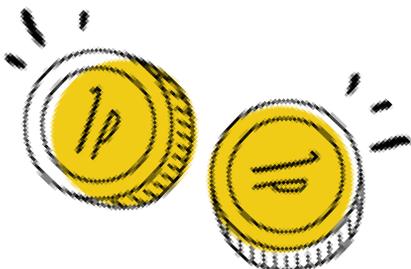


M&S ARCHIVE



Retail Skills Resource Pack

for learners with SEND



Welcome to the M&S Archive

Retail Skills Resource

Explore some of the skills and roles involved in working in retail with your students. This pack contains activities and discussion ideas for interactive lessons, based in your classroom, providing opportunities for students to gain and develop knowledge and skills. Based on real-world M&S customer service training resources, activities are relevant and fun.

Learning Objectives

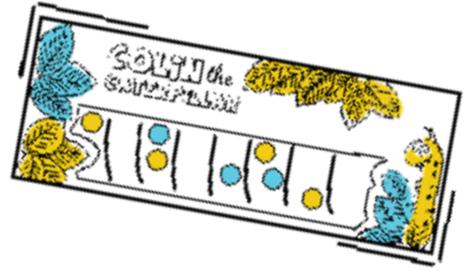
- Gain skills and knowledge in preparing for employment in retail, especially customer service
- Learn about M&S as an iconic British retailer and as an employer
- Identify, record and reflect on the skills demonstrated

Learning Outcomes

- Develop communication skills using language in a workplace context
- Follow instructions to complete tasks, using functional, creative and practical skills
- Work independently and as a team
- Have fun and enjoy achievements



You will need



Resources supplied with this pack:

Printable resources that you can print once and re-use

- Customer Scenario cards
- Food cards
- Job Roles and Skills cards
- Leeds Store Timeline image pack
- Visual Merchandising image pack

Single-use printable resources

- Skills Tracker template
- Certificate of Achievement template

Digital resources

- PowerPoint slide deck
- *What is the M&S Archive?* film (2m 16s)
- *Take Your Marks* film (1m 48s)



Not supplied with this pack:

- Food packaging – boxes, cartons, bottles etc
- A selection of clothing including summer clothes, office wear and party clothes
- A3 paper and pens

Overview



Activity	Content	Resources
Intro film	What is the M&S Archive? Our Education Officer will introduce you to the Archive.	<i>What is the M&S Archive?</i> film
Intro to M&S	Make a Mind map of M&S, Timeline activity, What are company values?	Paper and pens, Leeds Store Timeline images, sticky notes
Job roles and customer service	<i>Take Your Marks</i> film: identify different jobs in the film. Discuss skills needed for different roles. Role play - customer service scenarios. Reflection - what skills do you need to be a Customer Assistant?	<i>Take Your Marks</i> film, Skills Match cards, Scenario cards, clothing and food props.
Uniform and appearance	Uniform through time. Checklist activity - what do I need to do/have to look ready for work?	Paper and pens
Replenish and Rotate	Sort food products into categories. Date rotate activity.	Food cards, empty food packaging
Visual Merchandising	Look at historic and current store displays. Work as a team to create a product display. Peer review displays.	VM image pack, clothing and food props, display space, camera.
Create an M&S	Make an M&S shop in the classroom. Assign roles for role play. Invite other students and staff to be customers.	Shop space and props.
Reflection, Skills and Achievements	Reflection – complete the Skills Tracker. Recognise achievements.	Skills Tracker sheets and certificates.

Choose Your Activity

The activities can be completed in any order and combination (although we recommend the intro film as a starting point). Use individual activities for a short session, pick and mix to create a half-day plan or use the whole pack as a full project!

Intro film: What is the M&S Archive?

This is a short film (run time 2m 16s) that gives context to the learning resources as part of the archive collection. Our Education Officer will introduce you to the Archive and explain what we do and why.

Suggested discussion questions after watching the film;

Who has heard of M&S?

Who has been inside an M&S shop?

Do you think M&S is a big or small company?

- There are around 650 M&S stores in the UK.
- We have stores in over 50 countries around the world.

Do you think M&S is an old or new company?

- M&S was established in 1884 as a market stall in Leeds Market.

Why is it important to keep and look after things from the past?

- So that we can learn about what life was like for people in the past, and how it was different or similar to our lives now.
- To help us to understand how and why something has happened.
- To inspire us and give us ideas for the future.





