

What Does It Mean To Be A Retail Associate?

ANSWERS

Activity #1

The objective of this learning activity is to encourage the student to begin thinking about the many different skills and tasks involved in a retail associate position.

1. - 4. Answers will vary.

5. a. 5
a. 2
b. 1
c. 8
d. 6
e. 7
f. 4
g. 3

6. - 8. Answers will vary.

Activity #2

The objective of this activity is to encourage the student to recognize the different aspects of the retail business.

1.
a. 4 b. 3 c. 5
d. 6 e. 2 f. 1

2. Answers will vary.

3.
1. d 2. e 3. g
4. f 5. c 6. b
7. a

4. - 10. Answers will vary.

Activity #3

The objective of this activity is for the student to consider the different sides of working in a retail position.

1. Answers will vary.
2. Hourly wage: paid a certain amount each hour worked.
Salary: paid a certain amount for the entire year, hours are set.
Commission: paid a certain amount or percentage of a sales transaction.
3. Answers will vary
4.
 - a. 8
 - b. 4
 - c. 2
 - d. 6
 - e. 5
 - f. 3
 - g. 1
 - h. 7

Activity #4

The objective of this activity is to allow the student to gain further understanding about the economy in Canada.

1. production sector and service sector
2. service sector
3. 72%
4. production service sectors retail
 shift trend

Activity #5

1. spending more time at home, aging population, purchasing time-saving and convenience items, concern for quality and price, personal services, move from an industrial society to an information society.

2. purchasing goods through the Internet.
Examples will vary.

3. - 10. Answers will vary.

Activity #6

The objective of this activity is to allow the student to recognize the variety of businesses and job positions in retail.

1.
 - a. 4.
 - b. 3.
 - c. 1.
 - d. 5.
 - e. 2.

2. - 4. Answers will vary.

Activity #7

The objective of this activity is to help the student begin to recognize the importance of a positive attitude in the work environment. The students have an opportunity to reflect on their personal attitude in the workplace.

1. - 4. Score and answers will vary.

Activity #8

The objective of this activity is to help students become aware of how important a retail associate's attitude is for good customer relations.

1. Answers will vary.

- A pleasant attitude will encourage repeat customers
- Customers will remember your professional attitude
- You never know who your customer may be – e.g. a manager from another company looking to hire a supervisor!
- Customer service is one of the most important aspects of a retail position

Activity #9

The objective of this activity is to help the student begin to recognize the importance of self-confidence when working in retail. The students have an opportunity to reflect on their level of self-confidence about working in a public environment.

1. - 4. Score and answers will vary.

Activity #10

The objective of this activity is to allow the students to articulate the important points in the reading “What Makes A Positive Appearance”. This activity lets the students form an opinion about what they see as the most important points.

1. - 6. Answers will vary.

Activity #11

1. busy, active, involved
2. negative attitude
3. find, make
4. alert, positive
5. inappropriate, wrong
6. customers
7. bothered
8. personal
9. good, busy
10. what can I do next?
11. inappropriate, wrong
12. answers will vary

Activity #12

The objective of these activities is to allow the student to engage in hands- on experience that requires team effort.

- Be certain to provide the opportunity to engage in at least one of these two activities.
- You will need to gather other students to participate in these activities for the student. Perhaps you could do a mini-lesson on the importance of teamwork within work settings for your other students during this time as well.

Activity #13

The objective of this activity is to give the student an opportunity to recognize the importance of completing your assigned back-up tasks.

1. - 2. Answers will vary.

Activity #14

1. Five of the following: enthusiasm, hard work, honesty, initiative, loyalty, professional development, and stability. Explanations will vary.
2. Five of the following: be dependable, follow instructions, know employer's expectations, manage time efficiently, get along with people, maintain good health, be punctual, adaptability, work independently, loyalty, initiative and imagination, make decisions on your own, neat and clean appearance, follow safety regulations, use information and equipment, use appropriate math skills, and organize work activities of others. Explanations will vary.
3. Answers will vary.

Activity #15

The objective of this activity is to have the student develop an opinion piece on why teamwork is a valuable addition in the work place.

1. - 2. Answers will vary.

Activity #16

The objective of this activity is to allow the student to problem - solve and observe situations where appropriate communication and teamwork are involved.

1. - 2. Answers will vary
3. The students will visit a large retail store and observe “teamwork in action”. Then they will write their observations. Ensure that the students do this activity. Answers will vary.

Activity #17

The objective of this activity is to ask the students to reinforce the reading by thinking about what they would do within certain scenarios.

1. Five of the following: work co-operatively, share responsibilities, offer support, give praise, remain open, work as a team for a sale, participate in store meetings, achieve common goals, consider your actions, respect other staff, communicate regularly, honour commitments of other staff, resolve internal issues, share ideas, and assist with training new staff.

Explanations will vary.

2. - 4. Answers will vary.

Activity #18

1. Treat others as you would like to be treated yourself.
2. Answers will vary.
3. Answers will vary.

Activity #19

1. speak more slowly, use simple words, avoid slang, don't imitate the other person's accent or limited use of the language, don't raise your voice or speak louder.
2. Answers will vary.

Activity #20

1. a, b, c

I want statements, I feel statements, I hear you statements, telling about ourselves statements. Examples will vary.

2. a, b, c

Cutting off communication statements, insulting questions, meaningless statements, you must statements. Example will vary.

3. a, b, c

Focus your attention, tune in to understand, and ask for more information or opinions.

4. a, b, c

Take a breath, get a grip, think it through, and choose the best course of action.

5. a, b

Often a stressful situation will resolve itself with time to reflect. Better to let your stress out in the privacy of your own home. Opinions of you will not be altered.

6. a, b, c

Do not view as a personal attack but as constructive criticism, remain objective, take the information and act positively towards doing better.

Activity #21

1. To sell the product and be able to explain its features and benefits.
2. Whether a customer decides to purchase your product or not.
3. Canadian Professional Sales Association.
4. Create a positive mindset.
Substitute negative words with positive ones.
Avoid using extreme words.
Learn the company's unique terms.
5. Answers will vary.

Activity #22

The objective of this activity is to help the student to decipher what is inappropriate in the sales lines provided and to give a better sales line.

1. - 3. Answers will vary.

