Module Plan

Theme:	Employment	**Module:**	Introduction to Sales Support	**Canadian Language Benchmark:**	CLB 5

Essential Skills		Canadian Language Benchmark Competencies						Development/Revision Names and Dates	
1. Oral Communication	**Chart below**	**I**	Interacting With Others	☑ **L**	☑ **S**	☑ **R**	☑ **W**	Developed by:	Janet Kwong
2. Reading	**Essential Skills have Levels 1-5**	**II**	Comprehending Instructions	☑ **L**	☐ **R**				
3. Document Use	**-1** = Basic level		Giving Instructions	☐ **S**				Development date:	May 30, 2018
4. Writing	**0** = Basic level		Reproducing Information	☐ **W**					
5. Numeracy	**1** = Level 1 in Essential Skills complexity	**III**	Getting Things Done	☐ **L**	☐ **S**	☑ **R**	☐ **W**	Edited by:	Kim Chaba-Armstrong
6. Digital Technology	**2** = Level 2 in Essential Skills complexity	**IV**	Comprehending Information	☑ **L**	☑ **R**				
7. Thinking Skills			Sharing Information	☑ **S**	☐ **W**			Reviewed by:	Hana Prochazkova and Allen Keeley, Douglas College
8. Working With Others									
9. Continuous Learning									

Essential Skills	Oral Communication	Reading Text	Document Use	Writing	Numeracy
Competency Statements by Level	**1** Communicate with others to fix small problems, such as customer complaints. **1** Give opinions and ideas clearly. **1** Use correct simple grammar and some complex grammar when speaking. **1** Use fairly good pronunciation when speaking. **1** Use appropriate body language (e.g., smiling, nodding, making eye contact) while having a conversation. **2** Understand information presented orally, such as announcements in a huddle. **2** Understand monologues or presentations (5 minutes).	**1** Skim lengthier texts for overall meaning and key ideas. **2** Find and use 1 or 2 pieces of information from moderately complex texts, such as work schedules.	**1** Understand packaging and shelf labels. **1** Use key words or visual characteristics (e.g., colour, shape) to find information in a document. **1** Find and use 1 or 2 pieces of information from moderately complex texts, such as work schedules.	**1** Write short notes to co-workers. **1** Use correct simple grammar and spelling; attempt some complex grammar. **1** Edit written materials to check grammar, spelling, and punctuation.	**1** **MEASUREMENT AND CALCULATION** Add and subtract. **2** **MEASUREMENT AND CALCULATION** Multiply. **1** **SCHEDULING OR BUDGETING** Read a work schedule. **1** **DATA ANALYSIS** Make comparisons (e.g., greater than or less than).

Essential Skills	Digital Technology	Thinking Skills	Working With Others	Continuous Learning
Competency Statements by Level	**1** Enter a code into a website (e.g., Kahoot!). **2** Use different forms of technology, such as cellphones and calculators.	**1** **PROBLEM SOLVING** Follow current procedures to fix a problem (e.g., the steps in the L.A.S.T. Method). **Type 1** **USE OF MEMORY** Memorize procedures, UPC numbers, etc. by repeating them. **Type 2** **USE OF MEMORY** Remember for a short time (minutes).	**WORKING WITH A PARTNER OR A TEAM** Work co-operatively with a partner or team to complete tasks. **WORKING IN A LEADERSHIP ROLE** Provide constructive feedback to help others improve their work. **WORKING IN A LEADERSHIP ROLE** Encourage group activities and build a positive work place with my team.	Be responsible for my own learning. Take and use feedback and/or advice from others. Try new ways of doing things.

