



Differentiated Instruction:

Retail Council of Canada

Module 5 – Protect Company Assets

Module 5, Skill 1: Identify and Prevent Loss

LEARNING OBJECTIVES:

- Describe how to secure cash register assets.
- Identify ways to monitor customers and alert others of suspicious customers.
- Explain how to maintain point-of-sale security.
- Describe how to attach and remove security tags.
- List the steps used to monitor dressing rooms.
- Explain what is required to report stock shrinkage.
- Determine and report security violations.
- Explain how to monitor floor products

NEW VOCABULARY FOR WORD WALL

Float: the cash in a drawer that is used to provide change to customers.

Shrinkage: loss in a store or department as a result of theft, breakage, paper loss, or error.

ACTIVITY 1

In pairs, students are to prepare 8 ½ x 11 cards for each section. Students can use their creativity in preparing these cards, e.g., banners. Students will indicate the skill on the front and summarize the guideline/procedures on the back. Once the cards are prepared and studied by each group, the groups are then required to train and swap cards with another group on the guidelines. These groups will then proceed to train and swap cards with other groups until all groups have been trained in all procedures.

The tasks will be divided into 8 groups of 2. Students will keep a record of all training completed. Appendix 5-1 (Rubric Appendix 5.9a)

- Skill 1.1 – Appendix 5-2
- Skill 1.2 – Appendix 5-3
- Skill 1.3 – Appendix 5-4
- Skill 1.4 – Appendix 5.5
- Skill 1.5 – Appendix 5-6

- Skills 1.6 & 1.8 – Appendix 5-7
- Skill 1.7 – Appendix 5-8
- Skill 1.9 – Appendix 5-9

MODULE 5, Skill 2: Follow Safety Precautions

LEARNING OBJECTIVES:

- Explain how to keep your workplace safe
- Describe the proper method for lifting and carrying heavy objects
- Explain how to follow emergency procedures
- Describe how to complete safety records

2.1 KEEP WORKPLACE SAFE

Your workplace needs to be safe for your customers, co-workers and you.

This module can be introduced by having students go to the Workplace Safety & Insurance Board website and preview detailed analysis of current and past spots of workplace injuries. Go to <http://prevent-it.ca> →Select Road to Zero→See-It→Select present and past TV Spots and Interactive Spots.

Note to teacher: the following activities can be enhanced with the playing of various kinds of music to get the desired effect; e.g., Activity 1: Rocky video music, Activity 2: galloping type of music such as William Tell Overture.

Activity 1:

Students, in groups of two, are to create a puzzle by going through the list of safety guidelines (Appendix 5-11) and placing the safety guidelines under the appropriate headings (Appendix 5-10).

Note to teacher: Before beginning the activity, cut appendix 5-11 up in strips and place in random order in an envelope. Each group will be given a copy of appendix 5-10 along with an envelope of the safety guidelines. Top 2 groups with the most accurate results can be given a prize (Answer key – Appendix 5-11a).

Activity 2: Hazard Symbols

In teams of 2, students will compete with other teams to see who can complete the task of matching the hazard symbols with their definition in the shortest possible time. A poster with the definitions will be displayed. Students will take the hazard symbols and place them beside the definitions on the poster. The poster will not be visible to other teams. Each team will be given time to complete the task while the instructor times the procedure with a stopwatch. The team who completes the task with the best time will be given a prize (Appendix 5-12).

Note to teacher: Before beginning the activity, individually cut the symbols and definitions from appendix 5-12 and place the definitions on a poster. Place the symbols in an envelope.

2.2 LIFT AND CARRY OBJECTS SAFELY

Steps need to be followed to help prevent injury:

- Determine the weight of an object by reading the label or pushing the box slightly.
- Use dollies, lifts, or ask for assistance.
- Wear a back belt, if available.

Activity 3:

Obtain three boxes of similar size (paper carton size) and label them with a weight--light (1 kg), medium (4 kg) and heavy (10 kg). Do not fill them with anything, as this will be factitious weight. On the overhead, go over the procedure for safely lifting an object (Appendix 5-13). Then get volunteers to demonstrate lifting and putting down the pretend weight using the proper procedures. Have students pick the one volunteer who was the most authentic and reward them.

2.3 FOLLOW EMERGENCY PROCEDURES

Every store must have emergency procedure in place in case of emergency. Be sure to locate the following:

- Emergency kits, first aid kits
- Fire extinguishers (check last inspection date)

- Fire exits
- Co-workers trained for emergencies, e.g., CPR, sign language.
- Telephone numbers of store owner, manager or supervisor.

Activity 4:

Students are to create an emergency plan for their classroom. In teams of 4, students are to choose from the following emergencies and create an emergency plan to cover it. Students are to do a thorough research on their topic.

Emergency List:

- Emergency Plan A:
 - Classroom sink faucet broke and water could not be turned off. Water continued to pour onto the floor.
- Emergency Plan B
 - Student leaned too far back on their chair and the chair tipped and they hit their head on the edge of a desk.
- Emergency Plan C
 - Student suffers an epileptic seizure before an exam and needs help.
- Emergency Plan D
 - Student suffers an allergy attack and needs to use an epi-pen.

On the overhead, go over the general steps you should follow in case of an emergency (Appendix 5-14).

2.4 COMPLETE ACCURATE SAFETY RECORDS

Accurate safety records are necessary to minimize liability and identify potential hazards.

- Complete documentation (accident report, log book) promptly when an accident occurs.
- Forward to appropriate individual(s) as all accidents must be reported. Workers' Compensation Board fines companies who do not comply.

Activity 5:

Complete the attached Accident Report with regard to recording the incident in your emergency plan. Use the current date and time in the accident report. Supply all information according to safety guideline procedures (Appendix 5-15).