What is M&S?

You will need: A3 paper and pens, Leeds Store Timeline images

Activity: Mind Map - allow 10-15 minutes

- Ask students to make a mind map of what they already know about M&S.

Activity: Image timeline - allow 15-20 minutes

- Ask students to arrange the timeline images in order, from longest ago to most recent. These are all images of our Leeds stores and show how the shops changed over time.

Discussion prompts

- What clues help us to work out if a picture is old or new?
- What can you see in the pictures to help you?
- Do you think M&S stores got bigger or smaller over time? Why do you think this happened?

The correct order is shown on slide 6.



You can find out more about the history of the business on our website and our My Learning pages – see Useful Links at the end of the pack.

Company Values - allow 20-25 minutes

You will need: A3 paper and pens, sticky notes



Explain: What are company values?

- Companies set values to guide how people in the company work and make decisions.
- Values influence how a company behaves towards employees and customers.
- Values can help employees feel part of a team working towards the same goal.
- Customers may prefer to use companies that have similar values to their own, building trust and loyalty.

Discuss: What values should a company have?

Prompts: honesty, fairness, being inclusive.



Explain: M&S Values – show slide 7

M&S aims “to be the most trusted retailer, doing the right thing for our customers, with quality products at the heart of everything we do”.

M&S purpose: To bring the magic of M&S, through exceptional **quality, value, service** and **innovation** to every customer.

Discuss: What does this mean?

- **Quality** - Having high standards, products that last
- **Value** - Providing high quality products for their price
- **Service** - Helping customers, being friendly
- **Innovation** - Trying new ideas and improving things

M&S Company Values



Slide 7

Activity: Your Examples - allow 15-20 minutes

- Students work in groups. Give each group some sticky notes and A3 paper to write the M&S values on.
- Ask students to think of examples for each value that they experience in their lives eg for Service - shop assistants help me find something, for Innovation - self-checkout machines.
- Students write or draw their examples on the sticky notes and put them on the A3 sheet under the relevant value.

Discuss: - allow 15-20 minutes

Why does M&S have these values?



- Quality means customers are happy and come back.
- Value means customers feel it's worth their money.
- Service means customers feel good.
- Innovating means M&S is always trying new ways to make things easier for customers.

Which value is the most important?

Ask students to explain why they think their choice is the most important.

Differentiation

- For students who need more support: look at two values.
- For an extension task: ask students to think about what happens if a company does not follow its values?

Job Roles



Slides 8-16

You will need: *Take Your Marks* film, Skills Match cards.

Explain: *Take Your Marks* - allow 10-15 minutes

This film shows people doing different jobs in an M&S store.

Watch the *Take Your Marks* film (1m 48s)

Discuss:

- What jobs can you see people doing?
- What different skills would you use doing these jobs?

Activity: Skills Match - allow 15-20 minutes

- What jobs are the people in the pictures doing?
- Think about what skills each job role needs and match the skills with the pictures.
- Some of the job roles will have more than one skill.
- Some skills will match more than one, or all, of the job roles.

Activity: Odd Ones Out - allow 10-15 minutes

- Look at the pictures on slide 15.
- Which of these things would a customer assistant use in their job?
- What would they use them for?
- Watch out for the deliberate mistakes!

Answer: Lanyard, name badge, gloves, plastic trays, box opener, handheld device (called a Honeywell).

Customer Service



Slides 17-19

You will need: Customer Service Scenario cards, clothing and/or food packaging/props if available.

Activity: Good Customer Service - allow 15-20 minutes

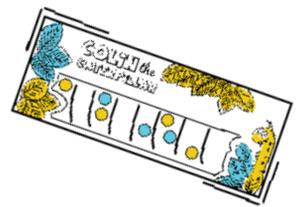
Discuss: What is good customer service?

Make a list of the students' answers, which might include; being polite, friendly and helpful, having positive body language, putting the customer first, making eye contact, smiling, listening carefully.

Explain: At M&S there are some things that we always do as part of providing excellent customer service. They are shown on slide 18.

Compare this with the list the students have made, what's the same? Is anything different?

Discuss: Why are these things important?



Activity: Role Play - allow 20-25 minutes

- Students work in pairs, one student is the customer, and the other is the customer assistant.
- The customer reads a scenario card.
- The customer assistant starts by asking how they can help.
- Students can use the clothing and packaging props to help their customers.

