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# **PCK in Retail Education: A resource pack for teaching Year 9 SEC**

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613091M

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### **Abstract and Keywords**

Despite the considerable research on the retail industry, relatively little literature focuses on retail education (Ketrone et al., 2017; Pantano et al., 2020). Ketrone et al. (2017) contend that only a fraction of the available retail research contributes to retail education, underlining the need for further exploration in the retail education field.

This project-based dissertation is intended to support educators who may face the challenges I have encountered as a novice teacher. I have particularly grappled with the lack of readily available educational materials for guidance. This dissertation seeks to bridge the gap in educational resources required for lesson planning. The aim is to provide retail educators with a resource pack that facilitates the maximisation of their students' potential as individuals, citizens, employees, employers and future retailers. The resource pack includes schemes of work, lesson plans, slide presentations and teaching materials that include activities, educational games, handouts and video clips.

This project employs the idea of teacher knowledge bases, particularly pedagogical content knowledge (PCK). PCK is a crucial aspect of education, referring to the knowledge that educators possess concerning how to teach certain subject matter successfully. This dissertation draws upon my two-year experience as a retail teacher and incorporates class-based piloting of exercises. The resource pack developed is structured around two learning outcomes: Learning Outcome 2 (LO2), entitled the Retail Selling Process, and LO4, Customer Service in a Retail Environment. The pack incorporates a variety of teaching strategies such as questioning strategies, collaboration and cooperative learning, the jigsaw method, think-pair-share activities, Information and Communication Technology (ICT), educational games, storytelling, literacy exercises and debates.

*Keywords:* Pedagogical Content Knowledge, Retailing, Resource Pack, Vocational Education and Training (VET), Learning Outcome Framework, Retail Education, Teaching Strategies.

**Dedication**

To my late grandfather,

my family

and all VET educators and learners, in particular, those who shall make use of the proposed resource pack.

### **Acknowledgements**

This dissertation has been a remarkable journey of discovery and growth, revealing strengths and resilience I never knew I had. Throughout this transformative journey, many individuals have given me unwavering support and left a lasting mark on my path.

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**List of Abbreviations**

CK	Content Knowledge
EU	European Union
GPK	General Pedagogical Knowledge
ICT	Information and Communication Technology
LOF	Learning Outcome Framework
LO	Learning Outcomes
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge
SEC	Secondary Education Certificate
SLT	Senior Leadership Team
SME	Small-Medium Enterprise
TPCK	Technological Pedagogical Content Knowledge
UDL	Universal Design for Learning
VET	Vocational Education Training

# Chapter 1

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## *Introduction*

## 1. INTRODUCTION

### 1.1 Background and Purpose

Despite the wealth of research on the retail industry, literature targeting specifically retail education is relatively scarce (Ketron et al., 2017; Pantano et al., 2020). Ketron et al. (2017) contend that only some retail research available contributes to retail education. This situation is causing a gap between the literature on retail research and retail education (Pantano et al., 2020). This absence of educational research highlights the need for further exploration in the retail education area.

This evidence supports that, as a teacher, I have come across a limited number of resources that support retail education in teaching and learning. Therefore, this dissertation addresses the need for more materials supporting retail education by creating a resource pack for Year 9 SEC to assist retail educators. This resource pack covers two learning outcomes (LO) for Unit 1 of the SEC retail curriculum, specifically LO 2, entitled Retail Selling Process and LO 4, Customer Service in a Retail Environment.

This project-based dissertation aims to assist other educators who may face the challenges I have encountered as a novice teacher. In addition, I have grappled with the need for more available educational materials required for guidance. Therefore, this dissertation seeks to bridge the gap in educational resources required for lesson planning and delivery. My interests have always gravitated towards teaching, business and marketing, and I have had the privilege to work in different marketing roles for a number of renowned financial companies. However, these positions did not provide me with the job satisfaction I sought. Consequently, I pursued a master's degree, following my passions, and I am now a newly qualified teacher with limited classroom experience.

My previous professional experience in customer service and marketing led me to concentrate on the learning outcome focusing on the selling process and customer care. My background assists me in infusing the teaching and learning of these learning outcomes with real-world examples such that students can easily relate to further facilitate their learning.

This dissertation aims to provide retail educators with a resource pack that helps their students achieve their full potential as individuals, citizens and employees. The resource pack will include schemes of work, lesson plans and teaching materials that include presentations, activities, educational games, handouts and video clips. This project employs the idea of teacher knowledge bases, particularly pedagogical content knowledge (PCK).

## **1.2 Vocational Education and Training (VET)**

### ***1.2.1 Origins and Development of VETs***

Vocational education and training (VET) is a crucial component of modern education. It aims to grant students the practical skills and knowledge required to excel in specific fields, such as entrepreneurship, customer care, tourism, and information and communication technology.

VET in Malta is traced back to the 14<sup>th</sup> century when a significant number of the working population were involved in construction, furniture manufacturing, and silversmithing (Cedefop, 2017). Between the 16<sup>th</sup> and 18<sup>th</sup> centuries, the Knights of St. John established a school that taught shipbuilders and sailors their trade. In addition, following World War II, the Industrial Training Act of 1952 expanded technical education by requiring employers to train their apprentices. In the 1950s and 1960s, the government established academic and secondary technical institutions modelled after the British system, including MCAST, formerly known as the Polytechnic. It offered courses in hotel management, commerce and business studies, and civil, mechanical, and electrical engineering. MCAST evolved and became a "new university" in 1977. Later, in the 1970s, the government modified compulsory education and created alternative vocational schools for students who, according to Sultana (1995, p. 53), were "unable or unwilling to pursue academic schooling". Nonetheless, in the 1980s and 1990s, trade schools were not given enough attention, emanating from a lack of investment and development. As a result, trade schools were gradually phased out, leaving the country without compulsory vocational education and training (Sultana, 1995).

Since 2015, all 14 to 16-year-olds in state, church and private schools have been allowed to choose up to two VET subjects. This policy followed several studies and policy papers, including Ventura and Murphy (1998), Ventura (2005), and the Ministry of Education, Youth and Employment (2005), which advocated for their reintroduction (Cedefop, 2017).

VET subjects were included in the 2014 national curriculum framework, in line with Malta's education plan (MEDE, 2014). These subjects were implemented after successful pilots in 2011, which included workshops for teachers. In the 2016/17 academic year, information technology and hospitality were the most popular VET subjects, followed by health and social care and engineering technology (Cedefop, 2017).

VET subjects evolved as a result of various reasons, such as economic and technological progress, government policies, and the needs of the industry, employers and students. Vocational studies are a significant aspect of modern education systems as they provide students with practical skills and knowledge demanded in the industry (MEDE, 2015). Retailing as a subject was introduced in the Maltese state secondary schools in 2019 to prepare students for the retail industry.

### **1.2.2 Retail VET**

The Learning Outcome Framework (LOF) (2015) denotes that retail is about the action of selling goods and services to customers for personal use and exchanging products between a seller and a customer. Students who study retail can employ the knowledge and skills they acquire from other fields, including tourism, hospitality, the selling of consumer goods, supermarkets and shopping malls. The retail subject covers topics from multiple disciplines, such as entrepreneurship, business, consumer behaviour, communication skills, digital literacy, literacy, numeracy, financial skills, and management (LOF, 2015). *Retail* is a vocational subject that provides an applied, hands-on approach with situations and materials tailored to engage and motivate students who prefer experiential learning (LOF, 2015).

Retailing holds considerable significance at a national level. Sole traders, small-medium enterprises (SMEs), large companies, international brands, and multi and mono-brand stores are part of the local retail environment. Moreover, since Malta formed part of the European Union (EU), competition between retail stores has increased due to the increase of foreign entities which operate locally. In the Maltese context, retailers are crucial as they drive employment and generate revenue, playing a crucial role in the nation's economy (LOF, 2015).

### **1.3 Structure of the Project**

Chapter 1 provides an overview of the study's background and objectives. It outlines the origins of VET subjects, particularly retail. Chapter 2 discusses the literature on teacher knowledge bases focusing on Pedagogical Content Knowledge (PCK). Chapter 3 explores the research methodology. Chapter 4 examines the development of the resource pack, while Chapter 5, the concluding chapter, summarises the study's implications and future research opportunities.

# Chapter 2

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## *Literature Review*

## 2. LITERATURE REVIEW

This chapter examines the notion of teacher's knowledge or knowledge for teaching and its effect on student learning. It provides an overview of the domains of knowledge and explores the critical role of pedagogical content knowledge (PCK). Furthermore, it highlights the importance of PCK in retail education and its correlation with student academic achievement.

### 2.1 Teacher's Knowledge

In the past, educators traditionally viewed subject content as a static body of information imparted to students, as the passive absorption of knowledge employing solely teacher-led instruction (Bolhuis & Voeten, 2004). For instance, Le Goff (1992) outlined the medieval approach to education and maintained that education during that period emphasised memorisation and the transmission of information by the teacher. This approach is linked to the philosophical approach known as Scholasticism, which favoured logical thinking. This approach led to an educational system emphasising intellectual activities (Haskins, 1927). Hence, on the one hand, the medieval approach to teaching confined learners to only a deep understanding of the topic, as maintained by Lawlor (1990). Thus, the most significant part of learning was comprehending the subject matter. Only recently did university and public school sectors subscribe to this conceptualisation (Lawlor, 1990). On the other hand, social constructivist scholars, including Piaget, Vygotsky and Bruner, advocate for a student-centred teaching style that relies heavily on learner activities and where the teacher's pedagogical abilities facilitate learning. This teaching style promotes students to become autonomous critical thinkers who evaluate the process of knowledge development (Brant, 2006). Multiple scholars have provided their interpretations of how they define teachers' knowledge. To start with, Grossman and Richert (1988, p. 54) delineate a teacher's knowledge as "a body of professional knowledge that encompasses both the knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught." Therefore, this implies that teachers must possess expertise in the pedagogical strategies employed for delivering a lesson as well as the subject matter.

In accordance with what Fenstermacher and Soltis (1998) contend, a teacher's knowledge can be classified into formal and practical knowledge. Formal knowledge is the result of process-product research on successful teaching. Educators generally acquire formal knowledge from academic studies, research articles and professional journals. This form of knowledge is often theoretical, formalised and conceptual. Practical knowledge is pragmatic, personal, contextual, community-based, social and tacit. Teachers procure practical knowledge through their educator experiences and interactions with colleagues and students. Fenstermacher and Soltis (1998) argue that practical knowledge is dynamic and ever-changing as teachers continually reflect on their experiences and modify their approaches accordingly. Both forms of knowledge are pivotal for further developing their teaching skills.

Kennedy (2002) maintains that many educators are emotionally invested in what they have learned through formal knowledge and adds that systematic knowledge significantly contributes to teaching as a source of insights. Generally, prescriptive knowledge is obtained through institutional policies and is characterised by "should" and "ought to" assertions. Kennedy (2002) contends that many teachers are compliant with prescriptive knowledge. Educators bypass public policy legislation by screening the stated requirements based on their pre-existing views and beliefs, despite their responsibility to ensure that students learn the necessary material to be adequately prepared for examinations.

Huberman (1983) defines teacher's knowledge as individualistic and non-theoretical craft knowledge. Conversely, other scholars disapprove of this interpretation of teacher's knowledge; for instance, Jackson (1968) critiques teachers because their language is conceptually simple, they appear uninterested in causes or underlying patterns, they favour intuition over in-depth analysis and, despite their lack of evaluations, are opinionated. Be that as it may, Huberman is a proponent of craft knowledge and maintains that tinkering rather than methodical reflection is the source of educational progress. As per Kennedy (2002), the desire to prevent making the same mistakes and dissatisfaction with outcomes are the primary motivators for acquiring craft knowledge. Additionally,

Huberman (1983) contends that self-evaluation leads to learning; if teachers identify difficulties in their classrooms and think up suggestions for managing these issues more effectively, this is also acknowledged as teachers' knowledge.

In contrast to Huberman's (1983) and Kennedy's (2002) arguments, Eraut (1994) maintains that educators analyse, assess and write about public notions. However, they do not necessarily put them into practice to the extent that Eraut contends "they may not ever get used" (p. 63). Eraut (1994) recognises that teachers can acquire knowledge from various sources, namely pre-course experience, school experience, university teaching, reading and colleagues. In regard to teacher knowledge, Eraut distinguishes between "public" and "private" theory. He argues that individuals develop their private theories that consist of their ideas and beliefs, often rooted in their experiences. In contrast, public theory refers to an organised set of ideas and assumptions based on research and existing knowledge, often held by norms. The public theory also refers to ideas that are easily accessible, such as Piagetian and Vygotsky's theories. Concerning the context of knowledge in the classroom, Eraut (1994) maintains that teachers are more in a "doing" environment rather than just a "knowing" setting. While classroom research can explain and analyse teaching actions, one must acknowledge that being an observer is not the same as working as a teacher, as the latter sees activity from the inside rather than from the outside. Moreover, the classroom is structured in a way where rules and routines play a significant role, and educators develop theories of action to make their profession easier to manage.

Shulman was a pioneer in defining teachers' knowledge along with the seven knowledge domains (Bertram, 2011). According to Shulman (1987), the knowledge base for teachers is information that is solely used for teaching. The teaching profession requires a specialised knowledge foundation that includes comprehension of the academic material, abilities and techniques for delivering information and an awareness of learners' biases or misunderstandings about the content that must be taught (Shulman, 1987). He maintains that "as more is learned about teaching, researchers will come to

know and identify new categories of performance and understandings of good teachers and will have to reconsider and redefine other domains” (p. 12).

## 2.2 Domains of Knowledge

Several scholars, including Shulman (1987), Grossman (1990) and Cogill (2008), have provided definitions of teacher knowledge by identifying its different forms. Shulman (1987) categorised teachers’ knowledge into seven domains: content knowledge (CK), general pedagogical knowledge (GPK), curriculum knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational ends, purposes and value and pedagogical content knowledge.

**Figure 1**

*Teachers’ knowledge, according to Shulman (1987).*



The first domain of knowledge is content knowledge, which involves the knowledge of the subject and how information is organised into structures (Grossman et al., 1989; Wilson et al., 1987). Moreover, the subject content knowledge includes the instruction of subject matter and what Bruner refers to as the structure of knowledge – this encompasses theories, principles and notions of a subject. Hence, content knowledge incorporates the organisation of substantive structures, often referred to as the basic concepts, and methods to support them through synaptic structures (Brant,

2006). Schwab (1961/1978) contends that Shulman (1986) professed that a mere understanding of a subject's concepts and information is insufficient. Content knowledge requires comprehending a particular subject's notions, structures and rules. Consequently, the teacher must recognise that something is so and why it is so. Hence, educators should understand the basis upon which its validation can be affirmed and under what circumstances our trust in its justification can be lessened or rejected. Furthermore, an educator must be proficient in identifying why a particular topic is vital to the subject, whilst other topics may be deemed less necessary. Ultimately, within this domain, teachers need to do more than define and explain the subject content to students; they must also elucidate why a particular topic is worth knowing (Shulman, 1986).

The second domain of knowledge is general pedagogical knowledge (GPK). Shulman (1987) maintains that this domain of knowledge involves classroom management and organisation that goes beyond the comprehension of a topic. This domain concerns the knowledge of learners' characteristics along with educational context. Besides classroom management, GPK also concerns the proficiency of varied teaching strategies and the awareness of assessment strategies and classroom discussions (Bertram, 2011). Correspondingly, Shulman (1987, p. 8) maintains that GPK concerns "broad principles and strategies of classroom management and organisation that appear to transcend subject matter." Moreover, Morine-Dersheimer and Kent (1999) separate GPK into three categories: classroom management, communication and instructional model. They contend that classroom management implies the values that educators use to encourage positive academic achievement. Communication concerns the relationship between the educator and the students for successful teaching and learning. The instructional model involves educators' methods and tools to deliver the curriculum or make a topic more understandable to students.

Curriculum knowledge, the third domain of knowledge, is "represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contraindications for the use of particular curriculum or program

materials in particular circumstances” (Shulman, 1987, p. 10). Furthermore, this notorious scholar contends another two factors concerning curriculum knowledge which are pivotal for instruction. These are lateral curriculum knowledge and vertical curriculum knowledge. Lateral curriculum knowledge is associated with the curriculum knowledge of other subject areas the students are studying. In contrast, vertical curriculum knowledge relates to familiarising with topics taught previously or will be taught in the same discipline and understanding the materials that represent these topics and issues (Shulman, 1986).

The fourth domain is the knowledge of learners and their characteristics. This domain involves understanding the students in class and a broad understanding of what to expect from students of a certain age regarding their behaviour (Brant, 2006). This knowledge domain falls under the psychological component of learning. Learning happens in a social context, and academic achievement depends on learners' general cognitive and affective attributes. According to the scholar Sonia Guerriero, knowledge of individual learners' characteristics is defined by understanding the student's source of cognitive behaviour, motivations and emotional diversity (Guerriero, 2013).

The domain of knowledge of educational contexts is the fifth domain of knowledge. Various teaching contexts can impact the delivery of a lesson. Knowledge of educational contexts refers to the awareness of different learning environments. These contexts encompass the socio-economic background of the catchment area, the type and size of the institution, the number of students in class, the availability and skillset of support teachers, the feedback received by teachers from the Senior Leadership Team (SLT), the relationships between colleagues and the attitudes of the SLT (Brant, 2006).

The sixth domain of teacher knowledge concerns the knowledge of educational ends, purposes and values. Shulman (1987) contends that this domain of knowledge concerns the teacher's comprehension of the political, social, cultural and situational factors that influence the educational environment. The educational context refers to how the education system is structured to achieve

goals that address specific learning needs; hence, it outlines the design of the curriculum to provide value to students (Oerlemans, 2010). As a subset of education, the curriculum is a tool to impart knowledge. The curriculum content follows a path and must be delivered through specific and diverse processes to cater to a student's learning needs. Therefore, the knowledge of context must be a continuous process to facilitate student learning. Moreover, the context must balance the capabilities of all participants, including teachers, students, the institution, and the curriculum goals (Wedell & Malderez, 2013). Whenever an educational decision is taken, it is vital to clearly define the context at that point in time to ensure informed decision-making. This measure is taken to ensure the effectiveness and efficiency of the implemented change when applied (Alshumaimeri, 2022).

The seventh and last domain is pedagogical content knowledge. Shulman (1986, 1987) maintains various works of literature depicting that educators hold a high level of pedagogical content knowledge (PCK). According to this scholar, PCK encapsulates teachers' expert knowledge, combining their proficiency in educational contexts, student understanding and subject-specific pedagogy (Brant, 2006). Shulman maintains that PCK also concerns comprehending learners' misconceptions and knowing the strategies employed to address them (Neumann et al., 2019). However, other scholars identified a number of shortcomings in the PCK concept proposed by Shulman leading to refinement, modification, expansion and derivation to include new PCK concepts. Consequently, PCK can be described as an academic construct. Comparable to teaching, PCK is seen as a complex concept that is difficult to define. Therefore, scholars face challenges documenting PCK (Loughran et al., 2004).

### **2.3 Pedagogical Content Knowledge (PCK)**

Pedagogical Content Knowledge (PCK) is an essential facet of education, referring to educators' knowledge concerning how to teach certain subject matter successfully. In 1986, Dr Lee Shulman addressed the American Educational Research Association, expressing his concern with the manner in which educators were taught. Shulman believed that too much focus was placed on teaching techniques at the expense of substance. He inquired, "Where did the content go?" Shulman

specifically emphasised the distinction between a teacher and a subject-matter expert, which he attributed to the specialised knowledge educators have to turn topic knowledge into a teachable state. Consequently, he coined the term "pedagogical content knowledge" (PCK), which he defined as follows:

*Within the category of PCK, I include, for the most regularly taught topics in one's subject area, the most useful forms of those representations of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations – in a word, the ways of representing and formulating the subject that makes it comprehensible to others. PCK also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. If those preconceptions are misconceptions, as they so often are, teachers need knowledge of the strategies most likely to be fruitful in reorganising the understanding of learners, because those learners are unlikely to appear before them as blank slates.*

(Shulman, 1986, pp. 9-10)

Other researchers have defined PCK. Bromme (1997) viewed PCK in a similar light, maintaining that it is the knowledge teachers acquire to convert subject content into deliverable lesson content. Therefore, content-specific pedagogical knowledge is required to provide suitable representations and determine the sequencing of ideas, which ultimately transforms subject information into instructional content for learners.

Wilson et., al (1987) contend that PCK is the knowledge derived from transforming subject matter into accessible content for learners rather than as a tool for transforming content. Moreover, Grossman (1990) defines PCK as the result of educators making content viable for teaching. According to Van Driel et., al (1998), PCK is a form of craft knowledge guiding teachers' behaviour in the classroom. Further, Magnusson et., al (1999) developed this notion, describing PCK as a

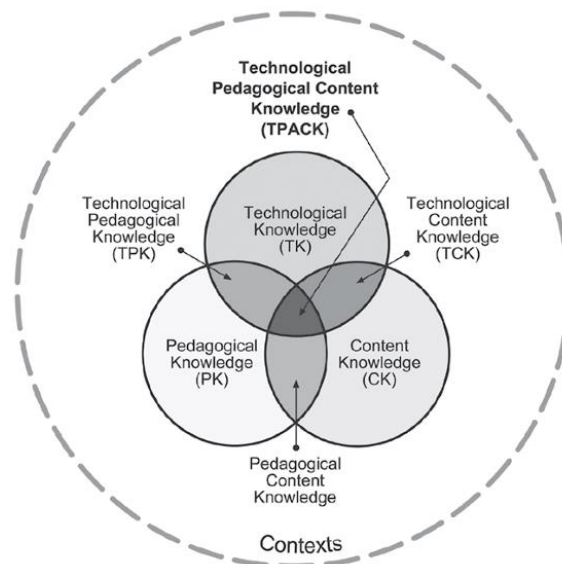
transformation of knowledge derived from other knowledge domains. These scholars highlight PCK's role in planning, delivering a lesson and reflecting on their teaching.

Gess-Newsome (1999) identified two notions of PCK. The first notion aligns with Shulman's perspective, where different knowledge domains merge to form new knowledge. The second view delves into the idea that PCK is initiated when teachers employ different knowledge bases and integrate insights from these sources.

Mishra and Koehler (2006) expanded the notion of PCK by adding the idea of technological-pedagogical content knowledge (TPCK). According to Mishra and Koehler (2006), TPCK requires a grasp of how technology may improve teaching and learning in particular subject areas. They suggest that educators with excellent TPCK are better equipped to provide exciting and successful learning, particularly in retail education.

Figure 2

*Technological Pedagogical Content Knowledge (TPCK) (Koehler & Mishra, 2009)*



## 2.4 The Importance of PCK

The initial belief was that if educators clearly understood the subject matter, they were qualified to teach it (Shulman, 1986). In 1987 Shulman expanded upon Dewey's (1902) notion of teacher knowledge, which contemplated how educators transformed subject content into material that could

become part of a student's learning experience. Hence, this suggests that only having an in-depth knowledge of a subject is insufficient to qualify as an expert teacher. The methods employed by educators to make content more accessible to learners are equally important, along with considering the students' prior knowledge.

Loughran (2013) maintains that viewing PCK as a transformation is more constructive as it involves the process by which a teacher modifies subject matter using pedagogical tools, enhancing students' understanding of the subject. Loughran emphasises the importance of considering PCK from both the teachers' and students' perspectives. According to him, PCK does not directly relate to students' learning. However, teachers who enhance their PCK facilitate students' learning by providing a deeper understanding of the subject matter. Educators proficient in PCK are better equipped to deliver lessons more effectively, thereby enhancing their students' learning. In essence, PCK influences the strategies educators employ in teaching subject content. A lack of PCK may result in poor teaching and learning processes within a classroom. Hence, one can argue that a correlation exists between a teacher's PCK, their ability to present content and the learners' learning and reasoning abilities (Widodo, 2017).

Literature suggests that educators who employ learner-centred teaching strategies often have well-developed PCK. Vavrus (2011) maintains that learning largely depends on the teacher's ability to transform subject content into information learners can easily comprehend. Moreover, scholars such as du Plessis and Muzaffar (2010) and Thompson et., al (2003) contend that teachers with solid PCK provide students with several benefits, including:

- Providing the necessary support for students to develop an inquisitive mind.
- Giving value to students' prior knowledge and building upon their experiences.
- Providing learners with the opportunity to learn new concepts from their peers through interaction and the use of real-life examples, as well as reflections from other students.

- Allowing students the space to express themselves to enhance their understanding of the subject.
- Creating a safe learning environment through learner-centred teaching and PCK, promoting dialogue and debates among learners.

These benefits bring to the fore the importance of well-developed PCK in facilitating learner-centred teaching (Du Plessis & Muzaffar, 2010; Gardner & Gess-Newsome, 2011; Meece, 2003; Park et al., 2011).

