

22. Business, Management and Administration Cluster - Retail Careers (4 hours)

Purpose/Abstract: To introduce students to careers in the retail industry.			
NCCCS Adult Education Standards: R.3.2.3, W.5.2.1, M.4.2.1			
<p>Learning Objective: <i>By the end of the session, students will be able to:</i></p> <ul style="list-style-type: none"> ● Describe their own experiences in retail environments as customers and draw connections to employment in retail ● Explain important skills needed in retail careers ● Analyze charts and graphs to determine the information 			
Soft Skills	professionalism, enthusiasm & attitude	Resources	<p>Skills to Pay the Bills (STPTB) (for instructor reference to define each soft skill category) 41-2031.00 - Retail Salespersons</p> <p>Math:</p> <p>Getting to School Bar Graph Eat Healthy Bar Graph Interpreting Word Graphs - Word Problems</p> <p>Linking Ideas with Transition Words Writing Linking Ideas - Information Text (only page 1)</p> <p>Stocking Products & Rotation</p> <p>NC Career Clusters Guide(for instructor reference)</p> <p>Handouts: Jessica’s Adventure at a Retail Store - 1 for each student Role Play Scenarios - 1 for each group</p>
<p>Additional Materials</p> <ul style="list-style-type: none"> ● Jessica’s Adventure at a Retail Store , one for each student (print scaffolded version as required) ● Role Play Scenarios , one for each group ● Art supplies (glue, glitter, markers, paint, etc.) ● Pencils, paper, and scissors ● Computers for student use 			
Icons	Activity	Check-In	Review

PREPARATION

- Review the worksheets and games on [education.com](https://www.education.com) and print out the following worksheets:
 - [Getting to School Bar Graph](#)



- [Eat Healthy Bar Graph](#)
- [Interpreting Word Graphs - Word Problems](#)
- [Linking Ideas with Transition Words](#)
- [Writing Linking Ideas - Information Text](#) (only page 1)
- Watch this video: [Stocking Products & Rotation](#) and prepare to guide a discussion on the tasks being performed
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

INTRODUCTION (30 min)

Welcome students to the class!

Begin the lesson by playing the video [Stocking Products & Rotation](#)..

After the video, engage the students in a brief discussion using the following questions:

What types of tasks did you see in the video?

Have you ever visited a retail store? What was your experience like as a customer?

Can you think of any skills that might be important for working in retail?

Encourage students to share examples of what they noticed in retail stores and the different retail employees they interacted with. Ask follow-up questions to help students share more details.

Share the objectives of the lesson and briefly explain the different activities students will do in this lesson.

VOCABULARY, READING & WRITING (45 min)

Introduce what informational writing is to students.

Share the first page of this [worksheet](#) to explain what linking words are and demonstrate how to use them in their writing.

Distribute the [linking words practice](#) worksheet to students and allow them 15 minutes to complete it.

Discuss the linking words in the worksheet and provide additional verbal examples for students to understand how to use them.

Inform students that later in the lesson they will apply this practice to write their own informational passage on a topic.

Distribute Jessica's Adventure at a Retail Store to students and read out the directions. Allow 20 minutes to complete reading and answering the questions.

Instruct students to exchange their worksheets with a partner and review the answers to the comprehension questions. Ask 1-2 volunteers to share their responses.

 REFLECTION (10 minutes)

✓ Have 2-3 students summarize what they read about in the passage. Encourage the rest of the class to add to the summary.

Guide a short discussion around actions specified in the passage that help deliver excellent customer service. If there is time, demonstrate an example and a non-example of how a simple act of greeting a customer at a retail store can impact their opinion of the store, and discuss the consequences of bad customer service.

Lower Level	Higher Level
Consider pairing students up during the reading comprehension activity.	Challenge students to come up with synonyms for words they find challenging and list them out. Provide a thesaurus if available, or direct them to websites on the internet they can refer to.

MATHEMATICS (60 min)

Inform students that they will continue to practice graphs from the previous lesson.

Explain how charts and graphs can provide information about different aspects of a retail business, such as sales, customer preferences, or inventory.

Provide a set of data related to retail sales (e.g., different types of products sold in a store). Write this down on the board and create a picture graph and a bar graph using the data, pausing at each step to explain how you're converting the data to a graph. Have no more than four categories for this example. You can consider using the following example for this activity:

Product Categories: Clothing, Electronics, Home Decor, Toys

Sales Data:

Clothing: 120 units
 Electronics: 80 units
 Home Decor: 60 units
 Toys: 40 units

Picture Graph:

- Explain that a picture graph uses pictures or symbols to represent data.
- Decide on a symbol to represent each unit of sale (e.g., a small icon of a shirt for clothing, a miniature TV for electronics, a small house for home decor, and a toy block for toys).
- Draw a horizontal axis representing the product categories (Clothing, Electronics, Home Decor, Toys).
- Draw a vertical axis representing the number of units sold.