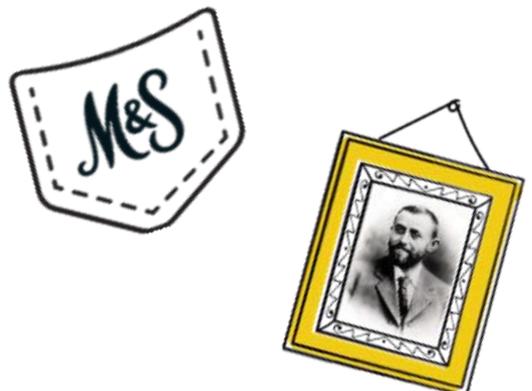
Customer Service

Differentiation

- For students who need more support: talk through the role play together as a discussion, providing prompts as needed.
- For an extension: think about how customer assistants give good customer service when a customer complains. How would you deal with this situation?

Reflection Discussion - allow 10-15 minutes

- What skills do you need to be a good customer assistant?
- Which of these skills do you already have and use?
- When you're representing a brand like M&S – how do you demonstrate the M&S values?



Uniform and Appearance

You will need: M&S uniform slides



Activity: Uniforms through time - allow 15-20 minutes

Discuss: Why do people wear uniforms at work?

Answers could include: To show who works there, to look smart, for practicality or safety, to represent the company in a particular way.

Look at slides 20 and 21. These pictures show uniforms that have been worn at M&S over the last 140 years.

- When an employee wears an M&S uniform, they are representing M&S.
- It's important that employees reflect the company values and represent the brand in a positive way.
- How employees look and behave can have a big impact on what customers think and feel about M&S – and how likely they are to come back!

Discuss: Choose one uniform from each slide. What impression do you think the design of the uniforms gave to customers at the time?

Answers could include - smart, tidy, clean, fashionable, ready to help, professional.



Uniform and Appearance

Explain: Looking smart shows customers and colleagues that employees are a professional member of the team.

Activity: Ready for work checklist – allow 10-15 minutes

- Make a checklist of things that you would need to do, or have, to look and feel ready for work.
- Look at the uniform pictures for ideas. Slide 21 shows current M&S uniform.

Answers could include - clean and smart uniform, tidy hair, comfortable clean shoes, name badge, M&S or Sunflower lanyard (optional), simple jewellery.



Being Yourself at Work

M&S name badges can also have symbols to tell customers and colleagues more about employees. This can be skills they may have like First Aid or being a trained Suit Fitter.

Employees can also show their pronouns on the badge if they like, and let customers know if they use BSL, or have a hearing impairment or stammer – you can see examples on slide 21.

Special uniform tops for people with a hearing impairment have a symbol on the back to make customers aware.



Replenish and Rotate



You will need: Food cards, food packaging with clear, varied sell by dates (plastic milk bottles work well for this)

One of the most important jobs in an M&S Foodhall is to 'fill'. This means putting stock out on the shelves.

Discuss: Why is 'filling' such an important job?

- Stock has to be on the shelves for customers to buy.
- Customers will be disappointed if they can't get what they're looking for.
- Big gaps on the shelves don't look good.



Activity: Sort the foods – allow 15-20 minutes

- Sort the food cards into different categories that you'd find in an M&S store. These could be Frozen, Chilled, Fresh Fruit, Drinks, Food on the Move etc.
- Students could think of other ways to sort the foods, for example, mealtimes, ingredients, occasion etc.

Activity: Date rotate – allow 10-15 minutes

Another very important job is date rotation. This means making sure that food with the shortest sell by date is at the front of the shelf, and the longest date is at the back.

- Think of one reason why this is an important job e.g. to avoid wasting food that hasn't sold by the expiry date.
- Have a go at sorting the food packaging into date order.
- See how quickly students can complete the task.

Visual Merchandising



You will need: Visual Merchandising image pack, clothing and food props, an area to make displays, camera.

Visual merchandising (or VM) is the term used for how products are displayed in stores. The main themes of VM are colour, theme, products, layout.

Activity: VM then and now – allow 10-15 minutes

- Sort the images from the image pack into old and new.
- How can you tell which are old and which are new?
- Choose one old and one new picture each.
- Describe how the VM themes can be seen in the displays (colour, theme, products, layout).

