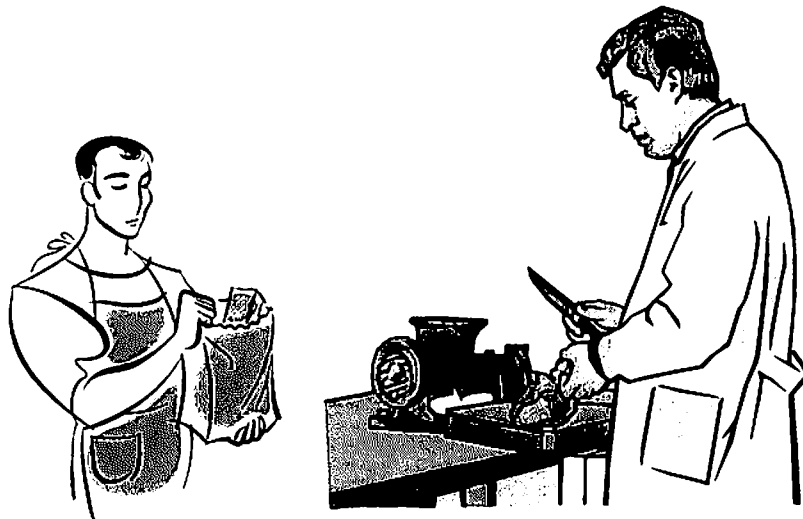


Lewis & Clark Career Center

Curriculum Guide

Supermarket Careers



Curriculum Guide For Supermarket Careers

Course Rationale, Course Description, Units of Study

Competencies

Crosswalk to Show Me Standards

Articulation Agreements

Employer Survey / Advisory Board Minutes

Instructional Methods

Integrated Lesson Sample

Work Experience Program

SkillsUSA Officers

Teacher Certification

School and Program Policies and Procedures

Inventory

Program Enrollment Data

Placement Data

Program Evaluation

Program Brochures/Enrollment Packet

Miscellaneous

SUPERMARKET CAREERS

1 and/or 2 year program; 3 units of credit per year

This course is designed for juniors or seniors with special needs who have an interest in the retail industry. A pre-requisite for the course is potential ability to work in competitive employment.

This is an active, hands-on, multimedia approach that emphasizes instructional strategies that are successful with special needs populations. The program has three phases: operating a fully functional store on the Lewis & Clark campus, paired with classroom instruction, community-based transition (job shadowing) and a possible independent internship experience for those that meet the challenges of the first two phases

The students in the Supermarket Careers program rotate through the following stations in the school store: cashier, inventory control, maintenance, bookkeeper, food preparation, and food manager. The classroom instruction includes lessons on self-awareness, social skills, communication skills, and employability skills.

Skills learned in the classroom are reinforced through the community-based transition phase. During this time, the student job shadows at participating stores. Those students that qualify for the independent internship will be eligible for placement within the community with minimal supervision. The remaining students will complete their internships within the Lewis & Clark Store with continued supervision; with the emphasis on job readiness and work hardening skills, along with a heavier workload and increased responsibilities.

LEWIS & CLARK CAREER CENTER

SUPERMARKET CAREERS UNITS OF STUDY

- Self-esteem
- Communication Skills/Phone Skills
- Human Relations/Social Skills
- Math in the Marketplace/Money Skills
- Safety
- Food Service
- Retail Skills
- Customer Service
- Job Shadowing
- Internship
- Interviewing Skills
- Resume Building
- Employability Skills
- SkillsUSA

LEWIS AND CLARK CAREER CENTER



SUPERMARKET CAREERS COMPETENCIES

STUDENT:

ID NO:

Rating Scale: 3 Mastered
 2 Requires Supervision
 1 Not Mastered
 N No Exposure

Show me #

3	2	1	N	A. SAFETY	
				1. Complete store's safety checklist	4.7, 3.1, 3.2 3
				2. Follow store's safety rules and practices	4.7
				3. Demonstrate individual safety habits	4.7
				4. Properly clean store equipment	

3	2	1	N	B. EQUIPMENT	
				1. Properly prepare, operate, & use the hot dog grill	
				2. Properly prepare, operate, & use the bun warmer	
				3. Properly prepare, operate, & use the cookie oven	
				4. Properly prepare, operate, & use the cheese pump	
				5. Properly prepare, operate, & use the pretzel display	
				6. Properly prepare, operate, & use the pizza oven	
				7. Properly prepare, operate, & use the pizza display	
				8. Properly prepare, operate, & use the popcorn maker	
				9. Properly prepare, operate, & use the ice cream machine	
				10. Properly prepare, operate, & use the microwave	
				11. Properly prepare, operate, & use the coffee pot	
				12. Properly prepare, operate, & use the scale	

3	2	1	N	C. MONEY SKILLS	
				1. Properly operate an electric register	1.7
				2. Properly "close down" money drawer	1.8
				3. Demonstrate ability to "track sales"	1.2 1.8 3.80

3	2	1	N	D. FOOD & GROCERY	
				1. Properly record inventory	1.1 1.6
				2. Prepare merchandise for stocking/displaying	1.6
				3. Independently receive incoming merchandise	1.5
				4. Keep shelves up-to-date, include facing and rotating	1.6, 3.1, 3.2, 3.3
				5. Identify and remove damaged or expired products	1.8
				6. Recall 4 out of 5 prices	
				7. Properly bag groceries	2.3
				8. Demonstrate ability to use price gun	1.4
				9. Demonstrate ability to use telxon	1.4
				10. Demonstrate ability to read a thermometer	

3	2	1	N	E. PRE-EMPLOYMENT SKILLS	
				1. Complete a job application	4.8 2.6 2.1
				2. Complete a resume	4.8 2.6 2.1
				3. Participate in an interview	4.8 2.6 2.1
				4. Write a thank you letter	

