary

Tips for Good Teamwork

- Treat everyone with respect.
- Good communications.
- Take feedback and give constructive feedback.
- Treat everyone the way you would like to be treated.
- Celebrate each other's achievements If something goes wrong talk about it and avoid conflict.
- Good time management.
- Acknowledge everyone's work.

My Favourite Thing about Teamwork

Appropriate Behaviour in the Workplace – three key things to think about:

Is this the Right Place? Is this the Right Time? Is this the Right Way?

Action Team Project



Notes:



5



How did you feel about the Teamwork Unit?



What did you like about this Unit?



What did you not like about this Unit?



Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



5

unit 6

Planning and Organisation Skills

On completion of the Planning and Organisation Skills unit you will be able to:

- Complete a checklist for daily tasks.
- Demonstrate effective communication in relation to each work task.
- Demonstrate appropriate time management skills.

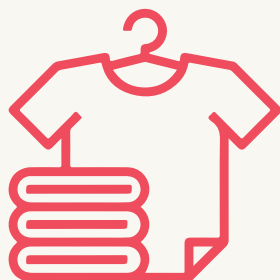
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Why are planning and organisation skills important?

A: Good planning and organisation skills are important because they:

- Help you to get things done in a more structured way.
- Help you to manage your time.
- Help you to manage your resources.
- Help you to reach your goal and get the job done.



Q: Do you know someone who is good at Planning and Organising?

Q: How do they show good Planning and Organising skills?

1. _____

2. _____

3. _____

Key Words in good Planning & Organising:

Tidy, Punctual, Attention to Detail, keep things simple, follow a routine, use a 'To Do List' or Checklist.

**Think about your plan for coming to training today.
What did you have to organise?**

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Did you plan your work?

Yes

No

**What would you change in your planning an organising
for the next day?**

- _____
- _____
- _____
- _____

Learner Activity

My Training Plan

*Stick
a small
picture of
yourself
here (3x4)*

My Course Name



Where I learn



Telephone number for my Training Centre

6

My Training Days

Mon

Tue

Wed

Thu

Fri

Sat

Sun

My Training Hours

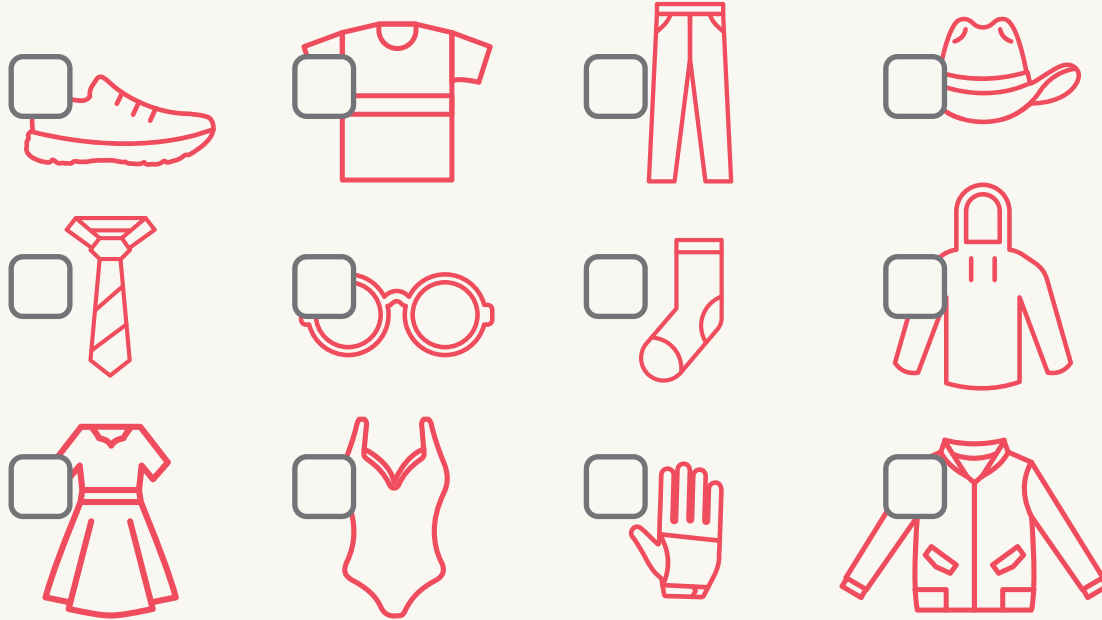
Start Time:

