

Connecting to Workplaces:

Validating Outcomes Demonstrations with Employers



Cashier Demonstration

LBS Level 3/4

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**Meeting Employers' and Employees' Needs
...Now and in the Future**



Literacy Network Northeast



Far Northeast Training Board (FNETB)

Acknowledgements

Cashier Demonstration

Demonstration Activity:

In this demonstration, the learner completes four common cashier tasks that involve making dollar calculations, calculating a discount, reading a detailed price list processing a refund, making proper change and completing forms.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

or

<http://www.nt.net/literacy@>

We would like to acknowledge the employers that helped make this project a success.

Canadian Tire, Timmins

Wal-Mart Canada Corp, Timmins

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Wilson Business Solutions, Dryden

Dryden Literacy Association, Dryden

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
Essential Core Skills Chart

Cashier Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

Essential Core Skills Chart

	HRSDC Essential Skills	Most Important  Important				
Most Important 	Additional Skills	Practise good hygiene	Be friendly, helpful, efficient	Provide clear information	Use appropriate vocabulary, language, tone	Listen, understand information
	Writing Skills	Work with technology	Write messages, notes	Prepare lists, schedules	Data entry using a keypad	Prepare receipts
	Math Skills	Operate a cash register	Verify calculations	Handle money	Make proper change	Make dollar calculations
	Reading Skills	Read, follow instructions, directions	Locate, read information on a computer	Read charts, lists, schedules	Read product, service information	Read signs
	Important	Time Management	Be on time	Maintain attendance	Be a team player	Work independently

-  Within LBS mandated reading, writing and numeracy skills
-  Within LBS mandated speaking and listening skills
-  Within LBS mandated problem-solving teamwork, critical thinking
-  Outside of LBS mandate, but possible with partnership

“Cashier” profile continues on next page.

Cashier Profile (continued)

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

1. Job Shadowing
2. Computer Based
3. Video
4. Audio
5. Basic Cash Register

Requirements most employers look for:

1. Grade 12
2. WHMIS
3. Grade 10
4. First Aid
5. CPR

Courses employers most often provide to employees:

1. WHMIS
2. First Aid
3. CPR

Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:

Yes – 22 employers No – 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes – 21 employers No – 1 employer

Employers also base their hiring decisions on:

Quality of application, frequency of job changing, flexibility, personality and personal appearance, age, weekend availability, communication skills, friendliness

Assessment Preamble

More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.¹

1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/ Housekeeping Cleaner Demonstration, 2005

Description of the Demonstration

This demonstration includes four activities. Each activity allows the learner to demonstrate literacy and numeracy skills needed for common cashier tasks. Learners should practice similar kinds of tasks before they attempt this demonstration. For suggested skill development activities, see the pages entitled “Suggested Skill Development Activities”.

To pass the demonstration, the learner should complete the tasks efficiently. In a real-life situation, a customer should not wait long while a cashier fills out a form or gets change. Suggested assessment instructions and time limits are indicated for activities 1 to 4.

Activity 1: PLU List

The learner must use a PLU/price list to calculate the prices of various produce items and calculate a discount. The learner must also determine, from a given change amount, the correct bills and coins to retrieve from the cash drawer.

Cashier Skills:

- ▶ Ability to read and scan a detailed list that includes product names, numbers and per unit prices
- ▶ Ability to calculate a discount and the cost of items based on per unit pricing
- ▶ Ability to give a customer correct change using fewest number of coins and bills

Activity 2: A Cash Refund

In this activity the learner must determine the cash refund amount of one item on a sales receipt.

Cashier Skills:

- ▶ Ability to determine total cost of an item (including sales tax)
- ▶ Ability to get correct refund amount from cash drawer using fewest number of coins and bills

Activity 3: Two Forms

In this activity the learner is presented with a customer (the assessor role-plays the part of the customer) returning a damaged item. The learner must elicit the required information from the customer in a polite manner. The learner has to complete a Cash Refund form and a Special Order form.

Cashier Skills:

- ▶ Ability to read a memo regarding refund procedures
- ▶ Ability to request and provide information to a customer
- ▶ Ability to complete simple forms accurately and efficiently
- ▶ Ability to multi-task (complete forms while finding information and talking with a customer)

Activity 4: Cash Out

In this activity the learner must calculate a total cash amount and complete a cash out form.