Lewis and Clark Career Center
 Supermarket Careers Competencies



Show
 MEH

3	2	1	N	F. HUMAN RELATIONS/COMMUNICATIONS	
				1. Ask for help when needed	
				2. Answer phone appropriately	2.6 2.3
				3. Order products by phone and Email	2.6, 2.3, 2.7
				4. Avoid conflict with customers, co-workers, and supervisors	2.3
				5. Dress appropriately	

G. Field Work

Show me #

Job Shadowing	4.3, 4.4, 4.8, 1.10
Internship	4.3, 4.4, 4.8, 1.10

**Lewis & Clark Career Center
Advisory Committee Member Profile**

Name: Julie Gronneberg Age: 50
Address: 1164 Huntington Downs, St. Charles, MO 63301
Street City State Zip
Telephone: 636-947-1236 636-723-4829
Home Work Pager Fax
Name of Company: Lewis & Clark Career Center
Position/Title: Vocational Resource Educator

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school?

YES

NO

If so how many? 2

Community Involvement (Little League, church, civic, etc.)

Hope Lutheran Church - Pastoral Support Committee
Band Mom for St Charles West High

Reason for Member Profile Form:

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Lewis & Clark Career Center
Advisory Committee Member Profile

Name: EARL J KENNEDY Age: _____

Address: 2421 CYPRESS
Street City State Zip

Telephone: 636-723-1188
Home Work Pager Fax

Name of Company: RETIRED

Position/Title: EX MERCHANT

Involvement in Labor (Journeyman, Union Member, other):

SMALL BUSINESS OWNER -

Do you have children enrolled in public school? YES NO

If so how many? _____

Community Involvement (Little League, church, civic, etc.)

EX LITTLE LEAGUE - CHAIR - VOLUNTEER (CHURCH)
EX BOOSTER CLUB (HIGH SCHOOL) MEMBER K of C.

• Reason for Member Profile Form:

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Earl J Kennedy

**Lewis & Clark Career Center
Advisory Committee Member Profile**

Name: Kim Reese Age: 37

Address: 86 Woodridge Drive, Warrenton 63383

Telephone: 636 - 456 - 7465

Name of Company: Lewis & Clark

Position/Title: Director's Secretary

Involvement in Labor (Journeyman, Union Member, other):
MNEA member

Do you have children enrolled in public school? YES NO

If so how many? _____

Community Involvement (Little League, church, civic, etc.)

- Reason for Member Profile Form:
To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Lewis & Clark Career Center
Advisory Committee Member Profile

Name: Bob Pace Age: _____

Address: 1950 ZUMBEHL St. Charles MO
Street City State

Telephone: 947-8422 947-8669
Home Work Pager Fax

Name of Company: SCHNUCK'S - ZUMBEHL

Position/Title: MBR

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school? YES NO

If so how many? _____

Community Involvement (Little League, church, civic, etc.)

• Reason for Member Profile Form:

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

**Lewis & Clark Career Center
Advisory Committee Member Profile**

Name: Julia Bouch Age: _____
Address: 15 Glenview Dr St Charles, MO 63304
Telephone: (636) 441-6037 cell 314 761-3780
Home Work Pager Fax
Name of Company: Mother of student in program
Position/Title: - Michael Bouch (Sr)

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school?

YES

NO

If so how many? 2

Community Involvement (Little League, church, civic, etc.)

Special Olympics

Reason for Member Profile Form:

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

**Lewis & Clark Career Center
Advisory Committee Member Profile**

Name: Rick Matheson Age: _____
Address: 577 Mid Rivers St Peters Mo
Street City State
Telephone: 970-2570 970-2583
Home Work Pager Fax
Name of Company: Schnuck's
Position/Title: Store Manager

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school? YES NO
If so how many? _____

Community Involvement (Little League, church, civic, etc.)

• **Reason for Member Profile Form:**

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

**Lewis & Clark Career Center
Advisory Committee Member Profile**

Name: Mike & Connie Ebert Age: 48 & 46
Address: 20 Woodmere Point Ct. St. Charles, MO 63303
Street City State Zip
Telephone: (636) 936-8066 724-7217
Home Work Pager Fax

Name of Company: S
Position/Title: SCHOOL ADMINISTRATOR / TEACHER

Involvement in Labor (Journeyman, Union Member, other):
TEACHERS UNION

Do you have children enrolled in public school? YES NO
If so how many? _____

Community Involvement (Little League, church, civic, etc.)
COACHING SOFTBALL, OPTIMIST CLUB MEMBER, DRUG & ALCOHOL
TASK FORCE, CITY OF ST CHARLES SCHOOL DISTRICT ADVISORY
BOARD. MEMBER OF FACS ADVISORY BOARD.

- Reason for Member Profile Form:
To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Lewis & Clark Career Center
Advisory Committee Member Profile

Name: Josh Spalding Age: _____
Address: Sherman St Charles, MO
 Street City State Zip
Telephone: 946-4965
 Home Work Pager Fax
Name of Company: Tona Roma's (St. Louis Mills)
Position/Title: staff

Involvement in Labor (Journeyman, Union Member, other):
Employee Former Student Superintendent
Grad 03 Careers

Do you have children enrolled in public school? YES NO
If so how many? _____

Community Involvement (Little League, church, civic, etc.)

- Reason for Member Profile Form:
To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Lewis & Clark Career Center
Advisory Committee Member Profile

Name: Denise Simon Age: 35

Address: 149 Honey Locust St. Charles, MO 63303
Street City State Zip

Telephone: 636-947-4894 214-726-6070 x 3200
Home Work Pager Fax

Name of Company: Mary Engelbreit Home Companion Magazine

Position/Title: Production Manager

Involvement in Labor (Journeyman, Union Member, other):

Advertising Production Club

Do you have children enrolled in public school?