#### **2.4.1 PCK and Student Achievement**

Lange et al., (2012) conducted research in Germany that attempted to determine if the PCK of primary science teachers affects student learning of related themes. Their sample consisted of sixty fourth-grade science courses and their educators. The research indicated that science educators' PCK was substantially associated with student accomplishment.

In research conducted in the United States, Sadler et al., (2013) studied the link between teacher knowledge and 9,556 middle school pupils. This study's findings demonstrated that educators who could recognise students' misunderstandings had more significant classroom gains than those who merely knew the right response. As previously argued, PCK also requires knowledge of student misunderstandings.

#### **2.5 Conclusion**

This chapter discusses the literature pertinent to the research. It scrutinises the diverse definitions of teacher knowledge proposed by various scholars and the distinct knowledge domains, with particular emphasis on pedagogical content knowledge. The relationship between pedagogical content knowledge and educational effectiveness is then explored. The next chapter delves into the research methodology.

## Chapter 3

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*Methodology*

### 3. METHODOLOGY

This chapter deliberates the research design actuated in this project. The study design and an explanation of the qualitative research method are outlined, supported by the conceptual framework. The position of the researcher is also examined.

#### 3.1 Study Design

This research project aims to develop a resource pack for retail teachers, enabling them to empower their learners to reach their full potential as individuals, citizens, and workers. Additionally, it investigates whether pedagogical content knowledge representations facilitate teaching and learning, specifically for Year 9 SEC retail students.

This dissertation employs a qualitative research methodology, drawing on my two-year experience as a retail teacher and incorporating the piloting of exercises in class. Numerous scholars have endeavoured to define the term qualitative research clearly and concisely. However, many of these definitions fall short. According to Hempel (1966), a delineation should be clear, specific and not long-winded. A definition that encompasses the previously mentioned characteristics was provided by Denzin and Lincoln (2005). These scholars argue that qualitative research is a multimethod approach that employs an interpretative and naturalistic approach to investigate the subject at hand. Furthermore, qualitative research examines the subject in its natural setting and interprets the information acquired based on the individuals involved in the study. This type of research involves gathering empirical data, including life stories, case studies, personal experiences and history, observations and visual materials which give meaning to one's life.

Qualitative research has several benefits, and a few are mentioned hereunder. The first advantage of a qualitative research approach is that it highlights the participant's emotions, opinions and experiences, providing insights into their actions (Denzin, 1989). Bachman (1998) argued that qualitative research outcomes reveal a specific and profound relationship between information processing and performance. In addition, other scholars, such as Chalhoub-Deville and Deville

(2008), supported Bachman's (1998) claim. Another advantage of qualitative research is interpretivism, which captures human experiences in a particular context. For example, Denzin and Lincoln (2002) maintained that this type of research is an interdisciplinary field encompassing a broad spectrum of epistemological perspectives, research methods and interpretive approaches to understanding human encounters. This method's third benefit is that an interpretive approach is considered an ideographic study investigating individual occurrences (Klein & Myers, 1991). This approach can comprehend a person's voice, meaning and event. Therefore, the knowledge source in this research method is the meaning of various events (Richardson, 2012).

Moreover, qualitative research allows researchers to explore participants' inner experiences and understand how cultural meanings are formed (Corbin & Strauss, 2008). Qualitative research techniques, including observations, unstructured interviews and document analysis, are usually utilised as data collection methods (Cohen et al., 2011). Through these methods, researchers directly engage with the participants, and subsequently, the data obtained is comprehensive but subjective. Finally, qualitative research is an interactive approach due to its flexible nature. Meaning that its design can be shaped and reshaped depending on the researcher's needs (Maxwell, 2012). Qualitative research allows an accurate and profound analysis of the issue being investigated through qualitative research methods, allowing participants to determine what is suitable for them (Flick, 2011). Consequently, complex matters may be understood with greater ease. For instance, scholars maintain that because of the classroom's dynamics, learners may be influenced by external factors outside the research focus. Therefore, qualitative research methods can help understand intricate issues (Rahman, 2020).

In addition to the aforementioned positive aspects, qualitative research presents several drawbacks. Silverman (2010) contended that this approach sometimes neglects contextual sensitivities, prioritising interpretation and experiences. Another constraint is the smaller sample size being analysed, which raises concerns about generalising findings to a broader population (Harry & Lipsky, 2014; Thompson, 2011). Hence, this leads to further limitations, such as the complexity of

data interpretation and analysis (Richards & Richards, 1994). Berg and Lune (2012, p.4) support this notion, observing that “qualitative research is a long hard road, with elusive data on one side and stringent requirements for analysis on the other.” Moreover, Darlington and Scott (2003) maintain that transforming an undeveloped question into a researchable one is considerably more intricate. Refining the question in qualitative research may be an ongoing process throughout the study. Another disadvantage of qualitative research is its time-consuming nature, which may lead to limited generalisations for the larger population (Flick, 2011). The data obtained from the qualitative research approach may be considered of low credibility. Furthermore, qualitative research methods may overlook the social and cultural contexts of the variables researched (Richards & Richards, 1994).

Despite these limitations, qualitative research methods are still widely used. Usually, this research method is used alongside quantitative data analysis, which standard reports typically rely on (Manias & McNamara, 2015). Beyond that, generalisability may not be deemed a limitation as Darlington and Scott (2003, p. 18) claim that “if one considers the unit of attention as the phenomenon under investigation, rather than the number of individuals, then the sample is often much larger than first appears.”

Additionally, Labaree (2004) maintains that no educational research method, quantitative or qualitative, should be considered generalisable as many contextual variables influence research outcomes. Furthermore, in response to the limitation where policymakers do not regard qualitative research as credible, Donmoyer (2012) contended that researchers can inform policymakers of what works due to the research’s comprehensive description. Sallee and Flood (2012) claimed that stakeholders rely on quantitative research when making decisions.

### **3.3 Conceptual Framework**

This research project is grounded in the theory of constructivism. Constructivism represents a continuous process in which students learn by interacting with their environment (Piaget, 1954;

Vygotsky, 1978). The constructivist theory roots in student-centred and cooperative teaching and learning methods and underscores how cultural settings influence learning (Vygotsky, 1978; Bruner, 1996). The constructivist theory gained significant importance in the late 1970s and early 1980s. This theory is primarily based on Piaget's work (1929/1973, 1959/2002, 1970/1972), which focused on how learners apprehended information (Driver & Easley, 1978; Driver & Erickson, 1983; J. K. Gilbert, Osborne & Fensham, 1982; J. K. Gilbert & Watts, 1983; Osborne & Wittrock, 1985). As a result, this increased interest in investigating students' thought processes before and after instruction.

Traditional instruction is typically characterised by the teacher's direct and one-sided approach. This method of instruction assumes that there is a fixed body of knowledge that students must acquire. Therefore, learners are expected to passively absorb the information provided by the teacher without challenging or questioning this information further (Stofflett, 1998). Hence, in traditional instruction, the teacher's primary aim is to transfer information leaving little room for students' independent thinking or interaction (VAST, 1998).

As opposed to traditional instruction, a constructive approach is student-centred rather than teacher-centred. This approach emphasises the need for students to work together to devise one or more solutions (Yager, 1991) and develop critical thinking. Students actively participate in acquiring information and drawing their conclusions. The teacher's role in a constructive approach is to help learners gain new insights and connect their already acquired information with new knowledge. However, teachers ought to leave new information discovery and discussion to the student groups (VAST, 1998). As a teacher, one must probe learners with questions and leave it up to students to collaborate to reach an agreement on their answers, which should then be shared with the rest of the class. Through this learning method, students develop their understanding of the subject by utilising their prior information and addressing any misconceptions they might have (Shah & Kumar, 2019).

Constructivism is a framework that perceives learning as an active, contextualised and constructive process. This approach is a reaction to behaviourism and programmed instruction. In this framework, the student actively acts as an information constructor. Thus, students build their knowledge based on individual experiences and assumptions of the environment. Through constructivism, students develop their subjective or objective reality. By means of social negotiation, students test their hypotheses and acquire new knowledge, rectify previous knowledge or validate what they already know. Hence, newly acquired knowledge is linked to prior knowledge.

Constructivists claim that no learning is tabula rasa and that their past personal experiences and cultural factors influence the construction of new knowledge. Consequently, every student has their interpretation and construction of knowledge (Learning Theories Knowledgebase, 2008).

Constructivism stimulates the learner's curiosity about the world, motivating learners to study how things work.

### **3.4 Position of the Researcher**

As a researcher, I acknowledge that this project is influenced by my personal experience, values, interpretations and beliefs. This influence is referred to as the researcher's positionality. The notion of positionality describes a person's view of the world and the position they adopt concerning a research context (Foote & Bartell, 2011; Rowe, 2014; Savin-Baden & Major, 2013). A person's background contributes to ontological and epistemological assumptions as well as other assumptions about how an individual interacts with the environment (Bahari, 2010; Grix, 2019; Scotland, 2012; Sikes, 2004; Marsh et al., 2018 and Ormston et al., 2014). Positionality represents the stance the researcher chooses to adopt within a particular study (Savin-Baden & Major, 2013), affecting how research is carried out, its outcomes and results (Rowe, 2014). Recognising the dynamic nature and biases arising from one's personality is crucial for qualitative research.

### **3.5 Conclusion**

This chapter has discussed the study's design, conceptual framework and the researcher's position. The subsequent chapter examines the development of the resource pack.

# Chapter 4

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*The Resource Pack*

## **4.1 THE RESOURCE PACK**

In this chapter, I discuss the preparation of creating the resource pack in conjunction with the MATSEC policy document and the pedagogical techniques and strategies employed.

### **4.2 Preparation of the Resource Pack**

#### ***4.2.1 Rationale Behind the Topics Chosen***

Learning Outcome 2 (LO2), entitled Retail Selling Process, and Learning Outcome 4 (LO4), Customer Service in a Retail Environment, have been deliberately selected for this project-based dissertation. My academic background in marketing, coupled with my experience in various marketing departments, positions me in a unique situation to facilitate the teaching of these two learning outcomes. Consequently, I can incorporate real-world examples from my professional experience, fostering discussions with students to enhance their engagement during lessons.

#### ***4.2.2 The Development of the Resource Pack***

The entire pack was designed using Canva, an online program encouraging artwork creativity. The pack includes the schemes of work, lesson plans, resources and presentations. This program was used to create the artwork to make these educational materials as eye-catching and engaging as possible to capture students' attention.

Literature suggests that colour impacts students' attention and memory retention. Zavarueva et al., (2022) contend that coloured images influence students. Moreover, Wichmann et al. (2002) maintain that students' memory retention is better when working with coloured pictures than black and white ones, even though the difference would have been minimal. Experts such as Suh et al., (2020) contend that colour and lighting affect the quality of learning. Therefore, the colours used for educational materials can significantly alter students' productivity (Diachenko et al., 2022). Learners typically prefer colour images over colourless ones, as a coloured picture on a white background aids memory retention and ensures a shorter response time (Wichmann et al., 2002; Zavarueva et al., 2022). Consequently, using colour in educational resources can profoundly influence learning

outcomes (Luis et al., 2019). Therefore, providing learners with a soft copy of the student's booklet is important to experience the colours used in this resource pack.

Furthermore, Canva is a valuable tool because it offers flexibility with animations and images. Therefore, presentations in this resource pack are shared through a link to allow the full appreciation of the elements used in the slides. In addition to the choice of colour, animations are an influential factor in capturing students' attention and enhancing memory retention. For the teacher to experience the full benefits of these elements, it is recommended that they log in to Canva and present the presentations directly from the platform, enabling them to edit and display all the included animations.

While designing this resource pack, special attention was given to students with dyslexia. During my brief teaching experience, I encountered several students with dyslexia. Research indicates that approximately 9-12% of persons are affected by dyslexia (European Dyslexia Association, 2020). Dyslexia is defined as a hidden neurological disorder that impairs a person's reading and writing abilities (Rello et al., 2013). Scholars recommend that text is written using specific font types known to be dyslexia friendly. Though font type is necessary, research also emphasises that font size can significantly impact learners with dyslexia (O'Brien et al., 2005; Rello et al., 2013). Therefore, the students' booklet was carefully designed with this factor in mind.

In addition to font and size considerations, the choice of background colours in the students' booklet, particularly in the writing sections, was given particular attention. Rello and Bigham (2017) contend that background colours influence the text's readability for learners with and without dyslexia. Consequently, they recommend using warm colours such as peach, orange and yellow to enhance reading performance. Conversely, using cool background colours, such as blue-grey, blue and green, has decreased text readability for all learners (Rello & Bigham, 2017).

Another critical principle considered in the design of this resource pack is diversity. As the world becomes increasingly globalised, teachers are encountering learners stemming from an array of

cultural backgrounds. An Organization for Economic Co-operation and Development (OECD) working paper reveals a substantial increase in diversity compared to the 1990s, particularly in France, Germany and Switzerland (OECD, 2015). This increase is mainly due to recent migration, significantly diversifying today's classrooms (Forghani-Arani et al., 2019). As a result, today's teachers must bear this in mind when creating artworks, composing stories or providing examples, ensuring that they are inclusive of all cultures.

One final principle I kept in mind is gender-neutral names, pronouns and examples during lessons. Names and pronouns can reinforce a binary gender division. To prevent this from happening in our classrooms, pronouns have been carefully chosen to avoid specifying gender. Consequently, 'they' and 'them' is often a common alternative to 'he' or 'she' (Norris & Welch, 2020).

#### ***4.2.3 How to Use the Resource Pack***

When using the resource pack, teachers need to review the material before the lesson to familiarise themselves with the required content, activities and materials. Reviewing the educational materials ensures a thorough understanding of the lesson's structure, chosen resources and learning outcomes to facilitate effective lesson planning. This pack was designed with a degree of flexibility; therefore, it should serve as a guide for planning lessons. The resource pack empowers teachers to select which exercises or activities best suit their students' learning styles. Moreover, teachers can modify tasks to include additional content or activities depending on the student's needs. When assigning homework, it is recommended that teachers collect the completed tasks and provide relevant feedback. As a general principle, teachers should continuously reflect upon the lessons and make the necessary adaptations to improve delivery. Ultimately, it is up to the individual teacher to bring the resource pack to life in the classroom to best meet the student's learning needs.

#### ***4.2.4 The Policy Document***

The MATSEC policy document, revised in 2019, serves as a comprehensive handbook encompassing all the requisite guidelines and policies for vocational teachers. The adherence to the

regulations specified within this document was paramount during the development of the resource pack to ensure equitable teaching and assessments for all students.

The most crucial policy delineated in the MATSEC policy document pertains to plagiarism. This policy unequivocally states that any student who uses another person's work without appropriate referencing shall face negative consequences (MATSEC, 2019).

All Vocational Education and Training (VET) criteria are separated into two categories: those assessed through an assignment brief and those evaluated via a controlled exam usually conducted in May as part of their O'level. Given the plagiarism policy, this distinction is crucial as it dictates whether the teacher should provide notes. Consequently, this elucidates why certain sections of the student's booklet include teacher-provided notes while others do not. Although the MATSEC policy document does not explicitly state that a VET teacher cannot distribute written notes to the students, discussions with my mentors and other experienced educators led to a strong suggestion against note distribution. Instead, they advocated for encouraging students to compile their notes using their own words during class explanations.

#### ***4.2.5 Link to Reality***

In this resource pack, I have endeavoured to link the lesson content to reality, also referred to as authentic learning, through the application of role-play, peer-review activities, discussions, investigations and other activities. Authentic learning emphasises complex real-world scenarios and their solutions via role-plays, case studies, problem-based activities and participation in virtual communities of practice (Lombardi, 2007). Educational scholars maintain that learners who actively engage in authentic learning tend to be more motivated to persist in their studies, irrespective of any disorientation they might encounter, providing that the exercise is stimulating. In addition, the social structure and culture of active learning impart meaning and relevance to the discipline (Herrington et al., 2003). Authentic learning is made possible in today's classroom through the use of a fully fledged lab resembling a real-life retail outlet.

#### **4.2.6 Incorporating 21<sup>st</sup> Century Skills**

Teaching and assessing 21<sup>st</sup>-century skills have gained considerable attention from teachers, educational scholars, policymakers, politicians and employers. These stakeholders expect learners to acquire diverse skills and competencies, enabling them to function effectively in their workplaces, as citizens and during their leisure time (Dede, 2007; Kalantzis & Cope, 2008).

As defined by the Organisation for Economic Cooperation and Development (OECD, 2009), 21<sup>st</sup>-century skills refer to those skills and competencies that young learners will need to become effective workers and citizens in the knowledge society of the 21<sup>st</sup> century.

Andreas Schleicher of the Organisation for Economic Cooperation and Development (OECD) Education Directorate shares his insights on the importance of 21<sup>st</sup>-century skills. He notes that we inhabit in a rapidly changing world. Therefore, just providing learners with the same knowledge and skills is insufficient to address the future's evolving changes and challenges. In the past, educators believed that the knowledge and skills they imparted would last their students a lifetime. However, given the frequent economic and societal shifts, educational institutions are responsible for preparing students for jobs that have not yet been created, working with technologies that have not yet been invented and solving problems that we are currently unaware of to maintain competitiveness (Schleicher, 2018).

Hence, 21<sup>st</sup>-century literacy extends beyond mere reading skills – it is about fostering the capacity and motivation to identify, understand, interpret, create and communicate knowledge. In conclusion, success will favour those learners who are willing to adapt quickly, show minimal resistance and are receptive to change. 21<sup>st</sup>-century educators and policymakers aim to guide learners in overcoming this challenge (Schleicher, 2018).

In conjunction with the previous notions, this resource pack tries to encompass various components aimed at practising 21<sup>st</sup>-century skills. These include using information and communication technology (ICT), improving presentation skills, engaging in critical thinking exercises

and conducting activities that foster communication skills, creativity, problem-solving and collaboration, among other vital skills and competencies. The aim is to prepare students for the realities of employment.

### **4.3 Teaching Strategies Employed**

In this section, I shall explore the various teaching strategies incorporated in the resource pack. These techniques include questioning strategies, collaboration and cooperative learning, the jigsaw method, think-pair-share activities, Information and Communication Technology (ICT), educational games, storytelling, literacy exercises and debates. This section shall also discuss potential limitations that these teaching strategies may present.

#### **4.3.1 Questioning Techniques**

The strategic posing of questions is extensively utilised in this resource pack. Questioning techniques are critical in teaching and learning to probe the knowledge students already possess. This strategy stimulates learners' thinking; therefore, questions should be meticulously considered before each lesson (Farrant, 1985). Questioning skills can be complex and need to be mastered by every teacher. If effectively implemented, questioning can positively impact students' performance, making learning more active and engaging (Eee, 1989).

Even though questions have already been included in this resource pack, it is recommended that the teacher modifies the questions as they deem appropriate. Shanmugavelu et al., (2020) maintain that educators should design questions that align with the age and knowledge of the learners in class. Since teachers are already aware of the diverse abilities in class, they should pose questions tailored to their capabilities – asking more complex questions to gifted students and more straightforward or structured questions to those with lower abilities. This approach will motivate and stimulate a learner's thought process.

### ***4.3.2 Collaboration and Cooperative Learning***

Peer learning has recently become popular among young to more mature learners. The literature demonstrates that learners working collaboratively often perform better than students working individually in various areas, such as knowledge development, thinking skills, social skills and learning satisfaction (Barkley et al., 2014; Johnson & Johnson, 1994; Stroebel & Van Barneveld, 2009). Several terms have been used to describe peer learning over the past forty years; however, it is more commonly referred to as cooperative or collaborative learning. These techniques are anchored in developmental and educational theory, suggesting that learning with others is a process of socially constructing knowledge (Bruffee, 1986; Driver et al., 1994; Slavich & Zimbardo, 2012).

Cooperative and collaborative learning is rooted in the social constructivist and cognitive development theories of Vygotsky (1934/1986; 1978) and Piaget (1951). These theorists contend that socio-cognitive conflict encourages deeper thinking when students work collectively. Vygotsky further maintains that all learning and development are socially constructed. Moreover, both Piaget and Vygotsky portray the learner as an active agent, with the Vygotskian theory emphasising that learning is not merely personal construction but a social co-construction of knowledge taking place in dynamic contexts (Sawyer & Obeid, 2017).

Both cooperative and collaborative strategies are active methods of learning, contrasting with the "transmission" or "banking" models of education (Freire, 1970), where students passively absorb information. Cooperative and collaborative learning fosters students' crucial abilities, including critical thinking and interpersonal communication. Collaborative strategies also improve students' motivation to learn. Hence, the enjoyment from learning with peers enhances the overall educational experience and, in turn, fosters a stronger relationship among learners. Consequently, this heightens the probability of students integrating these skills and capabilities into future cooperative projects (Sawyer & Obeid, 2017).

### ***4.3.3 Jigsaw Technique***

The Jigsaw technique is an example of cooperative learning utilised in this resource pack for both learning outcomes. This method was developed by Elloit Aronson and his colleagues in 1978. The primary intent behind this technique is to mitigate segregation and foster collaboration amongst diverse learners. The Jigsaw technique achieves this aim by organising the class into small groups, thereby promoting a sense of interdependence among learners (Ngozichukwu & Bamikole, 2020).

The Jigsaw technique is employed twice within the resource booklet, initially in criteria K9 (part two) to show the interests that drive customer purchases and subsequently in criteria K7 to demonstrate the repercussions of bad customer service before and after purchases.

Salvin (2011) contends that in the Jigsaw technique, students work interdependently to learn and help each other understand academic content. Consequently, the Jigsaw learning strategy involves task specialisation delegated to small groups of students. In this pedagogical approach, each group is assigned a piece of work, which they are expected to present to their peers. As a result, students are to master their assigned tasks to convey their knowledge to the class effectively. Each task is a cooperative learning strategy wherein the lesson content is subdivided into smaller tasks, eventually coming together in a complete jigsaw puzzle of information.

Moreover, according to Slavin (2009), the success of the Jigsaw technique as a cooperative learning strategy is predicated on Slavin's social learning theory. According to this scholar, the efficacy of this cooperative learning technique is built upon four theoretical perspectives: developmental, cognitive, motivational and social cohesion.

Drawing from my limited experience as a retail teacher, the Jigsaw technique is well-received by students. This positive perception arises because students are granted the autonomy to discuss, research and present information independently, utilising their personal learning styles. Consequently, the topics taught through this technique tend to be the ones students retail most effectively for their assessments.

While the Jigsaw is a powerful tool in the classroom, it is important to acknowledge that its success relies on appropriate implementation and the nature of the task itself. In addition, not all lessons can incorporate this strategy; it must be a task that can be sectioned into smaller assignments. Furthermore, it necessitates the teacher's facilitation and guidance throughout the tasks to ensure the learners comprehend the assigned content.

#### ***4.3.4 Think-Pair-Share***

Another cooperative and collaborative strategy frequently implemented in this resource pack is the think-pair-share strategy. This straightforward and easily applicable technique can be used in most lessons. Most exercises from the student's booklet may be carried out using this strategy. The think-pair-share method is a cooperative and collaborative technique because it includes discussions and interactions as the teacher prompts. Partners are either strategically assigned by the educator based on their abilities or chosen randomly. These partners are interdependent and accountable for each other's active roles and interactions.

Think-pair-share activities require a well-structured framework to ensure successful cooperation. In most activities, including those mentioned in the resource pack, the teacher carefully selects the topics for discussion, giving the students the latitude to conduct their discussions on their own terms (Sawyer & Obeid, 2017). It is also essential for the teacher to supervise these ongoing discussions to ascertain that these activities are fruitful.

In a think-pair-share activity, students may decide who will speak first and how to present their discussions in class. Students are encouraged to assign roles in a way that suits them best. It is envisaged that each member will build upon the ideas shared by the others. One advantage of this strategy emerges when students have contrasting viewpoints on a particular topic, as this may inspire their classmates to consider alternative perspectives (Sawyer & Obeid, 2017), leading to deeper thinking. Conflicting ideas may prompt students to elaborate more on the reasons for their opinions and persuade their partners of their idea's validity. Engagement derived from the think-pair-

share strategy facilitates learners to refine their ideas and enhance their confidence in the subject and themselves through discussing their propensity to contribute to a whole class discussion (Sawyer & Obeid, 2017).

#### ***4.3.4 Information and Communication Technology (ICT)***

Since the 1990s, information and communication technology (ICT) has been recognised as essential in supporting education. UNESCO has played a significant role in initiating the 'Education for All' initiative to use ICT's benefits. As we progress into the 21st century, the adoption of ICT in education has become more crucial than ever (Sarkar, 2012).

ICT in education expands the accessibility of learning opportunities for everyone. It can potentially enhance the quality of education by improving learning outcomes and facilitating better management of education systems. ICT in education impacts what is learned, how information is acquired, where and when learning occurs, and who is involved in the learning and teaching processes. The continuous increase of the use of ICT in classrooms in the coming years will also improve geographical opportunities (Sarkar, 2012), thereby enhancing equity for students who may not be able to attend educational institutions physically.