Cashier Skills:

- ▶ Ability to complete simple forms accurately and efficiently
- ▶ Ability to calculate total amount in cash drawer at end of shift with accuracy and efficiency

Instructor Information: Administration and Assessment

Administering the Demonstration

Before trying this demonstration, a learner should already have the literacy and numeracy skills embedded in the demonstration tasks. The learner should also be familiar with the kinds of documents in the demonstration (PLU list, cash out form). See the “Suggested Skill Development Activities pages.

Before the learner begins the demonstration, show the learner the self-assessment page and the demonstration activities so the learner gets a sense of the whole demonstration. Go over the self-assessment page and the assessment table so the learner understands the skills he/she will be assessed on. Let the learner know there will be a time limit on certain tasks.

Ask the learner to complete the self-assessment when the demonstration is complete. With the learner, refer to the learner’s self-assessment (and the answer key) while completing the assessment table. Discuss assessment results with the learner.

How does a learner demonstrate success?

The assessment table lists performance indicators from The Level Descriptions Manual most relevant to this demonstration. To pass the demonstration, a learner must demonstrate success on all the indicators.


A learner successfully demonstrates a performance indicator if that learner:

- ▶ completes the related demonstration tasks,
- ▶ gets the correct answer (see below for permissible mistakes) and
- ▶ completes the task within the time limit agreed on by the learner and instructor (see below for suggested time limits)

Activity 1: PLU List

This activity spans two pages: Give the learner both pages. Allow the learner time to read the instructions, ask questions to clarify instructions and examine the task.

Calculators allowed
for
entire
demonstration



Question #1:

Completing this task involves scanning a PLU list for price information, reading a receipt, calculating a discount and calculating the cost of a 2kg item based on a per kg price. It is likely the most difficult task in this demonstration.

Time Limit: none

Mistakes: In this question, you can identify one mistake (perhaps by circling it). If the learner *independently* corrects the mistake (and there are no further mistakes), consider the task successfully completed.

Question #2:

Completing this task involves getting the correct change amount using the fewest number of coins and bills. Provide real coins and bills, divided into piles of pennies, nickels, dimes, quarters, loonies, toonies and bills (ideally in a cash drawer). Tell the learner to give you the correct change. Then record the number of coins and bills the learner gave you in the provided boxes.

Time Limit: Agree on a reasonable time limit with the learner. Suggested time limit is ***within 20 seconds.***

Mistakes: No mistakes allowed.

Materials: About four of each coin and a \$5 and \$10 bill.

Activity 2: A Cash Refund

This activity is one page in length. Allow the learner time to read the instructions and examine the page. Answer questions to clarify instructions.

Question #1:

Completing this task involves calculating the sales tax (15%) on the T-shirt, then adding the sales tax amount to the T-shirt price to calculate the refund amount.

Time Limit: none

Mistakes: No mistakes allowed.

Question #2:

Provide real coins and bills, divided into piles of pennies, nickels, dimes, quarters, loonies, toonies and bills. Tell the learner to give you the correct change. Then record the number of coins and bills the learner gave you in the provided boxes.

Time Limit: Agree on a reasonable time limit with the learner. Suggested time limit is within 20 seconds.

Mistakes: No mistakes allowed.

Activity 3: Two Forms

Completing this task involves asking questions to elicit information, completing a Cash Refund form and completing a Special Order form. This activity spans two pages and is an extension of Activity #2.

The first page includes instructions and a memo outlining refund procedures. The second page includes the two forms. Give the learner time to examine both pages.

Ask the learner to read the instructions and the memo to cashiers. Tell the learner you will play the role of the complaining customer.

Time Limit: Agree on a reasonable time limit with the learner. Suggested time limit is ***within 7 minutes.*** Timing should start when the learner feels ready to start the task.

Mistakes: You can point out one mistake and one incomplete area of each form, then have learner *independently* correct and complete.

Answer any questions the learner may have about the instructions. When the learner is ready to start the task, tell the learner:

Hi. I bought this T-shirt yesterday but when I got home I noticed a small tear in the sleeve. I want another one, but you don't have any left in the store. Can I have a refund?

Allow the learner to proceed with the tasks. The learner should offer to order another T-shirt. The learner should tell you what she/he is doing and ask you questions to elicit the required information to fill out the two forms. Your name (as the customer) is Jane Riny, phone number: 566-7677.