Activity: VM team challenge – allow 20-30 minutes

- Students work in groups to create a small display.
- Start by choosing roles: Designer, product selector, prop arranger, photographer.
- Create an eye-catching display with clothing and/or food props.
- Photograph the display.
- Swap roles and have another go.



Differentiation

- For students who need more support: pre-select a smaller number of items for their display.
- For an extension: students can choose, or be given, a theme for their display.

Visual Merchandising

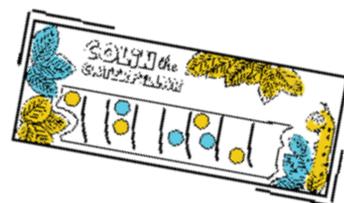


Activity: Snap & Caption – allow 15-20 minutes

- Use photos that students have taken of their displays.
- Choose labels to add digitally or on printed copies, for example – star/hero product, colour theme, focal point, props, to show how students have applied their VM knowledge and skills.
- There's an example on slide 24.
- Create a classroom display of the photos.

Activity: VM Peer Review – allow 10-15 minutes

- Each group presents their display (or shows the photo).
- The rest of the students state two things they like about the display and one idea to make it even better.
- Sentence starters might be helpful:
 - 'I like the way you used...'
 - 'Maybe next time you could...'



Reflection Discussion – allow 10-15 minutes

- Which role in the VM Team Challenge did you enjoy most and why?
- What skills do you need to be a good visual merchandiser?
- Which of these skills do you already have and use?



Create an M&S

Practice shopping skills, communication, teamwork, and handling money.

You will need: An area in your space to become the M&S shop. Clothing, food (empty packaging, plastic food, pictures), homewares (crockery, utensils, cushions)*. Price labels for the different products. Till or money tray. Replica money.

*If packaging and clothing aren't available you could use pictures instead.

Roles for students

Rotate roles so everyone has a turn.

- Manager – Sets tasks for team, supports with problems.
- Customer assistant: Till – Greets customers, uses a till or money tray, takes payment and gives change.
- Customer assistant: Fill – Greets customers, puts items out on display, checks items are in date and tidy.
- Customer Assistant: Greet – Greets and helps customers to find items and answers questions.
- Customers - Choose items using shopping lists, pay at the till.

Inviting Visitors

- As a group, design and make invitation cards to deliver to other students and staff.
- Invite them to 'Come and shop at our M&S Store!'
- Agree a time for visitors to arrive.



Reflection and Skills Tracker

Reflection – allow 15-20 minutes

Below are some questions to help students reflect on the activities.

- What skills have you used during the activities?
- What new skills have you practiced?
- Which activity did you enjoy most?
- What are you most proud of?
- What did you do well when you were working as part of a team?
- What did you find difficult?
- Is there anything you could do to make it easier next time?



Skills Tracker

On the following page is an example of a Skills Tracker. Students can identify and fill in the skills they have used, or they can be pre-written.

The Skills Tracker template is part of the resource pack.

Celebrate Achievements

When you've completed the activities, it's time to recognise everyone's achievements. Students could share what they're most proud of and showcase their store displays.

There's a certificate template included in the pack that can be personalized for each student.

Name

My M&S Archive Skills Tracker

Today I have...

Learned something new about M&S	
Shared what I know about having a job	
Practised my customer service skills	
Answered or asked questions	
Shared my opinion with others	

Resource Evaluation Form

We hope you've enjoyed using this resource. To make sure that we're providing the best resources that we can, we'd be grateful if you could answer the following questions and let us know how we're doing.

Organisation name:

Date you used the resource:

How did you find out about the resource?

How does this resource link to your classroom activities or planning?

What did you like most about the resource?

What would you change?

Would you recommend the M&S Archive resources to colleagues?

Why?

Thank you for your comments

Please email this form to archive@mands.com or post to:

M&S Archive, Michael Marks Building, University of Leeds, LS2 9JT

M&S ARCHIVE



Useful information

M&S Archive Schools Resources

<https://archive.marksandspencer.com/learning/schools>

M&S Archive resources with My Learning

<https://mylearning.org/collections/the-mands-company-archive>

Marks & Start

<https://corporate.marksandspencer.com/sustainability/our-people/employability>

Contact us

Comments, feedback and questions very welcome!

archive@mands.com