End Time:

Learner Activity

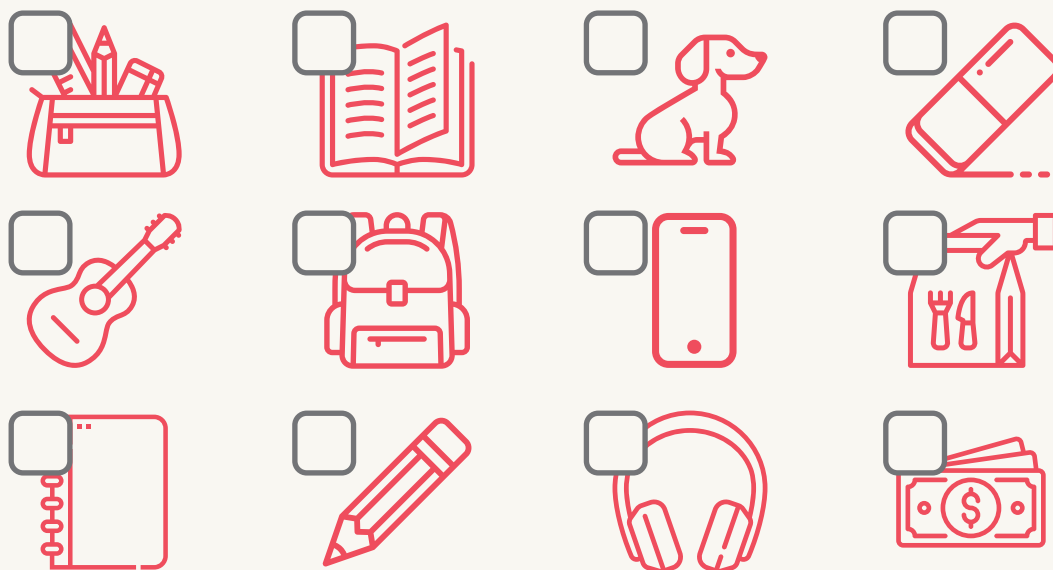
My Training Plan

What I need to wear for going to my class




6

Things I need to bring to the Training Centre with me




Learner Activity

My Training Plan

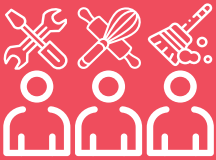


My Tutor is called



The names of some people that are in my group

- _____
- _____
- _____
- _____



The names of other people in the centre

- _____
- _____
- _____
- _____

Learner Activity

My Plan for getting to the Training Centre

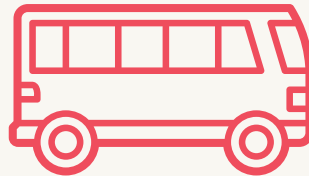
Getting to the Training Centre on time is important



Yes

No

How do I get to the Training Centre?



If I am delayed or late



Call the training centre


Call the tutor


Just arrive when I get there


6


Learner Activity


Q What will I do if problems arise?


 What do I do if I have a problem at the Training Centre?

 I wake up and I am not feeling well

 I think I might be late for my class

 I forgot to bring my mobile phone to the Training Centre

 I forgot to bring my money to the Training Centre

 I am unsure or don't understand something or some information

6

Group Activity: Planning and Organising a Field Trip

- Ideas about where you would like to go?

- How would we get there?

- What would we need for the trip?

- How much money would we need to bring?

- Where would we go for tea break or lunch on the day?

- How would we get back to the centre?

- What time would we return?

- How you would get home after coming back to the centre?

Working in pairs, each pair will be asked to share their ideas and the group will take a vote to choose the Field trip location. Two members of the group will be selected to do the planning and organising and to communicate with the group.

Your choice of field trip location _____

Your choice of 2 members of the team _____

You can use a diary to help with your Planning and Organising for life and work.

Q How would you use a diary?