Activity #23

Matching

1.
a. 2 b. 4 c. 3 d. 1
2.
a. 8 b. 5 c. 1 d. 7
e. 2 f. 6 g. 4 h. 3
3.
a. 1, 4, 7 b. 1, 4, 5, 7
c. 1, 4, 7 d. 1, 2, 3, 4, 5, 6, 7
e. 1, 7 f. 1, 2, 3, 4, 5, 6, 7
g. 1, 2, 3, 4, 5, 6, 7

Customer Service

ANSWERS

Activity #1

The objective of this activity is for the student to begin thinking about the importance of customer service in retail.

1. - 4. Answers will vary

Activity #2

1. Answers will vary. May include some of the following: banks, hotels, department stores, hospitals, libraries, travel and tourism, gas stations, etc.

Activity #3

1. - 2. Answers will vary

3. - 4. The three false statements are:

#4. Few executives start out in customer service jobs.

Many executives claim that customer contact work helped them become better executives.

#8. Customer service work is less demanding than other jobs.

Customer service work is more demanding because you must stay positive all the time.

#9. You meet fewer members of the opposite sex in most customer service jobs.

Most customer service jobs are ideal for those who enjoy contact with the opposite sex.

Activity #4

The objective of this activity is to ask students to think about their own experiences with both poor and good customer service.

Answers will vary.

Activity #5

1. rude service, indifferent service, and hospitable service
2. Answers will vary.

Activity #6

1. Don't keep customers waiting needlessly
Don't show favouritism
Don't give directions in an abrupt, negative manner
Don't talk about personal or job-related problems in front of customers
Don't allow customers to leave feeling unhappy
Don't show irritation over the behaviour of a customer
2. Do acknowledge the customer
Do focus your attention on the customer
Do put the telephone on hold
Do use the customer's name
Do thank the customer
3. - 5. Answers will vary.

Activity #7

Answers will vary.

Activity #8

The objective of this activity is to allow students to recognize how important it is to know the products you sell in order to provide excellent customer service.

1. - 5. Answers will vary.

Activity #9

1. - 3. Answers will vary.

Activity #10

1. - 4. Answers will vary.

Activity #11

1. - 4. Answers will vary.

Activity #12

1. Make the sale and complete the transaction.

2. Know your customers' needs.

 Know your product.

 Listen very carefully to your customer.

3. - 6. Answers will vary.

7.

1. T

2. F

3. F

4. T

5. F

6. T

Activity #13

Always be on time for work.

Keep your work area tidy.

Keep a daily to-do list.

Always stop whatever task you are doing and greet customer in a friendly manner.

Activity #14

The objective of this activity is for students to become aware of their telephone voice. Through honest feedback with a partner, they will develop an awareness of their strengths and weaknesses regarding their professional telephone service.

1. - 4. Answers will vary.

Please be certain to do this activity with the student if a partner is not available.

Activity #15

The objective of this activity is for students to evaluate if they have telephone anxiety, possible reasons why people have telephone anxiety, and ways to overcome it.

1. Answers will vary.

2. Answers will vary.

- Shy
- Discomfort speaking with “the public”
- Difficulty multi-tasking
- Stress

3. Answers will vary.

- Be prepared
- Practice
- Take deep breaths and try to relax
- Imagine you are speaking to a distant friend
- Focus
- Anticipate how the call will go

Activity #16

The objective of this activity is to ensure students feel comfortable with taking messages on the phone.

1. - 3. Answers will vary.

Please be certain to do this activity with the student if a partner is not available.

Activity #17

The objective of this activity is to students develop a further understanding of telephone etiquette and the attributes of professional telephone manners.

- | | | | | | |
|--------|---------|--------|---------|--------|---------|
| 1. No | 2. Yes | 3. No | 4. No | 5. No | 6. Yes |
| 7. Yes | 8. No | 9. Yes | 10. Yes | 11. No | 12. Yes |
| 13. No | 14. Yes | | | | |

2. - 3. Answers will vary.

Activity #18

1. - 3. Answers will vary.

Activity #19

The objective of this activity is to ensure students apply the reading to scenarios that may occur within the workplace.

1. - 4. Answers will vary.

Activity #20

The objective of this activity is to ensure the student recognizes the importance of great customer service when diffusing the upset customer.

1. - 4. Answers will vary.

Activity #21

The objective of this activity is to allow the student to explore why a customer may become upset or difficult and the ways to diffuse these situations.

1. Three of the following: expectations not met, already upset about something, tired and stressed, feel the victim, feel no one listens to them, promise not kept, someone in business rude or impolite, told two different things by staff, prejudice, wrong assumption, told had no right to be angry, given a smart reply, screened on the telephone, embarrassed about doing something incorrectly, integrity has been questioned, staff member argued with them.
2. Five of the following: to be taken seriously, treated with respect, immediate action, compensation, someone to be reprimanded, to have problem cleared up, to be listened to. Descriptions will vary.
3. A customer service professional should not respond with a similar negative attitude toward a customer who is upset or angry. Explanations will vary.
4. Slowly, help customers feel they have a choice, do not stoop to their level, recognize that they are an individual and not just another customer, and put yourself in their situation.
5. People have the right to feel anger. Aggression crosses the line from an expression of anger to intent to intimidate, hurt someone, or damage something. Examples will vary.
6. You should seek help from your co-workers whenever you feel you need to. Situations will vary.

Activity #22

The objective of this activity is to allow the student to further explore appropriate techniques and styles to diffuse a situation with an upset customer.

1. Make you feel you are not capable of doing your job, manipulate you, make sexist or racist remarks, swear, threaten you, throw things, give you the “finger”, stand very close to you.
2. To keep yourself and your other customers safe.
3. Stay calm, get another co-worker’s attention, call the police, politely ask the customer to leave, and implement a trespass notice.
4. Impersonal statements, “I” instead of “you” statements, avoid giving orders, take responsibility, and avoid causing defensiveness. Examples will vary.
5. Remain calm, allow the customer to express his concern, show you understand, restate the problem, find an agreement, gently confront, and transfer or delay the customer. Examples will vary.
6. Remain cool and efficient, pick up your speed, smile more and say less, and thank him for waiting.
7. Check mark beside:
 - Stay cool and be patient; let the customer talk out his or her anger.
 - When dealing with the customer, don’t take anything that is said or happens personally.
 - Immediately put a pleasant smile on your face and say to yourself, “I will show everyone I can handle this.”
8. Explanations will vary.
9. Explanations will vary.