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Language Skills	Listening	Speaking	Reading	Writing
Competency Statements	**I** Understand the gist and some details in moderately complex common and predictable social exchanges that may express interests, likes, dislikes, preferences, offers, invitations, and compliments. **Indicators of Ability:** – Identifies specific factual details and implied meanings. – Identifies formal and casual style and register. – Identifies language functions. – Identifies emotional states from tone and intonation. – Identifies the situation and relationships between speakers. – Interprets feelings, such as interest, likes/dislikes, and preferences. **II** Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures. [Instructions are about 7 to 8 steps, with up to 10 details (fewer on the phone).] **Indicators of Ability:** – Follows a range of basic cohesive devices indicating order and sequence. – Seeks clarification and confirmation if required. – Responds with actions to directions and instructions. **IV** Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations (up to 5 minutes). **Indicators of Ability:** – Gets the gist. – Identifies key words and phrases. – Identifies factual details and some implied meanings. – Identifies opinions. – Interprets descriptions, reports and explanations.	**I** Participate in basic social conversations for some everyday purposes, such as expressing feelings; making, accepting, or declining invitations; and engaging in small talk. **Indicators of Ability:** – Opens and maintains a conversation. – Responds to small talk. – Extends, accepts, or declines invitations. – Takes turns by giving non-verbal and verbal signals. – Encourages conversations by using eye contact, nodding, showing interest, etc. – Indicates non-comprehension. **IV** Agree, disagree, and give opinions in small group discussions or meetings. **Indicators of Ability:** – Provides necessary information. – Asks relevant questions. – Repeats information and ideas to confirm understanding. – Expresses opinions and feelings. – Agrees and disagrees appropriately. – Thanks others for their contributions and information. – Participates adequately in interactions with some degree of support from others.	**I** Understand simple to moderately complex personal and public social messages, such as those conveying compliments, invitations, likes, dislikes, and preferences, related to a familiar context. **Indicators of Ability:** – Identifies specific factual details and implied meanings. – Identifies purpose of the message. – Identifies reader/writer relationship. – Identifies mood and attitude of the writer. – Identifies context, register, and style. **III** Locate and use 1 or 2 pieces of information from moderately complex formatted texts, such as maps, charts, forms, tables, schedules, directories, or website navigation menus. **Indicators of Ability:** – Identifies layout and organization of text to find the information needed. – Finds and uses 1 or 2 pieces of information. **IV** Understand simple to moderately complex descriptive or narrative texts on familiar topics. **Indicators of Ability:** – Identifies organization of text and links between paragraphs.	**I** Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes, such as expressing or responding to invitations and feelings, or providing quick updates (about 1 paragraph). **Indicators of Ability:** – Conveys the intended meaning. – Uses language and content appropriate and relevant to the situation. – Expresses main ideas and supports them in some detail.