Q What information might you write into it?

Learner Activity: Let's practice using your own diary.

1• What date is it today? _____

2• What day is it today? _____

3• What time did I get up at? _____

4• What time did I leave the house at? _____

5• What time did I arrive to my class? _____

6• Was I on time for my class? _____

7• What did I do in class today? _____

8• What did I enjoy most? _____

9• What did I not enjoy? _____

10• Think of a question I need to ask about something I didn't really understand

Time Management is a big part of Planning and Organising.

Q To save time in the mornings what could you prepare the night before?

- _____
- _____
- _____
- _____

Q To be on time for class, what do I need to think about?

- _____
- _____
- _____
- _____

Q What could I use to help me manage my time?

- _____
- _____
- _____
- _____

Learner Activity

Let's see how we spend our time by creating a time log, for a day. Your Tutor will show you a sample of a time log and how to fill it in before you start your own time log.

My Time Log for:

Time	Activity

6

Group Activity:

Let's create a **Plan** for our Field Trip

Steps

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Group Activity:

Let's create a **Checklist** for our Field Trip

- _____
- _____
- _____
- _____
- _____

Group Activity:

Let's record the plan and the checklist for our Field Trip in our Diaries

Group Activity 1: Field Trip Plan Presentation



Notes:

Group Activity 2: Field Trip Checklist Presentation



Notes:

Unit Summary

Good Planning and Organisation skills are important because they:

- Help you to get things done in a more structured way.
- Help you to manage your time.
- Help you to manage your resources.
- Help you to reach your goal, get the job done.



A person who is good at Planning and Organising is someone who:

- Is Tidy
- Is Punctual
- Shows attention to detail
- Keeps things simple
- Follows a routine
- Uses a to do List or a checklist



Using a diary can help with our organising and planning for Work and Everyday Life.

Group Activity: **Field Trip**



6

Field trip picture quiz

1. What transport did we use on our Field Trip?



2. What time did we leave?



6

3. What was our first place to visit?



4. Tick the box that shows how you liked this visit.



5. What was the name of the place we had lunch in?

6. Where did we go after lunch?



7. What was your favourite part of the day?

8. Do you think the Plan and the Checklist were helpful?

Yes

No

A Little

Could have been better

Field Trip picture quiz

9. What would you change in the plan or the checklist for the next time?

10. My favourite part of the Field Trip was...

6





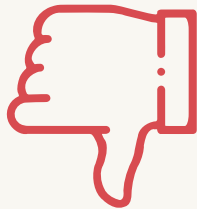
How did you feel about the Planning and Organisation Skills Unit?



What did you like about this Unit?



What did you not like about this Unit?



6

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 7

Working in Retail

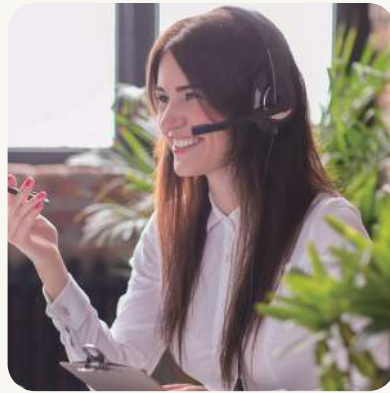
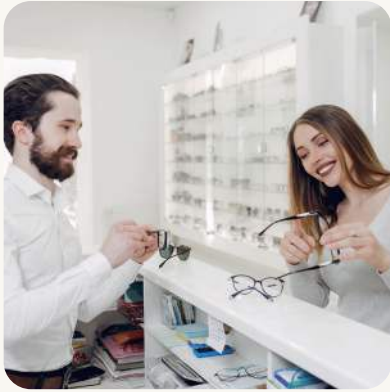
On completion of the Working in Retail unit you will be able to:

- Demonstrate and practice Numerical & Money Skills.
- Understand and demonstrate good Merchandising Skills.
- Demonstrate good work area maintenance.
- Understand and demonstrate good Bag Packing Skills.



Introduction

Working in a Retail Business means interacting with people to provide excellent Customer Service and information about products and services.



7

There are many different types of Retailers.