One of the most compelling reasons for incorporating ICT into education is to better equip learners with skills for future workplaces. Most workplaces extensively use ICT, particularly computers, the Internet and other associated technologies. Students who acquire technological literacy and the ability to use ICT proficiently are at a competitive advantage in a globalised market (Tinio, 2003).

This resource pack incorporates two exercises involving ICT. The Jigsaw technique for criteria K9 involves using ICT for research and creating artwork using Canva. In this session, students can experiment with Canva templates and familiarise themselves with the program. It is anticipated that platforms such as Canva will be beneficial for future endeavours, from creating business presentations to artworks intended for social media use.

#### **4.3.5 Educational Games**

Within this resource pack, one encounters an array of traditional and digital games, encompassing bingo, jeopardy, online puzzles, matching exercises, online hangman, and games that incorporate physical activity. The primary objective is to encourage student engagement with the material presented by the educator.

Existing literature highlights the positive impact on student learning of incorporating games into lessons (Russ, 2003; Zabelina & Robinson, 2010). During gameplay, learners can express their feelings and thoughts freely. This communication mode can help develop language skills, allowing students to progress in all developmental areas (Gözalán & Koçak, 2014).

When using traditional or digital games, the teacher should establish specific rules that serve as a form of discipline (Karakoç et al., 2022). The established rules and associated consequences can be viewed as a reflection of the societal norms we need to abide by in real life.

When games are employed strategically at the end of a lesson, students are more likely to pay attention to the teacher's explanations to ensure they fully comprehend the content to enhance their competitiveness during the game. However, despite its numerous benefits, gamification should be implemented with caution. Some students may perceive these activities as an opportunity for disruption rather than learning, compromising the primary objective of the game, which is to facilitate learning and deeper thinking.

During my teaching experience, I observed a notably positive response from students when games were introduced at any point during the lesson. Many students perceived these games as a break and rewarding element within the learning session.

#### **4.3.6 Storytelling**

Storytelling is a recognised educational strategic tool (Abma, 2003; Boyce, 1996). Abma (2003) refers to storytelling as 'organisational learning,' suggesting that knowledge is obtained through ongoing group dialogue. This perspective supports Boyce's (1996) notion that the main benefit of

storytelling is its capacity to encourage a multitude of viewpoints, thereby allowing the 'received wisdom' of formal education to be challenged or transformed into a reality comprehensible to learners. Furthermore, Boie (1991) describes storytelling as a process of 'sense-making', as it can overlay real life or shared experiences onto unfamiliar or theoretical situations. Additionally, Grisham (2006) asserts that stories can aid in developing leadership skills.

The storytelling technique is utilised in the resource pack by incorporating real-life scenarios and case studies. The real-life scenarios benefit students by providing relatable context, facilitating better comprehension of the subject matter being taught. Similarly, case studies are an effective educational tool, grounding theoretical concepts that help students understand and appreciate real-life applications.

#### ***4.3.7 Literacy Exercises***

There is a link between the level of literacy required for academic success and the literacy skills students utilise daily (Childs, 2017). Himmele and Himmele (2009, p. 2) contend that "for teachers to increase exposure to academic language, it is important that they develop a mindset in which they see almost any verbal interaction as an opportunity for developing academic language."

Understanding and interpreting text and drawing conclusions should not be confined to reading an extract or taking an exam. Literary skills should be employed across the curriculum (Childs, 2017) and not limited to language subjects. Literacy should be considered an essential stepping stone towards knowledge (Childs, 2017). Furthermore, encouraging parental involvement to promote reading is of paramount importance.

Learning literacy should build upon and enhance the student's existing abilities. Core skills such as writing, reading, speaking and listening can be continuously refined through teaching. However, according to Chall (1983, 1996), once students become fluent in their literacy skills, they may experience a 'slump' as they are expected to independently utilise the information needed for learning objectives. Therefore, students must understand that learning goes beyond the classroom.

In conclusion, teachers and parents are responsible for moulding students so that literacy skills become integral to their everyday lives, extending beyond their school years (Childs, 2017).

An array of literacy exercises is included in this resource pack, ranging from online puzzles and voice recordings to videos with subtitles, crossword puzzles, word searches and more. Literacy exercises are presented as games to entice students to reinforce their literacy skills. Alongside these interactive activities, the student's booklet also utilises several writing exercises, typically conducted in class and subsequently corrected by the teacher. Students are given ample opportunities to practise and refine their literacy skills by considering information from expositions and rephrasing it in their own words.

#### **4.3.8 Debates**

Oros (2007) and Jackson (2009) maintain that debates should be used as a teaching method during lessons. Oros (2007) also advocates integrating debates into teaching as well as a mode of assessment to introduce a new topic. These scholars maintain that debates complement other teaching methods and help to cater to various learning styles and ensure student engagement during lessons. Jackson (2009, p. 253) further contends that a "debate is not intended to be an end in itself, but rather a means to desirable educational outcomes that complement other teaching techniques and student experience".

Similarly, Meyers and Jones (1993) and Kennedy (2007) maintain that debates as a teaching strategy foster active learning, enabling students to participate through direct involvement in the learning process. Gervery et al., (2009) and Zare and Othman (2013) reinforce the idea that debates help learners acquire crucial skills such as reasoning, analysis and the presentation of clear arguments. Moreover, the literature suggests that incorporating debates in lessons allows students to develop expertise in the content area and nurtures critical thinking and communication skills (Kennedy, 2007; Zare & Othman, 2013).

This resource pack incorporates debates as these stimulate students to engage more deeply with the content presented by the teacher. Moreover, it is beneficial for the teacher to encourage other students to pose questions or counterarguments, further fostering engagement among the learners.

#### **4.5 Conclusion**

This chapter has discussed the preparation and development processes behind the creation of the resource pack. The final chapter shall be the concluding one, encompassing the author's insights and concluding thoughts, along with an analysis of the project's limitations and exploration of opportunities for further research.

# Chapter 5

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*Conclusion*

## **5. Conclusion**

This final chapter reminds the reader about the purpose of the dissertation, discusses the limitations of this project, and explores opportunities for further research.

### **5.1 The Purpose of the Dissertation**

This project-based dissertation aims to aid retail teachers who face challenges in preparing their lesson plans due to the scarcity of available resources related to retail education. Thus, this resource pack aims to bridge the gap in educational resources by providing assistance for lesson delivery.

The resource pack is specifically designed to assist teachers not only in achieving academic goals with their students but also in imparting values that resonate in society. The provided scheme of work, meticulously designed lesson plans and teaching strategies included in this pack allow educators to dedicate more of their valuable time to activities that help students reach their full potential as students, individuals, citizens, employees and future employers or retail owners.

### **5.2 Limitations of this Study**

The main limitation involves the applicability of the resource pack in class. The resource pack's success depends on a number of factors and teaching settings. Strategies that prove effective in one class may not necessarily yield the same positive results in another. Therefore, this leads to the issue of personalisation of this pack. The teaching strategies employed in the resource pack may not work universally across all classrooms. It is vital for teachers to first observe students' strengths and weaknesses before implementing this resource pack. Rather than a one-size-fits-all strategy, this resource pack needs to serve as a guideline for teachers, who are wise enough to adapt it according to the needs of their students.

Student engagement is another possible limitation. This resource pack may be successful with one cohort of students, but it may not be as engaging for another. This is due to the fact that several factors influence student engagement. These include sociocultural background, learning styles, motivation and personal interests.

Another limitation to consider may be the teacher's knowledge and skillset. This resource pack is designed to be user-friendly and accommodating to experienced teachers and those beginning their teaching journey. It assumes that the educator implementing this resource pack is committed to delivering the best teaching experience possible. One should note that educators possess different skills, which should be applied suitably. Furthermore, a novice teacher might find certain aspects of this resource pack challenging to implement as intended by the researcher.

Time constraint is a frequent challenge faced by many teachers. Teaching schedules vary from one school to another. Therefore, some educators may find the resource pack too time-consuming to implement effectively.

Another possible limitation lies in assessing the resource pack's effectiveness. Its success may be difficult to evaluate without obtaining objective feedback from the teachers who have implemented the resource pack in class.

### **5.3 Areas for Further Research**

One area which merits further research is a more extensive incorporation of Universal Design for Learning (UDL) in this resource pack. Kennette and Wilson (2019) contend that "UDL comprises three principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement." As an educator, I am a strong advocate of UDL. Nonetheless, in this resource pack, I found myself constrained by time, limiting how much I could incorporate UDL into each lesson plan presented. I firmly believe in the benefits derived from employing UDL in the classroom. Through UDL, teachers are guided to design lessons that scaffold content to meet students' needs. It entails the use of an array of resources in different formats. This promotes flexibility in learning and increases student motivation as students become active learning agents (Courey et al., 2012). Thus, future work focuses on creating a more inclusive resource pack containing various teaching methods for the same task such that, as an educator, one should ensure that all learning styles are accommodated.

Another possible area for further research involves evaluating this resource pack. Under ideal circumstances, this pack would be disseminated among educators teaching students from various locations across Malta. Subsequently, one could collect informal feedback through interviews not only from the teachers who implement the resource pack but also from the students. This development can be instrumental in further refining and enhancing the resource pack.

#### **5.4 Concluding Remarks**

Key findings within academic literature emphasise the significant impact that positive relationships between students and adults can have on the well-being of children and adolescents (Masten, 2001). Even though parents are undoubtedly the most pivotal figures in a student's life, existing literature contends that non-parental adults, such as educators, play a significant and complementary role to parents. Classrooms provide the physical context where teachers can influence students' academic, social and emotional development. When educators are trying to foster meaningful relationships with their students, they need to be mindful of their approach when imparting knowledge and, at the same time, managing the classroom environment. These roles reflect an intricate balance of teaching strategies and a complex understanding of the learners' psychology to effectively bridge the gap between academic and developmental perspectives.

The scholars Hamre and Pianta (2010) maintain that educational research has focused on the instructional perspective when studying classrooms, while developmental science has concentrated on the social processes within classroom dynamics. Nonetheless, both areas accentuate that student-teacher relationships are an important component of a positive classroom experience and, more significantly, a student's positive development (García-Moya, 2020).

In light of the insights discussed above, as a teacher, I firmly believe that before one can effectively impart subject content, it is imperative to cultivate a positive student-teacher relationship. Even the most thoughtfully designed and inclusive resource pack filled with various activities can be of little value if the students lack trust in their teacher. Therefore, alongside the careful preparation

for each lesson, it is equally essential for the teacher to invest time in getting to know the students and their interests and foster a positive relationship.

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## Appendix A: Sample Scheme of Work for LO 2

Date & Lesson No.	Criteria	Development of Lesson	Resources Required	ROW
___/___/___ Lesson 3	K5 (Part 3)	<ol style="list-style-type: none"> <li>1. Activity - Hot Seat</li> <li>2. Exposition - Competitor products</li> <li>3. Activity - Puzzle Hunt</li> <li>4. Exposition - Elements influencing customer expectations</li> <li>5. Activity - Throw the ball</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Teacher's answer sheets</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Resource 3</li> <li>• Ball</li> </ul>	
___/___/___ Lesson 4	K6	<ol style="list-style-type: none"> <li>1. Activity - Story puzzle</li> <li>2. Exposition - The stages of the selling process</li> <li>3. Exposition - Key aspects that can influence the selling process (Part 1)</li> <li>4. Activity - Crossword Puzzle</li> <li>5. Exposition - Key aspects that can influence the selling process (Part 2)</li> <li>6. Activity - What I learnt</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Resource 4</li> <li>• Resource 5</li> <li>• Laminated sheets</li> </ul>	
___/___/___ Lesson 5	K7 (Part 1)	<ol style="list-style-type: none"> <li>1. Activity - Wordsearch</li> <li>2. Exposition - Factors indicating customers' interest to purchase (Part 1)</li> <li>3. Activity - Real-life scenarios (Part 1)</li> <li>4. Activity - Factors indicating customers' interest to purchase (Part 2)</li> <li>5. Activity - Real-life scenarios (Part 1)</li> <li>6. Activity - Matching (think-pair-share)</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Resource 6</li> </ul>	

Date & Lesson No.	Criteria	Development of Lesson	Resources Required	ROW
<p>___/___/___ Lesson 6</p>	<p>K7 (Part 2)</p>	<ol style="list-style-type: none"> <li>1. Activity - KWL (What I know, what I want to learn, what I learnt)</li> <li>2. Activity -Jigsaw</li> <li>3. Activity - Presentation of student's work</li> <li>4. Activity - Fill in exercise</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Teacher's laptop</li> <li>• Laminated sheets</li> <li>• Resource 7</li> </ul>	
<p>___/___/___ Lesson 7</p>	<p>C1 (Part 1)</p>	<ol style="list-style-type: none"> <li>1. Activity - Case study</li> <li>2. Exposition - Essential retail communication skills used during the sales process (Part 1)</li> <li>3. Activity on booklet</li> <li>4. Exposition - Essential retail communication skills used during the sales process (Part 2)</li> <li>5. Activity - Bingo</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Resource 8</li> <li>• Resource 9</li> <li>• Resource 10</li> <li>• Resource 11</li> </ul>	
<p>___/___/___ Lesson 8</p>	<p>C1 (Part 2)</p>	<ol style="list-style-type: none"> <li>1. Activity - Dotmocracy</li> <li>2. Exposition - The importance of communicating effectively with customers (Part 1)</li> <li>3. Activity - Mini-debate (Part 1)</li> <li>4. Exposition - The importance of communicating effectively with customers (Part 2)</li> <li>5. Activity - Mini-debate (Part 2)</li> <li>6. Quiz - Jeopardy</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Round coloured stickers</li> <li>• Resource 12</li> </ul>	

Date & Lesson No.	Criteria	Development of Lesson	Resources Required	ROW
<p>___/___/___ Lesson 9</p>	C2	<ol style="list-style-type: none"> <li>1. Investigation game - think, pair, share</li> <li>2. Exposition - Questions to compile a customer profile</li> <li>3. Writing task - Fill in on Booklet</li> <li>4. Exposition - Handling customer objections</li> <li>5. Activity - Role-play</li> <li>6. Exposition - Closing techniques</li> <li>7. Game - Card game</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint (online or pdf)</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Resource 13</li> <li>• Resource 14</li> <li>• Resource 15</li> <li>• Resource 16</li> <li>• Resource 17</li> </ul>	
<p>___/___/___ Lesson 10</p>	A1 (Part 1)	<ol style="list-style-type: none"> <li>1. Video</li> <li>2. Discussion</li> <li>3. Activity in the lab</li> <li>4. Activity - Telephone</li> </ol>	<ul style="list-style-type: none"> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Video</li> <li>• Lab</li> </ul>	
<p>___/___/___ Lesson 11</p>	A1 (Part 2)	<ol style="list-style-type: none"> <li>1. Activity - Brainstorming</li> <li>2. Activity in the lab</li> <li>3. Peer review</li> </ol>	<ul style="list-style-type: none"> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Lab</li> <li>• Resource 18</li> </ul>	

**Appendix B: Sample Scheme of Work for LO 4**

**SOW Retail SEC 9**

**Unit 1:** Introduction to Retail, Sales and Customer Care.

**LO 4:** Customer service in a retail environment.

KEY: Assignment Brief

Controlled

Date & Lesson No.	Criteria	Development of Lesson	Resources Required	ROW
<p>___/___/___ Lesson 1</p>	K9	<ol style="list-style-type: none"> <li>1. Activity - Online puzzle</li> <li>2. Exposition - Benefits of good customer service (care)</li> <li>3. Activity -Jigsaw</li> <li>4. Activity - Presentation of student's work</li> <li>5. Activity - Match</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Computer lab</li> <li>• Resource 1</li> <li>• Resource 2</li> </ul>	
<p>___/___/___ Lesson 2</p>	C4 (Part 1)	<ol style="list-style-type: none"> <li>1. Activity - Padlet</li> <li>2. Exposition - Steps when dealing with a customer complaint (Part 1)</li> <li>3. Exposition - Steps when dealing with a customer complaint (Part 1)</li> <li>4. Activity - Apology letter</li> <li>5. Exposition - Steps when dealing with a customer complaint (Part 2)</li> <li>6. Activity - Voice recoding</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Padlet</li> <li>• Resource 3</li> <li>• Resource 4</li> <li>• Audio clip (in the PPT)</li> <li>• Resource 5</li> </ul>	

Date & Lesson No.	Criteria	Development of Lesson	Resources Required	ROW
<p>___/___/___ Lesson 3</p>	C4 (Part 1)	<ol style="list-style-type: none"> <li>1. Activity - Match</li> <li>2. Exposition - Ways of dealing with challenging situations (Part 1)</li> <li>3. Activity - What would you do (real-life scenarios)</li> <li>4. Exposition - Ways of dealing with challenging situations (Part 2)</li> <li>5. Activity - One step forward two steps back</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> </ul>	
<p>___/___/___ Lesson 4</p>	A1 (Part 1)	<ol style="list-style-type: none"> <li>1. Storytelling</li> <li>2. Discussion</li> <li>3. Activity in the lab</li> <li>4. Writing out the steps</li> </ol>	<ul style="list-style-type: none"> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Lab</li> </ul>	
<p>___/___/___ Lesson 5</p>	A1 (Part 2)	<ol style="list-style-type: none"> <li>1. Activity - Brainstorming</li> <li>2. Activity in the lab</li> <li>3. Peer review</li> </ol>	<ul style="list-style-type: none"> <li>• Student's booklet</li> <li>• Interactive pen</li> <li>• Whiteboard markers</li> <li>• Lab</li> <li>• Resource 6</li> </ul>	

**Appendix C: Resource Pack for LO2**

**RETAIL YEAR 9 SEC - LO2**

**RESOURCE  
PACK**

by  
Ms Chiara  
Jessica  
Demicoli





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## 1.LESSON PLAN K5 (Part 1)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Factors influencing customer expectations</b>	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b>	
<ol style="list-style-type: none"> <li>1. <b>State</b> factors influencing customer expectations.</li> <li>2. <b>Outline</b> a factor influencing customer expectations.</li> </ol>	
<input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Hangman <input type="checkbox"/> Bell <input type="checkbox"/> Guess the factor phrases (Resource 1)	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to list and outline the various factors influencing customer expectations.

**Specific Objectives:**

1. To recognise that customers expectations are influenced by diverse factors.
2. To be able to identify a salesperson role in retail.
3. To be able to define consumer expectations.
4. To be able to evaluate a scenario to identify specific factors that influence customer expectations.
5. To understand that we live in a diverse world and customers have unique needs.
6. To learn how one should respect different cultures, ethnicities, ages, genders and nationalities.

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## INTRODUCTION

### **Task 1: Hangman**

**5 mins**

Students will play hangman following this [link](#).

### **Task 2: Booklet**

**5 mins**

Students are to fill in **exercise 1** from the booklet.

## DEVELOPMENT

### **Task 3: Exposition – Socio-demographic factors (Part 1)**

**5 mins**

#### Slide 5

Students will be asked what the term socio-demographic factors means to them.

#### Slides 6 - 7

Students will be asked how the pictures around the term "socio-demographic" may be related - to reveal the keyword. To unveil the correct answer, students should approach the interactive board, remove the image, and then remove the orange box to uncover the term below.

**5 mins**

#### If using the interactive version:

*The teacher shall introduce the different factors related to socio-demographic factors. Log in on Canva and use the provided link at the start of the lesson plan for an interactive PPT.*

#### If using the PDF version:

*Ask the students about the possible connections between the pictures and the term "socio-demographic." Once the students have gone through all the images on the PPT, they may reveal the correct answer on the next slide.*

#### Slides 9 – 18

The teacher shall go through the various factors influencing customers and then move to the following slide for a short discussion.

**20 mins**

### **Task 4: Activity - Write out the factors**

**5 mins**

#### Slide 19

Students are to use the interactive pen to write out the socio-demographic factors covered influencing customer expectations on the interactive board.

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**Task 5: Exposition – Socio-demographic factors (Part 2)****20 mins**Slides 20 – 28

The teacher shall go through the various factors influencing customers and then move to the following slide for a short discussion.

**Task 6: Activity - Write out the factors****5 mins**Slide 19

Students are to use the interactive pen to write out the remaining factors covered influencing customer expectations on the interactive board.

(NB: It is important that as the teacher explains students are given time to write down their notes on the booklet **exercise 2**).

**CONCLUSION****Task 7: Activity - Guess the factor****10 mins**

The teacher will read phrases (**resource 1**) out loud to the class. Each phrase is linked to a factor influencing customer expectations. A bell will be placed on a table in the middle of the class, and one student from each group will ring it and say the answer after discussing it as a group.

Anyone who blurts out the answer will be deducted 5 points, and all correct answers will be given 10 points.

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### Resource 1 - Guess the factor phrases

- This factor is all about climate, lifestyle, and infrastructure influencing preferences and demands for products or services. **Location**
- This factor can have an effect on what customers expect because it influences their tastes, needs, and values. **Religion**
- This factor relates to men and women often buying things differently due to their - **Gender**
- This factor relates to influential people who can change someone's thoughts or actions. **Reference groups**
- What factor are we talking about when we mention the different needs of the people in a household, such as their age, gender, and relationship status, affect their preferences? **Household composition**
- This factor is all about cultural backgrounds and experiences that people of the same race have in common that can shape preferences, values, and buying habits. **Race**
- As customers get older, they tend to emphasise practicality, personalisation, and higher-quality products or services. What factor are we talking about? **Age**
- This factor is about individuals stemming from various socioeconomic origins'. Therefore, these people value price, quality, or brand image differently. **Social class**
- Understanding local manners, standards, and traditions may strengthen customer relations and loyalty. **Nationality**

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# LO 2

## RETAIL SELLING PROCESS

*Outline the retail selling process.*

---

**PREPARED BY: MS CHIARA JESSICA DEMICOLI**

## **L02 - Topics**

**Topic 1:  
Factors influencing customer expectations**

**Topic 2:  
The (famous) selling process**

**Topic 3:  
Customers' interest to purchase**

**Topic 4:  
Retail communication skills**

**Topic 5:  
Customer profile, handling objections and  
closing techniques**

**Topic 6:  
Demonstration - The selling process**

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# TOPIC 1:

## FACTORS INFLUENCING CUSTOMER EXPECTATIONS

Remember, the longer boxes are designed for d, b, f g ... etc!

1 State factors influencing customer expectations by filling out the below word shapes.

1 Socio-            factors

2         factors

3 Level of         and experience

4          products

2 Outline the factors influencing customer expectations.

### Socio-demographic factors



Age

Three horizontal lines for writing notes.

**Gender**





**Nationality**

**Social class**

**Religion**

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Race	 <hr/> <hr/> <hr/>
Reference groups	 <hr/> <hr/> <hr/>
Location	 <hr/> <hr/> <hr/>
Household composition	 <hr/> <hr/> <hr/>

## 2. LESSON PLAN K5 (Part 2)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Laminated flashcards (Resource 2).
<b>Unit:</b> 1 LO 2	
<b>Duration:</b> 80 mins	
<b>Topic:</b> Factors influencing customer expectations	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b> <b>Outline</b> a factor influencing customer expectations.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to outline the various factors influencing customer expectations which fall under the economic factors and education and experience.

**Specific Objectives:**

- 1.To understand the importance of being educated and how education may change customers' expectations.
- 2.To recognise how the nation's economy influences customers' expectations.
- 3.To be able to identify a salesperson's role in retail.
- 4.To be able to evaluate a scenario to identify specific factors that influence customer expectations.

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## INTRODUCTION

### **Task 1: Activity - Two truths, one lie**

10 mins

#### Slides 4-6

The teacher will show three phrases on the interactive whiteboard where students must cross out the lie using the interactive pen.

#### First round:

1. Factors influencing customer expectations are five.
2. These are socio-demographic factors; economic factors; level of education and experience; competitor products.
3. They are all equally important.

#### Second round:

1. Socio-demographic factors are characteristics that influence and describe a population.
2. These factors include age, gender, nationality, social class, religion, race and hair length.
3. It is important that, as a retail person, we acknowledge these factors to be able to provide the customer with the best service possible.

#### Third round:

1. Household composition refers to the different needs of the people in a household, such as their age, gender, and relationship status, which affect their preferences.
2. Location affects customer expectations because local factors like climate, lifestyle, and infrastructure shape preferences and demands for products or services.
3. Customers rarely buy based on what their friends and family say and do.

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## DEVELOPMENT

### **Task 2: Exposition – Economic factors (Part 1)**

**25 mins**

#### Slides 8-17

The teacher shall go through the various economic factors influencing customers and then move to the following slide for a short discussion.

### **Task 3: Activity - What's in the box!**

**5 mins**

#### Slide 18

Students are to use the interactive board to open boxes introducing factors related to education and experience by following this [link](#).