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Language Skills	Listening	Speaking	Reading	Writing
Profile of Ability	**The listener can:** Understand, with some effort, the gist of moderately complex, concrete formal, and informal communication. **When the communication is:** • Spoken clearly at a slow to normal rate • Face-to-face, on the phone, or via digital media (one-on-one or in small groups) • Related to relevant, everyday topics • Moderate in length • In moderately demanding contexts **Demonstrating these strengths and limitations:** • Understands overall meaning or intent • Identifies main ideas, supporting details and implied meanings • Understands language that is concrete and includes mostly common vocabulary • Recognizes meaning based on a developing understanding of complex sentences and structures • May sometimes rely on contextual clues for comprehension • Recognizes some registers • Understands very common idiomatic language • Sometimes requires repetition • Can comprehend on the phone when context and topic are highly relevant and familiar	**The speaker can:** Communicate with some effort in short, routine social situations, and present concrete information about needs and familiar topics of personal relevance. **When the communication is:** • Face-to-face, on the phone, or via digital media • Informal to somewhat formal • In familiar small groups • In moderately demanding contexts **Demonstrating these strengths and limitations:** • Clear evidence of connected discourse • Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations • A range of common everyday vocabulary, which may include a limited number of idioms • Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures. • Grammar, vocabulary, and pronunciation difficulties sometimes impede communication • Some awareness of appropriate non-verbal cues and signals	**The reader can:** Understand simple and some moderately complex texts in predictable, practical and relevant social, educational, and work-related situations. **When the text is:** • Mostly concrete, factual, and descriptive • With mostly common and some abstract or specialized vocabulary and occasional high-frequency idioms • Sometimes supported by visuals • Relatively short • In moderately demanding contexts **Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, important details, and links between paragraphs • Finds some information to make comparisons • Occasionally guesses the meaning of unknown terms, phrases, and idioms from the context without a dictionary • Often rereads and needs clarification • Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentences and structures • Identifies some different styles and registers • Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary	**The writer can:** Write short, simple to moderately complex descriptions, narrations, and communications about familiar, concrete topics related to daily life and experience. **When the communication is:** • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts **Demonstrating these strengths and limitations:** • Adequate paragraph structure with a main idea and some supporting details • Adequate use of connective words and phrases • Adequate range of vocabulary for most simple everyday texts • Good control of simple structures • Difficulty with complex structures • Adequate control of spelling, punctuation, and format • Some awkward-sounding phrases and word combinations • Able to communicate some moderately complex messages
Features of Communication **Initial Intermediate Ability**	• Communication is live, face-to-face, on the phone, or via digital media (one-on-one or in small groups). • Speech is clear and at a slow to normal rate.	• Communication is face-to-face, on the phone, or via digital media with one person at a time or in small groups. • Familiar, mostly concrete topics. • Tasks require connected discourse. • Situation is somewhat predictable.	• Texts are paper-based or digital/online. • Formatted texts are moderately complex and may include maps, forms, tables, schedules, directories, course calendars, and graphs. • Instructions or instructional texts are clear and explicit and are for 7- to 10-step routine procedures that are presented step by step.	• Writing style requirements are informal to formal. • Topics are personally relevant, familiar, and concrete. • Audience is familiar or clearly defined. • Tasks require about 1 paragraph of writing.

Language Skills	Listening	Speaking	Reading	Writing
	• Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable. • Listening texts can be short informal monologues, presentations, dialogues, or small group interactions. • Monologues and presentations are up to about 5 minutes. • Dialogues may include conversations, interviews, and discussions in any media (digital/online, television, radio, etc.). • Instructions are clear, explicit, and presented step by step. • Language is concrete and includes mostly common vocabulary and a limited number of idioms. • Topics are generally familiar, related to everyday situations, and of personal relevance. • Context is moderately demanding. • Response to task may require some speaking or writing.	• Interaction ranges from informal to formal. • Presentations are informal or semi-formal, up to about 5 minutes long, and supported by pictures and visuals. • Interaction in a small group may be a discussion with a moderator or a facilitator who is encouraging and supportive. • Context is moderately demanding.	• Continuous texts are moderately complex and may include narrative, descriptive, and some literary genres. • Length of continuous text is relatively short (up to about 1 page), as dictated by the topic, purpose, genre, and context. • Language is mostly factual, concrete, and literal, with some abstract words. • Topics are personally relevant, mostly familiar, and predictable. • Context is moderately demanding.	• Forms are moderately complex in format, requiring responses of up to about 30 items. • Oral information to be reduced is relatively short (about 5 to 7 details).* • Print or online information to be reduced is about 1 page in length, and has clear organization and layout. It may be technical or specialized.* • Context is moderately demanding. * Note: The ability to reproduce or reduce information is dependent on the writer's ability to comprehend. Therefore, it is assumed that the content to be reproduced or reduced has a degree of moderate complexity that does not exceed the writer's Reading Benchmark (in the case of print or online content) or Listening Benchmark (in the case of oral discourse).
Real-World Task	1. Listen to a beginning of shift huddle.	1. Participate is a conversation about customer concerns.	1. Read a work schedule and calculate your total weekly hours and overtime hours.	1. Write a note to a co-worker updating them on a recent event.
Outcome Assessment Task	1. Listen to a beginning of shift huddle and then answer questions.	1. Participate in a role-play as an employee with a customer (the instructor). The learner uses steps from the L.A.S.T method to resolve the customer's problem.	1. Read a work schedule and calculate your total weekly hours and overtime hours which involves using numeracy skills (e.g., addition, subtraction, and multiplication).	1. Write a note to a co-worker updating them about the situation read in a scenario.
Language Focus **Background Knowledge and Strategies** (Learners need these to achieve success with the tasks.)	**Grammatical Knowledge** Recognition of: 1. Vocabulary and expressions for: sales support jobs, establishments, job profiles, huddles, the L.A.S.T. method, manual lifting, stocking shelves, and sales support tools/technology **Textual Knowledge** Recognition of: 1. Connectors, transitions, and other cohesion links 2. Main ideas and subordinate ideas 3. Descriptions	**Grammatical Knowledge** Ability to: 1. Demonstrate grammar fluency in: partitives 2. Use vocabulary, expressions and idioms for: sales support jobs, establishments, job profiles, the L.A.S.T. method, shelf labels, stocking shelves, and sales support tools/technology 3. Use an expanding range of abstract, technical, idiomatic and conceptual vocabulary to report and discuss personal and factual information, and to express ideas, opinions and feelings 4. Produce intelligible and effective pronunciation	**Grammatical Knowledge** Recognition and understanding of: 1. Grammar to interpret texts: adjectives, partitives 2. Vocabulary, expressions and idioms for: sales support jobs, establishments, job profiles, soft skills, the L.A.S.T. method, note writing, hours of work laws, work schedules, shelf labels, stocking shelves, and sales support tools/technology 3. Language for: facts, opinions, feelings, ideas, and basic concepts relating to numeracy, and technology	**Grammatical Knowledge** Ability to use: 1. Moderately complex grammar: complex sentences 2. Vocabulary, expressions, and idioms for: sales support jobs, establishments, job profiles, and note writing 3. Skills to compose informal notes to coworkers 4. Skills to report personal and factual information 5. Spelling, punctuation, and capitalization conventions

