



### Breakout Group Activity 1: Develop an integrated learning objective for an SSLO

**NOTE:** Refer group members to the Breakout Group Activities 1 & 2 page in Appendix C, #C3 of their Participant Guide for these two breakout group activities.



15 minutes

#### Facilitator Instructions:

In this activity, you will work with the breakout group members to come to a consensus on at least one performance-based, integrated objective for a sample retail sales IET program (see next page).

- [If virtual] Open the **3.B2\_Develop\_Implement\_Breakouts\_1-2\_Facilitator\_PPT\_Virtual.pptx** and share your screen. Capture the information directly on the slide as the group works through the activity.
  - [If in-person] Use the next page of this guide to capture the information.
1. Allow a few minutes for group members to read through the skills and competencies and adult education content standards in the table in Appendix C, #C3: Breakout Group Activities 1 & 2 (with the Retail Sales IET Program) of their Participant Guide [if in-person] or on the slide [if virtual].
  2. Guide the discussion for developing an integrated learning objective that will become part of the single set of learning objectives (SSLO) for the program. The objective should be performance-based and integrate the three required components.  
NOTE: If needed, refer to the completed sample table on page 4 of this guide to provide ideas for the group.
  3. Capture key ideas and refine them into a learning objective at the top of the table.  
[If virtual] You will use this objective to brainstorm contextualized activities at the bottom of the slide in the next activity.
  4. If time allows, have participants use the SSLO rubric (Appendix C, #C1) to evaluate the objective and make any necessary adjustments.
  5. You will share the group's objective with the larger group during the activity debrief.  
[If virtual] Copy and paste the objective(s) into the chat window once you are back in the main room.

## Retail Sales IET Program

### Integrated Learning Objective(s):

- 1)
- 2)

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
<ul style="list-style-type: none"> <li>• Process purchases and returns</li> <li>• Reconcile cash receipts and petty cash</li> <li>• Apply appropriate credits and discounts</li> <li>• Manage cash, credit, and debit card transactions</li> <li>• Manipulate, analyze, and secure customer data for credit transactions</li> <li>• Use appropriate tools and technology to calculate and maintain financial information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PA CCRS</b> Standards</li> <li>• <b>RI</b> Anchors 1, 4 &amp; 7, levels C &amp; D 5.1-8.7</li> <li>• <b>WI</b> Anchors 2, 4 &amp; 5</li> <li>• <b>SL CCRS</b> Anchor 1, C and 5.1-8.1</li> <li>• <b>PA CCSS</b> Standards Mathematics 4.NF.6, 4.NF7, 5.OA.2</li> </ul>	<ul style="list-style-type: none"> <li>• Apply mathematical concepts related to job responsibilities</li> <li>• Perform calculations using addition, subtraction, multiplication, decimals, percentages, fractions, and basic word problems</li> <li>• Calculate orders, sales discounts, inventory, and returns</li> <li>• Estimate sales, discounts, and totals</li> <li>• Distinguish between real and counterfeit money</li> <li>• Calculate change</li> </ul>	<p><b>Basic Workplace Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply mathematical operations, concepts, and reasoning</li> <li>• Use technology</li> </ul> <p><b>Basic Workplace Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand process and products</li> <li>• Demonstrate quality consciousness</li> <li>• Understand finances</li> <li>• Work within organizational structure and culture</li> </ul> <p><b>Basic Employability Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective interpersonal relations</li> <li>• Solve problems effectively</li> </ul>

### Contextualized Activities:

- 1)
- 2)
- 3)
- 4)



## Breakout Group Activity 2: Brainstorm contextualized activities

**NOTE:** This activity builds on the first activity and uses the same sample IET program.



15 minutes

### Facilitator Instructions:

In this activity, you will work with the breakout group members to brainstorm and come to a consensus on at least two possible contextualized activities for a sample retail sales IET program (see table on previous page).

- [If virtual] Open the **3.B2\_Develop\_Implement\_Breakouts\_1-2\_Facilitator\_PPT\_Virtual.pptx** with the group's integrated learning objective from the previous activity and share your screen. Capture the information directly on the slide as the group works through the activity.
  - [If in-person] Use the bottom portion of the previous page of this guide to capture the information. You can use a blank page if you need more space.
1. Guide the group in brainstorming activities that contextualize adult literacy skills, adult education standards and workforce preparation skills that support and align to the SSLO and workforce training content objectives.  
NOTE: If needed, refer to the completed sample table on page 4 of this guide to provide ideas for the group.
  2. Capture key ideas and refine them into contextualized activities in the designated area below the table.
  3. If time allows, have participants identify occupationally relevant materials that the activities might incorporate.
  4. You will share the group's objective with the larger group during the activity debrief.  
[If virtual] Copy and paste the activities into the chat window once you are back in the main room.

**Integrated Learning Objective(s):**

- 1) In a simulated retail checkout scenario, participants, working in teams of three, will demonstrate and verbally communicate the procedures provided by the National Retail Foundation Customer Service and Sales Credential curricula for processing cash and credit purchases and returns, applying appropriate credits and discounts.
- 2)

<b>Workforce Training Skills and Competencies</b>	<b>Adult Education Content Standard(s)</b>	<b>Adult Education Literacy Skills and Competencies</b>	<b>Workforce Preparation Skills and Competencies</b>
<ul style="list-style-type: none"> <li>• Process purchases and returns</li> <li>• Reconcile cash receipts and petty cash</li> <li>• Apply appropriate credits and discounts</li> <li>• Manage cash, credit, and debit card transactions</li> <li>• Manipulate, analyze, and secure customer data for credit transactions</li> <li>• Use appropriate tools and technology to calculate and maintain financial information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PA CCRS</b> Standards</li> <li>• <b>RI</b> Anchors 1, 4 &amp; 7, levels C &amp; D 5.1-8.7</li> <li>• <b>WI</b> Anchors 2, 4 &amp; 5</li> <li>• <b>SL CCRS</b> Anchor 1, C and 5.1-8.1</li> <li>• <b>PA CCSS</b> Standards Mathematics 4.NF.6, 4.NF7, 5.OA.2</li> </ul>	<ul style="list-style-type: none"> <li>• Apply mathematical concepts related to job responsibilities</li> <li>• Perform calculations using addition, subtraction, multiplication, decimals, percentages, fractions, and basic word problems</li> <li>• Calculate orders, sales discounts, inventory, and returns</li> <li>• Estimate sales, discounts, and totals</li> <li>• Distinguish between real and counterfeit money</li> <li>• Calculate change</li> </ul>	<p><b>Basic Workplace Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply mathematical operations, concepts, and reasoning</li> <li>• Use technology</li> </ul> <p><b>Basic Workplace Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand process and products</li> <li>• Demonstrate quality consciousness</li> <li>• Understand finances</li> <li>• Work within organizational structure and culture</li> </ul> <p><b>Basic Employability Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective interpersonal relations</li> <li>• Solve problems effectively</li> </ul>

**Contextualized Activities:**

- 1) Unscramble steps for return process to establish correct order.
- 2) Watch a video of return, analyze the employee's interaction with the customer and accuracy of his/her calculations and process, and document what the person did right and what could have been better.
- 3) Work through math story problems involving purchases with coupons/discounts, merchandise returns with and without receipts.
- 4) Role play with real-world retail sales customer interaction scenarios involving purchases, returns, and different payment options.