Tools of the Trade

ANSWERS

Activity #1

Answers will vary.

Activity #2

1. - 3., 5. Answers will vary.

4.

computer screen	b.	counter	d.
keyboard	g.	scanner	e.
cash drawer	c.	price display screen	a.
supply drawer	f.	printer	h.

Activity #3

1.a.	C	7	8	+	9	2	=											
b.	C	3	x	7	+	1	0	.	8	=								
c.	C	8	2	÷	7	+	5	x	2	-	2	0	=					
d.	C	0	x	5	+	7	-	6	÷	1	0	x	3	0	=			

2.

- a. 76 b. 52 c. 29.25 d. 244
- e. 450 f. 15.54

3.

- a. 20 b. 648 c. 120 d. 4.24
- e. 54 f. 8 g. 27 h. 136
- i. 340 j. 45 k. 40 l. 3.8

Activity #4

- | | | |
|------------------|-----------------------|------------------|
| 1. 483, \$483.00 | 2. 55230, \$55,230.00 | 3. 17.9, \$17.90 |
| 4. 0.92, \$0.92 | 5. 0.72, \$0.72 | |

Activity #5

- | | | | |
|-----------|---------------|-----------|-----------|
| 1. | | | |
| a. 1355 | b. 137 | c. \$8.94 | d. 77.3 |
| e. \$4.84 | f. 25.55 | | |
| 2. | | | |
| a. 121 | b. 1245 | c. 801 | d. 27,489 |
| e. 376.27 | f. \$1,810.00 | | |

Word Problem #1

1. Jen will have sold 491 shoes in 3 weeks.
2. Jane's art store will have made \$2015.07.
3. Dianna will have sold 2305 items from her store.
4. Dianna should have \$956.34 in her cash register.

Activity #6

- | | | | |
|------------|------------|------------|-------------|
| 1. | | | |
| a. 21 | b. \$33.00 | c. 2889 | d. \$759.66 |
| e. 36 | f. \$3.00 | | |
| 2. | | | |
| a. 145 | b. 185,704 | c. \$19.00 | d. 10.05 |
| e. \$47.05 | f. 0.55 | | |

Word Problem #2

1. The customer will receive \$6.14 back in change.
2. The difference between sales is \$4198.00
3. Marina will have \$90.33 left over for advertising and decorating.

Activity #7

1.

- | | | | |
|-------------|--------------|-------------|---------------|
| a. 348 | b. 100 | c. \$15.09 | d. \$114.5705 |
| e. 0.000414 | f. 6412.6412 | g. \$313.88 | h. 318584 |
| i. \$20610 | j. 0.0054208 | k. 3.62 | l. 117450 |

2.

- | | | | |
|------------|-------------|----------|------------|
| a. 105000 | b. 240000 | c. 0.70 | d. 65 |
| e. 0.39 | f. \$79.38 | g. 65.67 | h. 2812500 |
| i. 2848960 | j. .0025979 | | |

Word Problem #3

1. Joey has 160 loaves of bread.
2. Craig will have to pay \$1,499.50.
3. Kory makes \$33,280.00 a year.
4. Gale is paying \$9,610.68.

Activity #8

1.

- | | | | |
|-------------|-----------|------------|-----------|
| a. 13 | b. 7.77 | c. \$17.80 | d. 2.78 |
| e. 9.65 | f. 2.55 | g. 0.06 | h. \$4.46 |
| i. 89678.57 | j. 197.63 | | |

Word Problem #4

1. The mirrors were \$51.70 individually priced.
2. Mr. O'Connor must order 10 boxes of books.
3. Jessie is paying \$62.50 per month.

Activity #9

1.

- | | | | |
|-------------|----------|-----------|----------|
| a. \$808.42 | b. 31.33 | c. 365.50 | d. 65.33 |
| e. \$46.83 | | | |

2.

<i>Department</i>	Sales (in \$'s)				<i>Total</i>	<i>Average</i>
	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>		
a. Shoes	200.56	168.65	800.56	300.85	\$ 1,470.62	\$ 367.66
b. Men's Clothes	800.96	902.54	889.36	950.23	\$ 3,543.09	\$ 885.77
c. Women's Clothes	1000.89	995.24	899.29	1025.78	\$ 3,921.20	\$ 980.30
d. Youth's Clothes	800.56	700.25	689.42	699.12	\$ 2,889.35	\$ 722.34
e. Infants Clothes	300.85	389.42	500.45	452.21	\$ 1,642.93	\$ 410.73
f. Home Appliances	9000.98	3008.45	6000.45	10000.21	\$28,010.09	\$7,002.52
g. Sports	2000.00	2089.31	2094.89	2098.32	\$ 8,282.52	\$2,070.63
h. Toys	500.23	856.25	896.12	826.96	\$ 3,079.56	\$ 769.89
i. Total					\$52,839.36	\$6,604.92

3.

	June				<i>Total</i>	<i>Average</i>
	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>		
Hours Worked	38	42	48	39	167	41.75
Amount paid	\$304.00	\$336.00	\$384.00	\$312.00	\$1,336.00	\$334.00

Word Problem #5

1. The paint shop has an average price per can of \$9.41.
2. The average price for a surveillance camera was \$90.00.
3. Sally worked an average of 35.83 hours a week.
4. Tracey served an average of 127 customers.