Activity 4: Cash Out

This task involves calculating a total cash amount (to prepare for the demonstration use the form with different numbers of coins and bills as a practice activity).

Allow the learner time to read the instructions and ask questions.

Time Limit: Agree on a reasonable time limit with the learner. Suggested time limit is ***within 10 minutes.***

Mistakes: You can point out ***one*** mistake and allow the learner to *independently* correct the mistake.

Assessment Table

Demonstration Assessment (for assessor/instructor)

Together with the learner, refer to the learner-completed self-assessment page and the answer key while completing this assessment. Discuss the assessment results with the learner.

Performance indicators are from *The Level Descriptions Manual*. All are level 3 unless otherwise indicated.

Learner Name		Date	
<input type="checkbox"/> Demonstration Successful (all indicators are demonstrated)		<input type="checkbox"/> Try Again	
ACTIVITY		Demonstrated	
Activity 1: PLU List		<p>A learner demonstrates a performance indicator if he/she:</p> <ul style="list-style-type: none"> • completes the related demonstration tasks and • gets correct answer and • completes tasks within time limit agreed on by learner and assessor <p>See previous pages for time limit suggestions.</p>	
Reading:	Scans to find specific information		<input type="checkbox"/>
Numeracy:	Solves real-life problems involving percent (level 4)		<input type="checkbox"/>
Numeracy:	Performs money calculations		<input type="checkbox"/>
Numeracy:	Makes change using fewest # of coins		<input type="checkbox"/>
Activity 2: A Cash Refund			
Numeracy:	Solves real-life problems involving percent (level 4)		<input type="checkbox"/>
Numeracy:	Makes change using fewest number of coins		<input type="checkbox"/>
Activity 3: Two Forms			
Speaking/Listening:			
• Uses interaction strategies to maintain communication			<input type="checkbox"/>
• Provides specific detailed information to unfamiliar individual			<input type="checkbox"/>
Reading:	Follows written instructions		<input type="checkbox"/>
Writing:	Completes more complex forms		<input type="checkbox"/>
Writing:	Uses phrases to clarify meaning	<input type="checkbox"/>	
Activity 4: Cash Out			
Numeracy:	Performs money calculations	<input type="checkbox"/>	
Writing:	Completes more complex forms	<input type="checkbox"/>	
Comments:			

Learner Information and Self-Assessment

This demonstration includes four tasks you may encounter as a cashier. To complete the demonstration, you need to know how to calculate a discount, calculate sales tax, fill out simple forms, make correct change and count money. Before you begin each activity, read the instructions carefully. Ask the instructor to clarify instructions you are unsure about. You can use a calculator.

You should be able to do most of the tasks efficiently. In a real-life situation, a customer should not wait long while a cashier fills out a form or gets change. You and your instructor will agree on a time limit to complete the tasks.

After you complete the demonstration, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the demonstration. Good luck!

Activity 1: PLU List		
I was able to find the items on the PLU list	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I was able to calculate a 50% discount	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I determined the correct coins and bills required for change within the time limit	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Activity 2: A Cash Refund		
I was able to calculate the 15% sales tax amount on the T-shirt	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I was able to calculate the refund amount	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I determined the correct coins and bills required for change within the time limit	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Activity 3: Two Forms		
I was able to fill out the cash refund and special order forms	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I told the customer about the forms and asked for name and phone number	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I used correct punctuation and capitalization	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Activity 4: Cash Out		
I was able to fill out the Cash Out form completely	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I was able to fill out the Cash Out form within the time limit	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I was able to calculate the total cash amount	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I think I passed this demonstration	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Comments:		

Demonstration Activities

(Materials: a calculator and Canadian coins and bills)

Activity 1: A PLU List

Information:

In this activity, you will scan a detailed list for information, calculate the cost of an item, calculate a discount, and get correct change efficiently. If you do not understand the instructions, ask your instructor to clarify them. Decide on a time limit with your instructor for completing question #2. In a real-life cashier situation, a customer should not wait long while a cashier gets correct change.

Instructions:

You are a cashier at *Sandro's Superstore*. The table below is part of the PLU (Product Look-Up) list for produce. Refer to the list to answer the questions on the next page.