YES

NO

If so how many? _____

Community Involvement (Little League, church, civic, etc.)

Special Olympics Volunteer

• Reason for Member Profile Form:

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Lewis & Clark Career Center
Advisory Committee Member Profile

Name: Genny Kennedy Age: 67

Address: 2427 Cypress St. Charles Mo 63301
Street City State Zip

Telephone: 636-7237188
Home Work Pager Fax

Name of Company: Retired From First Bank

Position/Title: Loan Officer

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school? YES NO

If so how many? _____

Community Involvement (Little League, church, civic, etc.)

EX Little League - EX Softball Coach
EX Basketball coach - Am Legion Aux

• Reason for Member Profile Form:

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

Lewis & Clark Career Center
Advisory Committee Member Profile

Name: KELLY E. BRUNE Age: 31
Address: 380 PORTSMOUTH DR. ST. CHARLES, MO 63303
Telephone: 636 244-8076 / 636 946-6767 ext. 405 / 636-946-6267
Street City State Zip
Home Work Pager Fax
Name of Company: DUCHESNE HIGH SCHOOL
Position/Title: TEACHER

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school? YES NO

If so how many? X

Community Involvement (Little League, church, civic, etc.)
OUTREACH SERVICE CLUB MODERATOR,
DRAMA CLUB ASSISTANT, TUTOR, NATIONAL
COUNCIL FOR SOCIAL STUDIES AND MISSOURI
COUNCIL FOR SOCIAL STUDIES MEMBER

- Reason for Member Profile Form:
To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

**Lewis & Clark Career Center
Advisory Committee Member Profile**

Name: Frank Brune Age: 30

Address: 380 PORTSMOUTH DR. ST. CHARLES, MO. 63303
Street City State Zip

Telephone: 636 944-8076 / 314-512-3618
Home Work Pager Fax

Name of Company: ENTERPRISE

Position/Title: UNIX ENGINEER

Involvement in Labor (Journeyman, Union Member, other):

Do you have children enrolled in public school?

YES

NO

If so how many? X

Community Involvement (Little League, church, civic, etc.)

• **Reason for Member Profile Form:**

To qualify for a Vocational Enhancement Grant at 75% funding, we must have an advisory committee of twelve or more members comprised of local business persons, labor leaders, parents, senior citizens, and community leaders.

**Supermarket Careers
Advisory Meeting
May 30, 2003**

Minutes –

THANK YOUS -- “You are the KEY to our success!”

Managers and employees/supervisors acknowledged and thanked for their continued partnership with the program. Bob Pace – store manager at Schnuck’s Zumbuhl Commons and Rick Masterson, store manager at Schnuck’s – St. Peter’s Plaza. Cake, cookies, coffee, and punch served. Thank you cards and cookies made by students were delivered to their supervisors last week at the stores, along with pictures of students and supervisors.

MO Special Ed Grant funds reviewed.

- 1. Fixture Committee, chaired by Julie Gronneberg, presented results of meetings with Tony Hower, the owner of Fixture Concepts. Designs include cabinets for prep room, food manager’s station, and island for customer self-service with microwaves and trash cans built in on both ends. A specially designed cabinet will house merchandise shelves on front for candy, chips, etc., then L-shapes around to checklane that meets up to register stand. The backside of the cabinet will accomodate file cabinets and office area for teacher and assistant.**
- 2. Navy blue was chosen for cabinets with “Vermont Granite” for the countertops, and chrome pulls.**
- 3. Equipment was reviewed for completeness and put into priority order. As the program is not eligible for Enhancement Grant money, all items unable to be purchased through the Special Ed grant were put on a list for Perkins. All will be submitted to Lewis & Clark’s Director, Kathy Frederking for final approval next week.**

**Next meeting set for October, 27 at 2pm.
Meeting adjourned @ 3:20 pm**

Minutes – SMC Advisory Mtg. Dec. 10

In attendance – Bob Pace – Schnuck's Zumbahl, Rick Masterson Schnuck's – Mid-Rivers, Karen Kennedy SMC, Laurie Kosteck SMC, Julie Gronneberg L&C, Darren Stross – LePique & Orne, Kim Reese L&C, Lisa Armstrong – Wal-Mart, Earl & Genny Kennedy, Jeanne Kovath – Schnuck's, Rita Altnether – Learning Skills

Showed off new store. Served cookies, punch, & coffee

Reviewed equipment and cabinet lists.

Tony gave resource for new shelving for cabinet

Southern Imperial – 1 800 747-4665 (Grid wire baskets and shelves)

Rick Masterson donated safety guides, soft temp list

Glass Bakery case unavailable - discussed other options – such as acrylic. Laurie stated that acrylic were available at no cost as donor from Otis Spunkmeyer co, will look into it

Partnerships—Schnuck's, Wal-Mart

Set dates for 2nd semester job shadowing beginning in January 15 then Tues at Zumbahl through March, begin Feb 5 at Wal-Mart continue on Thursdays through April 8, and Schnuck's Mid-Rivers on Mondays – Feb 10 – April 6.

Internships will be set up individually between student, teacher, and placement opportunity. They will take place last month of school.