Activity #10

1.
 - a. 85.27
 - b. 458.40
 - c. 7.99
 - d. 10.26
 - e. 62.69
 - f. 42.35
 - g. 234.56
 - h. 4.93
2.
 - a. \$293.57
 - b. \$359.21
 - c. \$8.26
 - d. \$45.24
 - e. \$6.26
 - f. \$8,956.80
 - g. \$1.56
 - h. \$78.33

Activity #11

1.
 - a. 0.15
 - b. 0.33
 - c. 0.50
2.
 - a. 25%
 - b. 85%
 - c. 29%
 - d. 45%
 - e. 6%
 - f. .9%
 - g. 64%
 - h. 9.9%

Activity #12

1. Answers will vary.

Activity #13

1. Answers will vary.

Activity #14

1. mouse
2. hard drive
3. notebook
4. chip
5. scanner
6. peripheral
7. modem
8. keyboard
9. motherboard
10. central processing unit
11. monitor

Activity #15

<u>5</u>	Monitor	<u>15</u>	Printer
<u>13</u>	Cable connector	<u>1</u>	CPU (hard drive)
<u>6</u>	Keyboard	<u>10</u>	Track ball
<u>11</u>	Zip drive	<u>3</u>	CD-ROM
<u>9</u>	Laptop/ notebook	<u>14</u>	Power bar
<u>12</u>	Scanner	<u>7</u>	Mouse
<u>8</u>	Floppy disks	<u>4</u>	On/off switch

Activity #16

- | | |
|-----------------|----------------|
| 1. cursor | 2. toolbar |
| 3. spreadsheet | 4. downloading |
| 5. menu bar | 6. data |
| 7. bug | 8. icon |
| 9. applications | |

Activity #17

Answers will vary.

Activity #18

- | | |
|----------------|-----------------------|
| 1. downloading | 2. MPEG |
| 3. browser | 4. cyberspace |
| 5. bookmark | 6. Domain name system |
| 7. GIF | 8. JPEG |

Activity #19

1. - 2. Answers will vary.

Activity #20

1. - 3. Answers will vary.

Activity #21

- | | |
|---------------|---------------|
| 1. thread | 2. convention |
| 3. salutation | 4. FYI |
| 5. smiley | 6. spam |
| 7. netiquette | 8. courteous |
| 9. flame | |

Store Procedures

ANSWERS

Learning Activity #1

1.
 - a. relationship, percentages
 - b. juggling
 - c. refund
 - d. proficiency
 - e. strategy
- 2.

Dresses R Us 123 Main Street Appletown Ontario			
Item	Product number	Quantity	Cost
Dress	1233321	1	79.99
	Less percentage	20%	16.00
	Sub Total		63.99
	Coupons or other discounts	5%	3.20
	Sub Total		60.79
	PST	8%	4.86
	GST	7%	4.26
	Total Sale		69.91

3. Answers will vary.
4. Answers will vary.

5. Answers may vary. Use your discretion.

- | | | |
|----------|-----------|---------|
| 1. R F | 2. R IT | 3. W N |
| 4. R F | 5. W IT | 6. R P |
| 7. C IT | 8. W IT | 9. N P |
| 10. N P | 11. C P | 12. R C |
| 13. R N | 14. W F | 15. W F |
| 16. N IT | 17. R F | 18. C |
| 19. P C | 20. N R | 21. N W |
| 22. W F | 23. N R F | 24. P C |
| 25. C W | | |

Learning Activity #2

1. Answers will vary.
2. Answers will vary.

Learning Activity #3

1. 34
2. \$19.99
3. \$781.61
4. Answers will vary.

Learning Activity #4

Answers will vary.

Learning Activity #5

Answer will vary.

Learning Activity #6

Answers will vary.

Activity #7

1. Monday through Thursday, 3 shifts.
Friday – 4 shifts
2. The shortest shifts are 9:00 am to 3:00 pm and 3:00 pm to 9:00 pm
The longest shift is 9:00 am to 6:00 pm
3. Daniel and Christina
4. Daniel 35 hrs
Lorraine 28 hrs
James 26 hrs
Sarah 26 hrs
Jennifer 24 hrs
Doug 30 hrs
Michael 24 hrs
Christina 34 hrs
5. Jennifer and Christina
6. Daniel works 9 hours more than Sarah.

Activity #8

1. 9:00 – 6:00
2. 32.5 hrs

Activity #9

1. 2
2. Tuesday and Saturday
3. 9:00 a.m.
4. Automotive Centre
5. 4

Activity #10

1. a. \$113.19 b. \$230.58
 c. \$143.00 d. \$193.50

Activity #11

1. Angela's total earnings for the week are \$164.45
2. Lisa earned \$559.20 in two weeks.
3. Jason will be earning \$150.36 for his first week of work.

Activity #12

1. a. \$318.73
 b. \$237.35
 c. \$311.25
 d. \$286.88
 e. \$450.00

Activity #13

1. a.	12,	\$422.40,	\$190.08,	\$612.48
	b.	7,	\$197.25,	\$280.10
	c.	10,	\$302.05,	\$431.50
	d.	6,	\$126.40,	\$183.28
	e.	3,	\$291.84,	\$332.88
	f.	12,	\$358.36,	\$566.44
	g.	5,	\$283.14,	\$364.82
	h.	13,	\$252.45,	\$401.63
	i.	11,	\$251.62,	\$432.13
	j.	13,	\$190.96,	\$360.22

Activity #14

1. \$307.70, \$75.46, \$20.39, \$211.85
2. Lorie makes \$6.80 an hour.
3. Lorie's Gross pay per hour for overtime is \$10.20.
4. Lorie will contribute \$420.16.
5. Answers will vary.

Retail Math

ANSWERS

Activity #1

- | | | |
|--------------|-------------|-------------|
| 1. \$2.90 | 2. \$5.23 | 3. \$3.66 |
| 4. \$3.43 | 5. \$2.47 | 6. \$80.00 |
| 7. \$130.00 | 8. \$75.00 | 9. \$110.00 |
| 10. \$70.00 | 11. \$24.50 | 12. \$60.21 |
| 13. \$257.15 | 14. \$49.22 | 15. \$71.35 |
| 16. \$157.58 | 17. \$42.06 | 18. \$44.42 |

Activity #2

1. \$00.67: Two quarters, one dime, one nickel, two pennies.
2. \$00.98: Three quarters, two dimes, three nickels.
3. \$02.45: One toonie, one quarter, two dimes.
4. 12.54: One ten-dollar bill, one toonie, two quarters, four pennies.
5. \$09.09: One five-dollar bill, two toonies, one nickel, four pennies.
6. \$18.91: One ten-dollar bill, one five-dollar bill, one toonie, one loonie, three quarters, one dime, one nickel, one penny.
7. \$04.63: Two toonies, two quarters, one dime, three pennies.