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<table>
<tr><th>Language Skills</th><th>Listening</th><th>Speaking</th><th>Reading</th><th>Writing</th></tr>
<tr>
<td></td>
<td>Functional Knowledge
Recognition of:
1. Informal oral presentations
2. Conversation formats for different situations (e.g., dealing with customer complaints)
Sociolinguistic & Cultural Knowledge
Recognition of:
1. Different registers (formal/informal)
2. Socio-cultural knowledge relating to specific tasks, such as social interaction
3. Idioms and expressions
4. Paralinguistic signals, such as volume, speech rate, body language, and other visual clues
Strategic Competence
Recognition of:
1. Language used to avoid miscommunication
Ability to use:
1. Context clues and non-verbal communication signals to interpret meaning</td>
<td>Textual Knowledge
Ability to:
1. Use cohesion links, such as also, however, then, consequently, and for example, to signal such meanings as contrast or illustrations.
2. Use a combination of main and subordinate ideas
Functional Knowledge
Ability to:
1. Use conversation management skills such as turn taking, body language and encouraging sounds for tasks like group discussions or talking to customers
Understanding of:
1. Formats for particular academic, or work events, such as handling customer complaints, group discussions, and specific workplace situations
Sociolinguistic & Cultural Knowledge
Ability to use:
1. Appropriate language to indicate level of formality and to show respect
2. Appropriate non-verbal communication strategies
3. Socio-cultural communication norms, such as formality/informality, direct/indirect speech, and cultural references
Strategic Competence
Ability to use:
1. Learning and study strategies to do activities, such as memorize phrases and expressions
2. Strategies to check understanding, such as confirming information and paraphrasing</td>
<td>Textual Knowledge
Recognition of:
1. Connectors, transitions, and other cohesion links
2. Note structure, such as opening, body, and closing
3. Common written formats, such as formal/informal notes
4. Words and formatting used for reporting and describing
Functional Knowledge
Recognition of:
1. Purposes and authors’ intents
Sociolinguistic & Cultural Knowledge
Recognition and understanding of:
1. Formal, informal and idiomatic language.
2. Content and socio-cultural information, language and discourse formats for specific tasks, such as in social interaction texts.
Strategic Competence
Ability to use:
1. Different reading techniques according to the purpose of the task (such as skimming to get the main idea and scanning to locate detailed information)
2. Information search skills (including dictionary use) and computer/Internet literacy skills
3. Textual and contextual clues to interpret text, such as literal and inferential comprehension
4. Critical skills (such as evaluating and judging) to interpret written texts</td>
<td>Textual Knowledge
Ability to:
1. Use connectors, transitions, and other cohesion links to signal chronological sequences, cause and effect, and illustrations by example
2. Use note structure including opening, body, and closing
Functional Knowledge
Ability to:
1. Use formats for purposes, such as notes to coworkers
Sociolinguistic & Cultural Knowledge
Beginning ability to:
1. Adapt writing style for specific audiences and purposes
Strategic Competence
Ability to:
1. Begin using the writing process, such as pre-writing, writing and editing for spelling, punctuation, and grammar
2. Use dictionaries and other reference sources online and in print formats</td>
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<tr>
<td>Activities & Resources</td>
<td colspan="2">Lesson Plan
Introduction
• Title Page Intro to Sales Support