### **Task 4: Exposition – Education and experience factors**

**25 mins**

#### Slides 19 – 27

Go through the various education and experience factors influencing customers and then move to the following slide for a short discussion.

*(NB: It is important that as the explains students are given time to write down their notes on the booklet **exercise 2**. Competitor section to be tackled next lesson.)*

## CONCLUSION

### **Task 5: Activity – Mix and Match**

**15 mins**

#### Slide 30

Students will use laminated flashcards (**resource 2**) containing three headings and corresponding subheadings. They are required to correctly categorise the factors that influence customer expectations by placing them under the correct heading.

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Resource 2 - Laminated flashcards

**SOCIO-  
DEMOGRAPHIC  
FACTORS**

**ECONOMIC FACTORS**

**EDUCATION AND  
EXPERIENCE**

**Age**

**Race**

**Gender**

**Reference groups**

**Nationality**

**Location**

**Social class**

**Household**

**Religion**

**composition**

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Resource 2 - Laminated flashcards

**Education level**

**Research**

**Product reviews**

**Prior experience**

**Consumer rights**

**Economic stability**

**Disposable income**

**Occupation**

**Consumer credit**

**Savings and investments**

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## Economic factors



Economic stability

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Disposable income

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Occupation

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Consumer credit

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**Savings & investments**


**SAVE**

**Education and experience**


**Education level**



**Research**



**Product reviews**



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**Prior experience**

**Consumer rights**

**Competitor products**

**Variety**

**Substitute products**

Ms Chiara Jessica Demicoli pg.8

The worksheet is a vertical page with a yellow border. It features five main sections, each with a colored arrow-shaped label on the left and a large yellow rounded rectangle on the right containing three horizontal lines for writing. The sections are: 1. 'Prior experience' (purple arrow), 2. 'Consumer rights' (purple arrow), 3. 'Competitor products' (orange arrow), 4. 'Variety' (orange arrow), and 5. 'Substitute products' (orange arrow). There are four decorative icons: a person climbing a gear and arrow (top right), a person at a scale (middle right), a grid of product images (middle right), and a blue jersey with '06' (bottom right).

### 3. LESSON PLAN K5 (Part 3)

<b>Date &amp; Time:</b>	<b><u>Resource Checklist:</u></b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Teacher's answer sheets <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Laminated puzzle pieces (resource 3) <input type="checkbox"/> Ball
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Factors influencing customer expectations</b>	
<b>PPT URL: <a href="#">Link</a></b>	
<b>Assessment Criteria:</b> 1. <b>Outline</b> a factor influencing customer expectations. 2. <b>Describe</b> different elements influencing customer expectations in a particular scenario.	

#### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to outline the factors influencing customer expectations on competitor products and describe the elements influencing customer expectations.

**Specific Objectives:**

1. To identify and describe the key aspects of competitor products.
2. To understand how crucial it is to know what your competitors are doing.
3. To investigate the factors that impact customer expectations.
4. To understand the impact sustainability has on reputation of a company.
5. To demonstrate critical thinking, problem-solving, and collaboration skills by successfully completing a puzzle in a group setting.

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## INTRODUCTION

### **Task 1: Activity - Hot Seat**

**15 mins**

#### Slide 3

In groups of three, the teacher shall randomly assign one of these topics: socio-demographic factors, economic factors, or education and experience. Each group must write down the key points they learnt from the previous lesson according to the topic they have been assigned.

Then a student from each group will present their work to the rest of the class.

## DEVELOPMENT

### **Task 2: Exposition – Competitor products**

**25 mins**

#### Slides 5-23

The teacher shall go through the various competitor product factors influencing customers and then move to the following slide for a short discussion.

*(NB: It is important that as the teacher explains students are given time to write down their notes on the booklet **exercise 2**.)*

### **Task 3: Activity - Puzzle Hunt**

**10 mins**

#### Slide 24

Students search the lab for colour-coded puzzle pieces (**resource 3**) and put the pieces together. Once done, they must read aloud the phrases formed by the completed puzzles.

### **Task 4: Exposition – Elements influencing customer expectations**

**25 mins**

#### Slides 25-35

The teacher shall go through the PPT to explain the elements influencing customer expectations and then move to the next slide for a short discussion.

*(NB: It is important that, as the teacher explains, students are given time to write down short notes to complete **exercise 3** marked as **homework** on the booklet. Homework will be collected and corrected by the teacher.)*

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## CONCLUSION

### **Task 5: Activity – Throw the ball**

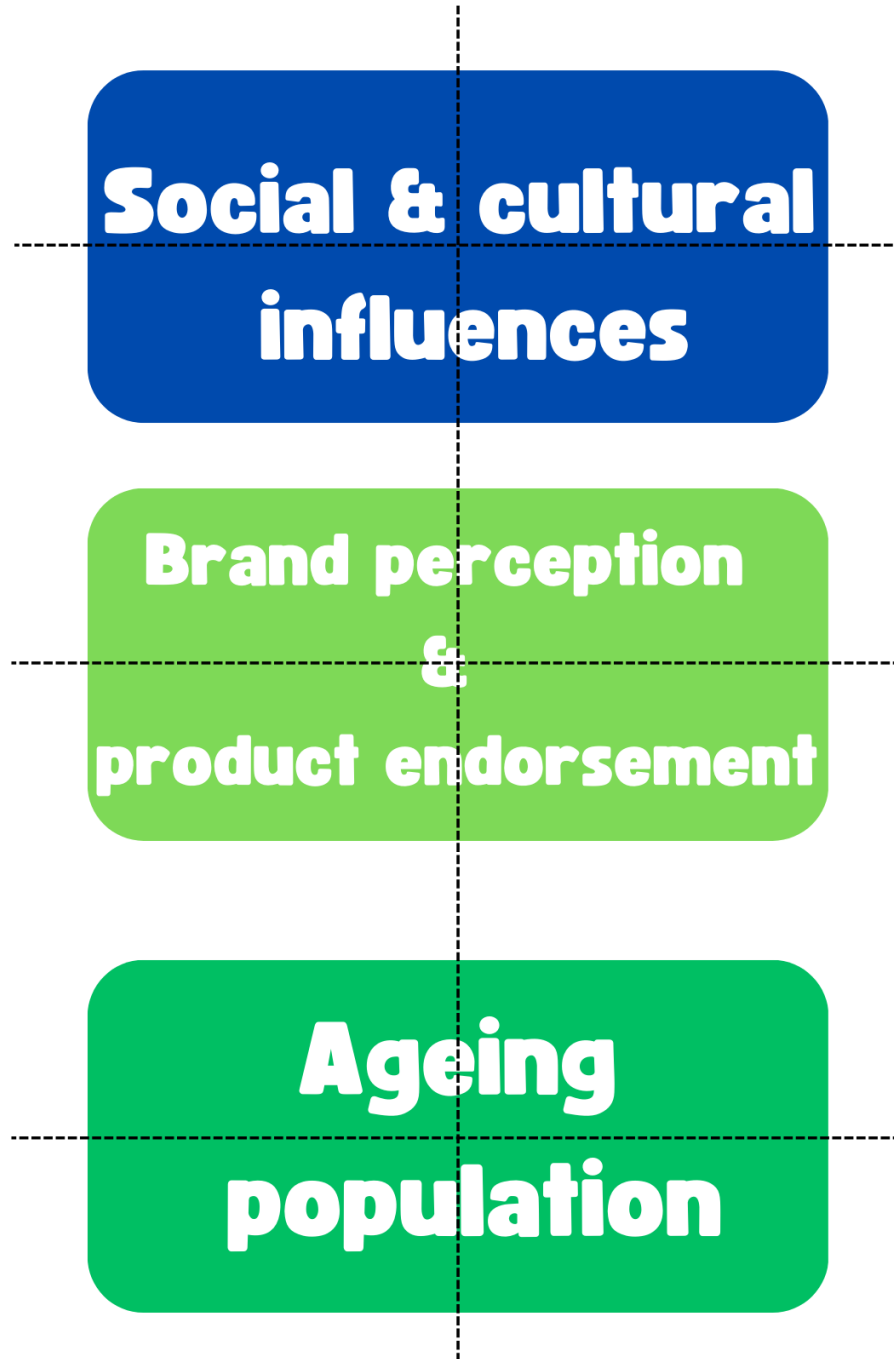
**10 mins**

Students share what they've learned in the lesson and then pass a ball to a classmate, who will also share what they learnt. This activity continues until all students have a go.

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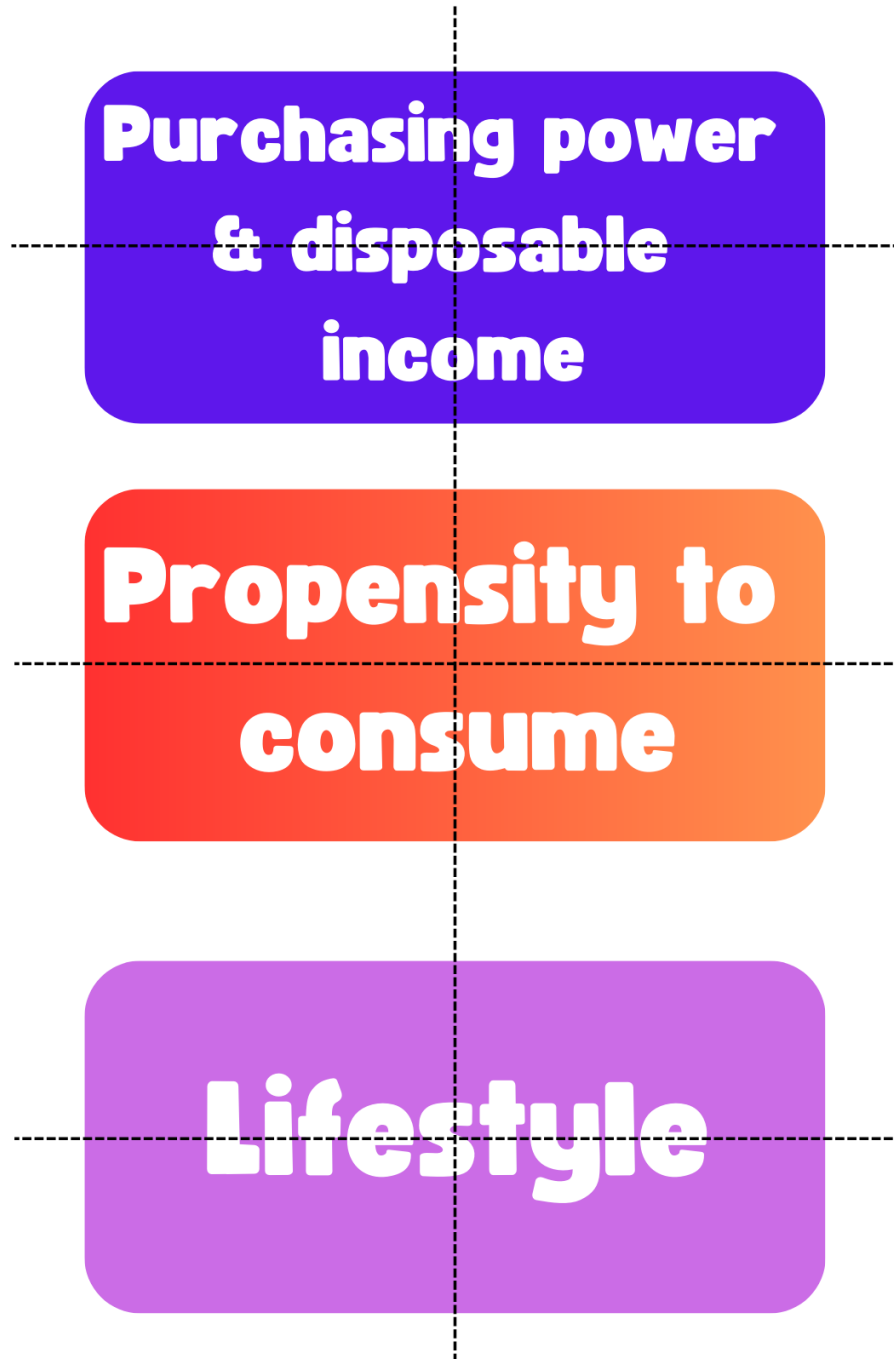


Resource 3 - Laminated puzzle pieces



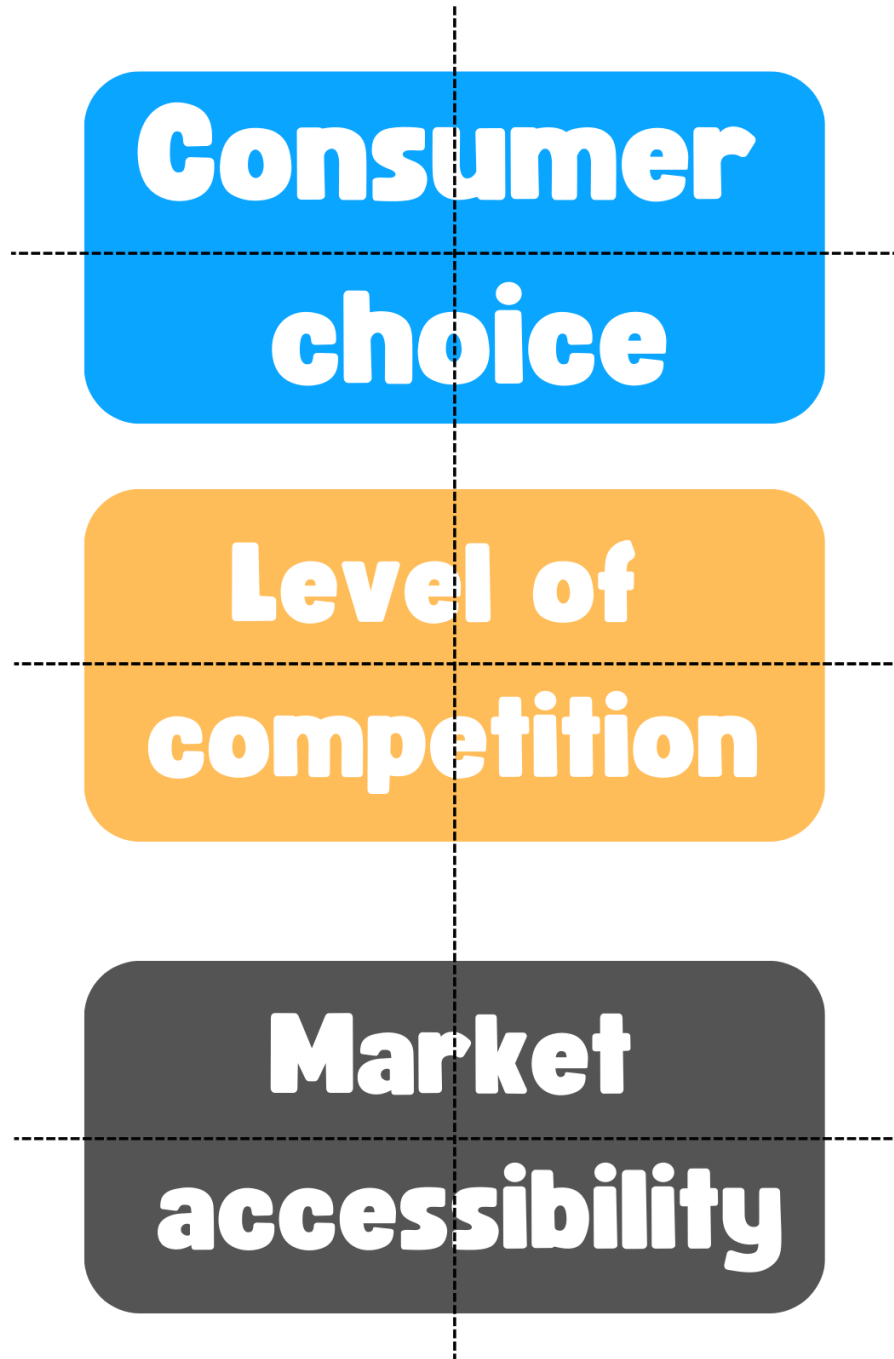
*Ms Chiara Jessica Demicoli*

Resource 3 - Laminated puzzle pieces



*Ms Chiara Jessica Demicoli*

Resource 3 - Laminated puzzle pieces



*Ms Chiara Jessica Demicoli*

AVAILABLE  
NOW

Availability

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Innovative  
solutions

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3

**Describe** different elements influencing customer expectations.

**Social and cultural influences**



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## Brand perception and product endorsement



Endorsement is a type of support given by someone, usually a person of influence!

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## Ageing population



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### Purchasing power and disposable income



Disposable income is the amount of money a person has available to buy.

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### Propensity to consume



It is how likely or likely it is that someone will act a certain way or have a certain attitude.

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## Lifestyle



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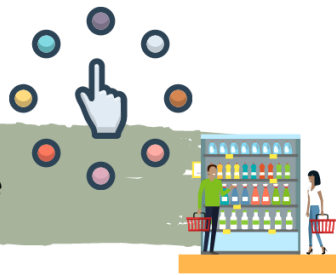
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## Consumer choice



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### Level of competition



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### Market accessibility



It refers to the level of difficulty involved in reaching customers and making sales in a particular market.

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## 4. LESSON PLAN K6

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Story (resource 4) <input type="checkbox"/> The selling process (resource 5) <input type="checkbox"/> Laminated sheets (one per student)
<b>Unit:</b> 1 LO 2	
<b>Duration:</b> 80 mins	
<b>Topic:</b> The selling process	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b>	
<ol style="list-style-type: none"> <li>1. <b>Recall</b> the stages of the selling process.</li> <li>2. <b>State</b> key aspects that can influence the selling process.</li> <li>3. <b>Describe</b> how key aspects influence stages of the selling process.</li> </ol>	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to understand the steps to carry out the selling process and what aspects influence the selling process.

**Specific Objectives:**

1. To understand the steps in the selling process.
2. To identify the factors that affect the selling process.
3. To understand selling strategies to be used during the selling process.
4. To address any possible challenges or objections.
5. To demonstrate an understanding of how to adapt to different customer needs.
6. To work on problem-solving skills and an eye for detail.
7. To encourage students to use their creativity.
8. To work on literacy skills by means of a crossword puzzle.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Activity - Story puzzle**

**15 mins**

Slide 3

Students shall put the story in sequence (**resource 4**). They will first read the narrative aloud and then use index cards (**resource 5**) to match the titles to the story.

## DEVELOPMENT

### **Task 2: Exposition – The stages of the selling process**

**10 mins**

Slide 5

The teacher shall go through the stages of the selling process.

*(NB: It is important that as the teacher explains, students are given time to write down their notes on the booklet **exercise 4**.)*

### **Task 3: Activity - Charades**

**10 mins**

Students will use the index cards (**resource 5**) to act out the selling process. They may choose a product from the lab to help them with this activity.

### **Task 4: Exposition – Key aspects that can influence the selling process (Part 1)**

**12 mins**

Slides 7-11

The teacher shall go through the PPT to list and describe the key aspects that influence the selling process.

### **Task 5: Activity - Crossword Puzzle**

**10 mins**

Students should work out the crossword in **exercise 5**.

### **Task 6: Exposition – Key aspects that can influence the selling process (Part 2)**

Slides 12-14

The teacher shall go through the PPT to explain the key aspects that can influence the selling process.

*(NB: It is important that as the teacher explains students are given time to fill in **exercise 6** - the teacher may decide to give this exercise as **homework**.)*

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## CONCLUSION

### **Task 6: Activity – What I learnt**

**10 mins**

On laminated paper, students are to write three things they have learnt from this lesson and then share them in class.

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### Resource 4 - Story

**Maria was well known to be a friendly and helpful salesperson in a local electronics shop. Last week, Mark, a student from university, popped over a little worried. Maria quickly greeted Mark and asked him if he needed any help.**

**Mark told Maria that since he had donated his laptop to his younger brother, he required another one; however, he had a tight budget in mind. Maria attentively listened to Mark to make sure she understood his needs.**

**Maria showed Mark a laptop with a quick CPU, excellent graphics, and a lightweight design. She carefully explained all its functions and designs. Maria also demonstrated some pre-installed programs that could be beneficial for his studies.**

**Pricing was an issue for Mark, as the laptop suggested was slightly overpriced. Maria quickly understood his concern and offered him a 15% discount if he paid upfront.**

**Maria summarised the order and made sure that Mark understood the benefits and features of the laptop. Maria also explained the discount given if he paid in cash. Mark agreed to what Maria said and got the deal.**

**Mark was impressed with Maria's sales skills and customer service. He grabbed the laptop and headed home, satisfied.**

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Resource 5 - The selling process

**OPENING (MEET  
AND GREET)**

**UNDERSTAND CUSTOMER  
NEEDS**

**EXPLAIN PRODUCT  
FEATURES AND  
DEMONSTRATION**

**HANDLE  
OBJECTIONS,  
NEGOTIATION &  
SUMMARISE**

**CLOSE THE SALE**

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## TOPIC 2:

# THE (FAMOUS\*) SELLING PROCESS

\*It's the most well-known process in retail because of how crucial it is!

4

Recall the stages of the selling process by completing the terms in the blank boxes!

1

2

3

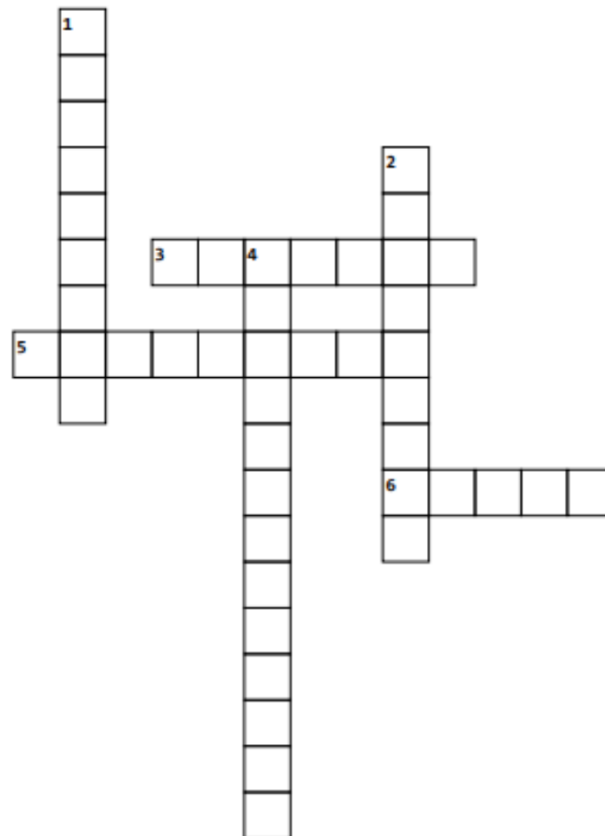
4

5

Opening (meet and greet), understand customer needs, explain product features and demonstration, handle objections + negotiation and summarise, close the sale.

5

State key aspects that can influence the selling process by completing this crossword puzzle.



**Across**

- 3. \_\_\_\_\_ areas (Showing something)
- 5. Product and service \_\_\_\_\_ (Something learned or understood)
- 6. \_\_\_\_\_ availability (Goods available for sale)

**Down**

- 1. Interdepartmental \_\_\_\_\_ (Relationship without the hip)
- 2. Market \_\_\_\_\_ (Recognition of something)
- 4. Awareness of \_\_\_\_\_ (Reduced prices or discounts)

**Now write them down here!**

<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>

6

**Describe** how key aspects influence stages of the selling process by filling in the following paragraphs.



**Product and service knowledge**

Product and service knowledge is important as it helps salespeople gain customers' t\_\_\_\_\_ and c\_\_\_\_\_ through the information they give customers.



When salespeople have significant k\_\_\_\_\_ about their products or services, they can provide customers with a\_\_\_\_\_ and d\_\_\_\_\_ information, answer their q\_\_\_\_\_ well, and deal with any objections.

With this knowledge, salespeople accurately match customer needs and wants and make personalised suggestions that will most likely lead to a successful sale.

**Awareness of special offers**



Knowledge about your products and services is needed; however, as a good salesperson you must stay u\_\_\_\_\_ on the current s\_\_\_\_\_ o\_\_\_\_\_. It is also essential to pass on this information to interested customers to entice them to buy.



When sharing information about special offers, you also show your customers that you c\_\_\_\_\_ by offering the possibility to save m\_\_\_\_\_ or get additional b\_\_\_\_\_. Furthermore, special offers may cause the client to act with u\_\_\_\_\_ since they are available only for a l\_\_\_\_\_ time.

## Market awareness



Market awareness helps salespeople understand what their c\_\_\_\_\_ are doing. This is important to maintain the retail outlet's c\_\_\_\_\_ e\_\_\_\_\_.



Salespeople aware of consumer p\_\_\_\_\_, current t\_\_\_\_\_, market s\_\_\_\_\_, and their competitors can better position themselves in the market to e\_\_\_\_\_ attract their target m\_\_\_\_\_. This can put them above the competition.

