

Lesson Plan—Merchandising Using *Virtual Business*[®]

Instructor:	Date:
Course Title:	
Unit:	Specific Topic: Merchandising
Instructional Goal: (outcome that students should be able to demonstrate upon completion of lesson) 1) Students will be able to define and explain merchandising. 2) Students will provide a store layout demonstrating a positive effect on product sales.	
Performance Objective: (use an action verb in a description of measurable outcome) 1) Using the “Merchandising Activity” of <i>Virtual Business</i> , students will analyze store foot-traffic patterns. 2) Using the information gained by analyzing store traffic patterns, students will re-arrange the categories of items sold in the store. 3) Using an effective store traffic pattern layout strategy, the Store’s Cash will increase over the course of this activity. 4) Students will complete the handout and print the Product Sales Report at the completion of this activity.	
Rationale: (brief justification of why you feel the students need to learn this topic) Students will apply the knowledge gained in this lesson to their <i>Virtual Business</i> simulation activity.	
Instructional Procedures: <u>Introduction</u> (5 minutes) Ask students when they were last in a convenience store or supermarket and see if they can remember what part of the store a certain product, such as milk or soda, was located. Inform students that retail stores have specific goals in mind when determining where to place the products they are selling. Explain that this activity will illustrate that positioning of products in a store does affect product sales. <u>Presentation and Activity</u> (5 minutes) Terms to review with students: merchandising*, store traffic patterns, store layout	

* *Glencoe Accounting* defines “merchandising” on page 28.

Instructional Procedures (continued)

Introduction of *Virtual Business* Activity

Key features both students and teacher must know to run this activity:

- Knowledge of how *Virtual Business* runs (screen parts)
- Slow mode (using the Slower icon to get “Walk Faster” or “Walk Slower” on screen)
- Dolly Tool (use to move categories)
- Product Reporting icon to print sales report

If unfamiliar with the above items, additional time must be spent showing and learning these features so the activity can run smoothly.

Activity (25 minutes)

Give students the handout for this activity and assist students when necessary.

Stop students with about 10 minutes left in the class so they can print their reports and answer the questions on their handout.

Closure (5 minutes)

Summarize with students that where a product is located influences its sales, and that supermarkets and retail stores have an even more developed plan of where things are located not only to increase sales but also to produce a “store image.”

Evaluation Procedures:

Completed handouts will be part of a *Virtual Business* portfolio. The portfolios are graded for completeness.

Materials and Aids:

- Pen/pencil
- Merchandising handout
- Overhead (if necessary)
- Computer/LCD projector (if available)/*Virtual Business* program