No other announcements

Thank yous

Meeting adjourned

GENERAL STORE

- A.M. FOOD MANAGER
- PREP ROOM
- INVENTORY CONTROL
- CASHIER
- BOOKEEPER and ACCOUNTANT
- MAINTENANCE and SECURITY

A.M. FOOD MANAGER

- GLOVES
- COFFEE
- CINNAMON ROLLS
- HOTDOGS
- COOKIES
- PIZZA AND MINI PIZZA
- POPCORN



AM FOOD MANAGERS

1	MAKE COFFEE	
2	PUT IN CINNAMON ROLLS	
3	PUT ON HOT DOGS	
4	COOK PIZZA	
5	MAKE PRETZELS	
6	MAKE POPCORN	
7	FILL WHITE COOLER	
8	MAKE COOKIES	
9	ICE CINNAMON ROLLS	
10	SHOULD HAVE AT LEAST 1 SMALL	
11	WIPE DOWN STATION	
12	PUT OPEN BUNS IN ZIPLOCK	
13	MAKE SURE AT LEAST 10- 15 HOTDOGS ARE LEFT FOR AFTERNOON	

PREP ROOM

- WASH HANDS
- CHILI/CHEESE
- PICKLES/JALAPENOS
- NACHO CHIPS
- WASH DISHES
- CLEAN REFRIGERATOR
- CLEAN FLOOR AND COUNTERS
- END OF A.M. CLASS: Fill chili and cheese containers. Put pickles and jalapenos in refrigerator.
- START OF P.M. CLASS: Put pickles and jalapenos back on counter.
- END OF P.M. CLASS: Cover chili, cheese, pickles, and jalapenos and put in refrigerator.
- CLEAN PREP ROOM

**Pm Prep Room * Wash Hands * Use
Gloves * Keep gloves Keep counters clean**

1. Set up cheese chili chips
2. Put out salsa, pickles, jalapenos
3. Serve customers at window
4. Restock cappuccino cups and lids (into dispenser)
5. Rinse out capucino machine wash trays and put back add mix if needed
6. At 12:45 Turn Chili off
7. Wipe down cabinets
8. At 1:15 start closing down and put chili away
9. Wash dishes, rinse with sanitize, dry dishes
- 10 . Put dishes away
11. Clean sinks
12. Put cheese in overnight tray other bag in refrigerator
13. Turn off nacho display; turn off all warmers and roasters
14. Clean microwave in and out
15. Clean and organize refrigerator

INVENTORY CONTROL

- STOCK SODA COOLERS
- ROTATE STOCK, WITH WARM SODAS IN BACK AND
COLD SODAS IN FRONT
- ROTATE AND RESTOCK FOOD PRODUCTS AS NEEDED
- TAKE INVENTORY ON ASSIGNED DAYS
- ALWAYS FACE SODAS TO THE FRONT

CASHIER

- STOCK NAPKINS, SAUCE PACKETS, AND PLASTIC SILVERWARE
- ALWAYS CHECK ON COFFEE
- KEEP FRONT AREA CLEAN
- WASH THE DOOR WINDOWS
- RUN REGISTER
- GIVE OUT THE CORRECT AMOUNT OF CHANGE
- AT THE END OF THE DAY, COUNT OUT THE REGISTER AND RECORD THE TOTAL AMOUNT OF MONEY
- TURN IN THE MONEY TO THE FINANCIAL SECRETARY IN THE OFFICE

Supermarket Careers

Date : _____

A.M/P.M (Circle one)

*CLOSE DOWN CASH DRAWER PROCEDURE *

1. Take this form, the weekly account sheet, and calculator to the cash register. Remove cash drawer and take to table.
2. Remove student cash drawer.

60 Quarters >	\$15.00-	_____	=	_____
100 Dimes >	\$10.00-	_____	=	_____
120 Nickels >	\$6.00-	_____	=	_____
200 Pennies >	\$2.00-	_____	=	_____
Total		_____		

BOOKEEPER AND ACCOUNTANT

- **KEEP LIST OF THE STORE NEEDS**
- **WHEN ORDERS COME IN, ONE COPY TO TEACHER
AND ONE TO THE OFFICE. FILE ADDITIONAL COPY**
- **KEEP RECORDS OF INCOMING ORDERS**
- **FAX OR CALL COMPANY WHEN ORDERING**
- **AT THE END OF THE DAY HELP HEAD CASHIER
RECORD AMOUNTS**
- **MAKE SURE PAPERS ARE NEATLY FILED**
- **FILL OUT TIME AND POINT SHEETS**

COCA COLA Fax-443-8367

<u>12 OZ CANS</u>				
	<u>Front</u>	<u>Back</u>		<u>Order</u>
coke				
cherry coke				
Vanilla coke				
diet coke				
diet coke with lemon				
caff. Free diet coke				
sprite				
mr.pibb				
cherry mello yello				
mello yello				
minute maid grape				
minute maid orange				
minute maid lemonade				
bargs root beer				
fresca				
hawaiian punch				
nestea cool				
diet sprite				
diet cherry coke				
diet bargs				
caff free classic coke				
canada dry gingerale				
<u>SWERVE</u>				
Vanana				
Chocolate				
Bloo				
<u>20oz Bottles</u>	<u>Front</u>	<u>Back</u>		<u>Order</u>
coke				
vanilla coke				
cherry coke				
diet coke with lemon				
diet coke				

sprite				
mr. Pibb				
cherry mello yello				
mello yello				
minute maid grape				
minute maid orange				
Minute maid lemonade light				
minute maid lemonade				
bargs root beer				
Fruit punch				
nestea cool				
1 Liters				
Coke				
Diet Coke				
Sprite				
Mr. Pibb				
Minute Maid Juice Cans				
Apple Juice				
Cran Apple				
Minute Maid Juice 16oz				
Orange Juice				
apple juice				
Cran-grape				
Cran-apple-raspberry juice				
pink grapefruit juice				
Minute Maid 20 oz				
strawberry passion				
beachside blast				
raspberry lemonade				
berrykiwi				
Tropical citrus				
cherry vanilla				
Dasani Water				

Date: _____

Name: _____

Crown Foods Dairy Order Sheet

Use line 4 or 5 to call in. 1-800-776-2769

Customer # 1252700 Give amount, then code.