## Interdepartmental relations



Interdepartmental relations makes sure that all the s\_\_\_\_\_ of an organisation u\_\_\_\_\_ to meet customer needs and make s\_\_\_\_\_ sales. When different d\_\_\_\_\_ in a retail outlet work well together, they tend to s\_\_\_\_\_ information to give customers a smooth and complete experience.



A s\_\_\_\_\_ relationship can also effectively s\_\_\_\_\_ problems that might arise during the sales process, such as product a\_\_\_\_\_ or shipping d\_\_\_\_\_. This can make things better for the customer and make it more likely that a sale will happen.

## Display areas



Display areas are an essential aspect that can i\_\_\_\_\_ the selling process. They help a\_\_\_\_\_ customers and grab their a\_\_\_\_\_, presenting products in an a\_\_\_\_\_ and organised manner.

As a result, customers are more likely to v\_\_\_\_\_ the outlet when a shop window is done well, as it may entice c\_\_\_\_\_. A well-designed display area can create a p\_\_\_\_\_ shopping experience for customers, leading to increased sales and customer s\_\_\_\_\_.

## Stock availability



Stock availability is a major concern for customers, as it directly affects a s\_\_\_\_\_. When a product is readily a\_\_\_\_\_ or in stock, customers are more i\_\_\_\_\_ to buy it rather than wait for it to be produced or s\_\_\_\_\_.

Conversely, l\_\_\_\_\_ stock levels or waiting times can cause clients to get f\_\_\_\_\_, and this may result in a l\_\_\_\_\_ of a sale or, worse n\_\_\_\_\_ word of mouth.

## 5. LESSON PLAN K7 (Part 1)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Yes and no signs (Resource 6)
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Customers' interest to purchase</b>	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b> 1. <b>List</b> factors that indicate customers' interest to purchase. 2. <b>Outline</b> factors that indicate customers' interest to purchase.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to list and outline the factors which indicate customers' interest to purchase.

**General Objectives:**

1. To interpret consumer's emotional messages and body language.
2. To understand the role of social and personality factors when purchasing a product or service.
3. To develop skills to recognise and respond to consumers' buying intentions.
4. To implement the knowledge of factors obtained from the previous lesson to indicate a customer's tendency to buy in real-world scenarios.
5. To learn how to interact with consumers who show an interest in purchasing a product.
6. To practise and demonstrate effective communication skills.
7. To distinguish between potential consumers genuinely interested in making a purchase and those who are not.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Activity - Wordsearch**

**15 mins**

Students should open **exercise 7** and search for the underlined words in the word search provided. Meanwhile, the teacher will display the word search on the interactive whiteboard and highlight the answers as students progress through the activity.

## DEVELOPMENT

### **Task 2: Exposition – Factors indicating customers’ interest to purchase (Part 1)**

**20 mins**

*Slide 5 -10*

The teacher shall go through the PPT to list and outline the factors indicating customers’ interest to purchase.

### **Task 3: Activity - Real-life scenarios (Part 1)**

**10 mins**

*Slides 12-18*

The teacher shall go through real-life scenarios while students with the index cards placed on a stick provided (**resource 6**) will indicate if a customer is interested to purchase or not.

### **Task 4: Activity - Factors indicating customers’ interest to purchase (Part 2)**

**10 mins**

*Slides 19-21*

The teacher shall go through the PPT to outline the factors indicating customers’ interest to purchase.

### **Task 5: Activity - Real-life scenarios (Part 1)**

**10 mins**

*Slides 22-25*

The teacher shall go through real-life scenarios while students with the index cards placed on a stick provided (**resource 6**) will indicate if a customer is interested to purchase or not.

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## CONCLUSION

### **Task 6: Activity – Matching (think-pair-share)**

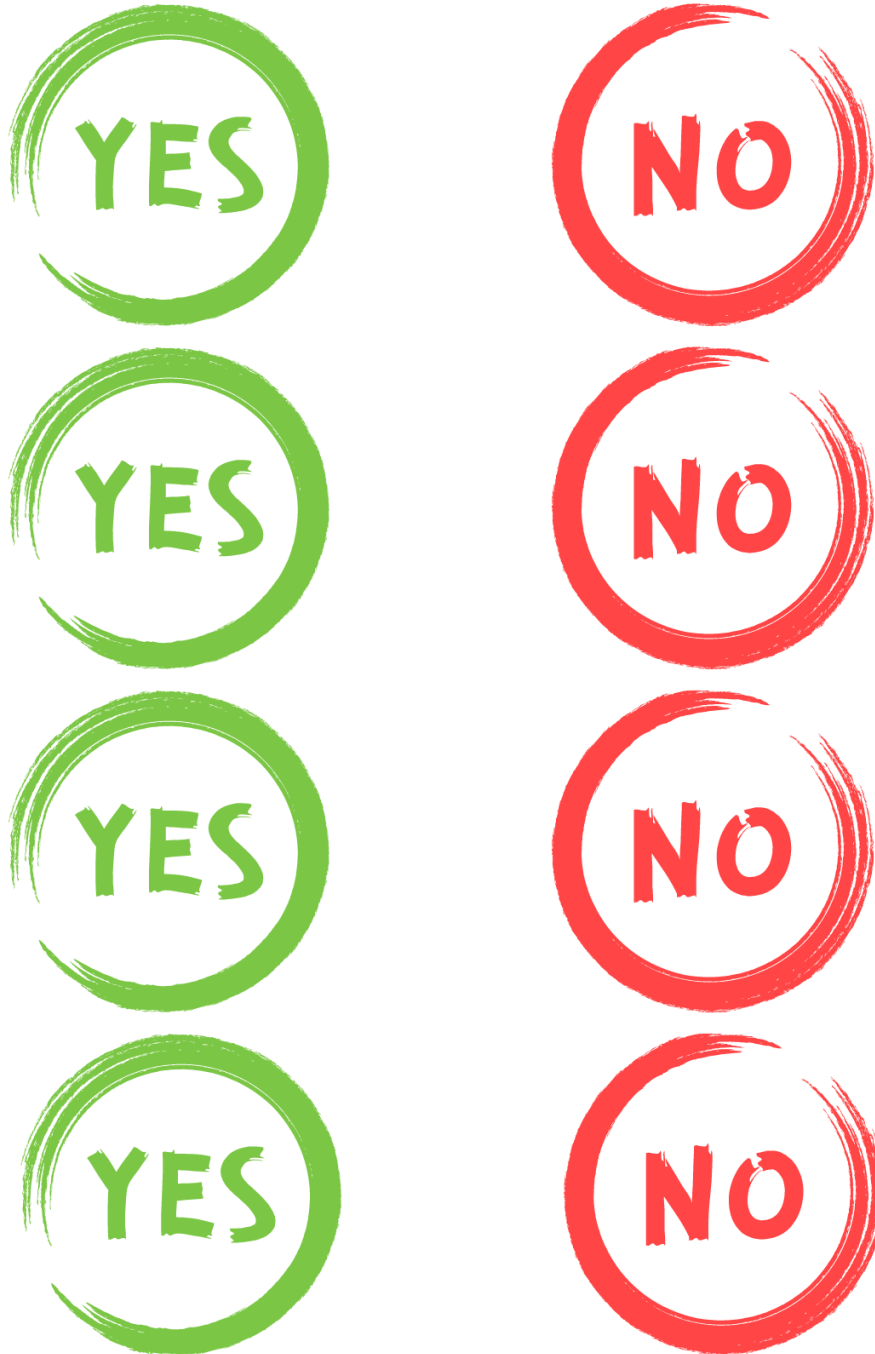
**15 mins**

Students should open **exercise 8** and work in pairs to discuss the answers. Once everyone completes their task, the teacher will review and explain the solutions using the interactive board.

*Ms Chiara Jessica Demicoli*



Resource 6 - Yes and no sign



*Ms Chiara Jessica Demicoli*

### TOPIC 3:

## CUSTOMERS' INTEREST TO PURCHASE

7

List factors that indicate customers' interest to purchase - look up the underlined terms!

G G M C L W V P T E O N Q K I  
 K N P P S A P O M B O P A Q K  
 E N I H A Z I O Y I N G F Y Y  
 D G P T R Y T C T B E K W T E  
 O D T S A I M A O W C E I I X  
 E H Y M O G M E G S I Q G L P  
 D A Y N J R I G N F R J C A E  
 X Y A S O W C T Z T P E F N R  
 L L Z F T N D O S T W D W O I  
 T M N Y C R H R V E H P Y S E  
 Z I D E T A I L S A V H C R N  
 T H S P Z H S V Y E P N O E C  
 O E Z I S W E H G W J Y I P I  
 V S Y L X A W G V Y Q J K D N  
 C Q V K Y B E G A U G N A L G

Spending time investigating the product, asking about price, requesting more product information or details, asking for payment details, experiencing the product, emotional messages and body language, social and personality factors.

8

Outline factors that indicate customers' interest to purchase by matching the numbers to the letters.

<p><b>1</b> Spending time investigating the product</p>	<p><b>a</b> This is when the customer physically tries the product, for example, by taking a test drive for a new car or seeing the features of a TV. This allows the customer to experience the product.</p>
<p><b>2</b> Asking about price</p>	<p><b>b</b> Here, the customer is considering how much the product and service cost. This is done to make sure that they have enough money to purchase it. This shows commitment.</p>
<p><b>3</b> Requesting more product information or details</p>	<p><b>c</b> This is about how the customer reacts to a product or service. This can include facial expressions, body language, and the tone of voice that show excitement or enthusiasm. Through reading customers' emotions, one can determine if they are interested or not.</p>
<p><b>4</b> Asking for payment details</p>	<p><b>d</b> Cultural background, lifestyle and personal beliefs can influence a customer's interest in purchasing. These factors are elements which may motivate or demotivate customers to purchase.</p>
<p><b>5</b> Experiencing the product</p>	<p><b>e</b> Before a customer decides to purchase, they normally spend time obtaining information about the products. They also see what competitors are offering to make sure they make the best decision. A well-informed customer is an interested customer.</p>
<p><b>6</b> Emotional messages and body language</p>	<p><b>f</b> When the customer requests payment details, it shows that they are ready to purchase and consolidate the sale, and they are showing great commitment.</p>
<p><b>7</b> Social and personality factors</p>	<p><b>g</b> When customers request further information, it means what is being proposed to them interests them and they have engaged with the product or service.</p>

1	2	3	4	5	6	7

9

**Describe** why it is important to identify a customer's interest to purchase, by filling in the following paragraphs.

**To avoid annoying the customer with unnecessary information (aggressive selling)**

To find out if a customer is interested in buying, it is important not to b\_\_\_\_\_ them with too much information.

A\_\_\_\_\_ sales tactics can make the customer feel o\_\_\_\_\_, which makes them less likely to purchase the product or service. It is important to understand what the customer needs and why and to give them the i\_\_\_\_\_ they need to make an informed decision.

By putting the customer f\_\_\_\_\_, salespeople can build a relationship and make a good connection, which may lead to a successful sale.



**To offer alternatives so as to satisfy needs**

Offering a\_\_\_\_\_ is important to identify a customer's interest in purchasing a product or service from your retail outlet.

## 6. LESSON PLAN K7 (Part 2)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Teacher's laptop <input type="checkbox"/> Laminated sheets <input type="checkbox"/> Jigsaw handout (Resource 7)
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Customers' interest to purchase</b>	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b> 1. <b>Describe</b> why it is important to identify a customer's interest to purchase.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to describe why it is important to identify a customer's interest to purchase.

**General Objectives:**

1. To understand how important it is to avoid being aggressive towards customers.
2. To learn techniques to avoid overwhelming consumers with too much information.
3. To develop the ability to provide customers with alternative products or services.
4. To learn how to identify upselling opportunities to maximise sales while keeping in mind customer satisfaction.
5. To recognise when to conclude a sale at the right time.
6. To learn how to provide a personalised service.
7. To develop collaboration skills by sharing information, learning from one another, and combining their knowledge to accomplish a common goal.
8. To enhance their literacy skills and presentation skills.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Activity - KWL (What I know, what I want to learn, what I learnt)**

**10 mins**

#### Slide 4

The students will be introduced to the reasons why it's important to recognise a customer's interest in making a purchase. Then, on a laminated sheet, students will select two reasons they are most familiar with, two reasons they would like to know more about, and what they learned from the previous lesson. This information will then assist the teacher in forming groups for the next activity.

## DEVELOPMENT

### **Task 2: Activity – Jigsaw**

**30 mins**

Students will be divided into three groups. Each group will be assigned two of the following topics (depending on the answers they have given in task 1):

- a. Avoiding aggressive selling
- b. Offering alternatives to satisfy customer needs
- c. Identifying upselling opportunities
- d. Closing the sale at the right time
- e. Enhancing the customer's product/service experience
- f. Empowering customers in retail interactions

Each group will receive two handouts (**resource 7**), one for each reason they are discussing. In addition, students will have access to the all-in-one computer, interactive whiteboard, and teacher's laptop to conduct their research\*. The information they have researched will be used to fill in the handouts provided.

Encourage students to explore the lab, select a product, and create short skits based on the reasons provided.

*\*In schools which allow mobile phones, these can be used to gather information; this is up to the teacher's discretion.*

Ms Chiara Jessica Demicoli



**Task 3: Activity - Presentation of student's work****25 mins**

After discussing and completing the handouts, students will present their information. During the presentations, students are encouraged to take brief notes on the points they find important and ask questions at the end of each presentation.



**CONCLUSION****Task 4: Activity – Fill in exercise****15 mins**

Students should open **exercise 8** and work in pairs to discuss the answers. Once all pairs have completed the task, the teacher will review and explain the answers using the interactive board.

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Resource 7 - Jigsaw handout



**Reason** \_\_\_\_\_  
**title:** \_\_\_\_\_

**What is the product chosen to explain this reason:** \_\_\_\_\_



**How is this reason implemented by a sales person?**

\_\_\_\_\_




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**Why is this reason important?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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This shows that the salesperson is considering the customer's i\_\_\_\_\_ and is willing to go the extra mile to find a s\_\_\_\_\_ that meets those needs.

By offering a wide variety of options, salespersons can increase the chances of finding a product or service that the customer is i\_\_\_\_\_ in and increase the likelihood of making a s\_\_\_\_\_.

This demonstrates that the sales representative is k\_\_\_\_\_, flexible, and willing to put the customer's needs first, which can build t\_\_\_\_\_ and create a p\_\_\_\_\_ relationship.



### To identify opportunities to upsell

One reason to find out if a customer is interested in buying is to find opportunities to upsell. This allows salespeople to i\_\_\_\_\_ the value of the sale.

By knowing what the customer wants and offering alternatives or even better products, salespeople can take the opportunity to increase the sale p\_\_\_\_\_. This can be good for both the customer and the business because it gives the customer more c\_\_\_\_\_ and helps the business make more m\_\_\_\_\_.

By finding and taking a\_\_\_\_\_ of upselling opportunities, salespeople can build trust, make a good impression, and improve the customer e\_\_\_\_\_.

Choose your answer from the table below!



Knowledgeable	Sale	Increase	Interested
Benefits	Experience	Aggressive	Advantage
Information	Needs	Money	Alternatives
Bombard	First	Price	Overwhelmed
Solution	Choices	Positive	Trust

**To close the sale at an appropriate time for customer satisfaction**

Closing the sale at the right time is an important reason to identify a customer's interest in purchasing because it helps ensure c\_\_\_\_\_  
 s\_\_\_\_\_. T\_\_\_\_\_ is key when it comes to closing a sale, as pushing too hard can turn off the customer while waiting too long can result in lost opportunities.

By understanding the customer's needs and motivations, salesperson can determine the best time to c\_\_\_\_\_ the sale and make sure that the customer is sure of their purchase. This can help build t\_\_\_\_\_ and establish a g\_\_\_\_\_ relationship, increased customer satisfaction and repeat customers.



### To enhance customer's product/service experience

Improving a customer's product or service e\_\_\_\_\_ is important in order to identify their interest in purchasing.

This can be done by u\_\_\_\_\_ customer needs and providing p\_\_\_\_\_ attention and s\_\_\_\_\_.

By creating a positive and m\_\_\_\_\_ experience, customers are more likely to form a strong emotional c\_\_\_\_\_ with the brand, leading to increased brand l\_\_\_\_\_ and a higher probability for a purchase.



### To empower customers to take control of the retail interaction

Identifying a customer's interest to purchase allows retailers t\_\_\_\_\_ their approach to the customer's u\_\_\_\_\_ needs and tastes. By knowing what clients are interested in, salespeople can communicate with them and give them h\_\_\_\_\_ information.

This focus on the customer makes shopping more e\_\_\_\_\_, releases the pressure on customers, and ultimately leads to l\_\_\_\_\_ relationships and customer trust.

Choose your answer from the table below!

Understanding	Connection	Personalised	Unique
Long-term	Trust	Helpful	Customer
Close	Loyalty	Enjoyable	Memorable
Tailor	Timing	Experience	Support
Good	Satisfaction		

For the above three paragraphs:

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## 7. LESSON PLAN C1 (Part 1)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>
<b>Unit:</b> 1 LO 2	
<b>Duration:</b> 80 mins	
<b>Topic:</b> Retail communication skills	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify</b> essential retail communication skills used for an effective sales process within a given scenario.</li> <li>2. <b>Explain</b> how retail communication skills are used during the sales process within a given scenario.</li> </ol>	
	<input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Case Study (Resource 8) <input type="checkbox"/> Case study index cards (Resource 9) <input type="checkbox"/> Bingo cards (Resource 10) <input type="checkbox"/> Bingo cards descriptions (Resource 11)

### OBJECTIVES

#### General Objectives:

- By the end of this lesson, students will be able identify retail communication skills and explain how these skills are used during the sales process.

#### Specific Objectives:

1. To understand the importance of good retail communication skills.
2. To learn how to greet customers professionally and create a good first impression.
3. To practice effective questioning techniques, by using open-ended and closed-ended questions to identify customer needs.
4. To improve active listening to match products or services to customer needs.
5. To learn how to read and interpret body language.
6. To learn how to show empathy towards customers.
7. To develop the ability to check for understanding and summarise key points for customers.
8. To obtain feedback from customers and make sure to implement the changes.
9. To how to match communication styles and adapt to customers' preferences.
10. To learn how to persuade customers during their selling process.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Activity - Case study**

**20 mins**

Students will be given one laminated case study (**resource 8**) to share between two. Next to each paragraph, students will have a designated space to attach the appropriate communication skill index card (**resource 9**) with velcro.

This exercise should be carried out before the lesson explanation to help the teacher gauge the students' existing knowledge and understanding.

## DEVELOPMENT

### **Task 2: Exposition - Essential retail communication skills used during the sales process (Part 1)**

**10 mins**

#### Slide 5

The teacher shall go through the PPT to identify the essential retail communication skills used during the sales process.

1. Greeting
2. Effective questioning (through open-ended and closed-ended questions to identify customer needs)
3. Listening skills (to match products/services)
4. Reading body language and empathy
5. Checking for understanding and summarising
6. Obtaining feedback
7. Matching (adapting to customers' styles)
8. Persuasive.

### **Task 3: Activity on booklet**

**10 mins**

Individually students are to work out **exercise 10** on their booklet.

### **Task 4: Exposition - Essential retail communication skills used during the sales process (Part 2)**

**25 mins**

#### Slides 7-14

The teacher shall go through the PPT to explain the essential retail communication skills used during the sales process.

(NB: As the teacher explains students are given time to fill in or take notes for **exercise 11** on their booklet. The teacher may deem to give this exercise as **homework**.)

*Ms Chiara Jessica Demicoli*

## CONCLUSION

### **Task 5: Activity - Bingo**

**15 mins**

Students shall be given a bingo card each (**resource 10**). This card contains key phrases explained in class. The teacher will provide a short description (**resource 11**) of each keyword, and students should match the explanation to the phrase on their cards. Each time the teacher reads a phrase, the keyword is cut out, and the activity continues until one student eliminates all the key terms and shouts "house".

*Ms Chiara Jessica Demicoli*



### A Case Study

Bessie works in a local clothing store that sells very well-known brands. One bright day, Toni went into the store to buy a pair of washed jeans.

Bessie greeted Toni with a friendly tone and a broad smile as soon as he entered the store. She went on to ask him if he wanted to see anything and if she could assist him. Toni explained that he had an upcoming event and needed a new pair of jeans to go with his shirt. Next, Bessie asked him further questions to learn more about his tastes and preferences.



Bessie asked Toni several open-ended questions, such as, "What shade of blue would you prefer?" and close-ended questions, such as "Do you like Levis as a brand?"

Bessie actively listened to what Toni had to say and took note of his needs. Toni was clear about what he needed: dark-washed jeans in size 42 with a budget of 80 euros.



While carrying out the selling process, Bessie interpreted Toni's body language. Bessie noticed that Toni was unsure of how the jeans looked on him once he tried them



### Resource 8

*Ms Chiara Jessica Demicoli*

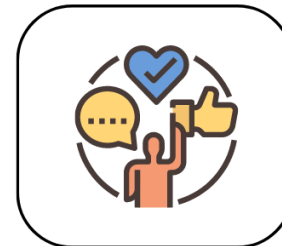
## Resource 8

Bessie ensured that Toni understood the main points of sale, such as the material the jeans were made from.



After seeing all the choices, Toni chose the jeans he felt most confident in. Throughout this selling process, Bessie matched Toni's speaking style to make him feel at ease.

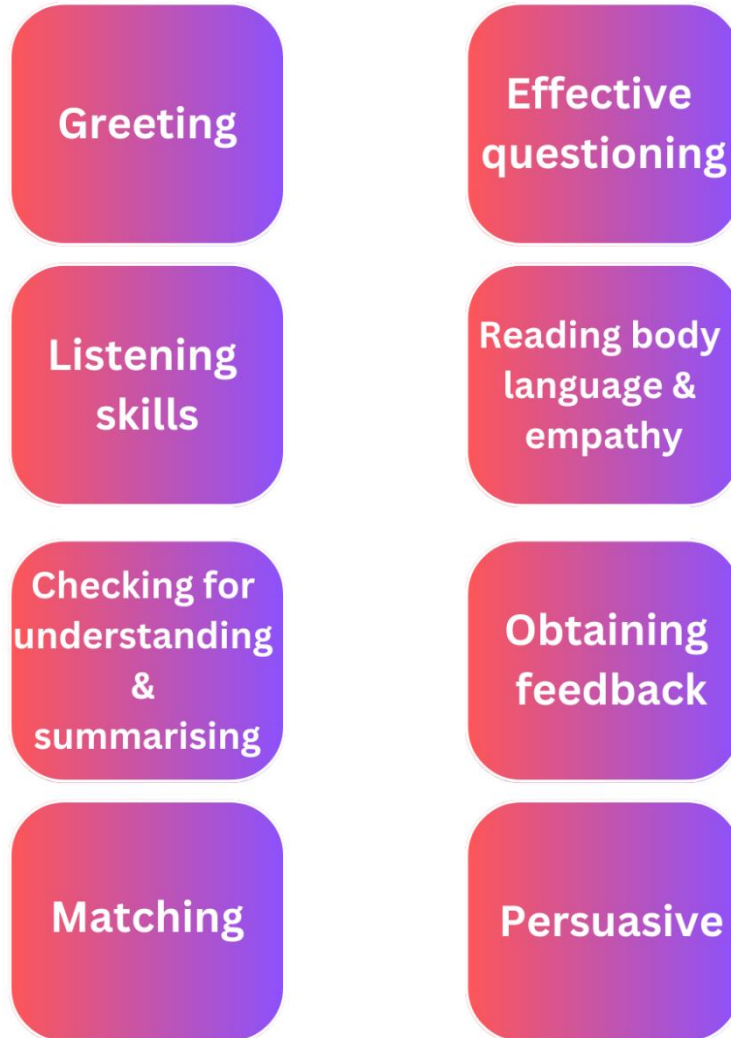
At some point, a particular shirt caught Toni's eye for its peculiar colour. Bessie caught on to his interest and used her persuasive skills to show him how well the shirt went with the jeans he chose.



Bessie's customer service and capacity to understand and meet his needs astounded Toni. He was likewise amazed by her communication skills, to the extent that he shared this positive feedback with her manager.