Sandro's Superstore Produce PLU List

APPLES	PLU	PRICE	NUTS	PLU	PRICE	ORANGES	PLU	PRICE
Cortland	223	2.18/kg	ALMONDS			Caleb	601	2.84/kg
Delicious Golden	224	2.18/kg	Yogurt	352	13.22/kg	Clementines, box	602	7.00 box
Delicious Red	225	2.18/kg	Whole	353	17.61/kg	Navel large	603	2.84/kg
Crispin	226	3.28/kg	Slivered	354	17.61/kg	Navel small	604	3.09/kg
Empire	227	3.28/kg	Unblanched	355	15.41/kg	Tangerines	605	2.84/kg
Granny Smith	228	3.28/kg	Cashews salted	356	22.02/kg	Chinese	606	2.27/kg
McIntosh	229	2.18/kg	Mixed salted	357	19.82/kg	PEARS		
Royal Gala	230	2.18/kg	Mixed unsalted	358	19.82/kg	Abate	724	4.39/kg
Spartan	231	2.18/kg	Peanuts blanched	359	5.49/kg	Anjou	725	3.73/kg
BANANAS			Peanuts salted	360	5.49/kg	Chinese Ya	726	6.59/kg
Yellow	510	1.08/kg	Pistachios	361	13.21/kg	Bartlett	727	3.73/kg
Baby	511	3.28/kg	Raisins	362	6.59/kg	Bosc	728	3.73/kg
Plantain	512	1.08/kg	Sesame seeds	363	13.21/kg	Red	729	3.73/kg
LETTUCE			Sunflower seeds	364	4.39/kg	Rocha	730	4.39/kg
Boston	910	2.99 each	Trail mix	365	11.00/kg	PEPPERS		
Chinese lettuce	911	1.99 each	ONIONS			Green bell	869	6.59/kg
Endive	912	2.99 each	Boiling	463	1.99/kg	Hot yellow	870	4.39/kg
Head	913	.99 each	Red	464	2.84/kg	Jalapeno	871	7.39/kg
Leaf	914	1.99 each	Spanish	465	2.84/kg	Orange bell	872	11.00/kg
Radicchio	915	6.59/kg	Vidalia	466	3.28/kg	Red bell	873	11.00/kg
Romaine	916	1.99 each	small bag	467	.99/bag	Yellow bell	874	11.00/kg
Spring mix	917	15.41/kg	lrg bag	468	2.99/bag	Mixed, pkg	875	5.99/pkg

Answer the questions.

1. Use the PLU list to calculate the missing amounts on the bill.

Boxes of clementines are on sale. They are 40% off. The sale price is not on the PLU list. You must calculate the sale price.

Write the correct amounts on the lines.

You can use a calculator.

Sandro's Superstore		

NUTS 353	.208 kg	\$3.66
APPLES 229	2kg	_____
CLEMENTINES	box	_____
NUTS 358	.344 kg	\$6.82
ONIONS	lge bag	_____
LETTUCE	head	_____
Total		\$23.02
Cash		40.00
Change		16.98

2. You must give the customer \$16.98 in change.

There should be real coins and bills in front of you, divided into piles of pennies, nickels, dimes, quarters, loonies, toonies and bills. Get the correct change and give it to your instructor.

Your instructor will record the number of each coin or bill you gave in the boxes.

Change:

pennies	
nickels	
dimes	
quarters	
loonies	
toonies	
\$5 bills	
\$10 bills	

Activity 2: A Cash Refund

Information

In this activity, you will calculate the sales tax paid on a T-shirt, calculate the refund amount and get the correct amount. Decide on a time limit with your instructor for completing question #2.

Instructions

You are a cashier at *Sandro's Superstore*. A customer complains that a T-shirt she bought the day before has a small tear in it. She wants to return the T-shirt. She shows you her receipt (below) and gives you the T-shirt. You have to give the customer a cash refund of the cost of the T-shirt plus the tax paid on it. Answer the questions below.

1. What will the amount of the refund be?

2. There should be real coins and bills in front of you, divided into piles of pennies, nickels, dimes, quarters, loonies, toonies and bills. Get the correct refund amount and give it to your instructor.