Activity #3

- | | |
|------------|------------|
| 1. \$10.31 | 5. \$02.01 |
| 2. \$36.01 | 6. \$02.01 |
| 3. \$02.11 | 7. \$16.12 |
| 4. \$05.25 | 8. \$10.68 |

Activity #4

1. \$9.90
2. \$8.66
3. \$52.37
4. \$9.98
5. \$130.10
6. \$177.53

Activity #5

1. \$52.32
2. \$43.01
3. \$74.00
4. \$311.23
5. \$95.01
6. \$1246.23

Activity #6

1. \$.29, 29¢
2. \$.65, 65¢
3. \$.51, 51¢
4. \$.13, 13¢
5. \$.93, 93¢
6. \$.04, 4¢
7. \$.89, 89¢
8. \$.55, 55¢

Activity #7

1. \$0.57
2. 63¢
3. 19¢
4. \$.24
5. \$1.99
6. 45¢

Activity #8

- | | | | |
|----|---------|-----|----------|
| 1. | \$35.75 | 10. | \$303.00 |
| 2. | \$ 8.02 | 11. | \$19.99 |
| 3. | \$13.30 | 12. | \$23.03 |
| 4. | \$75.02 | 13. | \$105.15 |
| 5. | \$41.11 | 14. | \$87.77 |
| 6. | \$30.08 | 15. | \$16.06 |
| 7. | \$ 0.63 | 16. | \$29.85 |
| 8. | \$90.09 | 17. | \$72.17 |
| 9. | \$55.45 | 18. | \$12.69 |

Activity #9

1. \$60.04: sixty dollars and four cents
2. \$ 0.49: forty-nine cents
3. \$19.99: nineteen dollars and ninety-nine cents
4. \$23.00: twenty-three dollars
5. \$22.10: twenty-two dollars and ten cents
6. \$14.55: fourteen dollars and fifty-five cents
7. \$59.03: fifty-nine dollars and three cents
8. \$110.00: one hundred and ten dollars

Activity #10

1.

a. 3 ones	m. 6 tens
b. 4 ones	n. 8 ones
c. 2 hundreds	o. 3 tens
d. 5 hundreds	p. 0 hundreds
e. 6 thousands	q. 2 thousands
f. 1 ten	r. 6 ones
g. 0 ones	s. 6 thousands
h. 2 hundreds	t. 0 tens
i. 0 ones	u. 3 ones
j. 6 tens	v. 4 hundreds
k. 9 hundreds	w. 7 thousands
l. 2 thousands	x. 2 ones

2.

a. 31	b. 60	c. 322	d. 401	e. 5239	f. 9087
-------	-------	--------	--------	---------	---------

3.
 - a. 8 tens, 3 ones
 - b. 3 hundreds, 7 tens, 5 ones
 - c. 5 tens, 6 ones
 - d. 6 thousands, 7 hundreds, 0 tens, 2 ones
 - e. 9 thousands, 0 hundreds, 5 tens, 3 ones

4.

b. >	f. >
c. >	g. >
d. =	h. >
e. <	i. =

Activity #11

1.

a. =	e. =
b. \neq	f. \neq
c. \neq	g. =
d. \neq	h. =

2.

a. <

b. =

c. <

d. >

e. >

f. >

g. =

h. <

i. >

j. =

3.

a. 2

b. 4

c. 2

d. 2

e. 1

f. 5

3

5

4

1

5

3

4

1

5

4

2

2

1

2

1

3

4

4

5

3

3

5

3

1

g. 3

h. 1

i. 2

j. 4

4

5

3

1

2

3

1

3

5

4

4

2

1

2

5

5

Activity #12

1.

a. \$293.57

f. \$89.57

b. \$359.21

g. \$4.23

c. \$8.26

h. \$78.33

d. \$45.24

i. \$27.89

e. \$6.25

j. \$5.88

2.

a. \$31.00

b. \$102.00

c. \$5.00

d. \$82.00

e. \$30.00

f. \$41.00

g. \$1010.00

h. \$73.00

i. \$51.00

j. \$410.00

Activity #13

- 1.
- | | | | | |
|---------|---------|---------|---------|---------|
| b. 0.15 | c. 0.25 | d. 0.37 | e. 0.75 | f. 0.55 |
| g. 0.61 | h. 0.80 | i. 0.33 | j. 0.08 | |
- 2.
- | | |
|--------|--------|
| b. 85% | g. 55% |
| c. 32% | h. 63% |
| d. 45% | i. 99% |
| e. 1% | j. 6% |
| f. 70% | |

Activity #14

- 1.
- | | |
|------------------------------|---------------------------------|
| a. \$2.50, \$3.00, \$3.50 | b. \$0.15, \$0.18, \$0.21 |
| c. \$0.11, \$0.13, \$0.15 | d. \$0.47, \$0.56, \$0.65 |
| e. \$31.25, \$37.50, \$43.75 | f. \$597.80, \$717.36, \$836.92 |
| g. \$6.17, 7.41, \$8.64 | |
2. - 4. Answers will vary.

Activity #15

- 1.
- | | |
|--------------------|----------------------|
| a. \$1.55, \$40.30 | b. \$1.19, \$25.04 |
| c. \$0.25, \$3.75 | d. \$12.00, \$212.00 |
- 2.
- | |
|--------------------------------|
| a. \$157.56, \$11.03, \$168.59 |
| b. \$132.29, \$9.26, \$141.55 |

Activity #16

1. - 4. Answers will vary.

5. a. 8% b. 7% c. Answers will vary.

Activity #17

1. a. \$14.43 b. \$58.08 c. \$46.80 d. \$24.50 e. \$25.75

2. a. \$23.54 b. \$29.42 c. \$2.94 d. \$9.71 e. \$14.71

Activity #18

1. Answers will vary.

Activity #19

1.
\$0.89
\$3.00
\$5.00
\$5.00
\$32.00
\$75.00
\$40.00
\$60.00
\$220.89

Activity #20

Coins (total)	\$	10.89
Currency (total)	+ \$	525.00
Cheques (total)	+ \$	256.65
Total cash in drawer	= \$	792.54
Plus cash paid out	+ \$	25.00
Total cash in drawer	= \$	817.54
Minus opening amount	- \$	200.00
CASH RECEIVED	= \$	617.54
Cash received (register tape)	- \$	617.54
Difference	= \$	0.00

Activity #21

Deposit All accounts		Your Bank	
Account #		Date	
Name			
Cheques & coupons		Cash	
20	69	9 x1	9 00
56	68	3 x2	6 00
100	56	8 x5	40 00
		7 x10	70 00
		6 x20	120 00
		coin	3 95
177	93	Cheques coupons brought forward	177 93
Received in cash which is Deducted from this deposit			0 00
Signature			
Deposit Initials		Total	426 88