Fax (314)-647-5449

Lewis & Clark General Store (636) 926-7726

2400 Zumbuhl Rd St. Charles, MO 63303

Item	We have	Code #	Amount to order
Ice Milk Vanilla		194	
Ice Milk Chocolate Milk		195	
Cream Cheese		165	
1/2 Pint 2% Choc. Milk (cartons)		67	
1/2 Pint 2% Milk (cartons)		70	
6pk Dean's 2% Milk 1/2 Pint			
6pk Dean's Choc. 1/2 Pint		356	
12 Ct. Dean's Pint Choc. Chug		351	
Dean's Pt. 2% Milk		352	
Nestle Choc. Pt.		230	
Dean's Qt.		348	
Nestle Quick Choc. Qt		234	
Sour Cream/Individual			
Butter/Individual			
Snickers I.C. Bar		2146	
Drumsticks (Dozen Combo)		2175	
Ice cream Sandwich (Dozen)		2192	
Eskimo Pie		2188	
Cookies N Crème Sand.		2166	
Butter Finger T.C.		2152	

Phone # for Lewis and clark
946-7726 etc
135

• • • •

Date: _____

Name: _____

Crown Food Dairy Order Sheet Tuesdays

Use line 4 or 5 to call in. 1-(800)-776-2769

Customer # 1252700 Give amount, then code.

Fax # (314)647-5449 Lewis & Clark General Store (636) 926-

7726

2400 Zumbahl Rd

St. Charles, MO 63303

Item	Front	Code #	Amount to Order
Nestle Crunch I. C.		2184	
Choco- Taco		2143	
B&J Coc. Chip cookie dough (Pt)		1982	
B+J Peanut Butter cup (Pt)		1990	
4oz Vanilla 1C. Cup (2 doz.)		2030	
Push ups Rainbow (Doz)		2190	
Milky Way 1.c. bar		2149	
Baked Potatoes			
Klondike Bras (doz)		2155	
Sno Cones (2Doz)		2112	
Pretzels (100/BX small)		3270	
Pretzel (50/Bx king)		3271	
Hot Dog buns		8091	
Lunchables ham/ turkey		3834/	
Sausage, chesse, pretzels			
Nacho Cheese Sauce		466	
String Cheese 24/Box/cheddar/jalepeno		3864	
Mustard/ Ketchup		438/43	
Relish /Mayo		435/43	

BBQ Sauce

Extras()			
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Phone # for Lewis and Clark
946-7726 etc 135



KOHL'S FAX 217-222-5522

ITEM	BRAND	PARK	DESCRIPTION	PRICE
8948	redbrn	96/2.6z	BAGELSAUS AND CHEZ BREAKFAST	33.85
9676			BISCUITS	
18984	ORTEGA	4/107Z	NACHO CHEESE SCE	
839464	HSPTAL	12/3/3.5	MICROWAVE BUTTER POPCORN	
01211-2	CASTLE	16/2PAK	"WHITECASTLE" HAM	
01220-3	BRGFRD	112/5.75Z	CHESSEBURGER	
01221-1	BRGFRD	12/4.5Z	HAM&CHEESE	
01222-9	BRGFRD	12/5Z	ROASTBEEF&CHEESE	
01223-7	BRGFRD	12/4.75Z	SMOKED TURKEY	
01224-5	BRGFRD	12/4.5Z	CHICKEN BREAST	
01225-2	BRGFRD	12/4.25Z	CROISSANT CLUB	
01228-6	HPOCKT	24/4Z	EGG SAUSAGE CHS	
01230-2	HPOCKT	24/4Z	HAM&CHEESE	
01231-0	HPOCKT	24/4Z	CHESSEBURGER	
01232-8	HPOCKT	24/4Z	PEPPERONI PIZZA	
01234-4	HPOCKT	24/4Z	BEEF&CHEADDAR	
01235-1	HPOCKT	24/4Z	CHICKEN MELT	
01236-9	HPOCKT	24/4Z	PHILLY STK&CHS	
01237-7	HPOCKT	24/4Z	JALAPENO STK&CHSE	
01238-5	HPOCKT	24/4Z	BACON EGG&CHEESE	
01240-1	LAMBWS	50/7Z	MEATBALL MOZZ HANDFUL	
01242-7	LAMBWS	50/7Z	PEPPERONI PIZZA HANDFUL	
01254-2	BRBOY	40/5.6Z	FOLDINI PEPPRONI PIZZA	
04789-5	LOUISA	10#	RAVIOLI TOASTED BEEF OVN	
05424-7	PREMOR	2/5#	ITALIAN SAUSAGE TOP	
05440-3	BONICI	10#	PEPPERONI SLICED	
05452-8	BSKCIL	40/13.2	12" PAR-BKD PZZACRUIST THICK	
05467-6	RICHS	20/13.5	12" PAR-BKD PZZA CRUST	
05724-0	POSADA	24/5Z	CHIMICHANGA SHRED BEEF IW CN	
05726-5	POSADA	24/5Z	CHIMICHANGA CHICKEN IW CN	
06210-9	REAMES	1/8#	BRD MOZZERELLA CHEESE STX	
06442-8	minh	60/3z	EGG ROLLS PK & VEG INV WP	
0647-09	PACIFI9C	4/4#	MINI CHICKEN TACOS	
07814-7	COLMBO	6/64Z	YOGURT BANANNA	
07816-2	COLMBO	6/64Z	YOGURT PEACH	
07818-8	COLMBO	6/64Z	YOGURT RASPBERRY	
07824-6	COLMBO	6/64Z	YOGURT BUTTER PECAN	
07826-1	COLMBO	6/64Z	YOGURT ORANGE CRÉME	
07842-8	COLMBO	6/64Z	YOGURT BAN/STRW N/SUGAR	
07844-4	COLMBO	6/64Z	YOGURT DBL CHOC N/ SUGAR	
07846-9	COLMBO	6/64Z	YOGURTRASP JUB N SUGR	
07848-5	COLMBO	6/64Z	YOGURT STRAWBRY N/SUGAR	
08773-4	AWREY	24/3.75Z	DANISH I/W CINNAMON SWIRL	
08774-2	SRALEE	24/4.25Z	CINNNAMON ROLL I/W	
08780-9	SRALEE	24/2.75Z	DANISH I/W APPLE	
08781-7	SRALEE	24/2.25Z	DANISH I/W UNICED CHEESE	
08783-3	SRALEE	24/3.25Z	DANISH I/W RASPBERRY	
08784-1	SRALEE	24/2.75Z	DANISH I/W ASSORTED	