Your instructor will record the number of each coin or bill you gave in the boxes.

pennies	
nickels	
dimes	
quarters	
loonies	
toonies	
\$5 bills	
\$10 bills	

Sandro's Superstore		
555 Salem Way, Anytown, Ontario		
5L2 H3T Tel. (416) 388-9292		

<u>Item #</u>		
T-SHIRT	.01658	\$11.88
JEANS	002978	\$64.69
SWEATER	77898	\$29.99
2 NECKLACE	7763	
	@ \$14.99 each	\$29.98
SUBTOTAL		\$136.54
GST @7 %		9.56
PST @8 %		10.92
TOTAL		157.02

Activity 3: Two Forms

Information

This activity is a continuation of the activity on the previous page. You have already calculated the cash refund amount. Now you have to fill out the necessary forms (on the next page). Decide on a time limit with your instructor for completing the forms.

Instructions

You are a cashier at Sandro's Superstore. Your instructor will play the role of a customer returning a damaged T-shirt (item #01658). Assume it is today's date, and the customer bought the T-shirt yesterday. The customer wants to exchange the T-shirt but there are none left in the store. Read the memo below and follow the correct procedure for ordering a T-shirt and processing a cash refund. Use the cash refund amount you calculated on the previous page.

Sandro's Superstore	
MEMO	
To:	Cashiers
Re:	Returns and Exchanges
Returns/Exchange Policy Cash refund or exchange with receipt within 10 days of purchase.	
Your Responsibilities: When a customer returns a product, remain cheerful and friendly. Ask why the product is being returned. Listen. Let the customer state the reason for the return. If there is a problem with the product, apologize and thank the customer for bringing the problem to your attention. Tell the customer they can exchange the product for another one or get a cash refund.	
Exchange: When product is out of stock If the customer finds another product, proceed with an exchange. If the customer wants another product but it is not in stock, offer to order the product for the customer. Fill out a Special Order Form and tell the customer we will call when the product arrives. Proceed with a cash refund.	
Cash Refunds: For each cash refund, you must give the customer the refund amount and fill out a Cash Refund Form . When you complete the form, ask the customer to sign it. Thank the customer. Leave the customer with a positive impression.	

Complete the Cash Refund Form and the Special Order Form. Assume it is today's date and the customer bought the T-shirt yesterday. You must get the required information from the customer (your instructor), the instructions and the memo on the previous page and the customer receipt on the Activity 2 page

Instructor's Note: Please see Activity 3: Two Forms for role-play instructions.

Sandro's Superstore CASH REFUND FORM	
Date _____	<input type="checkbox"/> item returned <input type="checkbox"/> not returned
Item description _____	
Reason for refund _____	
Date purchased _____	
Amount refunded _____	<input type="checkbox"/> full refund <input type="checkbox"/> partial refund
Customer name _____	
Customer phone # _____	
Customer signature _____	
Cashier signature _____	

Sandro's Superstore SPECIAL ORDER FORM			
Customer Name _____	Date _____		
Customer Phone # _____	Cashier _____		
QTY	ITEM #	ITEM DESCRIPTION	PRICE (before tax)

Activity 4: Cash Out

Instructions

It is the end of your work shift at *Sandro's Superstore*. You must calculate the total cash amount in your cash drawer. You have to compare the amount in the drawer to the total sales shown on the cash register tape.

In your cash register drawer there are 78 pennies, 42 nickels, 21 dimes, 23 quarters, 18 loonies, 11 toonies, 14 five-dollar bills, 44 ten-dollar bills and 16 twenty-dollar bills. There are also two penny rolls, two nickel rolls, one quarter roll and one toonie roll. You started your shift with a \$200 float. Your cash register tape shows you have **\$759.39** in sales. Write the correct amount on each line below. Use your name and today's date and time. Decide on a time limit with your instructor for completing this form.