Make a list of the Retailers you know or use:

- _____
- _____
- _____
- _____



A person working in a Retail Business is called a

Group Activity:




Working in pairs make a list of the jobs you think a Retail Sales Assistant would do.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Group Activity




In Units 1 – 6 we looked at Working in Retail, the Core Skills a person would need. Let's work in pairs to recap what we learned.

Unit 1: Customer Service




- _____
- _____
- _____
- _____

Unit 2: Communication Skills for Work

- _____
- _____
- _____
- _____

Unit 3: Health and Safety at Work

- _____
- _____
- _____
- _____

7

Unit 4: Hygiene Standards



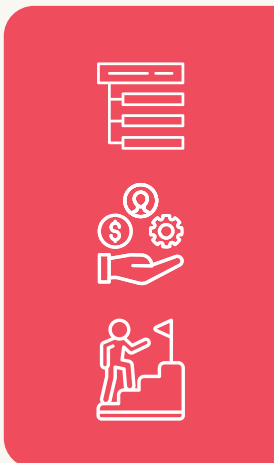
- _____
- _____
- _____
- _____

Unit 5: Teamwork



- _____
- _____
- _____
- _____

Unit 6: Planning and Organisation Skills for Work



- _____
- _____
- _____
- _____

Unit 7: Working in Retail

- _____
- _____
- _____
- _____

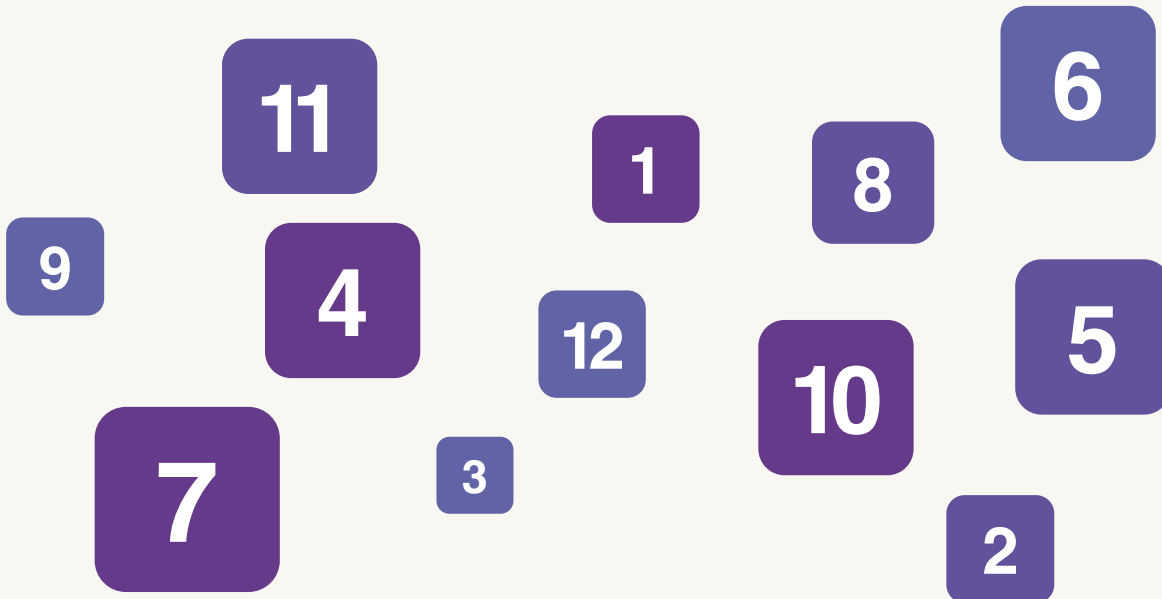
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Numeracy Skills for Work

Understanding numbers and counting are important skills to have as a Sales Assistant.

You may have to count the products you sell or help a customer to select a number of products.



Learner Activity

Write the word for each number in the box:





Learner Activity:

Match the number to the correct set of products.

