### Lesson Plan

#### Delivering the Learner Journey (with TSA)

<table>
<thead>
<tr>
<th>Course Code:</th>
<th>B1133</th>
<th>Time / Date / Week: 11.30, 6 Oct. week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Vocational Studies</td>
<td>Duration of Lesson 1.5</td>
</tr>
<tr>
<td>Subject / Unit Title:</td>
<td>Customer service</td>
<td>Location: PT402</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Yvonne Elliott</td>
<td>No. of Learners: 9</td>
</tr>
</tbody>
</table>

#### Aim(s)

(a general statement about the intention of the session)

Learners will identify good and bad customer service, understand the importance of customers to retail business and to start assignment 2.

#### Learning Outcomes

(measuring skills, knowledge and attitude so that by the end of the lesson....)

**All** students will be able to:
1. Identify at least 3 examples of good and bad customer service
2. State at least 1 importance of customers to retail business
3. Start the assignment to produce a customer service information document.

**Most** students should be able to:
4. Identify at least 5 examples of good and bad customer service
5. State what the income from customers is used for

**Some** students should be able to:
6. Complete assignment 2
7. [Additional outcomes if applicable]
8. [Additional outcomes if applicable]

#### What differentiation strategies will be employed?

- **(ADHD, EBSD, low self-esteem)** – encourage not talking over other people and using appropriate language, and to focus on topic by asking direct questions to engage. Use gentle humour to encourage confidence.
- **(ADHD, Tourettes, mental health illness)** encourage and praise to keep on track and to regulate language and shouting out. Monitor PC use to stay on task, support independent text rather than copy and paste.
- **(Deaf, can lip read)** – support by suggesting alternative words in written text, without altering the context of BSL.
- **(Deaf)** – Support to include basic BSL sentences alongside images rather than just one word.
- **(Dyslexia, Leukaemia – must be allowed to rest immediately if necessary)** - Encourage to not shout out answers using hand up process. Encourage independent attempt at spellings and sentence construction.
- **(Dyslexia, ADHD, low self esteem)** – support by positive praise and engagement to distract from inappropriate noise making and negative attitude.
| | (Dyslexia, EBSD, low self esteem) – encourage to answer in group situation. Support sentence construction by suggesting grammatical tenses and alternative vocabulary. |
| | (Deaf, low confidence) – Encourage interaction with hearing class group. Suggest alternative words in written work. |
| | (Dyslexia, low self esteem) – Support construction of sentences and spellings. Check understanding of assignment brief. Writing frame if needed. |

**How will Language, Literacy and Numeracy (LLN) skills be developed within the session?:**
Introductory hangman clue to recap last lesson’s theme to encourage relaxed approach to spelling. Discussion to develop turn taking in conversation, good speaking and listening skills. Spider gram to record words from board for spelling reference. Gap fill exercise to reinforce spelling of key words. Assignment task to have individual Literacy targets. LSA and Lecturer to support all learners individually with spellings, sentence construction and general ICT skills.

CSW to support deaf learners with communication.

**Which ECM measures are being addressed?**
Enjoy and achieve, Make a positive contribution.

**How will learning be checked throughout the session?**
Verbal Q and A in the form of discussion with open and closed questions to elicit information and extend answers. Monitoring of assignment completion. Individual checking of learners’ work and supporting with spellings, vocabulary and ICT skills. Feedback session at end of class.