*Ms Chiara Jessica Demicoli*

**Resource 9 - Case study index cards**



*Ms Chiara Jessica Demicoli*

## Resource 10 - Bingo Cards

Bingo Card ID 001

Retail communication skills		
Greeting	Obtaining feedback	Matching
Effective questioning	FREE SPACE	Persuasive
Checking for understanding and summarising	Reading body language and empathy	Listening skills

myfreebingocards.com

Bingo Card ID 002

Retail communication skills		
Persuasive	Obtaining feedback	Listening skills
Effective questioning	FREE SPACE	Greeting
Matching	Checking for understanding and summarising	Reading body language and empathy

myfreebingocards.com

Bingo Card ID 003

Retail communication skills		
Obtaining feedback	Greeting	Persuasive
Effective questioning	FREE SPACE	Reading body language and empathy
Checking for understanding and summarising	Listening skills	Matching

myfreebingocards.com

Bingo Card ID 004

Retail communication skills		
Matching	Effective questioning	Persuasive
Listening skills	FREE SPACE	Obtaining feedback
Greeting	Checking for understanding and summarising	Reading body language and empathy

myfreebingocards.com

Bingo Card ID 003

Retail communication skills		
Obtaining feedback	Greeting	Persuasive
Effective questioning	FREE SPACE	Reading body language and empathy
Checking for understanding and summarising	Listening skills	Matching

myfreebingocards.com

Bingo Card ID 004

Retail communication skills		
Matching	Effective questioning	Persuasive
Listening skills	FREE SPACE	Obtaining feedback
Greeting	Checking for understanding and summarising	Reading body language and empathy

myfreebingocards.com

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## Resource 10 - Bingo Cards

Bingo Card ID 005

**Retail communication skills**

Matching	Checking for understanding and summarising	Persuasive
Effective questioning	<b>FREE SPACE</b>	Greeting
Listening skills	Obtaining feedback	Reading body language and empathy

myfreebingocards.com

Bingo Card ID 006

**Retail communication skills**

Greeting	Listening skills	Obtaining feedback
Persuasive	<b>FREE SPACE</b>	Checking for understanding and summarising
Matching	Effective questioning	Reading body language and empathy

myfreebingocards.com

Bingo Card ID 007

**Retail communication skills**

Listening skills	Reading body language and empathy	Obtaining feedback
Effective questioning	<b>FREE SPACE</b>	Persuasive
Checking for understanding and summarising	Greeting	Matching

myfreebingocards.com

Bingo Card ID 008

**Retail communication skills**

Checking for understanding and summarising	Listening skills	Effective questioning
Matching	<b>FREE SPACE</b>	Greeting
Obtaining feedback	Persuasive	Reading body language and empathy

myfreebingocards.com

Bingo Card ID 009

**Retail communication skills**

Effective questioning	Matching	Obtaining feedback
Persuasive	<b>FREE SPACE</b>	Reading body language and empathy
Listening skills	Checking for understanding and summarising	Greeting

myfreebingocards.com

Bingo Card ID 010

**Retail communication skills**

Greeting	Listening skills	Reading body language and empathy
Persuasive	<b>FREE SPACE</b>	Effective questioning
Checking for understanding and summarising	Matching	Obtaining feedback

myfreebingocards.com

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## Resource 10 - Bingo Cards

Bingo Card ID 011

Retail communication skills		
Greeting	Effective questioning	Obtaining feedback
Reading body language and empathy	FREE SPACE	Listening skills
Checking for understanding and summarising	Matching	Persuasive

myfreebingocards.com

Bingo Card ID 012

Retail communication skills		
Reading body language and empathy	Persuasive	Greeting
Obtaining feedback	FREE SPACE	Effective questioning
Checking for understanding and summarising	Listening skills	Matching

myfreebingocards.com

Bingo Card ID 013

Retail communication skills		
Matching	Listening skills	Obtaining feedback
Persuasive	FREE SPACE	Reading body language and empathy
Checking for understanding and summarising	Effective questioning	Greeting

myfreebingocards.com

Bingo Card ID 014

Retail communication skills		
Matching	Listening skills	Persuasive
Checking for understanding and summarising	FREE SPACE	Effective questioning
Obtaining feedback	Greeting	Reading body language and empathy

myfreebingocards.com

Bingo Card ID 015

Retail communication skills		
Reading body language and empathy	Greeting	Effective questioning
Obtaining feedback	FREE SPACE	Matching
Persuasive	Checking for understanding and summarising	Listening skills

myfreebingocards.com

Bingo Card ID 016

Retail communication skills		
Effective questioning	Persuasive	Checking for understanding and summarising
Matching	FREE SPACE	Greeting
Reading body language and empathy	Listening skills	Obtaining feedback

myfreebingocards.com

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## Resource 11 - Bingo Descriptions

### Bingo cards Descriptions

1. **Persuasive:** When a salesperson tries to convince a customer.
2. **Checking for understanding and summarising:** When the customer is asked to go through the sale such that the salesperson ensures that the customer is on the same line as the salesperson.
3. **Greeting:** A warm, exciting and sincere welcome is essential to set the tone for the sale to be successful.
4. **Listening skills:** Active listening means that the salesperson carefully listens and acknowledges and acts upon the customer's needs.
5. **Obtaining feedback:** As part of the sales process, the salesperson must try to receive feedback. Feedback helps a retail outlet improve its operations.
6. **Matching:** Matching refers to adapting to each customer's different communication styles and preferences. This is done to make customers feel more at ease (comfortable).
7. **Reading body language and empathy:** It is critical to interpret facial expressions, gestures, and body language when selling. Non-verbal communication may uncover unspoken concerns.
8. **Effective questioning:** By asking customers open-ended questions, salespeople get customers to share more information and talk about their thoughts, feelings, and preferences, which gives salespersons valuable information about what they need.

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# TOPIC 4: RETAIL COMMUNICATION SKILLS

10

Identify essential retail communication skills used for an effective sales process by reading this case study.

## Case study: Alex's Coffee Shop



Alex is the owner of a small coffee shop. The business has been running for a few years, but she has noticed a decrease in her sales over the last few months.

Therefore, Alex decides to improve the communication skills during the sales process to better identify customer needs and provide an even better customer service.



Alex has trained all the staff to greet customers with a warm smile and welcoming tone. The staff normally greets customers by saying, "Good morning/afternoon/evening! Welcome to Alex's Coffee Shop. What can we get for you today?"

To identify the customer's needs, they use open-ended questions like "What kind of tea do you prefer?" and "What flavours do you like in your coffee?" Or closed-ended questions like "Would you like sugar? White or brown sugar?" to get a specific answer.



## LISTEN. LISTEN...

The staff actively listens to customers' answers to understand their preferences. For example, if the customer says, "I like a strong coffee," they will recommend a dark roast coffee to match their taste.



All staff knows how to interpret the customer's body language and adapt their styles. They understand that some customers may be in a hurry, while others may want to chat for a while. They also show empathy towards the customer's needs and understand that they may have different preferences.



Before closing an order each salesperson confirms the exact order with the customer. For example, they may say, "Just to confirm, you want a tall, dark roast coffee with no sugar, right?" This step is done to ensure that they have understood the customer's needs correctly.

After the sale, they would ask the customer if they enjoyed their coffee and if there is anything else they can do to improve their experience. This feedback is used to enhance the customer experience.



Alex's staff adapts to the customer's communication style. They understand that some customers prefer a quick and straightforward sales process, while others may enjoy a small chat.



Employees use persuasive language to convince customers to add additional items like a pastry or a muffin. For example, they may say, "Would you like to try our chocolate muffin? It goes perfectly with our dark roast coffee."



By improving their communication skills, the coffee shop has seen an increase in sales, and they have enhanced their customer experience. By understanding their customer's needs, they can recommend the perfect coffee and complementary items to ensure a memorable experience.



11

**Explain** how retail communication skills are used during the sales process.

Greeting



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Effective questioning (through open-ended and closed-ended questions to identify customer needs)



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Listening skills (to match products/services)



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**Reading body language and empathy**



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**Checking for understanding and summarising**



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**Obtaining feedback**



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**Matching (adapting to customers' styles)**



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Persuasive



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## 8. LESSON PLAN C1 (Part 2)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Round coloured stickers <input type="checkbox"/> Dotmocracy index cards (Resource 12)
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Retail communication skills</b>	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b> 1. <b>Discuss</b> the importance of effective retail communication with customers during the sales process.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able discuss the importance of effective retail communication.

**Specific Objectives:**

1. To distinguish between customers' wants and needs.
2. To identify causes of errors when communicating with customers and design strategies to reduce these errors, with the intention of reducing customer complaints.
3. To determine how a retail outlet can increase efficiency when delivering a service.
4. To learn how to match and adapt our speaking style depending on the customers.
5. To evaluate unnecessary costs and inconveniences for both the consumer and the retail outlet
6. To discuss how retail outs can become more sustainable in their operations.
7. To learn to make choices and discuss their preferences, keeping their classmates' ideas in mind.
8. To enhance their communication skills, including active listening, articulating thoughts clearly, and persuading others.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Activity - Dotmocracy**

**10 mins**

In this activity, students will be divided into groups and given three round coloured stickers. Each group must have a unique colour of stickers. Students are asked to go around the lab, where they will find a number of index cards (**resource 12**). These index cards list the importance of effective communication.

Students must choose three cards which they deem are most important in their options and place a sticker. After completing this exercise, a discussion will follow:

- What made you consider these factors to be the most important?
- As a salesperson, how can you develop and demonstrate this communication skill?
- Which of these communication skills do you think is most lacking locally?

## DEVELOPMENT

### **Task 2: Exposition - The importance of communicating effectively with customers (Part 1)**

**15 mins**

#### *Slide 4-8*

The teacher shall go through the PPT to discuss the importance of communicating effectively with customers.

### **Task 3: Activity - Mini-debate (Part 1)**

**10 mins**

#### *Slide 9-12*

For this activity, two students will sit at the centre of the classroom to engage in a debate. The teacher will pose a question and the participating students will deliberate the topic.

**Debate 1:** *Is it more important to focus on understanding customers' needs rather than focusing on the outlet's profit margins?*

**Debate 2:** *Should retail outlets invest more into training their employees to make less mistakes, or should they use that money to deal with customer complaints and solve problems after employees make mistakes?*

**Debate 3:** *Is it more important for retail outlets to focus on fast service delivery or should they focus on the quality of service even if it might take longer to deliver to customers?*

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**Task 4: Exposition - The importance of communicating effectively with customers (Part 2)****15 mins**Slide 13-15

The teacher shall go through the PPT to discuss the importance of communicating effectively with customers

(NB: It is important that as the teacher explains students are given time to fill in **exercise 12** on their booklet.)

**Task 5: Activity - Mini-debate (Part 2)****10 mins**Slide 17-19

For this activity, two students will sit at the centre of the classroom to engage in a debate. The teacher will pose a question and the participating students will deliberate the topic.

**Debate 4:** *Should a retail outlet focus on improving to avoid wasting time and money, or is it more important to have adaptability and personalisation, even if it could lead to inefficiencies (besides other costs)?*

**Debate 5:** *Should salesperson be taught to speak at a slower pace so that customers can understand better, or should they adjust their pace based on what each customer prefers?*

**Debate 6:** *Is it more important for retail outlets to cut down costs or should they put more effort into improving services and customer experiences, even if this may come at a cost?*

**CONCLUSION****Task 6: Quiz – Jeopardy****20 mins**Slide 21

To reinforce the previous lesson and this one, students participate in a quiz. The teacher clicks on the points chosen by the students and it is directed to the question. Then each time the teacher needs to go back at the question slide (**slide 21**).

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Resource 12 - Dotmocracy index cards

# UNDERSTANDING CUSTOMERS' NEEDS AND WANTS



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# MINIMISING ERRORS AND POTENTIAL FOR COMPLAINTS



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Resource 12 - Dotmocracy index cards

# EFFICIENCY FOR SERVICE DELIVERY



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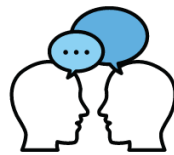
# LESS WASTE OF TIME AND RESOURCES



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Resource 12 - Dotmocracy index cards

# **SPEAKING AT A PACE FOR BETTER CUSTOMER UNDERSTANDING**



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## **DECREASE UNNECESSARY ASSOCIATED COSTS OR INCONVENIENCE FOR THE CUSTOMER AND ORGANISATION**



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12

**Discuss** the importance of effective retail communication with customers during the sales process.

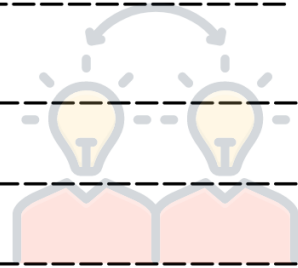
Understanding customers' needs and wants

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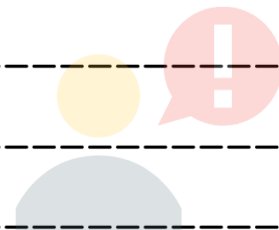
Minimising errors and potential for complaints

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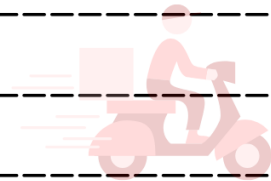
Efficiency  
for service  
delivery

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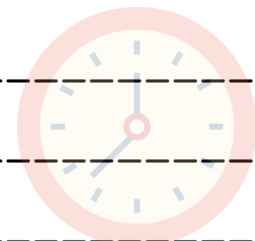
Less waste  
of time and  
resources

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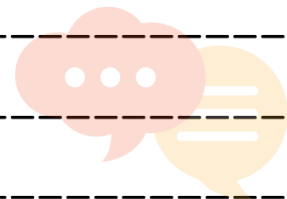
Speaking at a  
pace for  
better  
customer  
understanding

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Decrease  
unnecessary  
associated costs  
or inconvenience  
for the customer  
and organisation

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## 9. LESSON PLAN C2

<b>Date &amp; Time:</b>	<b><u>Resource Checklist:</u></b>  <input type="checkbox"/> PowerPoint (online or pdf) <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Handout (Resource 13) <input type="checkbox"/> Laminated index cards (Resource 14) <input type="checkbox"/> Role-play scenarios (Resource 15) <input type="checkbox"/> Homework handout (Resource 16) <input type="checkbox"/> Card game (Resource 17)
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Customer profile, handling objections and closing techniques</b>	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b> 1. <b>Identify</b> questions to compile a customer profile. 2. <b>Outline</b> ways to handle customer objections. 3. <b>Discuss</b> closing techniques.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able discuss the importance of effective retail communication.

**Specific Objectives:**

1. To learn how to ask the appropriate questions to get to know the customer better.
2. To develop good strategies to handle and solve customer complaints and objections.
3. To learn and implement different ways to close a sale to make it successful.
4. To enable students to think beyond their personal experience and encourage them to share.
5. To enhance problem-solving skills.
6. To work on literacy skills.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Investigation game – think, pair, share**

**10 mins**

Students will be given a handout (**resource 13**) and a set of laminated index cards (**resource 14**) containing questions for compiling a customer profile. In pairs, they will need to identify the information the salesperson aims to obtain from the customer through the use of these questioning techniques and write it on the space provided.

## DEVELOPMENT

### **Task 2: Exposition - Questions to compile a customer profile**

**10 mins**

#### Slide 5

The teacher shall go through the PPT to identify the questions to compile a customer profile.

### **Task 3: Writing task - Fill in on Booklet**

**5 mins**

Students are to complete **exercise 13** on their booklet.

### **Task 4: Exposition - Handling customer objections**

**10 mins**

#### Slide 7-11

The teacher shall go through the PPT to outline how to handle customer objections

*(NB: It is important that as the teacher explains students are given time to fill in **exercise 14** on their booklet.)*

### **Task 5: Activity - Role-play**

**15 mins**

Students will be randomly assigned a scenario (**resource 15**) to perform in pairs, one student shall be acting as the salesperson whilst the other shall act as the customer. The steps to to handle the objection will be displayed on the interactive whiteboard while students are doing during the activity.

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**Task 6: Exposition - Closing techniques****15 mins**Slides 7-11

The teacher shall go through the PPT to discuss the closing techniques.

For **homework**, the teacher shall give students (**handout 16**). Students should cut out all the sentences and put them in order, then rewrite the information in their own words and onto the booklet **exercise 15**.

**CONCLUSION****Task 7: Game – Card game****15 mins**

Students will be given laminated cards (**resource 17**) containing different scenarios. The cards will consist of the product, customer need and a concern. Students will have to match one of the three closing technique cards (**resource 18**) to the scenario provided.

Answers to the scenarios are as follows:

**Scenario 1:**

**Product:** High-end headphones

**Closing Technique:** Concession close

**Scenario 2:**

**Product:** Customisable office chairs

**Closing Techniques:** Objection close

**Scenario 3:**

**Service:** Personal fitness training packages

**Closing Techniques:** Alternative close

**Scenario 4:**

**Product:** Eco-friendly cleaning products

**Closing Techniques:** Summarise and ask for the order

**Scenario 5:**

**Service:** Subscription-based meal delivery service

**Closing Technique:** Summarize and ask for the order

**Scenario 6:**

**Product:** Smartphone with advanced camera features

**Closing Techniques:** Alternative close/Concession close

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**Resource 13 - Handout**

**Questions to compile a customer profile!**

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Just so I understand, is there anyone else involved in deciding whether to purchase this product or service?

I'd like to learn more about you to make sure I can recommend the right product for you. Could you please share some details?

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What are you hoping to achieve with our product and what are your expectations?

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### Resource 13 - Handout

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Do you have any preferences regarding delivery, payment options, or any technical assistance you might need?

Have you looked at what other companies have to offer? Anything they have to offer caught your eye?

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Would a special offer convince you to make use of our services?

Have you used our goods or services in the past? What products did you purchase, and how was the experience overall?

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**Resource 14 - Laminated index cards**



*Ms Chiara Jessica Demicoli*

## Resource 15 - Role-play scenarios

### Scenario 1:

**Product:** High-speed internet service

**Customer Objection:** The monthly subscription fee is too high compared to competitors.

### Scenario 2:

**Product:** High-quality jackets

**Customer Objection:** The jackets are not available in the customer's preferred colours.

### Scenario 3:

**Service:** Home cleaning services

**Customer Objection:** The customer is concerned about the cleaners using harsh chemicals that could harm their pets

### Scenario 4:

**Product:** Electric vehicle charging station installation

**Customer Objection:** The installation process seems too complicated, and the customer is worried about potential damage to their property.

### Scenario 5:

**Service:** Annual gym membership

**Customer Objection:** The customer believes they won't have enough time visit the gym and is scared to commit fully for a year.

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### Resource 16 - Homework handout

#### Summarise and ask for the order

**This helps the customer remember which product or service they liked the most.**



**This technique may be successful because makes the customer feel good about their choice by focusing on the benefits.**



**By highlighting the upsides and then asking for the sale, one makes it more likely for the customer to act purchase the product or service.**



**After summarising the sale one should ask the customer immediately if they are ready to buy.**



**Summarising and asking for the order is a way to close a sale by quickly going over the main points and highlighting the benefits.**

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### Resource 16 - Homework handout

#### **The alternative close or the concession close**

**This technique makes customers feel like they have a choice and are in control, which makes them more likely to make a choice.**



**By focusing on the choices that are given, the customer's attention is drawn to making a choice between the choices instead of deciding whether or not to buy.**



**This technique works because it makes the customer less hesitant and more likely to make a choice that fits their needs and preferences best.**



**The alternative close, which is also called the concession close, is a way to close a sale by giving the customer two or more options that both result to a sale.**



**For example, a salesperson might offer two different products or payment methods and ask the customer which one they prefer.**

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## **Resource 16 -Homework handout**

### **The objection close (trial close)**

**First, you ask the customer if they have any issues and then you pay close attention to what they say.**



**This technique works because it shows that you care about what the customer wants and are willing to work through any problems to make sure the customer is happy.**



**The objection close or trial close, is a sales technique in which you answer the customer's questions or concerns before asking for the sale.**



**Once you have dealt with their concerns, you can move on and ask for a sale.**



**By taking care of these worries and offering solutions or explanations, you help the customer feel better about the choice they have made.**

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### Resource 17 - Card game

The image displays four cards arranged in a 2x2 grid. Each card is yellow with a black border and a specific suit icon in the corners. The text on each card is as follows:

- Top-Left Card (Clubs):**
  - Product: High-end headphones
  - Customer Need: Superior sound quality
  - Concern: Too expensive
  - Closing Technique: ???
- Top-Right Card (Hearts):**
  - Product: Customisable office chairs
  - Customer Need: More comfortable seating
  - Concern: Lengthy delivery time
  - Closing Technique: ???
- Bottom-Left Card (Spades):**
  - Product: Personal fitness training packages
  - Customer Need: Improve physical health and lose weight
  - Concern: Unsure if they can commit
  - Closing Technique: ???
- Bottom-Right Card (Clubs):**
  - Product: Eco-friendly cleaning products
  - Customer Need: Environmentally-conscious cleaning solutions
  - Concern: Unfamiliar with the brand
  - Closing Technique: ???

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### Resource 17 - Card game

**Product:**  
Smartphone with advanced camera features

**Customer Need:** High-quality photography capabilities

**Concern:**  
The customer has a limited budget

**Closing Technique:**  
???

**Product:**  
Subscription-based meal delivery service

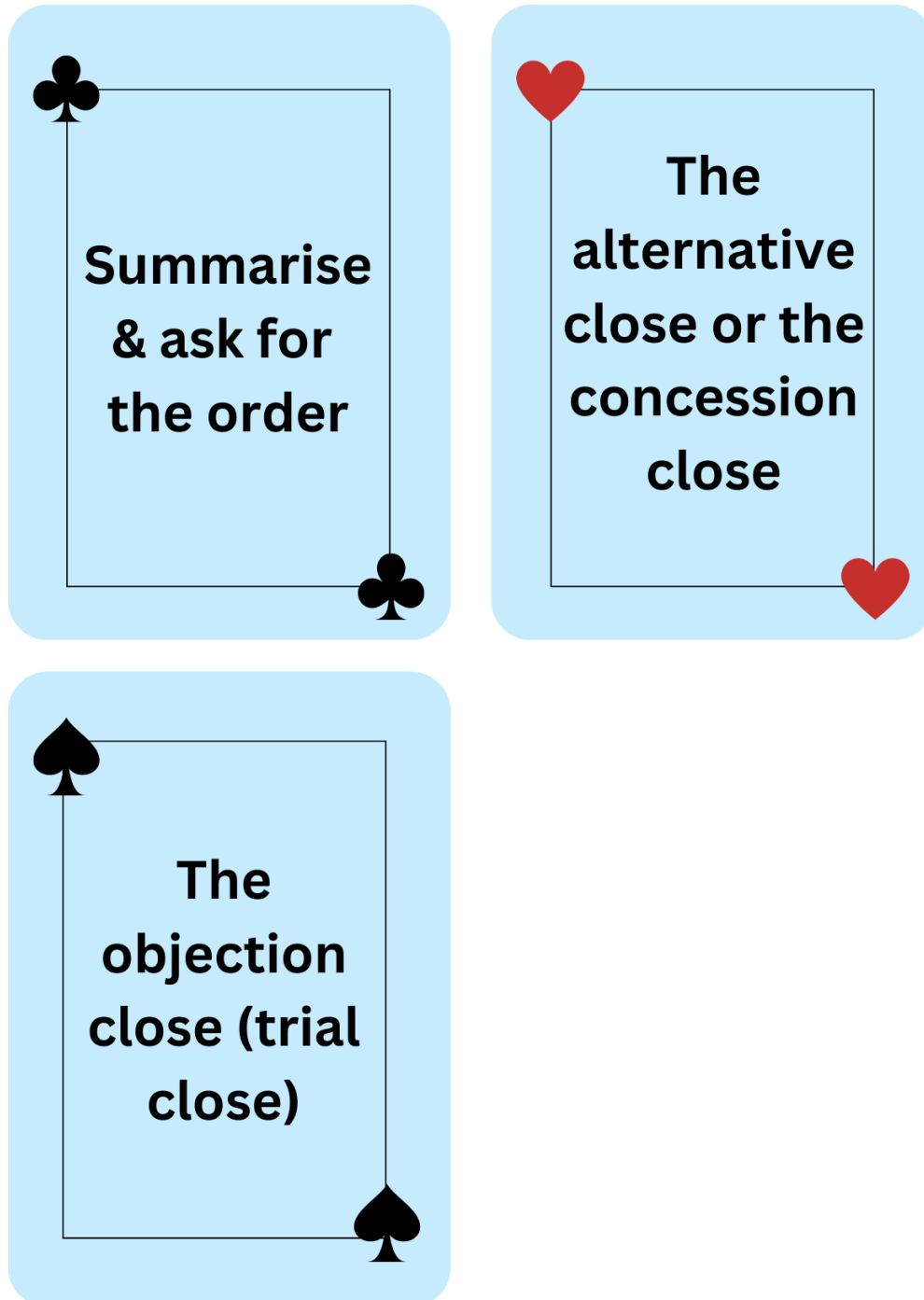
**Customer Need:**  
Convenient, healthy meal options

**Concern:**  
The customer is unsure if they will like the meals

**Closing Technique:**  
???

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**Resource 18 - Card game**



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## TOPIC 5:

### CUSTOMER PROFILE, HANDLING OBJECTIONS AND CLOSING TECHNIQUES

13

Identify questions to compile a customer profile by filling out these questions.