5 ○

2 ○

6 ○

4 ○

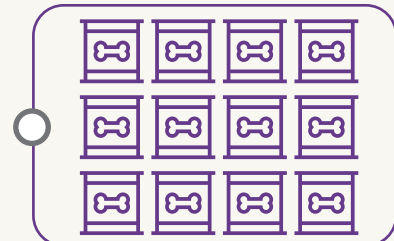
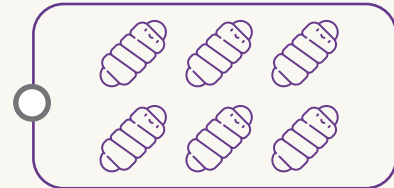
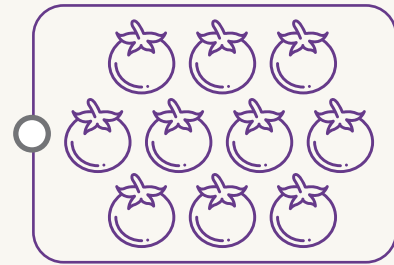
12 ○

1 ○

7 ○

10 ○

3 ○



Group Activity: Role-play

Work in Pairs, one person as the customer and one person as the Sales Assistant. When you have completed all the Role-plays below Swap roles, from being the Customer to being the Sales Assistant and repeat the Role-plays.

Role-play 1:



The Customer asks the Sales Assistant for **6 Bananas**.
The Sales Assistant selects 6 Bananas and gives them to the customer.

Role-play 2:



The Customer asks the Sales Assistant for **4 bread rolls**.
The Sales Assistant selects 4 Bread rolls and puts them in a bag for the customer.

Role-play 3:



The Customer asks the Sales Assistant for **10 cans of Dog Food**.
The Sales Assistant selects 10 cans of Dog Food and puts them in a box for the customer.

Role-play 4:



The Customer asks the Sales Assistant for **5 Tomatoes**.
The Sales Assistant selects 5 Tomatoes and puts them in a bag for the customer.

Role-play 5:



The Customer asks the Sales Assistant for **12 bars of Chocolate**.
The Sales Assistant selects 12 bars of Chocolate and puts them in a bag for the customer.

Role-play 6:



The Customer asks the Sales Assistant for **4 Bananas, 2 Bread Rolls and 6 Bars of Chocolate**.
The Sales Assistant selects 4 Bananas, 2 Bread rolls and 6 Bars of Chocolate and puts them in a bag for the customer.

Money Skills for Work

There are six Euro notes used in Ireland.

€5



€10



€20



€50



€100



€500



There are eight Euro coins used in Ireland.



Group Activity: Role-play

Work in Pairs, one person as the customer and one person as the Sales Assistant. When you have completed all the Role-plays below Swap roles, from being the Customer to being the Sales Assistant and repeat the Role-plays.

Role-play 1:



The customer's bill comes to €5 and 60 cent and they give the Sales Assistant €10 to pay.

The Sales Assistant counts back the change to the Customer. (The difference between €5 and 60 cent and €10).
What notes and coins are needed?

Role-play 2:



The Customer's bill comes to €3 euro and 20 cent and they give the Sales Assistant €5 to pay.

The Sales Assistant counts back the change to the Customer. (The difference between €3 and 20 cent and €5).
What notes and coins are needed?

Role-play 3:



The Customer's bill comes to €12 and they give the Sales Assistant €20 to pay.

The Sales Assistant counts back the change to the Customer. (The difference between €12 and €20).
What notes and coins are needed?

Role-play 4:



The Customer's bill comes to €36 and they give the Sales Assistant €50 to pay.

The Sales Assistant counts back the change to the Customer. (The difference between €36 and €50).
What notes and coins are needed?

Group Activity: Role-play

Role-play 5:



The Customer's bill comes to €8 and 20 cent and they give the Sales Assistant €9 to pay.

The Sales Assistant counts back the change to the Customer. (The difference between €8 and 20 cent and €9).
What notes and coins are needed?

Role-play 6:



The Customer's bill comes to €17 and they give the Sales Assistant €20 to pay.

The Sales Assistant counts back the change to the Customer. (The difference between €17 and €20).
What notes and coins are needed?

Note:

Customers may pay by card also and learning about this payment process would be part of your 'On the Job Training', if you are working at the checkout area.



