





SESSION 1:

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. The visit to a Retail setting for this unit must include somewhere that covers the subjects within the unit.</p> <p>The session plan for this is not structured and will be determined by the following, Time at location, access to the location, who and how much you can see at the setting, if you can just look or have a hands on activity.</p> <p>Therefore, the following is simply suggestions to look at.</p> <ul style="list-style-type: none"> ➤ Ensure student prepare some questions to ask about Retail and the roles covered in the Unit. ➤ Ensure all areas, if possible, can be explored not just what the customer sees but a behind the scene view gives a reality to the role. ➤ Ensure you have done a pre site visit or conversation on what and where the students can visit, this will allow you to plan your visit with intent and impact. ➤ Find out from the students what they expect to see and learn. At the end of the visit reflect back to see if they found anything out that didn't meet their expectations and thoughts. ➤ Complete the end of unit questionnaire, ensure it is on the same questionnaire that was completed at the start of the unit, so that a comparison in learning can be seen. 	<ul style="list-style-type: none"> ➤ Understanding of the role in a real-life setting ➤ Understand the difference between soft and hard skills used in each role ➤ Employer encounter ➤ To hold a conversation 	