Activity #22

<p>John Hudson 302 Grove Ave., Toronto, ON. L9P 6E3 (567) 345-2323</p>	<p><u>4-56748932</u></p>	<p>001</p> <p>Date: September 17 2004</p>
<p>Pay to the order of <u>ABC SUPERMARKET</u></p>		<p>\$ 83.00</p>
<p><u>Eighty three dollars-----00/cents</u></p>		<p>_ Dollars</p>
<p>Bank of Montreal</p>		
<p>For <u>groceries</u></p>		<p><u>John Hudson</u></p>

Activity #23

1. F
2. T
3. F
4. T
5. F
6. F

Health and Safety

ANSWERS

Activity #1

1. Yes, employers do not have to give breaks other than lunch breaks.
2. Yes

Activity #2

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. f | 3. b | 4. g | 5. h |
| 6. e | 7. a | 8. d | | |

Activity #3

1. Answers will vary
2. Answers will vary
3. 8
4. Maximum. 48
5. Maximum 8
6. Yes
7. Answers will vary
8. Answers will vary

Activity #4

\$961.50

Activity #5

- | | | | | |
|------|------|------|------|-------|
| 1. f | 2. j | 3. a | 4. c | 5. b |
| 6. e | 7. g | 8. h | 9. d | 10. i |

Activity #6

Answers will vary

Activity #7

1. G 2. P 3. D 4. R 5. A
6. C

Activity #8

1. U
2. U
3. L
4. L

Activity #9

1. E
2. W
3. E W
4. W
5. E W
6. W
7. E W
8. E

Activity #10

1. Workplace Safety and Insurance Act
2. To notify the WSIB within three days after learning of an accident to an employee and failing to register with the WSIB within ten days of becoming an employer
3. - 5. Answers will vary

Activity #11

1. Employment Standards Act
2. Ontario Human Rights Commission
3. Discrimination
4. Harassment
5. Workers' compensation
6. Gross pay
7. Occupational Health & Safety Act.

Activity #12

1. c
2. c
3. a
4. b
5. a
6. b
7. a
8. c

Activity #13

Answers will vary

Wrapping It Up!

ANSWERS

Activity #1

1. - 3. Answers will vary

Activity #2

1. - 2. Answers will vary

Retail Sales Associate Demonstration: Store Closing Procedures

LBS Level 3

Overview of Demonstration

<p>Description of Demonstration Activity: The learner will demonstrate a knowledge and understanding of the procedures to be followed after a retail store has closed for the day. The learner will develop a store maintenance checklist, will prepare a transaction summary sheet, and will prepare a deposit slip. The learner will demonstrate knowledge and understanding of store security and closing procedures.</p>
<p>Main Goal Path: Employment</p>
<p>Theme: Retail sales associate</p>
<p>Short Term Goal: Use reading to understand a document. Use writing skills to summarize information and thoughts for others to read. Use numeracy skills to perform money calculations.</p>
<p>Primary Outcome: Write clearly to express ideas Use number sense and computation</p>
<p>Secondary Outcome(s): Read with understanding for various purposes; awareness of security issues.</p>
<p>Essential Skills Demonstrated</p> <p>Reading Text – Level 1 Document Use – Level 2 Writing – Level 2 Numeracy– Level 1</p>
<p>Materials Required: Calculator, pen, store maintenance check list form (blank), list of opening cash on hand, cash, cheque, debit, credit card sales and paid outs for the day, transaction summary sheet, deposit slip form.</p>
<p>Adaptation: The learner may determine store maintenance duties. The learner may include some store closing procedures on the checklist.</p>

Retail Sales Associate Demonstration: Store Closing Procedures

LBS Level 3

Practitioner Instructions

Ensure the learner understands the information and instructions for this demonstration.

1. Review the evaluation section with the learner to ensure that he or she understands what skills, knowledge, or actions are being assessed and how these skills will be demonstrated.
2. Decide, with the learner, what would be a reasonable length of time to complete this demonstration. Record this on the assessment form. Keep in mind that, in a workplace, an employee should be able to calculate totals and complete forms quickly.
3. Ask the learner to review the Store Procedures Module (Common Work Tasks and Store Closing Procedures units) and the Retail Math Module (Money Math and Cash, Cheques, Credit and Debit Cards units). Answer any questions the learner may have.
4. Provide the learner with all required forms and information needed to complete the demonstration.
5. Ensure the learner understands the information required on the forms provided.
6. After the learner has processed all transactions and completed the forms, ask the learner if he or she has checked for accuracy and completeness.
7. When the learner has completed the demonstration, provide a way for the learner to self-reflect on the experience. Complete the assessment form with the learner, enter the date completed, and note whether it was successful or needs to be tried again.

<p>Help Allowed: The learner may ask questions to clarify the assignment instructions. Using a calculator for the demonstration would be appropriate.</p>
--

Retail Sales Associate Demonstration: LBS Level 3

Learner Information and Instructions

This demonstration will show how well you understood and can apply the content of the Store Procedures Module (Common Work Tasks and Store Closing Procedures units), the Retail Math Module (Money Math and Cash, Cheques, Credit and Debit Cards Units).

1. You are working in a small corner store and have been asked to close the store. You will list the beginning store closing tasks.
2. You will prepare a store maintenance checklist, using the blank form provided.
3. You will complete the transaction summary sheet, using the information and form provided.
4. You will prepare a deposit, using the information and form provided.
5. You will list the final store closing tasks not covered on the store maintenance checklist.