Working in Retail: On the Shop Floor Area

A Product – is an Item or goods offered for sale

Fill in the missing Words.



- 1• Food product in a supermarket _____
- 2• An Item of Clothing in a ladies or men's store _____
- 3• A product from a Newsagent _____
- 4• An item from a Garden Centre _____
- 5• An item from a Sports Shop _____

Stock – products or goods that are ready for sale



Stock Rotation – First In, First Out System for Stock Control.

This is when new stock is put to the back of the shelf or display and older stock is put to the front.

This means we reduce waste and ensure that all goods are in date.

Stock Taking

This is when a Retail Business counts and checks all products and goods to make sure its records are correct.

Stock taking is normally done four times a year. Staff would work later to count and record all stock.

Merchandising

The four key things about Merchandising are:

1. The **Product**

- Ensuring the shelving area is clean.
- Placing the product on the shelves carefully and in order.

2. How we **Present** it

- Ensuring the product is the correct price.
- Checking that the label for the product is correct. A product label, has the name and price of the product on it.

3. **Pricing** the product

4. How we **Promote** it

- Sometimes products or goods are displayed in a special place in the store.
- Sometimes products or goods are given a special price to help promote them.
- Sometimes products or goods are sold in a twin pack or as a special deal to promote them. An example of a special deal might be 'Buy 3 and pay for 2'.

Note:

If you are working on the Shop floor area you will get 'On the Job Training' to support you in your role.

The Retail Quiz



1. What are the four P's of Merchandising?

- Price Present Promote Paint Product

2. What is Stock Taking?



3. When we are putting stock on the shelves, what stock goes to the back of the shelf?

- a) New Stock b) The Stock that is already on the shelf

4. Match the product to the Retail Store you think sells it.



Supermarket

News agency

Fruit and Vegetable shop

Garden Centre

Sports Shop

Bakery

Working in Retail: Bag Packing

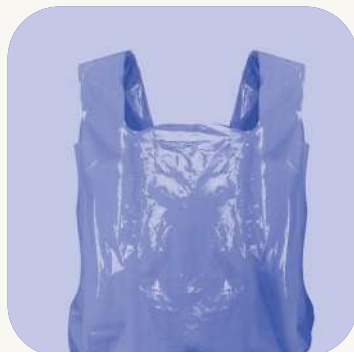
1. As part of good Customer Service many Retail Stores offer **Bag Packing** at their Checkout area.

Many Customers bring their own bags to the store but some customers may buy a bag when they are paying for their goods.

When **Bag Packing** the Customer's shopping we must consider:

1. The different types of food the Customer has bought.
2. What products can be packed together.
3. What products need special care.
4. The Customers choices.

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Working in Retail: Bag Packing

Group Activity

Working in Pairs, pick products from the shopping list and place them in the Bag you think they belong in.

-  Sausages
-  Tomatoes
-  Frozen Pizza
-  Small bag of Potatoes
-  A fresh whole Chicken
-  A bunch of Bananas
-  A block of Cheddar cheese
-  A packet of cooked ham
-  A tin of peas
-  Meat from the Butchery counter
-  2 litres of milk
-  A box of fire lighters
-  Washing up liquid
-  Dishwasher tablets
-  Packet of Toilet rolls
-  A carton of Fresh Orange juice
-  Fresh Broccoli
-  4 yogurts
-  Butter
-  Large sliced pan
-  A bunch of carrots
-  4 apples
-  6 eggs

Bag 1

Bag 2

Bag 3

Bag 4

Working in Retail: Bag Packing

Guidelines:

- Fresh meat products together, in a cooler bag

An example: _____

- Cooked and ready to eat fresh food together

An example: _____

- Fresh vegetables and fruit together

An example: _____

- Soft and delicate products together

An example: _____

- Cleaning and hygiene products together

An example: _____

- Products that need their own bag

An example: _____



Group Activity

Planning a Visit to a Retail Business - Supermarket

Field trip focus



- **Tour of the layout of the Store**
- **Demonstration of Merchandising**
 1. Stocking the Shelves
 2. Stock Rotation
 3. Stock Taking
 4. Stock Displaying
- **Demonstration of Bag Packing**

