

Stocking Shelves

Stocking Shelves

In this unit, students will learn how to “front,” “face,” or “finesse” shelves in a retail setting, so that the products are available, easily seen, and easily reached by the customer. All information about the product (price, weight or volume, cost per unit, UPC) will be printed on the label which must be aligned below (or above) the product. They will also learn that this skills enables them to decide when an item needs to be reordered or restocked from the warehouse.

A field trip to a local store or stores is an essential part of this unit. Essential also is the setting up of a “store” in the classroom where students may regularly practise the skills being learned.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Knows names and sounds of letters
- Numbers
- Understands the concepts of same and different, right and left
- Some knowledge of units of weight and volume
- UPC numbers (see unit in this binder)
- Cost per unit
- Money – how to read prices

OBJECTIVES

Students will

- Use a variety of strategies to read parts of a shelf label
- Identify what is in packages by their labels
- Identify small differences in product brands, type, or size
- Match products to their shelf labels
- Recognize the English side of packages, and will turn packages to all display one language or the other, depending on language context
- Neatly line up products to their shelf labels

MATERIALS

- Wide variety of products, with multiples of all, including differing sizes or types of the same base product. (eg different sizes or flavours of toothpaste). Boxes should be empty of product and taped closed; cans or jars should be well washed and can lids safely removed, leaving all labels intact; use egg cartons too. Students and colleague could be asked to help collect these materials, beginning several weeks before you intend teaching the unit. You will be setting up a classroom “store” so that students may organize and face the shelves.
- Labels made to match each product, including name of product, size, UPC, price and price per unit.
- Shelf or bookcase in classroom to set up store

VOCABULARY

- Bottle
- Box
- Brand
- Can
- English
- Face
- Finesse
- French
- Front
- Jar
- Label
- Package
- Packet
- Product
- Shelf / shelves
- Tidy / untidy

RESOURCES

- Local grocery store, drug store, convenience store. All these are good examples of well stocked and managed shelves.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Discuss shopping experience									2	1	1		*				*
2.	Fronting, facing and finessing	1	1							1								*
3.	Shelf labels	1	1							1	1	1		*	1			*
4.	Product differences	1	1					1		1	1	1		*	1			*
5.	How to face shelves	1	1							1	1	1		*	1			*
6.	English / French	1	1							1	1	1		*	1			*
7.	Position the shelf label		1							1	1	1		*	1			*
8.	How to fix it		1							1	1	1		*				*
9.	Field trip	1	1	1				1		1	1	1		*	1			*
D	Shelf Stocker	1	1	1		1		1			1	1	2	*	1			

LEARNING ACTIVITIES

<p>1. DISCUSS SHOPPING EXPERIENCES</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Assortment of classroom items
<p>Make a disorganized pile of assorted classroom items on a shelf or table.</p> <ul style="list-style-type: none"> • Ask students to go and find specific items. • This could be a relay race! • Ask how easy or difficult it was to find the item in the mess. • They might have similar experiences from home life trying to find items in a disorganized closet, chest of drawers, etc. <p>Discuss with students how they feel about shopping in a store when boxes and packages are strewn about the shelf, or when products are gone and the shelf is empty.</p> <p>Stress the importance for the customer of being able to find wanted products quickly and easily, and to know the price, size, etc.</p>	

<p>2. FRONTING, FACING AND FINESSING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aids: <i>Finessed Shelves 1</i> and <i>2</i>
<p>It is the responsibility of the store's workers to tidy and organize the shelves and keep them well-stocked.</p> <p>This is called "fronting," "facing," or "finessing" the shelves. This involves:</p> <ul style="list-style-type: none"> • Lining up the products with the correct label under the shelf • Bringing the products to the front of the shelf for easy access • Lining up the products one behind the other • Making sure the English label is facing out towards the customer <p>Show Teaching Aids: <i>Finessed Shelves 1</i> and <i>2</i> as examples of shelves after they have been finessed or fronted.</p>	