Retail Sales Associate Demonstration:**LBS Level 3****Learner's Self-Reflection**

Date: _____

- I made sure I reviewed the information I needed to do this demonstration. Yes No
- I listed the beginning store closing tasks Yes No
- I prepared a store maintenance check list Yes No
- I read the daily transactions list provided Yes No
- I completed the transaction summary sheet Yes No
- I checked the total on the transaction summary sheet with the total daily sales Yes No
- I wrote down the difference, if any Yes No
- I completed the deposit slip Yes No
- I listed the final store closing tasks Yes No
- I found this demonstration challenging Yes No
- I found this demonstration enjoyable Yes No
- This demonstration is related to my employment goal(s) Yes No
- There are some things I would change about this demonstration Yes No

They are:

Other Comments:

Retail Sales Associate Demonstration:

LBS Level 3

Store Closing Procedures

Assessment

Date: _____

- This demonstration must be completed in the satisfactory or outstanding column.
- The agreed upon amount of time for the learner to complete this task was: _____.
- This timeline was met. Yes No
- This demonstration was successfully completed. Yes No

Comments:

Retail Sales Associate Demonstration: Store Closing Procedures LBS Level 3**Marking Rubric**

	Needs Work	Satisfactory	Outstanding
Read with Understanding for Various Purposes			
Follows written instructions.			
Write Clearly to Express Ideas			
Completes more complex forms requiring non-personal information.			
Presents opinions based on reading.			
Use Number Sense and Computation			
Adds, subtracts, multiplies, and divides multi-digit whole numbers and decimals.			
Reads, writes and compares decimal numbers encountered in everyday life.			
Essential Skills Demonstrated			
Reading Text – Level 1			
Reads relatively short texts to locate a single piece of information.			
Follows simple written directions.			
Document Use – Level 2			
Enters several pieces of information in a simple document.			
Enters information that is a direct match to the information required.			
Writing – Level 2			
Writes in templates such as memos and letters in set formats.			

Writes routine content with little variation from one instance to the next.			
Money Math – Level 1			
Totals simple bills.			

Store Maintenance Check List Form

Joyce's Corner Store Closing checklist					
			Shift end	Initials	Time

Daily Transactions List

Coins	\$	10.89
Currency	\$	525.00
Cheques, debit and credit card transactions	\$	256.65
Cash paid out	\$	<hr/> 25.00
Opening amount	\$	<hr/> 200.00
Cash Register tape	\$	<hr/> 617.54
		<hr/>

Transaction Summary Sheet

Coins	\$
Currency	\$
Cheques, debit and credit card transactions	\$
Total cash in drawer	
Cash paid out	\$
Total cash in drawer	
Opening amount	\$
Cash Received	
Total Daily Sales	\$
Difference	

Deposit Slip Form

Deposit All accounts		Your Bank	
Account Number:		Date:	
Name:			
Cheques and Coupons		Cash	
		x1	
		x2	
		x5	
		x10	
		x20	
		x	
		x	
		coin	
		Cheques and coupons brought forward	
Received in cash (which is deducted from this deposit)			
Signature			
Depositor Initials		Total	

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations

Description of Demonstration Activity In this demonstration the learner will be asked to participate in several role plays of situations that a customer service professional might encounter within a day.

Main Goal Path: Employment

Theme: Customer Service in a Retail Setting

Short Term Goal: Develop effective communication and problem solving skills in a retail situation.

Primary Outcome:

Listen and Speak Effectively
Number Sense and Computations

Essential Skills Demonstrated:

Reading Text (3)
Document Use (2)
Decision Making (1)
Job Task Planning and Organizing (2)
Finding Information (2)
Computer Use (1)

Materials Required :

Return form
Rain check form
Message pad form
Ad for a coffee maker
Sales receipt

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations**Practitioner Instructions:**

Make sure the learner understands the information and instructions for this demonstration

1. Go over the evaluation section with the learner to ensure that they understand what skills, knowledge, or actions are being assessed and how these skills will be demonstrated. Include the Customer Service Checklist and remind your student that they will also be using the checklist to evaluate their actions.
2. Decide with the learner what would be a reasonable length of time for the completion of this demonstration activity. Record this on the assessment form.
3. This demonstration involves role-playing. You, the instructor, will act the part of a customer in three different situations. Before starting the scenarios please review the Customer Service Checklist so you will be conscious of the skills you are looking for.

Situation 1

You are a customer coming in to return a sweater that you bought for your daughter. Your daughter likes the sweater but it is too small. When the customer service professional checks the stock she finds that the sweater is no longer available.

Situation 2

You come into the department and go immediately to a display of electric coffee pots. When the customer service professional approaches to provide assistance you ask about a certain coffee pot that is being sold at a special price this week. You show the flyer that advertises that item. The customer service professional checks the availability on the computer and finds that it is out of stock. He/she offers you a rain check on the item and fills out the required form.

Situation 3

In this situation you play the part of a supplier calling the manager to tell her that the waterproof red hat she asked about is still available at a cost of \$26.99. You want the manager to call back as soon as possible to tell him if she wants it shipped to the store. Your name is Harry or Mildred Moffet and your number is 703-847-1234 extension 567.

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations**Situation 4**

You are a customer coming into the store with a blouse with the hem unstitched. You are very annoyed about the poor quality and workmanship. You want someone to repair the blouse. The store does not offer this service. This makes you even more annoyed.

4. As you participate in the scenarios be conscious of the customer service skills being demonstrated so that you can fill out the customer service check list.
5. When the learner has completed the demonstration, provide a way for the learner to self-reflect on the experience. Complete the assessment form with the learner, enter the date completed, and note whether it was successful or needs to be tried again.

Help Allowed:

The learner may ask questions to clarify the assignment instructions. Remind the learner to ask questions before they begin as they will not be able to after the demonstration starts.

They should ask you and the supplier how to spell names. This is most acceptable.

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations**Learner Information and Instructions**

As an employee in a busy retail store your first responsibility is to serve the customer but there is also a list of daily tasks that need to be done when no customer needs your attention.. It is your responsibility to ensure that the jobs are completed throughout the day. Some jobs are more important. Be sure that these are done first.

As the first part of this demonstration, create a daily task list of jobs that you believe are important to the safe and efficient operation of the store. List them starting with the jobs you feel are most important. Use the daily task list provided.

The most important job , of course, is providing service to the customer. You instructor will act as a customer in the following situations.

Situation 1

A customer comes in to return a sweater that he bought for his daughter. His daughter likes the sweater but it is too small. When you check the stock you discover you do not have that particular sweater in the size he needs. Offer a refund and complete the paper work required. Be sure to return the correct amount, including taxes. Remember to recommend other clothing that his daughter might be interested in.

Situation 2

A customer comes into your department and goes immediately to a display of electric coffee pots. When you approach to provide assistance he asks about a certain coffee pot that is being sold at a special price this week. He shows you the flyer that advertises that item. You check the availability on the computer and find that it is out of stock. Your store number is 1234.