1. Who makes the \_\_\_\_\_? (if more than one person is included in the customer group)
2. What is the buyer's \_\_\_\_\_?
3. What is the buyer's \_\_\_\_\_ of the product and/or organisation?
4. What are the desired \_\_\_\_\_ (such as delivery, credit, technical service)?
5. What could \_\_\_\_\_ offer in terms of similar products or services?
6. Does the customer buy \_\_\_\_\_ promotions?
7. What is the \_\_\_\_\_ of this customer? (past purchases of our products, brands chosen, payment practices, and attitude toward products and company).

14

Outline ways to handle customer objections.

**Listen and do not interrupt**

**Agree and counter**

**Question the objection and look for hidden objections**

**Mitigate possible objection effects**

**\*Counter = speak up.**

**\*Mitigate: make (something bad) less severe.**

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pg.37

15

Discuss the following closing techniques.

**1**

**Summarise and ask for the order**

Handwriting practice area with eight horizontal lines for notes.

**Can you give an example?**

Handwriting practice area with three horizontal lines for an example.

**2**

**The alternative close or  
the concession close**

Handwriting practice area with eight horizontal lines.

**Can you give an example?**

Handwriting practice area with three horizontal lines.

**3**

**The objection close (trial close)**

Handwriting practice area with 8 horizontal lines.

**Can you give an example?**

Handwriting practice area with 3 horizontal lines.

## 10. LESSON PLAN A1 (Part 1)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Video <input type="checkbox"/> Lab
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Demonstration - The selling process</b>	
<b>Assessment Criteria:</b> 1. <b>Prepare</b> to sell a product or service within a particular retail scenario. 2. <b>Use</b> appropriate questions to understand the customer during the sales process. 3. <b>Employ</b> the selling stages within a particular retail scenario.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to carry out a demonstration of how to sell a product or service.

**Specific Objectives:**

1. To understand market knowledge, preparatory materials, and the physical sales area involved in preparing to sell a product or service.
2. To enhance questioning techniques to get to know customers.
3. To implement all the steps required to carry out the selling process successfully.
4. To develop the ability to adapt the sales approach depending on the customer's one faces.

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## INTRODUCTION

### **Task 1: Video**

**10 mins**

Students will watch this [video](#) about bad customer care.

This will be followed by a discussion:

1. Do you think the selling process was done well?
2. Did the sales person carry out all the steps?
3. What would have done instead?

## DEVELOPMENT

### **Task 2: Discussion**

**20 mins**

The teacher should place the classroom chairs in a circular formation to encourage discussion. The students and teacher will open their booklets and go through the necessary steps and guidelines for the demonstration. Students are urged to share their ideas and suggestions for conducting the demonstration and to take down notes on their booklets. This preparatory activity is crucial before the teacher carries out the demonstration.

### **Task 3: Activity in the lab**

The demonstration will take place in the lab as a hands-on activity under the teacher's guidance. The teacher will supply students with all required materials listed in the booklet under Topic 6. The students shall work closely with the teacher, offering assistance where needed.

For every step, the teacher will communicate the expectations for the student's involvement and actions.

## CONCLUSION

### **Task 4: Activity - Telephone**

**15 mins**

Students will take turns reciting the steps in sequence. If a student misses a step, they must start from the beginning and try again.

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## TOPIC 6:

### DEMONSTRATION - THE SELLING PROCESS

#### THE DEMONSTRATION SHALL TAKE PLACE ENTIRELY IN THE LAB!

##### Scenario:

You are representing a company that produces a new kind of water bottle that is colourful, stylish and more importantly eco-friendly and reusable.

As a company representative, you have been asked to speak to a group of students about this new product with the aim of carrying out the selling process to lead you to a successful sale.

##### Your product:



##### STEP 1:



1. What other products is your outlet selling?
2. Who is your target audience?
3. Who are your competitors?

**Take a minute to think about your answer!**

Now we move on preparing the selling area by following these steps!

1. Arrange the products to be ready for sale.
2. Check shelving.
3. Place any missing price tags.
4. Place any promotional material on display.

### STEP 2:



The next step involves cleaning and organising the physical sales area.

### STEP 3:



1. Clear and clean the cash area.
2. Prepare the shopping bags.
3. Fix the cashier chair.
4. Double check and make sure the area is ready for sale.

The next step involves getting to know your customers by using appropriate questions to understand the customer during the sales process.

1. Who makes the buying decision?
2. The buyer's personal background.
3. The buyer's expectations of the product and/or organisation.
4. The desired customer's needs.
5. Knowledge of alternative products/services on the market.
6. The purchase history of this customer.

#### STEP 4:



You are required to ask 5 questions!

Now it is time to carry out the selling process!

#### STEP 5:



##### Stage 1: Opening (meet and greet)

- Greet the customer by saying hello and giving them a warm smile.
- State your name (Hello, I am Andre)
- Ask your customer whether they need any assistance/help (How may I assist you?)

##### Stage 2: Understand customer needs

- Ask the customer what they need (what product are you looking for).
- Get more information (for what use, how much they would like to spend, for who is it for)

##### Stage 3: Explain product features

- Explain in detail how the product works.
- Highlight the product's benefits (try to exaggerate).

## Let's continue to carry out the selling process!

### Stage 4: Demonstrate the product or use of service

- Show the customer how to use the product.
- If an electric product, plug it in to show them how it works, if the product has batteries make sure it works.
- Let the consumers touch and try the product.

### Stage 5: Handle hesitations or objections

- When the customer opposes (or finds something wrong) with the product always remain CALM.
- Re explain the features of the product.
- Try to determine the cause of this objection.
- Offer an alternative solution to the problem.

## STEP 5:



### Stage 6: Negotiate

- Discuss terms of payment.
- See if you can offer a discount or a promotional item for free.
- Explain why the product is priced that way.

### Stage 7: Summarise

- Explain the terms of sale to the customer to avoid any misunderstandings, summarise the purchase and ask for the order.

### Stage 8: Close the sale

- Choose any of the below methods to close the sale:
- The alternative close (would you like this bottle or the green one?)
- The concession close (offering the other person something and either requesting or implicitly expecting something in return - If I reduce the price by 10%, will you take the product today?).
- The objection close (takes the form of questions that ask for decisions on minor selling points).

**Read the below notes before carrying out the selling process!**

**NB:**

- Show customers a sample of the ecological water bottle. Describe its features, such as durability, size, personalisation and design. You can also emphasise how easy it is to clean and that it can be reused multiple times.
- Discuss its benefits, such as saving money by not having to purchase plastic bottles every time. This drastically reduces the amount of waste, specifically plastic, in the environment.
- Also, explain why it is important to use eco-friendly products and make more sustainable decisions.
- Handle any potential concerns the customers might have about the product. For example, customers might worry that the water bottle is too expensive or that it will break easily. Explain how the price of the water bottle is compensated by the savings over time, and show them how durable the bottle is by demonstrating its strength.
- Offer an incentive to purchase (such as a discount when purchasing two) the water bottle and give it an expiration date to give it a sense of urgency.
- Finally, offer customers information on where they can buy the product, how they can place an order, and the delivery terms when purchasing (be as transparent as possible).

## 11. LESSON PLAN A1 (Part 2)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Lab <input type="checkbox"/> Peer assessment (Resource 18)
<b>Unit: 1 LO 2</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Demonstration - The selling process</b>	
<b>Assessment Criteria:</b> <ol style="list-style-type: none"> <li>1. <b>Prepare</b> to sell a product or service within a particular retail scenario.</li> <li>2. <b>Use</b> appropriate questions to understand the customer during the sales process.</li> <li>3. <b>Employ</b> the selling stages within a particular retail scenario.</li> </ol>	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to carry out a demonstration of how to sell a product or service.

**Specific Objectives:**

1. To practice active listening, state their thoughts and partake in constructive discussions with their peers.
2. To enhance collaboration skills.
3. To be involved in peer assessment activities and offer suggestions for development while learning to accept feedback from peers.
4. To enhance problem-solving and critical-thinking abilities.
5. To appreciate classmates' recommendations, evaluate them and decide which to follow.
6. To encourage self-reflection and personal development.

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## INTRODUCTION

### **Task 1: Activity - Brainstorming**

**15 mins**

Students will take turns on the interactive board to sequentially write out the steps from the previous lesson.

## DEVELOPMENT

### **Task 2: Activity in the lab**

**50 mins**

In pairs students will carry out the demonstration in front of their peers. All students will be given a handout (**resource 19**) to mark their peers demonstrations for constructive criticism.

## CONCLUSION

### **Task 3: Peer review**

**15 mins**

Students shall go through the peer review handouts to provide constructive feedback.

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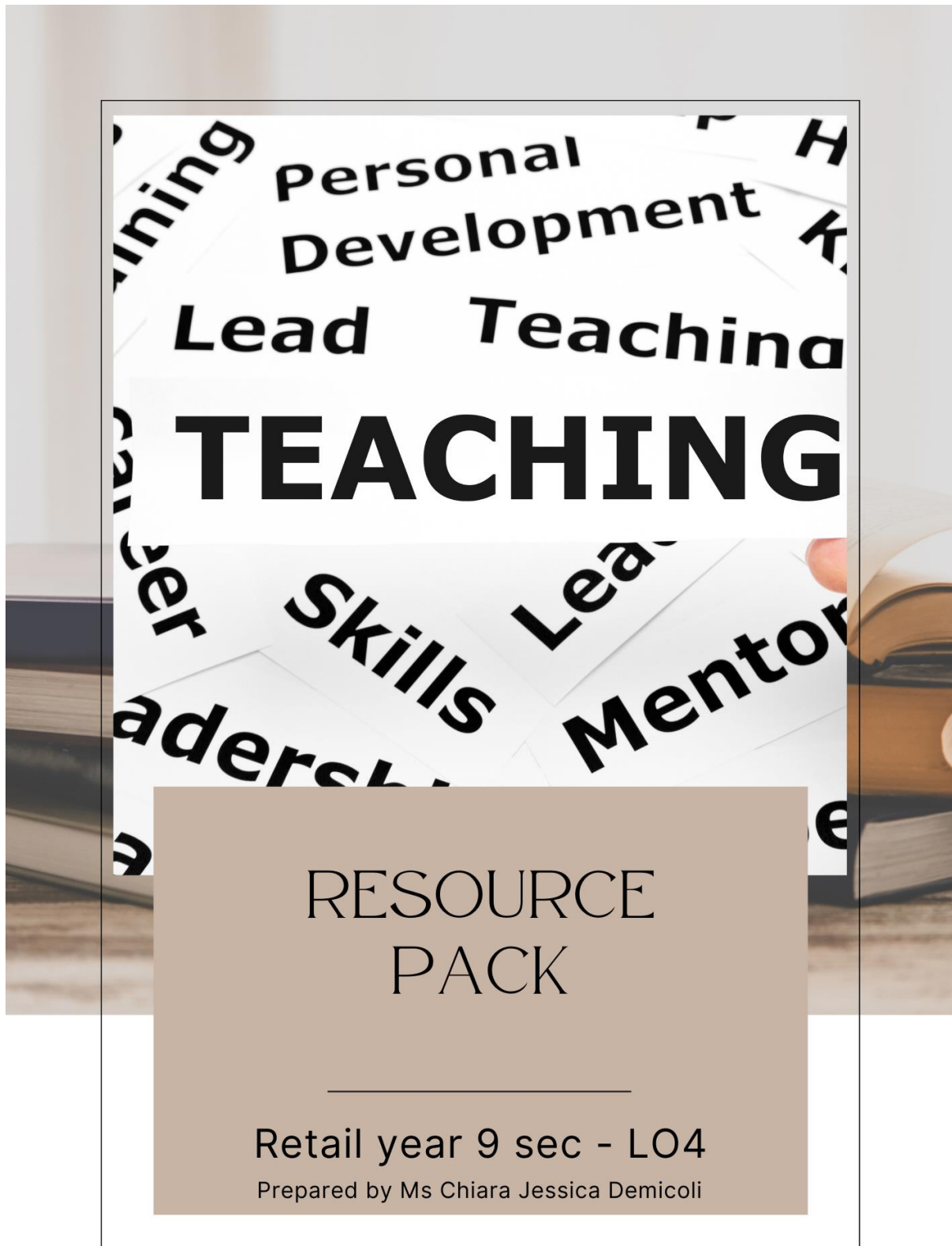


**Resource 19****Peer review**

Steps in the demonstration		Tick
Preparation to sell a product or service:	Market knowledge	
	Preparatory material	
	Physical sales area	
Questions to understand the customer (5 questions are needed):	Who makes the buying decision?	
	The buyer's personal background.	
	The desired customer's needs.	
	The buyer's expectations of the product and/or organisation.	
	Knowledge of alternative products/services on the market.	
	The purchase history of this customer.	
	Does the customer buy special offer promotions?	
The stages of the selling process:	Opening (meet and greet).	
	Understand customer needs.	
	Explain product features.	
	Demonstrate the product or use of service.	
	Handle hesitations or objections.	
	Negotiate.	
	Summarise.	
	Close the sale.	

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Appendix D: Resource Pack for LO4



*PAGE*

3	LESSON PLAN K9
17	LESSON PLAN C4 (Part 1)
29	LESSON PLAN C4 (Part 2)
36	LESSON PLAN A1 (Part 1)
41	LESSON PLAN A1 (Part 1)

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## 1.LESSON PLAN K9

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>
<b>Unit:</b> 1 LO 4	<input type="checkbox"/> PowerPoint
<b>Duration:</b> 80 mins	<input type="checkbox"/> Student's booklet
<b>Topic:</b> Customer service	<input type="checkbox"/> Interactive pen
<b>PPT URL:</b> <a href="#">Link</a>	<input type="checkbox"/> Whiteboard markers
<b>Assessment Criteria:</b> 1. <b>List</b> the benefits of good customer service. 2. <b>Outline</b> the benefits of good customer service. 3. <b>Describe</b> the consequences of bad customer service in different instances.	<input type="checkbox"/> Computer lab
	<input type="checkbox"/> Index cards (Resource 1)
	<input type="checkbox"/> Guided questions (Resource 2)

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to list and outline the benefits and factors influencing customer service.

**Specific Objectives:**

1. To understand the importance of good customer service.
2. To learn good manners with everyone.
3. To learn how to deal with different situations in a retail environment.
4. To take a leadership role when collaborating with other peers.
5. To acknowledge different ideas and work with other peers.
6. To develop collaboration skills by sharing information, learning from one another, and combining their knowledge to accomplish a common goal.
7. To enhance their literacy skills and presentation skills.
8. To instil in students the value of good writing.

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## INTRODUCTION

### **Task 1: Activity - Online puzzle**

**5 mins**

Students will complete a puzzle highlighting the keywords which shall be explained through this [link](#).

## DEVELOPMENT

### **Task 2: Exposition – Benefits of good customer service (care)**

**10 mins**

#### Slide 5

The teacher will go through the PPT listing and outlining the benefits of good customer service.

Homework: The teacher may give exercise 1 and 2 from the booklet for homework.

### **Task 3: Activity –Jigsaw**

**35 mins**

Students working in pairs, will randomly select an index card (**resource 1**). Following this, the teacher will accompany students to the computer lab where they shall conduct their research.

Each pair will have a set of guided questions (**resource 2**) to assist them in their investigation.

Students are then required to document their research using a template from Canva on an account which is previously set up by the teacher. It is recommended that the teacher allows some time for students to familiarise with the software and experiment on various templates.

### **Task 4: Activity - Presentation of student's work**

**20 mins**

After discussing and completing the research, students will present their information directly from Canva. During the presentations, students are encouraged to take brief notes on important points and ask questions at the end of each presentation.

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## CONCLUSION

### **Task 5: Activity – Match**

**10 mins**

Students should open **exercise 3** and work in pairs to discuss the answers. Once all pairs have completed the task, the teacher will review and explain the answers using the interactive board.

## ANSWERS

### **Answers to booklet exercise 2**

#### **Customer engagement:**

1. Helpful
2. Personalised
3. Valued
4. Loyalty
5. Word-of-mouth

#### **Feedback from the customer:**

1. Feedback
2. Understand
3. Actively
4. Lasting
5. Satisfaction

#### **Customer retention:**

1. Positive
2. Satisfaction
3. Retention
4. Switching

#### **Positive image (reputation):**

1. Name
2. Experiences
3. Reputation
4. Long-term
5. Stability

#### **Increased sales (repeat purchase):**

1. Trust
2. Problems
3. Experience
4. Valued



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Resource 1 - Index cards



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Resource 1 - Index cards



NB: The two colours indicate if the consequence related to before or after purchase. Also, the number of index cards indicates the order of presentation.

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### Resource 2 - Guided questions\*

Imaging you are a retailer and you are faced with your chosen consequence.

1. How does this consequence affect your business?
2. Why is it important to make sure that this consequence is avoided?
3. Give an example of this consequence.

You may include images in your presentation.

Imaging you are a retailer and you are faced with your chosen consequence.

1. How does this consequence affect your business?
2. Why is it important to make sure that this consequence is avoided?
3. Give an example of this consequence.

You may include images in your presentation.

Imaging you are a retailer and you are faced with your chosen consequence.

1. How does this consequence affect your business?
2. Why is it important to make sure that this consequence is avoided?
3. Give an example of this consequence.

You may include images in your presentation.

\*Print as many copies as needed.

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## LO 4

# CUSTOMER SERVICE IN A RETAIL ENVIRONMENT

*Demonstrate good customer service in a  
retail environment.*

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**PREPARED BY: MS CHIARA JESSICA DEMICOLI**

## **L04 - Topics**

**Topic 1:  
Customer service**

**Topic 2:  
Dealing with a customer complaint**

**Topic 3:  
Demonstration  
Dealing with dissatisfied customers**

# TOPIC 1: CUSTOMER SERVICE

1

List the benefits of good customer service by decoding the following puzzle.



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
7		25		17		23		16						10							11					

C	U			O			E			E		G	A	G	E		E								
25	11	15	4	10	14	17	12			17	24	23	7	23	17	14	17	24	4						
C	U			O			E			E		E				I	O								
25	11	15	4	10	14	17	12			12	17	4	17	24	4	16	10	24							
				O		I	I			E		I		A	G	E									
				19	10	15	16	4	16	8	17		16	14	7	23	17								
				I		C		E	A		E			A		E									
				16	24	25	12	17	7	15	17	13		15	7	9	17	15							
E	E			A	C					O				E	C	U					O		E		
20	17	17	13	2	7	25	3			20	12	10	14	4	22	17	25	11	15	4	10	14	17	12	

2

Outline the benefits of good customer service by filling in the blanks.



## Customer engagement



Good customer service can increase customer's interest in a company's products or services. This is because customers who get h\_\_\_\_\_ and p\_\_\_\_\_ assistance are more likely to feel v\_\_\_\_\_ and care about the retailer.

This can lead to more l\_\_\_\_\_, repeat business, and good w\_\_\_\_\_.

### Customer retention



Good customer service can create a p\_\_\_\_\_ customer experience, leading to customer s\_\_\_\_\_ and loyalty. This can increase customer r\_\_\_\_\_ and reduce the chances of customers s\_\_\_\_\_ to competitors.

### Positive image (reputation)



This helps a company build a good n\_\_\_\_\_ because happy customers are more likely to tell others about their good e\_\_\_\_\_.

This not only helps the company's r\_\_\_\_\_ but also brings in new customers, which is good for its l\_\_\_\_\_ growth and s\_\_\_\_\_.

### Increased sales (repeat purchase)



Customers are more likely to buy from a business again if they t\_\_\_\_\_ and are happy with it. By meeting customers' needs, fixing p\_\_\_\_\_, and giving them a good e\_\_\_\_\_, businesses create an atmosphere where customers feel v\_\_\_\_\_ and are more likely to buy from them again and again. This increases sales and repeat purchases.

**Feedback from the customer (building a long-lasting relationship)**



It makes it easy for customers to talk openly and give f\_\_\_\_\_, which helps businesses better u\_\_\_\_\_ their needs and p\_\_\_\_\_.

By a\_\_\_\_\_ listening to and responding to customer feedback, companies can build l\_\_\_\_\_ relationships, improve customer s\_\_\_\_\_, and build a loyal customer base.

3

**Describe** the consequences of bad customer service by matching the title to the description.

**Before purchase:**

- 1**  
Loss of potential sales
- 2**  
Lack of synergy between team members
- 3**  
Negative influence on other customers

**After purchase:**

- 1**  
Negative word of mouth
- 2**  
Difficulty in attracting new customers
- 3**  
Remedy costs in response to customer claims
- 4**  
Loss of customers (reduced income)
- 5**  
Legal action by regulatory bodies
- 6**  
Decrease in employee pride (turnover of best employees)

### Before purchase:



Poor customer service leads to low synergy between team members. This is caused by bad communication and teamwork.

When team members do not work well together, the service they give may not be the best, making customers unhappy. This can lead to low morale, making it even harder for the team to work well together.

Lack of synergy between team members hurts the customer experience and the company's reputation.



Bad customer care can cause customers to lose trust and confidence in the business, making it less likely that they will tell others about it. Unhappy customers share their experiences on social media or through word of mouth, which makes potential customers rethink the business.

This can not only hurt a company's reputation, but it can also causes sales to drop and customers to leave.



Bad customer service can lead to lost sales because unhappy customers may decide to do business with a different company. Bad word-of-mouth from unhappy customers can keep other people from buying from that retail outlet.

Bad customer service not only makes current customers leave, but decreases the chances of new customers, leading to lost sales opportunities and less money.



PROUD

Bad customer service can make employees feel less proud of their work and even cause the best employees to leave a company. When a company gets a bad reputation for bad service, employees may feel down and embarrassed to work there.

Bad customer service makes it harder to keep employees, which hurts the quality of service and the company's long-term success.



When bad customer service breaks consumer laws or rules, regulatory bodies may take legal action.

The company could be fined by regulators if it used misleading advertising, did not keep its promises, or treated people differently. These kinds of legal actions can hurt a company's reputation.

It is important for businesses to put customer service first and follow the rules so they do not get in legal trouble and keep a good reputation in the market.



Bad customer service makes it difficult to bring in new customers because it affects a company's reputation and makes customers less likely to trust it.

Word of mouth and online reviews impact how people think about a business, so when customers talk about bad service, it can put off potential customers.

It can make people forget how good the products or services are, leading them to look for alternatives with better service.

## 2. LESSON PLAN C4 (Part 1)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>
<b>Unit:</b> 1 LO 4	<input type="checkbox"/> PowerPoint
<b>Duration:</b> 80 mins	<input type="checkbox"/> Student's booklet
<b>Topic:</b> Dealing with a customer complaint	<input type="checkbox"/> Interactive pen
<b>PPT URL:</b> <a href="#">Link</a>	<input type="checkbox"/> Whiteboard markers
<b>Assessment Criteria:</b> 1. <b>Identify</b> the steps that can be taken to deal with a customer complaint. 2. <b>Describe</b> the steps to deal with a customer complaint.	<input type="checkbox"/> Padlet
	<input type="checkbox"/> Charades cards (Resource 3)
	<input type="checkbox"/> Apology handout (Resource 4)
	<input type="checkbox"/> Audio clip (in the PPT)
	<input type="checkbox"/> Handout for audio clip (Resource 5)

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to identify and describe the steps to deal with a customer complaint.

**Specific Objectives:**

1. To practise what should be done when faced with a complaint.
2. To learn how to keep composure even during difficult moments.
3. To learn how to actively listen to what is being said.
4. To encourage students to use their creativity.
5. To assist students in considering alternatives proposed by their classmates and to encourage them to participate in group discussions.
6. To instil in students the value of good writing.



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## INTRODUCTION

### **Task 1: Activity - Padlet**

**10 mins**

Each student shall use the Padlet online (previously set by the teacher) to share their ideas on the proper way to handle customer complaints.

## DEVELOPMENT

### **Task 2: Activity – Charades**

**10 mins**

Students will receive a slip of paper (**resource 3**) with instructions of what to act in front of the class. The other students are tasked with guessing what is being acted out.

(Homework: Exercise 1 from the booklet to be given as homework).

### **Task 3: Exposition – Steps when dealing with a customer complaint (Part 1)**

**20 mins**

Slides 5 - 10

The teacher will go through the PPT to identify and describe the steps to deal with a customer complaint.

### **Task 4: Activity - Apology letter**

**15 mins**

Students shall be provided with a handout (**resource 4**) for an in-class discussion. Randomly students shall read several paragraphs aloud, highlighting parts they believe contribute to an apology within this letter (this exercise can be given in pairs or individually at the teacher's discretion).

Once the exercise is finished, the teacher shall review and discuss all the answers.

### **Task 5: Exposition – Steps when dealing with a customer complaint (Part 2)**

**10 mins**

Slides 14 - 15

The teacher will go through the PPT to describe the rest of the steps to deal with a customer complaint.