<p>3. SHELF LABELS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Box from Aquafresh toothpaste to compare with shelf label • Teaching Aids: <i>Shelf Labels 1 – 5</i> • Variety of products with pictures on labels
<p>Using the Teaching Aids: <i>Shelf Labels 1 - 5</i>, talk about the important information that shelf labels give:</p> <ul style="list-style-type: none"> • Name of the product, • Size,, • UPC number, • Price • cost per unit (gm, 100ml) <p>If students are not able to read all the shelf labels, encourage them to use the pictures on the product above the label or the type of packaging to figure out what it is.</p> <ul style="list-style-type: none"> • They should then verify that is what it is by looking at the word and its beginning sounds. <ul style="list-style-type: none"> ◦ For example, the Aquafresh looks like a tube of toothpaste. ◦ Ask what sound or sounds "toothpaste" begins with. ◦ Try to find the word toothpaste on the package label and then on the shelf label. ◦ Is it the same company? (Aquafresh) ◦ Students do not need to be able to read the brand; they only need to be able to match it. <p>Show students a variety of packages, and using the picture and clues on the packaging, have them guess the product.</p> <ul style="list-style-type: none"> • See if they can find the word on the label. 	

<p>4. PRODUCT DIFFERENCES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>One Brand – Many Types 1 – 2.</i> • Boxes of different types of the same brand product to show small differences (regular, tartar-fighting, extra-whitening toothpaste for example)
<p>Point out that it is important to read all of the words in the name of the product and make sure they match the words on the shelf label.</p> <ul style="list-style-type: none"> • This is because the same company often makes several different types of their product. <p>Ask students to turn to the toothpaste labels on Teaching Aid: <i>One Brand – Many Types 1 – 2.</i></p> <ul style="list-style-type: none"> • Are the products all the same? • How do you know they are different? <ul style="list-style-type: none"> ◦ By words on the right-hand side of each box. • Explain that the shelf label would have to specify whether it was regular toothpaste or tartar-fighting toothpaste, etc. <p>Show actual boxes of different types of toothpaste within the same brand. (or other product).</p> <ul style="list-style-type: none"> • Could also be a variety of sizes of the same product. 	

<p>5. HOW TO FACE SHELVES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Face It!</i>
<p>Review what “facing” shelves means, and give the students the list for themselves to use as a handy reference.</p> <p>Use Teaching Aid: <i>Face It!</i></p> <ul style="list-style-type: none"> • Sort products: identical products together. • Bring products to the front of the shelf so that the customer can easily reach them. • The products should be in neat rows and piled on top of each other evenly. • English words should face forward. (French if it is a French-speaking community. What would you do in a bi-lingual community?) (see next activity for extra work on English / French) • Make sure products are above the correct label. (Labels can move on the shelf. For proper placing refer to Learning Activity 7.) <p>Give students practice "facing" shelves with the product boxes and cans you have collected.</p> <ul style="list-style-type: none"> • At first, focus on the sorting and grouping. • Add fine distinctions as students become confident and competent. <p>** (The next two activities continue to develop this skill.) Students should have the opportunity to tidy up the shelves regularly: put one or two items out of place and see how long it takes for them to notice the problem.</p>	

<p>6. ENGLISH / FRENCH</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous learning 	<p>Materials</p> <ul style="list-style-type: none"> • Boxes or cans with French side / English side
<p>Point out that telling the French side from the English side can be difficult if reading in English is hard.</p> <ul style="list-style-type: none"> • Give students clues to some of the French words, such as "la" or "un". • Point out that in French a lot of accents are used that are not used in English. Write on the board what the accents look like: <ul style="list-style-type: none"> ◦ for example, é, è, ê. ◦ If students see any accents, that will be the French side. • Also suggest that students look for an English word that they recognize. <p>Give students a variety of packages and see if they can figure out which side is English and which side is French.</p>	