Sandro's Superstore CASH OUT FORM			
Cashier _____	Date _____	Time _____	
Loose Coins and Bills	Rolled Coins		
.01 x _____ = _____	Penny Rolls .50 x _____ = _____		
.05 x _____ = _____	Nickel Rolls \$2 x _____ = _____		
.10 x _____ = _____	Dime Rolls \$5 x _____ = _____		
.25 x _____ = _____	Quarter Rolls \$10 x _____ = _____		
\$1 x _____ = _____	Loonie Rolls \$25 x _____ = _____		
\$2 x _____ = _____	Toonie Rolls \$50 x _____ = _____		
\$5 x _____ = _____			
\$10 x _____ = _____	Total Rolled _____		
\$20 x _____ = _____			
\$50 x _____ = _____			
Total Loose And Rolled: _____			
Less Float: - _____	Amount Shown on		
Total Sales: = _____	cash register tape: _____		
Cash Short or Over: _____			
<i>(circle short or over)</i>			
Cashier Signature _____	Manager's Initials <u> J.L.P </u>		

Answer Key

Activity #1

Sandro's Superstore		

NUTS 353	.208 kg	\$3.66
APPLES 229	2kg	\$4.36
CLEMENTINES	box	\$4.20
NUTS 358	.344 kg	\$6.82
ONIONS	1ge bag	\$2.99
LETTUCE	head	\$0.99
	Total	\$23.02
	Cash	40.00
	Change	16.98

$\frac{3}{0/2}$ pennies $\frac{3}{1}$ quarters $\frac{1}{1}$ \$5 bills
 $\frac{0}{2}$ nickels $\frac{1}{0}$ loonies $\frac{1}{0}$ \$10 bills
 $\frac{2}{0}$ dimes $\frac{0}{0}$ toonies

Activity #2

1. What will the amount of Jane Rimy's refund be? \$13.66

2.

pennies	1
nickels	1
dimes	1
quarters	2
loonies	1
toonies	1
\$5 bills	0
\$10 bills	1

Activity #3

Sandro's Superstore	
CASH REFUND FORM	
Date _____	item returned <input type="checkbox"/> not returned
Item description _____ T-shirt 01658	
Reason for refund _____ small tear in T-shirt	
Date purchased _____	
Amount refunded _____ \$13.66	full refund <input type="checkbox"/> partial refund
Customer name _____ Jane Rimy	
Customer phone # _____ 566-7677	
Customer signature _____ Jane Rimy	
Cashier signature _____	

Today's date Learner's name

Sandro's Superstore			
SPECIAL ORDER FORM			
Customer Name _____ Jane Rimy	Date _____		
	cashier _____		
			PRICE (before tax)
1	01658	T-Shirt	\$11.88

Activity #4

Learner's name, today's date and time	
_____	Time _____
L	Rolled Coins
	$x \ 2 = 1.00$
	$x \ 2 = 4.00$
.10 x 21 = 2.10	Dime Rolls \$5 x _____ = _____
.25 x 23 = 5.75	Quarter Rolls \$10 x 1 = 10.00
\$1 x 18 = 18.00	Loonie Rolls \$25 x _____ = _____
\$2 x 11 = 22.00	Toonie Rolls \$50 x 1 = 50.00
\$5 x 14 = 70.00	
\$10 x 44 = 440.00	Total Rolled _____ 65.00
\$20 x 16 = 320.00	
\$50 x 0 = 0	
Total Loose And Rolled: \$945.73	
Less Float: - \$200.00	Amount Shown on cash register tape: \$759.39
Total Sales: = \$745.73	
Cash (Short) or Over: \$13.66 <small>(circle Short or over)</small>	
Cashier Signature _____	Manager's Initials <u>J.L.P.</u>

Learner's signature

Suggested Skill Development Activities

Before attempting this demonstration, a learner should have the skills required to complete it. In addition, the learner should be familiar with the forms and vocabulary used in this demonstration.

Use any activities you think are relevant to this demonstration and to the needs of the learner.

Below is a list of sources that provide practice with the skills embedded in this demonstration. It is not an exhaustive list.