08785-8	AWREY	2/4 5Z	DANISH IW 5" ASSORTED		
08786-6	AWREY	4/8 2.75Z	DANISH IW 4.5" ASSORTED		
09731-1	CLVRHL	32/3.75Z	DANISH IW BUTTER HORN		
09732-9	CLVRHL	40/4Z	DANISH IW BIG BEAR CLAW		
09735-2	CLVRHL	32/4Z	DANISH IW ROUND CHEESE		
09739-4	CLVRHL	32/4Z	CINNAMON ROLL IW TEXAS		
09747-7	SUPER	80/2.2Z	DONUT ORIGINAL SUPER		
09749-3	FRSHLY	48/5.5Z	HONEY BUN IW GRAND		
09753-5	FRSHLY	54/4Z	HONEY BUN IW CREAMY		
09757-6	FRSHLY	32/4Z	CINNAMON ROLL IW TEXAS		
09759-2	FRSHLY	32/3.5Z	GOLD FINGERS IW 3PK		
09763-4	FRSHLY	72/2.5Z	DONUT IW GEM POWDERED		
09765-9	FRSHLY	72/3Z	DONUT IW 6PK GEM CHOC		
09767-5	FRSHLY	36/3Z	CUPCAKE IW 2PK CHOCOLATE		
09771-7	FRSHLY	48/3.5Z	CAKE IW CARROT		
11202-5	VRFIN	24/20Z	NATURAL		
11202-9	VRFIN	24/20Z	NATURAL RASPBERRY		
11206-0	VRFIN	24/20Z	NATURAL CHERRY		
11208-6	VRFIN	24/20Z	CITRUS ENERGY		
11212-8	VRFIN	24/20Z	BERRY RELAXING		
11214-4	VRFIN	24/20Z	TROPICAL IMMUNITY		
11216-9	VRFIN	24/20Z	STRAWBERRY SPLASH		
11218-5	VRFIN	24/20Z	FRUIT PUNCH		
11222-1	VRFIN	24/20Z	GRAPE BLAST		
11222-7	VRFIN	24/20Z	RASPBERRY ZINGER		
17152-0	GMILLS	6/24Z	BISCUIT GRAVY VALUE MIX		
17154-6	CHFMAT	6/96Z	COUNTRY SAUSAGE GRAVY		
18660-1	GREEN	2/500Z	SUGAR SALT PEPPER		
32770-0	SUNSHN	150/IND	ANIMAL CRACKERS		
32771-8	NABSCO	24/2Z	ANIMAL CRACKERS "BARNUM"		
32810-4	NABSCO	#	RITZ CRACKERS 20PK		
32818-7	SUNSHN	60/1.5Z	CRACKERS CHEEZ-IT		
32820-3	SUNSHN	60/1.75Z	CHEEZ-IT WHITE CHEDDER		
32822-9	SUNSHN	60/1.75Z	CHEEZ-IT PARTY MIX		
33010-0	CARRS	12/4.25Z	TABLE WATER BITE SZ CRCKR		
33053-0	FRITO	13CT	SUNCHIPS HARVEST		
33062-1	FRITO	104/INDV	SUNCHIPS HARVEST		
33090-2	TSTTO	5/16Z	"ROUND" TORTILLA CHIPS		
33099-3	GMILLS	60/1.75Z	CHEX MIX CHEDDER CHS S/S		
33100-9	GMILLS	60/1.75Z	CHEX MIX TRADITIONAL		
33108-2	PPRFRM	72/1.5Z	GOLDFISH CRACKERS		
33109-0	GRDETO	60/1.75Z	SNACK MIX ORIGINAL RECIPE		
334024-0	KELLOG	60IND	"SUPER CUP" ASSORTED		
33900-2	GMILLS	96/1	STRAWBERRY FRUIT ROLL-UPS		
33906-9	GMILLS	96/1	TIE-DYE TROPICAL ROLL-UPS		
33908-5	GMILLS	96/1	HOT COLORS FRUIT ROLL-UPS		
33910-1	GMILLS	96/1	POKEMON FRUIT ROLL-UPS		
33912-7	GMILLS	96/1	FRUIT BY THE FOOT VARIETY		
33914-3	GMILLS	96/1	TIE-DYE BERRY BY THE FOOT		
33918-4	GMILLS	96/1	FRUIT GUSHER STRWBRY		
33920-0	GMILLS	96/1	FRUIT SNACKS SCOOPY DOO		
33952-3	MLTOML	96/IND	"BOWL" CORN FLAKES		