Needs Assessment
• Needs Assessment Intro to Sales Support

Pre/Post Module Checklist
• Pre Post Checklist Intro to Sales Support

Activity 1 Reading about Sales Support Jobs</td>
<td colspan="2">Additional Activities & Resources
1. Watch the following videos for an introduction to various sales support jobs:
• Grocery Store Clerk https://www.youtube.com/watch?v=nXSksCttb8A (2:40 minutes)
• Stock Clerks, Sales Floor https://www.mynextmove.org/profile/summary/43-5081.01 (1:01 minutes)
• Stocker, Backroom, and Receiving Associates https://www.youtube.com/watch?v=J_ECsp-Pyuw (33 seconds)
• Cashiers https://www.mynextmove.org/profile/summary/41-2011.00 (1:34 minutes) or https://www.youtube.com/watch?v=7TvRcGfPe-g (39 seconds)
2. Watch a daily huddle and answer comprehension questions. This is good for those interested in working in construction.
• https://www.youtube.com/watch?v=XG68eDIzSx0 (2:22 minutes)</td>
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Language Skills	Listening	Speaking	Reading	Writing
	• **PPT Introduction to Sales Support** • **Handout Intro to Sales Support Jobs** • **Handout Reading a Job Profile** • Counter Person Job Profile https://alis.alberta.ca/media/698080/counter-person.pdf • Meat Cutter Job Profile https://alis.alberta.ca/media/698091/meat-cutter.pdf • Shelf Stocker Job Profile https://alis.alberta.ca/media/698098/shelf-stocker.pdf • Salesperson Job Profile https://alis.alberta.ca/media/698095/sales-person.pdf Activity 2 Vocabulary • **Handout Grammar Parts of Speech Listening** • **Handout Grammar Parts of Speech Speaking** • **Handout Grammar Parts of Speech Reading** • **Handout Grammar Parts of Speech Writing** • **Handout Vocabulary** • **Handout Dictionary Skills Names** • **Handout Dictionary Skills Work Words** • **Quizlet link** https://quizlet.com/_50v854 • **Handout Vocab Practice** • **Handout Vocabulary Notebook** • **Board Game Template** • **Vocabulary Practice Reference** Activity 3 Listening to Huddles • **PPT Huddles** • https://www.youtube.com/watch?v=8UaMh18H9gE • **Handout Listening Daily Huddle** • https://www.youtube.com/watch?v=WSOFHniInxQ • **Handout Listening Retail Huddle** • https://www.youtube.com/watch?v=xSsezLkW9oE&spfreload=1 • https://www.youtube.com/watch?v=JGGzGlRPwa4 Activity 4 Writing Informal Notes • **Handout Reading Notes** • **Handout Writing Notes** Activity 5 Role Play Handling Customers • https://www.youtube.com/watch?v=dnpMqQnt8WY • Kahoot! https://play.kahoot.it/#/k/f68e707c-38e3-4dc4-b15a-d49ffe38d560		3. Learn useful phrases for asking questions in meetings by watching a video. • https://www.youtube.com/watch?v=NEKZFA7L7Lg (7:47-10:28) 4. Watch https://www.youtube.com/watch?v=KrMZgsfOLFA (5:08 minutes) for phrases for dealing with disappointed customers. 5. Watch https://www.youtube.com/watch?v=T20hV4ynU7o (2:46 minutes) for how to deal with angry customers. The scene is set in a hardware store. 6. Watch an example of the L.A.S.T. method at a grocery store • https://www.youtube.com/watch?v=RDGiy4Vyy1w (4:55-7:05) 7. Watch https://www.youtube.com/watch?v=psOoWFYzktw (2:15 minutes) or https://www.youtube.com/watch?v=pXtNs6zcUPM (1:56 minutes) for more examples of grocery store cashier specific situations, such as using the wrong coupon and not finding a product. 8. Watch https://www.youtube.com/watch?v=NeFJDRq6QY8 (7:52 minutes) for 7 Eleven's steps for highly successful employees. It is a good example of customer service in a convenience store and gas station. 9. Watch https://www.youtube.com/watch?v=7hTdwYS_wBw (3:06 minutes) and answer comprehension questions about lift safety. 10. Watch https://www.youtube.com/watch?v=BK7izdMq56k (4:42 minutes) and answer questions about stocking product and rotation related to aspects like product expiration dates, back stock, and top stock. This video also shows a good example of using a ladder and box cutter safely. 11. Write a list of safety rules for using various hand trucks after watching https://www.youtube.com/watch?v=QXZLrkRNFEq (1:59 minutes). 12. See how many hazards you can spot in the forklift photo. https://www.worksafebc.com/en/resources/health-safety/interactive-photo/whats-wrong-with-this-photo-may-june-2010-forklift 13. Watch https://www.youtube.com/watch?v=Ifgs91vwJlg (4:40 minutes) about an accident which happened using an order picker and how to be safe. Then answer comprehension questions about the video. Another activity could be using screenshots of the worker being unsafe and having a class discussion about the hazards seen in the still screen.	

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Language Skills	Listening	Speaking	Reading	Writing
	• **Instruc Ref Kahoot Instructions Sales Support** • **Instruc Ref Kahoot Questions LAST Method** • **Handout The LAST Method** • https://www.youtube.com/watch?v=3sllBkkcYN4 • **Handout Handling Customers** Activity 6 Rdg Hours and Schedules • **Handout Rdg Hours of Work** • http://calculator-1.com/ • **Handout Rdg Work Schedule** Activity 7 Listening Lifting Safely • Large heavy box • **Handout Manual Lifting** • https://www.youtube.com/watch?v=J3-5DPWQlj8 Activity 8 UPC Numbers and Stocking Shelves • Various products with the same and different UPC numbers • **Handout UPC Numbers** • **Instruc Ref Whats the product name** • Various partitives exercises (list in lesson plan) • https://www.youtube.com/watch?v=cS5YxxQzoaE • **Handout Stocking Shelves** • https://www.youtube.com/watch?v=QHeZUtcW-mI • **Instruc Ref Clock Shelf Label** • **Instruc Ref One Brand Many Types** • **Instruc Ref Tidy Up the Shelves** Activity 9 Sales Support Tools and Tech • **Instruc Ref Sales Support Tools and Tech** • **PPT Sales Support Tools and Tech** • **Handout Sales Support Tools and Tech** • **Handout Using a Pallet Jack** PBLA Tasks • **PBLA Listening Huddle** ○ **Audio Huddle** • **PBLA Speaking Handling a Customer**			