- Use the chosen symbols to represent the sales units for each category by drawing the appropriate number of symbols above each category on the graph.

Bar Graph:

- Explain that a bar graph uses rectangular bars to represent data.
- Draw a horizontal axis representing the product categories (Clothing, Electronics, Home Decor, Toys).
- Draw a vertical axis representing the number of units sold.
- Draw rectangular bars above each category on the graph, with the height of each bar representing the number of units sold for that category.
- Pause at each step and involve the students by asking questions and encouraging them to interpret the data and graphs. For example:
 1. *What does each symbol in the picture graph represent?*
 2. *How many units of clothing were sold, according to the graph?*
 3. *Which product category had the highest number of sales, according to the bar graph?*
 4. *Which category had the highest/lowest sales?*
 5. *What conclusions can you draw from the graphs about customer preferences?*

Tell students they will practice interpreting data from different sample graphs for the rest of this section and distribute the following worksheets:

- [Getting to School Bar Graph](#)
- [Eat Healthy Bar Graph](#)

Walk around and provide assistance as required.

 REFLECTION (15 minutes)

✓ Review the answers with the whole group and encourage higher level students to share 1-2 word problems they solved with the rest of the class.

Lower Level	Higher Level
Consider pairing students up. Provide additional assistance individually as you walk around.	Challenge students to solve the word problems in this worksheet . Have them explain the steps to the rest of the class if time permits.

GROUP WORK (60 min)

Inform students that they will work in small groups to practice skills required for retail careers. Lead a quick discussion on the skills students can think of that are most important for a career in the retail industry and have them share their reasons.

Tell students that in their small groups, they will perform role plays that will highlight professionalism, enthusiasm, and a positive attitude to provide excellent customer service.



Divide the students into groups of three.

Let the students know that they will be performing role plays, and each member of the group will have a chance to act out a specific role in each scenario provided. Explain that the roles include the sales associate, the cashier, and the stocking clerk, and every student will have an opportunity to portray each role once. The other two students in the group will take on the roles of a customer, coworker, or supervisor, depending on the given scenario. Additionally, assign one student in the group as the observer, who will provide constructive feedback at the conclusion of each role play.

Share the following points for observers to provide feedback on:

- *How did the main character demonstrate professionalism?*
- *What did they do well?*
- *What can they do better?*
- *What are some ways in which the main character showed enthusiasm or a positive attitude?*

Distribute the Role Plays handout to each group and answer any questions that come up. Allow 40 minutes for this practice.

Walk around to check that all students are participating.

Encourage students to embrace their roles, and showcase the importance of professionalism, enthusiasm, and a positive attitude in their respective job roles.

 REFLECTION (15 minutes)

- ✓ Have any three volunteer groups perform their role plays, one for each scenario, for the rest of the class.

Guide a short discussion on what the impact might be if the main characters did not demonstrate professionalism, enthusiasm, and a positive attitude.

Lower Level	Higher Level
Help students practice non-verbal communication gestures they can use during their role plays that will demonstrate professionalism, enthusiasm, and a positive attitude.	Challenge students to think about additional challenges that each retail worker in these scenarios might face that might require them to remain calm and professional. Have them enact the situation if there is time.

INDEPENDENT WORK TIME (30 min)



Share this link with students to learn more about roles in retail careers: [41-2031.00 - Retail Salespersons](#).

Ask students to write an informational passage with at least 8 sentences about one of the sections from this page, such as work activities, tasks, skills, etc.

Remind students to refer to the linking words handout and use them in their passages. Instruct students to structure their passage with an introduction, a body with supporting details, and a conclusion.

Allow 25 minutes for this activity.

 REFLECTION (5 minutes)

✓ Have any two volunteers read out their passages to the rest of the class.

Lower Level

Allow students to work on an outline if forming complete sentences is difficult, or you can consider pairing students up depending on what they'd require more support with. Consider sharing the easy-read link if students require it: [Retail Salespersons at My Next Move](#)

Higher Level

Encourage students to think about how this informational passage might help someone decide on whether this career is a right fit for them or not and add additional details to make it impactful and informative.

WRAP-UP & REFLECTION (15 min)

Ask 2-3 to summarize what they learned in this lesson.