33953-1	MLTOML	96/IND	"BOWL" FRSTD MIMI SPOONRS		
33954-9	MLTOML	96/IND	"BOWL" CRISPY RICE		
33955-6	MLTOML	96/IND	"BOWL" BERRY COLSL		
33956-4	MLTOML	96/IND	"BOWL" FROSTER FLACKES		
33957-2	MLTOML	96/IND	"BOWL" APPLE ZINGERS		
33958-0	MLTOML	96/IND	"BOWL" RAISIN BRAN		
33960-6	MLTOML	96/IND	"BOWL" TOASTY O'S		
33961-4	MLTOML	96/IND	"BOWL" HONEY NUT TOASTY O		
33962-2	MLTOML	96/IND	"BOWL" TOOTIE FRUITIES		
33964-8	MLTOML	96/IND	"BOWL" MARSHMALLOW		
33966-3	MLTOML	96/IND	"BOWL" COCO ROOS		
34000-0	GMILLS	70/IND	"BOX" CHEERIOS		
34003-4	GMILLS	70/IND	"BOX" HONEY NUT CHEERIOS		
34020-8	GMILLS	70/IND	"BOX" INDV ASSORTED		
34022-4	GMILLS	70/IND	"BOX" INDV FAVORITES		
34027-3	GMILLS	96/IND	"BOWL" ASSORTED FAVORITES		
34028-1	KELLOG	96/IND	"BOWL" CORN FLAKES		
34029-9	QUAKER	96/IND	"BOWL" CAPTAIN CRUNCH		
34030-7	KELLOG	96/IND	"BOWL" RICE KRISPIES		
34031-5	GMILLS	96/IND	"BOWL" FRSTD CRON FLACKES		
34032-3	GMILLS	96/IND	"BOWL" CINN TOAST CRUNCH		
34034-9	GMILLS	96/IND	"BOWL" TRIX		
34035-6	GMILLS	96/IND	"BOWL" HONEY NUT CHEX		
34036-4	GMILLS	96/IND	"BOWL" GOLDEN GRAHAMS		
34038-0	GMILLS	96/IND	"BOWL" BERRY BERRY KIX		
34039-8	GMILLS	96/IND	"BOWL" FRENCH TOAST		
34040-6	GMILLS	96/IND	"BOWL" LUCKY CHARMS		
34041-4	GMILLS	96/IND	"BOWL" WHEATIES		
34042-2	GMILLS	96/IND	"BOWL" TOTAL		
34043-0	GMILLS	96/IND	"BOWL" CHEERIOS		
34045-5	GMILLS	96/IND	"BOWL" COCO PUFFS		
34046-3	KELLOG	96/IND	"BOWL" HONEY SMACKS		
34047-1	GMILLS	96/IND	"BOWL" HONEY NUT CHEERIOS		
34048-9	GMILLS	96/IND	"BOWL" APPL CINN CHEERIOS		
34049-7	KELLOG	96/IND	"BOWL" ASSORTED FAVORITES		
34050-5	KELLOG	96/IND	"BOWL" HONEY CRNCH FLACKES		
34051-3	KELLOG	96/IND	"BOWL" APPLE JACKS		
34052-1	KELLOG	96/IND	"BOWL" FROTED MIMI WHEAT		
34053-9	KELLOG	96/IND	"BOWL" FRUIT LOOPS		
34054-7	KELLOG	96/IND	"BOWL" COCOA KRISPIES		
34055-4	KELLOG	96/IND	"BOWL" POKEMON		
34056-2	KELLOG	96/IND	"BOWL" FROSTER FLACKES		
34057-0	KELLOG	96/IND	"BOWL" CORN POPS		
34058-8	GMILLS	96/IND	"BOWL" WHEATIES'N'RAISIN		
34059-6	KELLOG	96/IND	"BOWL" CRISPIX		
34066-1	KELLOG	48/1.3Z	NUTRI TWIST APPLE/BR SUAR		
34068-7	KELLOG	48/1.3Z	NUTRI TWIST STRAW/CREME		
34074-5	KELLOG	004-20	RICE KRISPIE TRT CHOC/PB		
34098-4	KELLOG	004-20	RICE KRISPIE TREATS		
34102-4	KELLOG	72/2CT	POPART BLUEBERRY		
34106-5	KELLOG	72/2CT	POPART STRAWBERRY		
34112-3	KELLOG	72/2CT	POPART BROWN SUGAR		