**Resources:**
Smart board, computers, gap fill exercise sheets, assignment sheets.

**Equality and Diversity:**
Deaf learners to have CSW support. Team working and respectful listening to others. Assignment sheets in plain English for BSL. Assignment sheets written in Comic Sans 14 font and printed on colour paper to support learners with dyslexia.
<table>
<thead>
<tr>
<th>Time</th>
<th>Learner Activity:</th>
<th>Learning Outcome(s): (What is the learning from this activity?)</th>
<th>Checks on Learning (including questions to be asked)</th>
<th>Literacy and Numeracy Focus</th>
<th>What TSA will do</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.30</td>
<td>Welcome, register Aims of lesson</td>
<td>Learners will be familiar with the topic of the lesson and what is expected of them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.35</td>
<td>Recap last lesson</td>
<td>Brief recap of main points of last lesson. Personal experiences of customer service,</td>
<td>Answers from as many learners as possible.</td>
<td>S &amp; L</td>
<td>Encourage learners to participate</td>
</tr>
<tr>
<td>11.40</td>
<td>Role play</td>
<td>Visual example of good and bad customer service to illustrate bad service. Learner to volunteer for example of good service.</td>
<td>Feedback with suggestions of change</td>
<td>S &amp; L</td>
<td>Take part in role play</td>
</tr>
<tr>
<td>11.45</td>
<td>Identify good and bad service</td>
<td>All learners to offer suggestions of good and bad service to provide list to be used in assignment.</td>
<td>Ensure all learners have taken part – encourage and explain incorrect answers.</td>
<td>S &amp; L</td>
<td>Write responses on board</td>
</tr>
<tr>
<td>11.55</td>
<td>Complete spidergram from words on board</td>
<td>Learners to write down key vocabulary to use for assignment</td>
<td>Check spelling is correct</td>
<td>Spelling</td>
<td>Support and encourage</td>
</tr>
<tr>
<td>12.05</td>
<td>Hangman game</td>
<td>Spelling game “good and bad service”. Reinforce Focus of task.</td>
<td>All learners to take part by guessing letters</td>
<td>Spelling</td>
<td>Lead on S.Board</td>
</tr>
<tr>
<td>12.10</td>
<td>Gap fill exercise</td>
<td>Learners to identify the importance of customers to business</td>
<td>Correct completion of work sheet. Answers as group on board</td>
<td>Reading, spelling, team work</td>
<td>Support students, Complete on board during feedback.</td>
</tr>
<tr>
<td>12.20</td>
<td>Assignment brief</td>
<td>Start unit 2 Learning outcome 2:1, 2:1. identify the importance of customer</td>
<td>ICT skills, 1:1 support. CSW support</td>
<td>Reading, writing.</td>
<td>Support 1:1 with spellings</td>
</tr>
<tr>
<td>12:45</td>
<td>Feedback</td>
<td>Check on progress, each learner to identify something they have done well or enjoyed during the lesson.</td>
<td>1:1 feedback</td>
<td>spelling, ICT</td>
<td></td>
</tr>
</tbody>
</table>
Importance of Customers in retail

➤ Retail is about selling things to customers.

➤ The purpose of retail is to take money and make profit.

➤ Customers are important to retail.

➤ The money from customers pays for staff wages, shop rent, bills and to pay for more stock.

➤ If customers get good service they are more likely to spend more money and go back to that shop.

Extension: List the different expenses that a retail business may have.
Assignment sheet

Unit 2: Understanding Customer Service in the Retail Sector

Aim: Understand what gives customers a positive initial impression of a retail business and its staff

Learning Outcomes:
2.1 outline the factors which contribute to a customer's initial impression of a retail business
2.2 outline how the staff of a retail business can give help to give customers a positive initial impression

Scenario:
You are the manager of a large supermarket. You want all staff to create a positive first impression to customers and to give excellent customer service.

Task:
Produce a customer service information document for your staff.
Include instructions on how to create a positive impression
List the specific customer services you want staff to deliver
Consider the appearance of your staff and shop - what impression do you want customers to have?
Use your own words and not copy/paste
Use appropriate images

Positive initial impression: of staff e.g. staff uniform, polite and ready to help, good product knowledge, approachable staff; of retail outlet e.g. well laid out, clearly signed, tidy and clean

Customer service: meeting customer needs and expectations e.g. providing information, dealing with enquiries, providing services; qualities needed e.g. helpfulness, politeness, listening skills
Assignment sheet (deaf Learners)

Unit 2: Understanding Customer Service in Retail

Aim: Understand what customers like to see when going into a shop

Learning Outcomes:
2.1 outline what looks good to a customer
2.2 outline how staff can give help to customers to make a good impression

Scenario:
You are the manager of a large supermarket. You want all staff to make a good impression to customers and to give excellent customer service.

Task:
Produce a customer service information document for staff.
Include instructions on how to make a good impression
List customer services you want staff to deliver
Use good images

Positive initial impression: of staff eg staff uniform, polite and ready to help, good product knowledge, approachable staff; of retail outlet eg well laid out, clearly signed, tidy and clean

Customer service: meeting customer needs and expectations eg providing information, dealing with enquiries, providing services; qualities needed eg helpfulness, politeness, listening skills