Situation 3

The telephone rings at your sales station. You are not currently serving a customer. You answer the phone. It is a supplier calling your manager to tell her that the waterproof red hat she asked about is still available at a cost of \$26.99. He wants the manager to call back as soon as possible to tell him if she wants it shipped to the store. His name is Harry Moffet and his number is 703-847-1234 extension 567. Use the message form provided.

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations**Learner Instructions Continued****Situation 4**

A customer comes into the store with a blouse with the hem unstitched. She is very annoyed about the poor quality and workmanship. She wants someone to repair the blouse. Your store does not offer this service. This makes the customer even more annoyed. Work with this customer to resolve her concerns. Fill out the proper paperwork if it is necessary. You can offer the option of having her have the blouse repaired and submit a bill.

As you react to these situations your instructor will be observing your actions so that he can fill out a customer service demonstration check list. You will also be asked to evaluate your performance using this same checklist.

Read the instructions and the customer service checklist carefully. Are you ready for the demonstration? Ask any questions before the demonstration begins. After you start, it is important not to break the flow.

When the demonstration is over, complete the checklist and hand it in along with any paperwork you have completed. Good luck as you show us your exceptional customer service skills.

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations

Assessment:

Learner's Self Reflection

I read my instructions carefully. Yes No

I found ways to solve the problems presented. Yes No

I remained calm and efficient. Yes No

I completed the forms legibly with the correct information. Yes No

I figured out the amount of money to return to the customer Yes No

I remembered and used my skills as a customer service professional Yes No

I found this demonstration challenging and enjoyable. Yes No

This demonstration is related to my employment goal. Yes No

There are some things I would change about this demonstration. Yes No

These things should be changed:

Other comments:

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations

	Needs Work	Satisfactory	Outstanding
Read With Understanding For Various Purposes			
Draws on personal experience and on reading experience to gather meaning from text.			
Skims to understand type of text; scans to find specific information.			
Begins to take notes.			
Write Clearly to Express Ideas			
Completes more complex forms requiring non-personal information.			
Writes short summaries to present factual information.			
Essential Skills - Document Use (2)			
Locates one or more pieces of information using consecutive searches with the same one or two search criteria.			
Enters several pieces of information			
Essential Skills - Writing (1)			
Writes with the intention to organize, remind, or inform.			
Essential Skills - Decision Making (1)			
Makes decisions as to which trades would be of most general use and decides which trades people to include under each category.			

Learner Name: _____

Date Completed: _____

Demonstration Title: Customer Service Duties and Situations

Job Task Planning and Organizing (2)			
Decides how to complete the job most efficiently based on prior knowledge, experience, and advice from instructors and peers.			
Finding Information (2)			
Finds the needed information from a source that is easily identified. Uses simple processing in selecting information according to a predetermined criteria.			
Computer use (1)			
Uses several familiar software features such as simple formatting of text using a limited number of steps that can be memorized easily.			

This demonstration: **9** was successfully completed
 9 needs to be tried again

Date Completed:

**SO & SO'S DEPARTMENT STORE
STORE #1234
456 MAIN STREET, SOMETOWN, ON**

BEST POUR COFFEE MAKER



**HALF PRICE !!
\$14.99 EACH**

**REGULAR PRICE
\$29.98 EACH**

H & B BRAND

Best pour – 12 cup Coffee Maker
Automatic pause
Lighted on & off switch
Purple - 7305-608
Green - 2740-028

**SALE PRICE EFFECTIVE THIS WEEK
ONLY!!**

SO & SO'S DEPARTMENT STORE
Cash Refund Form
456 MAIN STREET, SOMETOWN, ON

Date _____

- Item returned
 Not returned

Item description _____

Reason for refund _____

Date Purchased _____

Amount refunded _____

- Full refund
 Partial refund

Customer name _____

Customer signature _____

Cashier signature _____

SO & SO'S DEPARTMENT STORE

Special Order Form

456 MAIN STREET, SOMETOWN, ON

Customer name _____ Phone # _____

Date _____ Cashier _____

QTY	ITEM #	DESCRIPTION	PRICE

Customer Service Checklist

Skill Demonstrated	N/A	Yes	No
Made the customer's satisfaction a priority			
Made the customer feel welcome and important			
Showed sensitivity to cultural differences			
Kept the work area neat and tidy			
Used appropriate greetings			
Found out what the customer needed			
Served the customer efficiently			
Knew what forms to use for various purposes			
Knew what the stores procedures and policies are and explained them to the customer			
Investigated and questioned to get all the facts			
Demonstrated that the customer's concerns were valid			
Worked to solve any problem in a way that made the customer feel valued.			

RAINCHECK CERTIFICATE
SO & SO'S DEPARTMENT STORE #1234
456 MAIN STREET, SOMETOWN, ON

We thought we would order enough to meet the demand for the advertised merchandise but there was a greater demand than we expected. We will be pleased to notify you by telephone when this merchandise is available for you.

Item Description			Raincheck Date	Store #	Div No.
Stock No.	Qty.	Size	Colour	Reg. Price	Promo Price

Transaction Date:

Name:

Address:

City:	Province:	Postal Code:
-------	-----------	--------------

Phone:

SO & SO'S DEPARTMENT STORE

STORE #1234
456 MAIN STREET
SOMETOWN, ON
613-987-6543

Sales Associate #09732

Junior girls sweater	03 457	\$14.67
Casual woven top	07 876	\$23.99
Cassette player	0026 891	\$17.49
Minerals	6213448	\$2.77

Subtotal	\$58.92
GST 7%	\$4.12
PST 8%	\$4.71

TOTAL	\$67.76
CASH	\$70.00

CHANGE DUE	\$2.24
-------------------	--------

ITEMS 4

**Thank you for shopping at
So & So's
Please come again!!**

To _____ **9URGENT**

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

From _____

of _____

Phone _____

Area Code Number Ext.

Fax _____

Area Code Number Ext.

Telephoned	<input type="checkbox"/>
Came to see you	<input type="checkbox"/>
Returned your call	<input type="checkbox"/>

Please call	<input type="checkbox"/>
Wants to see you	<input type="checkbox"/>
Will call again	<input type="checkbox"/>

Message _____

Signed _____