<p>7. POSITION THE SHELF LABEL</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Several of two different products. • Labels for each product • Shelf
<p>Explain that the shelf labels are used not only to give information about the product; they are also used as markers for where new products begin.</p> <p>Point out that the left side of the shelf label is often lined up with the left edges of the new product.</p> <ul style="list-style-type: none"> • Ask students to raise their left hands. • Ask students to point to the left side of one of the shelf labels. • Ask students to point to the left edges of a product. • Show how these two edges should line up. <p>Give students practice lining up a quantity of two different types of products with the appropriate shelf labels.</p>	

<p>8. HOW TO FIX IT</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Untidy!</i>
<p>Give students the Student Activity Sheet: <i>Untidy!</i></p> <ul style="list-style-type: none"> • These are pictures of untidy shelves. Students must look at the problems and say how they would tidy and finesse the shelves. 	

<p>9. FIELD TRIP</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Field Trip Checklist</i> • Teaching Aid: <i>Field Trip Instruction Sheet</i>
<p>Make a field trip to a local store:</p> <ul style="list-style-type: none"> • a grocery store or drug store will give plenty of opportunity to see a range of products, a variety of sizes of identical products, and a range of types within one product. <p>Use Student Activity Sheet: <i>Field Trip Checklist</i> and Teaching Aid: <i>Field trip Instruction Sheet</i></p>	

Finessed Shelves 1

All the products have been brought to the front of the shelf.

All identical products are together. Each product group has its own label below.



Finessed Shelves 2

Products are easy to see and to reach.



Shelf Labels 1

Shelf Labels give information about the product.



Shelf Labels 2

The name of the product is on the shelf label.



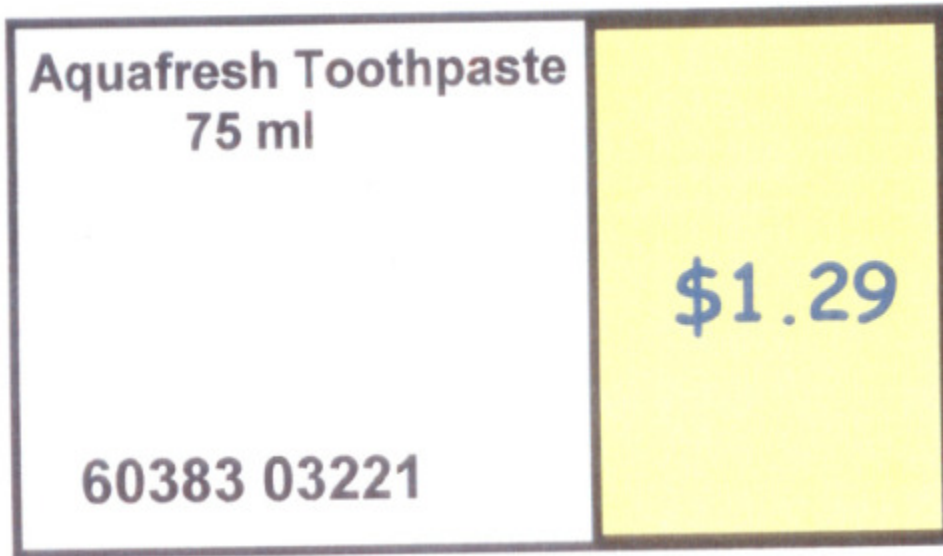
Shelf Labels 3

The size is on the shelf label.



Shelf Labels 4

The price is on the shelf label.



Shelf Labels 5

The UPC number is on the shelf label. Sometimes the entire UPC (bar code) is on the label.



One Brand – Many Types 1

Can you see small differences in the packages?



One Brand – Many Types 2

One type – one label



Another type – another label

Face It!