(NB: It is important that, as the teacher explains, students are given time to write down short notes to complete **exercise 5** marked as homework on the booklet. Homework will be collected and corrected by the teacher.)

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## CONCLUSION

### **Task 6: Activity – Voice recoding**

15 mins

Students shall listen to the voice recording set on the PPT twice and fill in the handout accordingly (**resource 5**).

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### Resource 3 - Index cards

#### Identify the complaint and stay calm

Pretend a customer just told you that the mobile phone he just purchased has a crack in the screen, however, you are unsure of how this could be possible!

#### Question the customer for better understanding

Pretend you are on a call with a client and you start asking several questions to try and understand what the complaint is about.

#### Listen actively to the customer

Pretend you are on the phone listening to a customer complain about a service. You start nodding and showing agreement.

#### Apologise, show empathy, and professionalism

Act as if you are deeply sorry that this complaint has happened to your customer. Put your hand over your heart to show empathy.

#### Refer the customer to appropriate channels if the complaint can't be handled within your remit

On the phone, let the customer know you shall be transferring the call to someone who is more of an expert in the area of their complaint.

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### Resource 4 - Apology handout

Read the below email carefully and highlight useful expressions used and write them below in the space provided:



Hey Andrew,

We're extremely sorry for the payment gateway issues you've been facing in the last 24 hours.

We understand how important this integration is for your business and your frustration is completely justified. We are in continuous talks with the gateway provider and guarantee restoration of services within the next 12 hours.

In the meantime, as a temporary workaround, you can consider using one of our other gateway integrations for your payments. We know this is a far from convenient option considering you'll have to set up your account from scratch. However, I will be able to help you set it up quickly so that you can have your business up and running while we fix all the issues.

We will try our best to not let problems like this affect the experience of our customers in the future. Please bear with us this one time.

Thank you,  
John



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### Resource 5 - Handout for audio clip

**Listen to the recording again and complete the expressions from the dialogues:**

1. I'm a \_\_\_\_\_ we h \_\_\_\_\_ a p \_\_\_\_\_  
w \_\_\_\_\_ your latest delivery.

2. I'm very s \_\_\_\_\_ about that. I'm afraid our driver was  
d \_\_\_\_\_ at the border again.

3. Leave it w \_\_\_\_\_ me. I will l \_\_\_\_\_  
i \_\_\_\_\_ the matter.

4. I'm c \_\_\_\_\_ b \_\_\_\_\_ we h \_\_\_\_\_ a  
p \_\_\_\_\_ with our order.

5. What s \_\_\_\_\_ to be the problem?

6. In what w \_\_\_\_\_ are they d \_\_\_\_\_ ?

7. I'm very sorry. This has never h \_\_\_\_\_ before. It must be  
d \_\_\_\_\_ to bad handling.

8. If you s \_\_\_\_\_ us back the d \_\_\_\_\_ sets, we'll send  
you r \_\_\_\_\_ immediately and g \_\_\_\_\_ you a  
d \_\_\_\_\_ on your next order.

9. I apologise again for any i \_\_\_\_\_ caused.

10. I'm c \_\_\_\_\_ about a m \_\_\_\_\_ on our invoice. It  
l \_\_\_\_\_ like you have o \_\_\_\_\_ us by €50.

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### Resource 5 - Handout for audio clip

**Put the above and below expressions into the correct categories below:**

- I'm just not satisfied with the level of customer service.
- Sorry about that. It's probably a computer error.
- Is it still under guarantee?
- Can you be a little more specific?
- What is the nature of the problem?
- I'll take care of it right away.

**MAKING A COMPLAINT:**

**APOLOGIZING AND EXPLAINING:**

**GETTING MORE INFORMATION:**

**TRYING TO RESOLVE THE COMPLAINT:**

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### Resource 5 - Handout for audio clip - Answer sheet

#### **Useful expressions - ANSWER SHEET**

Listen to the recording again and complete the expressions from the dialogues:

1. afraid; have; problem; with
2. sorry; delayed
3. with; look; into
4. calling; because; have; problem
5. seems
6. way; damaged
7. happened; due
8. send; damaged; replacements; give; discount
9. apologize; inconvenience
10. calling; mistake; looks; overcharged

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## TOPIC 2:

# DEALING WITH A CUSTOMER COMPLAINT

4

**Identify** the steps that can be taken to deal with a customer complaint.

SCENARIO	STEP
Alex first determined what the complaint was exactly about, and did this while keeping calm throughout the conversation with the customer.	
Alex asked more questions about the broken item and any problems they had to fully understand what was troubling them.	
Alex practised active listening by thinking about the customer's concerns and affirming their feelings to ensure they knew they were heard.	
Alex sincerely apologised for the trouble, showed understanding towards the customer's frustration, and kept a professional attitude when answering their concerns.	
In a courteous manner Alex told the customer that they could not help with the problem because it was too technical to handle. Then the call was transferred to the right technical support team so that a more expert workmate can help.	

5

**Describe** the steps to deal with a customer complaint by completing the sentences below.

**STEP 1: Identify the nature of the complaint (product or service) and remain calm**



It is essential to figure out the nature of a customer complaint in order

-----  
-----

If a salesperson knows what the problem is really about, -----

-----

Keeping your composure while dealing with the customer's complaint not only

-----  
-----

A calm attitude makes it easier for people to talk to -----

-----

This leads to a better -----

-----

**STEP 2: Question further the customer for better understanding**



When dealing with a customer complaint, it is important to \_\_\_\_\_

\_\_\_\_\_.

By getting more information, a salesperson can better figure out \_\_\_\_\_

\_\_\_\_\_.

Engaging the customer in this way also shows that you \_\_\_\_\_

\_\_\_\_\_.

In the end, asking detailed questions \_\_\_\_\_

\_\_\_\_\_.

**STEP 3: Listen actively to the customer**



When dealing with customer complaints, active listening is an important skill because it \_\_\_\_\_

\_\_\_\_\_.

By listening carefully to what the customer says and showing empathy, salespeople \_\_\_\_\_

\_\_\_\_\_.

This method encourages open communication, which makes it easier to figure out \_\_\_\_\_

\_\_\_\_\_.

Active listening helps customers have a good experience, \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

**STEP 4: Apologise, show empathy and professionalism**



When dealing with customer complaints, it is important to \_\_\_\_\_  
\_\_\_\_\_.

A sincere apology shows that the business understands how \_\_\_\_\_  
\_\_\_\_\_.

Empathy helps salespeople connect with customers on an emotional level. Maintaining a professional attitude throughout the interaction keeps things on a good level.

This makes the customer's experience \_\_\_\_\_  
\_\_\_\_\_.

**STEP 5: Refer the customer to the appropriate channels if complaint cannot be handled within one's remit.**



If a customer's problem is outside your area of expertise, \_\_\_\_\_  
\_\_\_\_\_.

By putting the customer in touch with the right tools or people, \_\_\_\_\_  
\_\_\_\_\_.

By being honest about what you cannot do and transferring customers to the right \_\_\_\_\_  
\_\_\_\_\_.

This helps keep customers happy, which in turn strengthens the customer-company relationship and the company's reputation for good customer service.

### 3. LESSON PLAN C4 (Part 2)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b>  <input type="checkbox"/> PowerPoint <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers
<b>Unit:</b> 1 LO 4	
<b>Duration:</b> 80 mins	
<b>Topic:</b> Dealing with a customer complaint	
<b>PPT URL:</b> <a href="#">Link</a>	
<b>Assessment Criteria:</b> 1. <b>Explain</b> how to deal with a challenging situation in a retail environment.	

#### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to explain how to deal with a challenging situation in a retail environment.

**Specific Objectives:**

1. To understand the importance of good customer service.
2. To learn good manners with everyone.
3. To learn how to deal with different situations in a retail environment.
4. To learn how to apologise and how empathy towards clients and also peers.
5. To understand the importance of following company policy.

#### INTRODUCTION

**Task 1: Activity - Match**

**10 mins**

Students will complete a matching exercise through this [link](#).



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**DEVELOPMENT****Task 2: Exposition – Ways of dealing with challenging situations (Part 1)****25 mins**Slides 5 - 9

The teacher will go through the PPT explaining the ways of dealing with challenging situations.

(NB: It is important that as the teacher explains students are given time to write down their notes on the booklet **exercise 6** ).

**Task 3: Activity – What would you do (real-life scenarios)****20 mins**

Students will be given a number of scenarios (listed below) to discuss in class. The teacher shall ask them how they would have handled the situation if they were in the retailer's position.

1. A customer who feels they have been waiting too long for their product or service. Sometimes, circumstances arise that means a customer is waiting longer than usual.
2. Sometimes, a customer is simply not pleased with what they've been given. Complaints will happen.
3. Perhaps a unique or unusual situation has arisen, and you do not have an immediate answer for the customer about how to proceed. Simply saying that you don't know won't cut it.
4. It happens sometimes. Everyone makes mistakes, but it can be especially embarrassing in a professional setting.

**Task 4: Exposition – Ways of dealing with challenging situations (Part 2)****15 mins**Slides 15 - 16

The teacher will go through the PPT explaining the ways of dealing with challenging situations.

(NB: It is important that as the teacher explains students are given time to write down their notes on the booklet **exercise 6** ).

**CONCLUSION****Task 5: Activity – One step forward two steps back****10 mins**

A number of correct and incorrect phrases shall be shown on the interactive board. Students are instructed to move one step forward if the phrase is correct and two steps backwards if the phrase is incorrect.

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6

**Explain** how to deal with a challenging situation in a retail environment.

**Remain calm  
(don't take  
the situation  
personally)**

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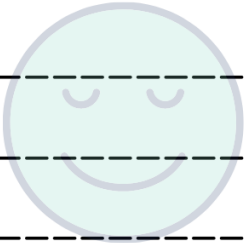
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**Use professional  
language and  
approach  
(following  
company's ethics  
and procedures)**

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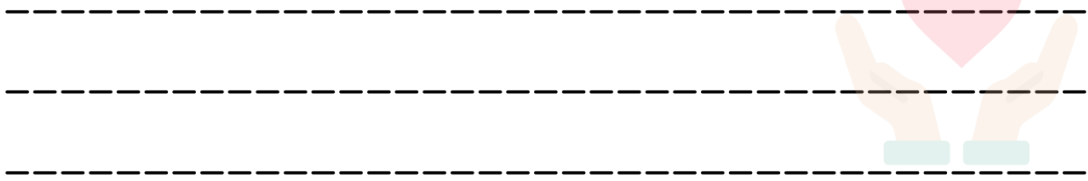
**Empathise  
with  
customer**

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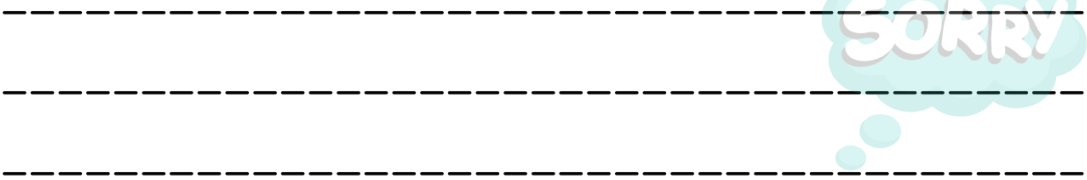
**Apologise**

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**Explain remedies to rectify the situation and come up with a solution**

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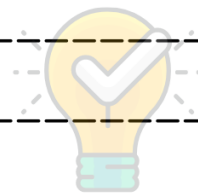
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**Personalise the service (cater for customers with accessibility problems, customers with children)**

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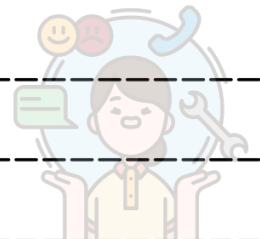
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Transfer to a  
colleague  
explaining the  
reason

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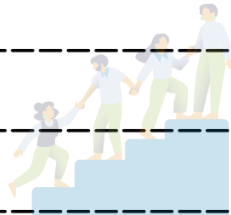
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Notes:



### 4. LESSON PLAN A1 (Part 1)

<b>Date &amp; Time:</b>	<b>Resource Checklist:</b> <input type="checkbox"/> Student's booklet <input type="checkbox"/> Interactive pen <input type="checkbox"/> Whiteboard markers <input type="checkbox"/> Lab
<b>Unit: 1 LO 4</b>	
<b>Duration: 80 mins</b>	
<b>Topic: Demonstration - Dealing with dissatisfied customers</b>	
<b>Assessment Criteria:</b> 1. <b>Demonstrate</b> an appropriate way of dealing with a dissatisfied customer. 2. <b>Demonstrate</b> how to deal with product returns of a dissatisfied customer. 3. <b>Demonstrate</b> an appropriate way of approaching a challenging customer.	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to carry out a demonstration of how to deal with a dissatisfied customer.

**Specific Objectives:**

1. To understand the appropriate way of dealing with a dissatisfied customer.
2. To understand how one must go about when a faulty product is returned to the retailer.
3. To implement all the steps required to deal with a dissatisfied customer successfully.
4. To develop the ability to adapt their approach depending on the customers one faces.
5. To understand the ethical implications when dealing with complaints.

## INTRODUCTION

### **Task 1: Storytelling**

**10 mins**

The teacher shall read the following four scenarios and discuss whether this was a good or bad way to handle a complaint.

#### **Scenario 1:**

A customer enters a clothing store to return a broken zipper jacket. The sales representative apologises for the inconvenience, quickly processes the return, and offers the customer a full refund or an exchange of the jacket.

#### **Scenario 2:**

A customer calls an electronics store to return a laptop that stopped working within a week of purchase. The retail manager empathises with the customer's frustration, apologises for the faulty product, and agrees to email a prepaid return shipping label to the customer as soon as possible.

#### **Scenario 3:**

A customer visits a furniture store to return a chair that broke within days of purchase. The retail manager questions the customer's complaint, insults him, and insists that the chair cannot be returned because he believes the damage was done on purpose.

#### **Scenario 4:**

A customer contacts an online retailer's customer service to return shoes that don't fit correctly. Unfortunately, the salesperson is indifferent, instructs the customer to read the return policy on their website, and does not offer any assistance in processing the return.

## DEVELOPMENT

### **Task 2: Discussion**

**20 mins**

The teacher should place the classroom chairs in a circular formation to encourage discussion. The students and teacher will open their booklets and go through the necessary steps and guidelines for the demonstration. Students are urged to share their ideas and suggestions for conducting the demonstration and to take down notes on their booklets. This preparatory activity is crucial before the teacher carries out the demonstration.

**Task 3: Activity in the lab****20 mins**

The demonstration will take place in the lab as a hands-on activity under the teacher's guidance. The teacher will supply students with all required materials listed in the booklet under Topic 3. The students shall work closely with the teacher, offering assistance where needed.

For every step, the teacher will communicate the expectations for the student's involvement and actions.

**CONCLUSION****Task 4: Writing out the steps****15 mins**

Students will take turns in writing out the steps in sequence on the board.

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## TOPIC 3:

# DEALING WITH DISSATISFIED CUSTOMERS

### Scenario:

You are a sales assistant in an electronics shop.  
An angry customer visits your shop as s/he noticed that the hair straightener purchased last week is not heating up as it should.

### When dealing with a dissatisfied customer you must:

#### Remain calm (don't take the situation personally).

No matter how angry or upset the person is, stay calm and listen carefully to what they have to say. Keep your face calm and look them in the eye to show that you are listening to their problem.



#### Use respectful body language (smart posture, facial expressions, eye contact, gestures).

Your body movements must show that you are interested in what the customer is telling you. Retain eye contact at all times.



#### Use professional language and approach.

Never make use of rude words or even worse an angry approach with your angry customers.



#### Explain remedies to rectify the situation and come up with a solution.

Explain the proposed solutions and proceed with the necessary steps. If the product needs to be sent for repair or replacement, inform the customer about the estimated timeline and keep them updated on the progress.



#### Personalise the service (cater for customers with accessibility problems, customers with children).

Alter the service according to customer needs.



**Transfer to a colleague explaining the reason (if issue not within your remit).**

If you are unable to come up with a solution has the problem in question is not in your remit, pass on the issue to your colleagues who are able to solve the problem.



### What should you do?

#### STEP 1

**Greet** the customer politely by saying "Hello, how may I help you?"

#### STEP 2

Let the customer **vent** and (remain **calm** at all times).

#### STEP 3

Show the customer know that you **understand** their frustration.

#### STEP 4

**Apologise**, and let them know you are sorry about the situation.

#### STEP 5

##### **Check the product:**

1. Check whether the product is returnable.
2. Ask for and check the receipt and guarantee.
3. Check packaging and product re-saleability.

#### STEP 6

##### **Resolving the issue:**

- Repair or replace (Consumer Affairs Act - consumer's rights).
- Check support from supplier.
- Be in line with company policy.

Choose two actions from step 6!

#### STEP 7

**Excuse** yourself with the customer once again and **thank** them for bringing up the issue.

#### STEP 7

Make sure that the customer has understood the solution and they are clear about the way forward.

### 5. LESSON PLAN A1 (Part 2)

<b>Date &amp; Time:</b>	<b><u>Resource Checklist:</u></b>
<b>Unit: 1 LO 4</b>	<input type="checkbox"/> Student's booklet
<b>Duration: 80 mins</b>	<input type="checkbox"/> Interactive pen
<b>Topic: Demonstration - Dealing with dissatisfied customers</b>	<input type="checkbox"/> Whiteboard markers
	<input type="checkbox"/> Lab
	<input type="checkbox"/> Handout (Resource 6)
<b>Assessment Criteria:</b>	
<ol style="list-style-type: none"> <li>1. <b>Demonstrate</b> an appropriate way of dealing with a dissatisfied customer.</li> <li>2. <b>Demonstrate</b> how to deal with product returns of a dissatisfied customer.</li> <li>3. <b>Demonstrate</b> an appropriate way of approaching a challenging customer.</li> </ol>	

### OBJECTIVES

**General Objectives:**

- By the end of this lesson, students will be able to carry out a demonstration of how to deal with a dissatisfied customer.

**Specific Objectives:**

1. To understand the appropriate way of dealing with a dissatisfied customer.
2. To understand how one must go about when a faulty product is returned to the retailer.
3. To implement all the steps required to deal with a dissatisfied customer successfully.
4. To develop the ability to adapt their approach depending on the customers one faces.
5. To understand the ethical implications when dealing with complaints.

*Ms Chiara Jessica Demicoli*



## INTRODUCTION

### **Task 1: Activity - Brainstorming**

**15 mins**

Students will take turns on the interactive board to sequentially write out the steps from the previous lesson.

## DEVELOPMENT

### **Task 2: Activity in the lab**

**50 mins**

In pairs students will carry out the demonstration in front of their peers. All students will be given a handout (**resource 6**) to mark their peers demonstrations for constructive criticism.

## CONCLUSION

### **Task 3: Peer review**

**15 mins**

Students shall go through the peer review handouts to provide constructive feedback.

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**Resource 6****Peer review**

Steps in the demonstration		Tick
<b>Demonstrate FIVE* appropriate ways of dealing with a dissatisfied customer.</b>	Remain calm (don't take the situation personally).	
	Use respectful body language (smart posture, facial expressions and eye contact, gestures).	
	Use professional language and approach (following the company's ethics and procedures).	
	Empathise with the customer.	
	Apologise.	
	Explain remedies to rectify the situation and come up with a solution.	
	Personalise the service (cater for customers with accessibility problems, customers with children).	
	Transfer to a colleague explaining the reason (better expertise, higher authority, existing knowledge of the situation, issue not within your remit).	
<b>Demonstrate how to deal with product returns of a dissatisfied customer by checking the product and resolving the issue.</b>	Checking the product:	
	Check whether the product is returnable.	
	Ask for and check receipt and guarantee.	
	Check packaging and product re- saleability.	
	Resolving the issue:	
	Repair or replace (Consumer Affairs Act - consumer's rights).	
	Check support from the supplier.	
	Be in line with company policy.	

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### Resource 6

Steps in the demonstration		Tick
<b>Demonstrate FIVE* appropriate ways of dealing with a dissatisfied customer.</b>	Remain calm (don't take the situation personally).	
	Use respectful body language (smart posture, facial expressions and eye contact, gestures).	
	Use professional language and approach (following the company's ethics and procedures).	
	Empathise with the customer.	
	Apologise.	
	Personalise the service (cater for customers with accessibility problems, customers with children).	

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**Links in the Resource Pack:**

K5 Part 1:

[https://www.canva.com/design/DAFbatWu7Ro/15P7qh6gs5JKm7CsyDq3Tw/view?utm\\_content=DAFbatWu7Ro&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFbatWu7Ro/15P7qh6gs5JKm7CsyDq3Tw/view?utm_content=DAFbatWu7Ro&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Hangman:

<https://www.hangmanwords.com/play/custom?g=c29jaW8tZGVtb2dyYXBoaWMIMjBmYWN0b3JzJTBBZWNvbW9taWMIMjBmYWN0b3JzJTBBbGV2ZWwIMjBvZiUyMGVkdWNhdGlvbiUyMGFuZCUyMGV4cGVyaWVuY2UIIMEFjb21wZXRpdG9yJTlwchJvZHVjdHM%3D>

K5 Part 2:

[https://www.canva.com/design/DAFf9f4RHL0/AKazpwPKJNq9wG6EryDINA/view?utm\\_content=DAFf9f4RHL0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFf9f4RHL0/AKazpwPKJNq9wG6EryDINA/view?utm_content=DAFf9f4RHL0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

What's in the box: <https://interacty.me/projects/227cc78329051e32>

K5 Part 3:

[https://www.canva.com/design/DAFf\\_NsBvuY/IVnjpmJRvd2QdDDzACXaIQ/view?utm\\_content=DAFf\\_NsBvuY&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFf_NsBvuY/IVnjpmJRvd2QdDDzACXaIQ/view?utm_content=DAFf_NsBvuY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

K6: [https://www.canva.com/design/DAFgDVDU474/d9r6xzSlnl4oh-ilur8tYA/view?utm\\_content=DAFgDVDU474&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFgDVDU474/d9r6xzSlnl4oh-ilur8tYA/view?utm_content=DAFgDVDU474&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

K7 Part 1:

[https://www.canva.com/design/DAFgJmF9\\_m8/qfjs2\\_PcZewNjusfYtb11w/view?utm\\_content=DAFgJmF9\\_m8&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFgJmF9_m8/qfjs2_PcZewNjusfYtb11w/view?utm_content=DAFgJmF9_m8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

K7 Part 2: [https://www.canva.com/design/DAFgKYSda\\_s/e3GSbfJaBzPyzLp\\_aa-IMg/view?utm\\_content=DAFgKYSda\\_s&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFgKYSda_s/e3GSbfJaBzPyzLp_aa-IMg/view?utm_content=DAFgKYSda_s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

C1 Part 1: [https://www.canva.com/design/DAFgLpPBDW8/kEgrBPO0I1Wq-JA1prEbA/view?utm\\_content=DAFgLpPBDW8&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFgLpPBDW8/kEgrBPO0I1Wq-JA1prEbA/view?utm_content=DAFgLpPBDW8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

C1 Part 2:  
[https://www.canva.com/design/DAFgPlwMStQ/tAHckVAv\\_jOIFp869HSWoA/view?utm\\_content=DAFgPlwMStQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFgPlwMStQ/tAHckVAv_jOIFp869HSWoA/view?utm_content=DAFgPlwMStQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

C2: [https://www.canva.com/design/DAFgR5-w7x0/OkNql7zxHbcsuvLql8\\_8-w/view?utm\\_content=DAFgR5-w7x0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFgR5-w7x0/OkNql7zxHbcsuvLql8_8-w/view?utm_content=DAFgR5-w7x0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

A1 (video): <https://www.youtube.com/watch?v=lZXVyXyg4as>

LO 4 Links:

K9:  
[https://www.canva.com/design/DAFiUC149i4/3dnlvgrCjIQCbYqen0Oqew/view?utm\\_content=DAFiUC149i4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFiUC149i4/3dnlvgrCjIQCbYqen0Oqew/view?utm_content=DAFiUC149i4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Online Puzzle: <https://interacty.me/projects/c973ec5d601b367a>

C4 (Part 1):  
[https://www.canva.com/design/DAFimq4GI0s/pl5Tn8JLdpTJOLCk2bgr1g/view?utm\\_content=DAFimq4GI0s&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFimq4GI0s/pl5Tn8JLdpTJOLCk2bgr1g/view?utm_content=DAFimq4GI0s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

C4 (Part 2):

[https://www.canva.com/design/DAFjAR5pmyQ/JOuD0gbxYKiYXczMtSHmQ/view?utm\\_content=DAFjAR5pmyQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFjAR5pmyQ/JOuD0gbxYKiYXczMtSHmQ/view?utm_content=DAFjAR5pmyQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Matching Game: <https://interacty.me/projects/30e80b5936083e7a>