Inform students that a guest speaker will visit them in the next class and to come prepared to take notes as they speak.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

Jessica's Adventure at the Retail Store

Directions:

- Read the passage with your partner
- Underline words that are new to you and look up their definitions in the dictionary.
- Answer the questions given below.

Jessica was a young girl who had always been curious about the exciting world of retail. One summer, she got the opportunity to work at a popular department store in her town. She was excited to learn about different retail job roles and have a chance to interact with customers. On her first day, Jessica met her friendly supervisor, Mr Johnson, who introduced her to the diverse jobs in the store.

As Jessica explored the store, she discovered the various job roles that made the retail experience possible. She noticed the sales associates, who helped customers find the perfect clothes and accessories. They greeted shoppers with warm smiles and patiently listened to their needs. Jessica admired their helpfulness and knew that being friendly and approachable were essential skills for this role.

In another section of the store, Jessica saw the cashiers diligently working at the checkout counters. They scanned items, handled payments, and provided customers with receipts. Jessica observed how the cashiers used math skills to calculate totals and give accurate change. She realized that being good with numbers and paying attention to detail were important skills for this role.

Throughout her time at the retail store, Jessica learned the value of excellent customer service. She saw how the employees went above and beyond to make customers feel welcome and satisfied. They answered questions, resolved issues, and even offered helpful suggestions. Jessica understood that having strong communication skills and a positive attitude were key to building strong relationships with customers.

In addition, Jessica had the opportunity to evaluate information from simple charts and graphs in the store. She used these visual representations to answer questions about sales, inventory, and customer preferences. Whether it was studying a graph showing the popularity of different products or examining a chart displaying weekly sales figures, Jessica developed the ability to gather important insights and make informed decisions based on the information presented.

Comprehension Questions:

Question	Answer
What are some examples of retail job roles mentioned in the passage?	
What skills are highlighted as important for working in retail, according to the passage?	
According to the passage, what does customer service mean in the context of working in retail?	
What are some ways in which charts and graphs are useful in retail jobs?	

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Comprehension Questions:

Question	Answer
What are some examples of retail job roles mentioned in the passage?	Three retail jobs mentioned in the passage are...
What skills are highlighted as important for working in retail, according to the passage?	The skills Jessica observed are ...
According to the passage, what does customer service mean in the context of working in retail?	Customer service means ...
What are some ways in which charts and graphs are useful in retail jobs?	In retail jobs, graphs and charts help to ...

Role Play Scenarios

Directions:

- There are three scenarios below
- You will take turns acting out each one
- All students in the group should get a chance to play the main character (sales associate, cashier, stocking clerk) once
- The other two students will take on the role of the customer, supervisor, coworker or observer, depending on the scenario
- Remember to provide constructive feedback using the following questions to guide you:
 - *How did the main character demonstrate professionalism?*
 - *What did they do well?*
 - *What can they do better?*
 - *What are some ways in which the main character showed enthusiasm or a positive attitude?*

Role Play Scenario 1: Sales Associate

A customer enters the store with a specific request for an outfit suitable for an upcoming event. The sales associate warmly welcomes the customer and engages in a friendly conversation to understand their preferences and needs. The sales associate demonstrates enthusiasm by showcasing various options, providing helpful suggestions, and highlighting the unique features of each item. They maintain professionalism by actively listening, offering attentive customer service, and ensuring the customer feels valued and supported in their decision-making process.

Role Play Scenario 2: Cashier

A customer approaches the cashier's counter to complete their purchase. The cashier greets the customer with a friendly smile and creates a welcoming atmosphere. They handle the transaction with efficiency and accuracy, ensuring all items are scanned correctly and the prices match. The cashier demonstrates enthusiasm by engaging in pleasant conversation, expressing genuine interest, and displaying a positive attitude throughout the interaction. They maintain professionalism by thanking the customer for their patronage and ensuring their departure with a satisfying shopping experience.

Role Play Scenario 3: Stocking Clerk

As a stocking clerk, the student is responsible for organizing and replenishing products on the shelves. A fellow employee approaches with a question about locating a specific item for a customer. The stocking clerk responds with enthusiasm, actively listening to the request, and providing clear directions or guidance. They showcase professionalism by offering assistance promptly, displaying a positive attitude, and going above and beyond to ensure the customer's

needs are met. They emphasize the importance of teamwork by collaborating effectively with their coworker to deliver exceptional customer service.

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of the content in this lesson.



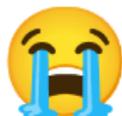
Happy



Smart



Confused



Sad



Angry