Sort

To the front

Neat rows or piles

English

Above correct label

Field Trip Instruction Sheet

1. Choose a local store to visit. Phone to arrange the visit before taking students. Explain to the manager / owner what the purpose of the visit will be. (learning about facing shelves, about shelf labels, etc.) Become familiar with the store layout, and with the variety of aisles displaying stock. Arrange a date and time to visit.

[Consider combining this field trip's objectives with a field trip to note UPCs, to see clothing store sorting practices, etc. This would be especially possible in a large mall.]

2. Instruct students beforehand on what they are looking for:
 - Shelf facing
 - Labels match products
 - Labels at the left side of product
 - English facing forward
 - Neatness
 - Identical products together
 - Information on shelf labels matches information on product packaging
3. Go over Student Activity Checklist with students.
4. On the day of the trip, give out clipboards, checklists and pencils.
5. Discuss appropriate behaviours.
6. ENJOY!
7. Regroup in class for feedback and discussion. Perhaps you could write a letter of thanks to the store owner / manager.

Untidy! 1

How would you tidy up this shelf?



Untidy! 2

What would you do to tidy this shelf?



Field Trip Checklist

Things I Noticed	Yes	No
The products on the shelves look neat and tidy.		
The shelves look full and are well-stocked.		
The product types are put together.		
The product is at the front of the shelf and easy for the customer to reach.		
The labels on the shelf are below (or above) and on the left hand side of the product.		
The labels on the shelf are centred below (or above) the product.		
The label shows the name of the product.		
The label shows the price of the product.		
The label shows the size of the product.		
The label shows the UPC number.		
The label shows the cost per unit.		

- **Please thank the owner / store manager for allowing you to visit the store.**

DEMONSTRATION INSTRUCTOR PAGE

Shelf Stocker

ESSENTIAL SKILLS

- Reading Text 1
- Document Use 1
- Writing 1
- Computer Use 1
- Numeracy
 - Scheduling or Budgeting & Accounting 1
 - Data Analysis 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1

DEMO DESCRIPTION

The student will sort out the items placed in a laundry basket or large carton. There will be multiples of many of the items, with varying sizes of some products, and various types / flavours of others. The student will “stock a shelf” with the items, making sure that the items are neatly arranged, to the front, with English facing forward. The student will make a label for each product type, using the template provided (either by hand or using a computer) and affix them to the shelf with the left hand side of the label lining up with the left hand side of the product.

INSTRUCTOR NOTES

- Provide a laundry basket or large carton full of empty boxes or cans, egg cartons, etc. There should be multiples of identical products; some products should be presented in differing sizes; others should vary slightly
- Provide the label template: either make multiple paper copies (enough for one for each product) or download the template onto the computer so the student can key in the required information. Provide scissors and tape.
- Make a shelf or small bookcase for the display of products.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Read instructions aloud if necessary.
- Review the steps to facing a shelf. Student may use card from LA 5.
- Review what should be on a shelf label.

ACHIEVEMENT INDICATORS

- Sorted products, noting minor differences
 - Stocked shelf neatly and correctly
 - Made labels to match products
 - Lined up labels with products
 - Assessed own performance
-

Shelf Stocker

TASK 1

You have been given the job of sorting out items collected in a cardboard box.

You will stock a shelf neatly with the items, like in a store display.

You will make a label for each product, and you will tape the label to the shelf where it should be. Use the label form that your instructor will give you.

Ask your instructor to check your work.

Shelf Stocker

TASK 1 cont.

What goes where.

Product
Size
UPC
Price

Use this label:



DEMONSTRATION ASSESSMENT

Shelf Stocker

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- Reading Text 1
 - Document Use 1
 - Writing 1
 - Numeracy
 - Scheduling or Budgeting & Accounting 1
 - Data Analysis 1
 - Thinking Skills
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1
 - Computer Use 1

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Sorted products accurately, noting minor differences			
• Stocked shelf neatly and correctly			
• Made labels to match product			
• Lined up labels with products			
• Lined up labels with products			
• Assessed own performance			

ADDITIONAL COMMENTS