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Language Skills	Listening	Speaking	Reading	Writing
	○ **Instruc Ref PBLA Speaking Scenarios** • **PBLA Reading Making Calculations Work Schedule** • **PBLA Writing Note to Coworker** Post Checklist of Skills • **Pre Post Checklist of Skills** Weekly Reflection • **Weekly Reflection** Post Module Reflection • **Post Module Reflection**			
References	Alberta Civil Liberties Research Centre. (2014). *Know your rights in the workplace: a youth employment law handbook 2014.* Retrieved from http://static.squarespace.com/static/511bd4e0e4b0cecdc77b114b/t/544fe958e4b0bcaa7c12db41/1414523224003/09-00623-ACLRC-Handbook_WebVersion_Pages.pdf Biz Group. (2012, November 11). *Daily huddle* [Video file]. Retrieved from https://www.youtube.com/watch?v=WSOFHniInxQ Down to Earth Team Members. (2015, September 17). *Fronting and facing.* Retrieved from https://www.youtube.com/watch?v=QHeZUtcW-mI Down to Earth Team Members. (2015, August 17). *Intro to stocking.* Retrieved from https://www.youtube.com/watch?v=cS5YxxQzoaE Government of Alberta. (2017). *A retail worker's handbook: occupational health and safety on the job*. Retrieved from https://open.alberta.ca/dataset/907538cc-9c63-49c1-af16-7833e5da3855/resource/f90e9394-a085-403d-b260-764d32281a1c/download/ohs-best-practices-bp022.pdf Government of Alberta. (2018). *Easy reading job profiles*. Retrieved from https://alis.alberta.ca/inspire-and-motivate/easy-reading-job-profiles/ Government of Alberta. (2016). *Your rights and responsibilities at work.* Retrieved from https://open.alberta.ca/dataset/05387bc2-4af9-40cb-b4c0-9e62d0a74726/resource/62c2bea5-18f8-4193-aaab-4d0af931daae/download/2016-your-rights-and-responsibilities-at-work.pdf Government of Canada. (2017). *Hours of work*. Retrieved from https://www.canada.ca/en/employment-social-development/services/labour-standards/reports/hours-work.html JCPenneyStore2326. (2014, May 30). *JCPenney store 2326: door to floor team video* [Video file]. Retrieved from https://www.youtube.com/watch?v=xSsezLkW9oE&spfreload=1 Leansensei. (2010, July 10). *Lean huddle at Toyota bodyshop* [Video file]. Retrieved from https://www.youtube.com/watch?v=8UaMh18H9gE Learn English with Emma [engVid]. (2016, September 30). *How to give great customer service: The L.A.S.T. method* [Video file]. Retrieved from https://www.youtube.com/watch?v=dnpMqQnt8WY Longman. (n.d.). *Welcome to Longman dictionary of contemporary English online.* Retrieved from https://www.ldoceonline.com/ Sam Herman. (2013, March 27). *Work safely: lifting in a warehouse* [Video file]. Retrieved from https://www.youtube.com/watch?v=J3-5DPWQlj8 Simcoe/Muskoka Literacy Network. (2008). Retail [PDF file]. Retrieved from http://literacynetwork.ca/resources/bridging-the-employment-gap/ Staten Island Advance. (2015, November 26). *Pep talks at Best Buy and JC Penney on Black Friday* [Video file]. Retrieved from https://www.youtube.com/watch?v=JGGzGlRPwa4 TheServiceChannel. (2010, November 14). *Do's and don'ts of customer service - grocery store service* [Video file]. Retrieved from https://www.youtube.com/watch?v=3sllBkkcYN4 **Images on handouts from:** *Beverages* by No Author, available under a CC0 Public Domain licence at https://pxhere.com/en/photo/1044587			

Language Skills	Listening	Speaking	Reading	Writing
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