Skills: Making Change
Cashier Context: Determining correct change

www.aaamath.com	click on <i>Percent</i> click on <i>Convert a Percent to a Decimal</i>	on-line practice converting a percent to a decimal
	click on <i>Percent</i> click on <i>Sales Tax</i>	on-line practice calculating sales tax
	click on <i>Percent</i> click on <i>Price with sales tax</i>	on-line practice calculating final price including tax
	click on <i>Percent</i> click on <i>Discount</i>	on-line practice calculating a discount
www.edhelper.com	click on <i>Math</i> click on <i>Money</i> click on <i>Store Discounts and Taxes</i> (near bottom)	print worksheets with word problems (price list included) requiring learner to calculate discounts and sales tax
Measure Up http://measureup.towes.com/ A free web-based tool that has activities (based on a workplace document) similar to the one used in TOWES. Includes several practice and skill testing activities and an answer key	click on <i>Choice of Activities</i> click on <i>Practice</i> click on <i>Numeracy</i> click on <i>Money Math</i> click on <i>Practice this Skill</i> (bottom of screen) activity title will be displayed at the top of the screen. Keep clicking on <i>Practice Another Activity</i> (same skill) until the desired activity is shown.	The following activities on <i>Measure Up</i> are particularly relevant: <ul style="list-style-type: none"> • Bill Preparation • Catering Invoice • Orders and Receipts • Purchase Order (in Document Use)
http://moneyinstructor.com (some activities are free, others require a membership)	click on <i>Earning and Spending</i> click on <i>Spending Money and Consumer Math</i> click on desired activity	The following activities are relevant: <ul style="list-style-type: none"> • Get a Discount • Grocery Store Receipt • Restaurant Check • Sales Invoice • Sales Tax
Calculators at Work in Daily Living J. Weston Walch, 2001	Unit 20: Unit Pricing, pages 44-46 Unit 33: Discounts, Pages 68-69 Unit 32: Sales Tax, Pages 66-68	Learners calculate sales tax and discounts

Skills: Making Change

Cashier Context: Determining correct change

Learners should be able to determine correct change by the “counting up” method. That is, if the change is \$8, the learner counts up from 0 to \$8, retrieving a \$5 bill, then a toonie and a loonie while counting from 0 to 8 out loud or silently.

www.edhelper.com	click on <i>Math</i> click on <i>Money</i> click on <i>Show Amount Using Fewest # of Coins</i>	Print worksheets. Worksheets include 12 questions that each show an amount of change. Learner determines number of coins to make that change.
www.funbrain.com/cashreg	click on the <i>Canadian Flag</i> for Cdn money	On-line practice. Cost of an item and Amount Paid amounts are given, but not the change amount. Learners must determine how many of each coin or bill should be given for the change.

Skill: Counting Money

Cashier Context: Counting money in cash register

Math for Employment Educational Design Inc, 1997 ISBN #: 0-87694-366-0	pages 71-82	Introduces learners to skills involved in counting money.
http://moneyinstructor.com (membership required)	click on <i>Basic Money Skills</i> click on <i>Counting Money worksheets and lessons</i>	
Page 12 of this demonstration	use the Cash Out form provided in this demonstration but vary the number of rolled coins and loose coins and bills.	

Skill: Completing Simple Forms

Cashier Context: Completing forms: Rain Check, Cash Refund, Hold, gift certificate, credit application

Workwrite: Volume 1 Preparatory Training Programs, 2002, ISBN: 0-9689048-4-x	Lesson: Raincheck, Document 3.07	This lesson includes a description of activities, raincheck forms (to read and complete), comprehension activities and an answer key
	Lesson: Hold and Sold Tags, Document 3.05	This lesson includes a description of activities, Hold and Sold tags (to read and complete), comprehension questions, and an answer key
Success on the Job: Writing at Work J. Weston Walch, 1999	Unit 2: Forms on the Job, pages 57, 58, 85, 86	These pages include activities that require learners to complete a gift certificate, cash refund and credit application

Skill: Reading detailed lists including prices, product numbers, names

Cashier Context: Scanning prices lists, PLU lists, determining cost of items based on per unit price

Page 11 of this demonstration	Use the PLU list provided in this demonstration. Have learner calculate the cost of various weights of produce items.	
Workwrite: Volume 1 Preparatory Training Programs, 2002, ISBN: 0-9689048-4-x	Lesson: PLU List, Document 1.25	This lesson includes a description of activities, a PLU list including produce names, per unit prices, and prices, and comprehension questions, answer key
First Day Jitters	Pages 10-15	These activities involve reading price lists with per unit prices (per pound), and questions requiring learners to calculate total cost.
Calculators at Work in Daily Living J. Weston Walch, 2001	Unit 20: Unit Pricing, Pages 44-46	Learner calculates per unit price (pound, ounces)

Skill: Reading schedules

Cashier Context: Reading and understanding a work schedule

Workwrite: Volume 1 Preparatory Training Programs, 2002, ISBN: 0-9689048-4-x	Document 2.03, 2.04	Includes two work schedules and comprehension questions
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