Field Trip Checklist:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Field trip focus



Customer Service



Good Communications



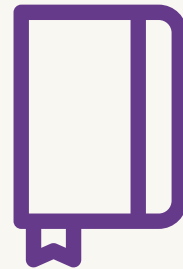
Health & Safety
in the Workplace



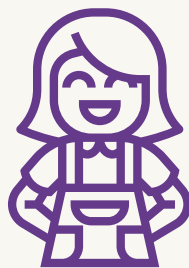
Hygiene Standards



Teamwork



Planning and
Organising



Working in Retail Skills

Field Trip

Date

Location

Time

Duration

My experience

What I liked:

What I learned:

Something I want to share:

Field Trip picture quiz

1. What transport did we use on our Field Trip?



2. When you entered the store did you feel welcome?

Yes

No

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3. Why?



4. What type of Retail Store did we visit?



6. What was in the first food area in the Supermarket?



What was the name of the person who met us for the tour?

Martin

Tina

Shane

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When you checked the pricing labels, were they correct?

Yes

No

What time did we return to the Training Centre?



Group Activity

Working in pairs or small groups draw a map of the layout of the supermarket that we visited.

Starting at the entrance and putting each food area, shop floor area and checkout area on the map.

Group Activity

We are going to practice all of the new skills we have learned in this Module, **Working in Retail**.

Each Role-play will include examples of:

Unit 1: Customer Service

Unit 5: Teamwork

Unit 2: Communications

Unit 6: Planning and Organisation Skills

Unit 3: Health and Safety

Unit 7: Working in Retail

Unit 4: Hygiene Standards

Role-play 1

Role-play 2

Role-play 3

Role-play 4

Role-play 5

Role-play 6

Guest Speaker



Working in Retail, sharing the experience

Group discussion:

1. What do we want to know about Working in Retail?
2. Prepare and suggest questions for our guest speaker.
3. Agree a list of questions with the group.
4. Agree who will ask each question.

Note

Guest Speaker's Name:

Job Title:

Location of their Store:

My Questions:

1•

2•

3•

What I liked

What I learned

Your questions answered

Q. 1. If I am unsure about something in work, what should I do?

A. Always ask another member of staff or your supervisor if you are unsure about something or need some advice on a work matter.

Q. 2. There is a lot to do with this job. How will I know how to do everything?

A. When you start work you will do some 'On The Job Training'. This will help you get to know more about the tasks you have to do. You will also be able to ask as many questions as you need to!

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Q. 3. What age must a person be to be able to buy Alcohol?

A. In Ireland a person must be 18 years or older to buy Alcohol. This is the law.

Q. 4. What age must a person be to be able to buy Cigarettes or Tobacco?

A. In Ireland a person must be 18 years or older to buy Cigarettes or Tobacco. This is the law.

Q. 5. What age must a person be to be able to buy lottery tickets?

A. In Ireland a person must be 18 years or older to buy lottery tickets. This is the law.

Group Activity

Unit Summaries' discussion and viewing of recorded Role-plays

Note

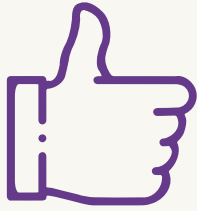
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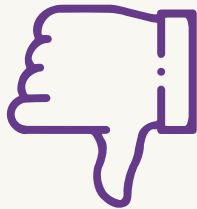
How did you feel about the Working in Retail Unit?



What did you like about this Unit?



What did you not like about this Unit?



Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



Job seeking guidance: Guest speaker

What I liked

What I learned

Job Seeking Action Plan:

- ---
- ---
- ---
- ---
- ---
- ---

Module Review

Unit 1: Customer Service



Unit 2: Communication Skills for Work



Unit 3: Health and Safety at Work



Unit 4: Hygiene Standards



Unit 5: Teamwork



Unit 6: Planning and Organisation Skills for Work



Unit 7: Working in Retail



Group Activity

Working in small groups or pairs, prepare a small presentation or poster on the content of one of the 'Working in Retail' Units. Each small group or pair will share their experience with the group.

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Module Completion Date:

Tutor Signature:



An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education,
Research, Innovation and Science



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