34113-1	KELLOG	72/2CT	POPART CHOCOLATE FUDGE		
34114-9	KELLOG	72/2CT	POPART CERRY		
34303-8	HSPAL	96/IND	COCA CRISP RICE "BOWL"		
34305-3	HSPAL	96/IND	CORN PUFFS "BOWL"		
34307-9	HSPAL	96/IND	RAISIN BRAN "BOWL"		
34309-5	HSPAL	96/IND	CORN FLAKES "BOWL"		
34311-1	HSPAL	96/IND	SUGAR FRSTD FLAKES "BOWL"		
34312-9	HSPAL	96/IND	40% BRAN FLAKES "BOWL"		
34314-5	HSPAL	96/IND	TSTD OATS CHEERIOS "BOWL"		
46850-4	PREMIR	12/100	9" SHALLOW WHITE PAPER PLT		
49295-9	FDHNDL	4/100	GLOVES POLY LAGER		
49458-3	FDHNDL	4/100	VINYL GLOVES PWDR FR LRG		
5233B	CHATSW	100	MILD SWT-N-SOUR SCE 1ZCUP	14.35	
85961-1	SATHER	12/59	GUMMI WORMS		
86353-2	NESTLE	36/50	100 GRAND BAR		
86428-0	HERSHY	36/50	FAST BREAK CANDY BAR		
86430-6	ANNA	24/50	ROCKY ROAD CANDY BAR		
86432-2	WAYNE	24/50	BUN VANILLA CENTER		
86435-5	LEAF	24/50	ZAGNUT CANDY BAR		
86450-4	NESTLE	36/50	BUTTERFINGER BAR		
86455-3	NESTLE	36/50	BABY RUTH BAR		
86460-3	HERSHY	36/50	MILK CHOCOLATE ALMOND BAR		
86465-2	HERSHY	36/50	KIT KAT BAR		
86470-2	HERSHY	36/50	KRACKEL BAR		
86475-1	HERSHY	36/50	MILK CHOCOLATE BAR		
86480-1	HERSHY	36/50	MR. GOODBAR		
86485-0	HERSHY	36/50	WHATCHAMACALLIT BAR		
86488-4	REESE	24/50	NUTRAGEOUS BAR		
86490-0	LEAF	24/50	HEATH CANDY BAR		
86491-8	HERSHY	36/50	5TH AVENUE CANDY BAR		
86495-9	MARS	24/50	ALMOND BAR		
86500-6	MARS	36/50	MILKY WAY BAR		
86501-4	MARS	24/50	"DARK" MILKY WAY		
86502-2	MARS	24/50	LITE MILKY WAY BAR		
86505-5	MARS	36/50	3 MUSKETEERS BAR		
86510-5	MARS	48/50	SINGKERS BAR		
86515-4	MARS	24/50	SNICKERS "CHUNCHER" BAR		
86520-4	MARS	36/50	TWIX CARAMEL BAR		
86522-0	MARS	20#	TWIX CARAMEL BAR FUN SIZE		
86530-3	NESTLE	36/50	CRUNCH BAR		
86532-9	NESTLE	1EA	CRUNCH "BIG" BAR 9.25 LB		
86533-7	NESTLE	1EA	MILK CHOC "BIG" BAR 5 LB		
86540-2	LEAF	24/50	PAYDAY PEANUT BAR		
86545-1	LEAF	24/50	ZERO BAR		
86550-1	PTPAUL	36/50	ALMOND JOY CANDY BAR		
86555-0	PTPAUL	36/50	MOUNDS CANDY BAR		
86600-4	HERSHY	36/50	ROLO BAR		
86603-8	REESE	120/10	PEANUT BUTTER CUP CHANGE		
86605-3	HERSHY	36/50	REESE'S PEANUT BUTTER CUP		
86609-5	HERSHY	36/50	REESE'S STICKS		
86610-3	HERSHY	36/50	REESE'S PIECES		
86615-2	HERSHY	36/50	TWIZLER CERRY PULL-N-PELL		

86620-2	HERSHY	36/.52	TWIZLER STRAW.(WRAPPED)		
86629-3	HERSHY	36/.53	TWIZLER "21"		
86635-0	HERSHY	36/.54	STRAWBERRY TWIZLERS		
86643-4	MARS	36/.50	STARBURST TROPICAL		
86645-9	MARS	36/.50	STARBURST FRUIT CHEWS		
86646-7	MARS	36/.50	SKITTIES		
86648-3	MARS	36/.50	SKITTIES TROPICAL		
86650-9	MARS	22#	SKITTIES FUN SIZE		
86655-8	MARS	24/14Z	M & M'S PLAIN		
86659-0	MARS	23#	M & M'S PLAIN FUN SIZE		
86663-2	LIFSVR	50/.10	SWIRL LOLLIPOPS ASSORTED		
86665-7	LEAF	24/.50	SIXLETS		
86668-1	LEAF	24/.50	MILK DUDS		
86670-7	MARS	48/.50	M & M'S PEANUT		
86674-4	MARS	24/.50	PEANUT BUTTER M&M'S		
86675-6	MARS	48/.50	M & M'S PLAIN		
86676-4	STARK	24/.10	CANDY STIX		
86677-2	LEAF	48/.15	SIXLETS		
86678-0	CD	160/.03	SMARTIES		
86680-6	SPNGLA	200 CT	SAFE-T-POPS		
86681-4	SPNGLA	120/.03	DUM DUM POPS		
86682-2	TOPPS	36/.35	RING POPS		
86683-0	TOPPS	36/.45	PUSH POPS		
86684-8	TS RLL	480/.01	TOOTIES ROLL		
86685-5	TS RLL	240/.03	TOOTIES ROLL		
86686-3	TS RLL	600/.01	TOOTIES ROLL MIX FLAVORS		
86690-5	TS RLL	48/.10	TOOTIES ROLL		
86691-3	TS RLL	36/.50	TOOTIES ROLL		
86695-4	TS RLL	100/.10	TOOTIES POPS ASSORTED		
86700-2	YORK	200/.10	MINT CHANGEMAKERS		
86705-1	YORK	36/.50	MINT PATTIES		
86715-0	PEARSN	240/.05	MINT PATTIES CHANGEMAKERS		
86716-8	ANDES	120/.05	CRÈME DE MENTHE		
86718-4	ANDES	6/240CT	CRÈME DE MENTHE		
86723-4	WONKA	24/.50	CHEWY RUNTS		
86724-2	SUNLIN	36/.50	CHEWY SPEE ROLL		
86725-9	SUNLIN	36/.50	SPREE ROLL		
86726-7	WONKA	36/.50	FUN DIP LIK-M-AID		
86727-5	SUNLIN	48/.15	FUN DIP LIK-M-AID		
86730-9	WONKA	36/.45	LAFFY TAFFY JERRY CHERRY		
86732-5	WONKA	36/.50	LAFFY TAFFY SAMMY STRAWBERRY		
86735-8	WONKA	36/.50	LAFFY TAFFY HERMAN GRAPE		
86736-6	WONKA	36/.50	LAFFY TAFFY WATERMELON		
86758-0	WONKA	24/.50	SHOCK TARTS		
86759-8	WONKA	48/.15	SHOCK TARTS		
86760-6	SUNLIN	36/.45	SWEETARTS ROLL		
86761-4	SUNLIN	36/.45	CHEWY SWEETARTS		
86762-2	SUNLIN	48/.10	CHEWY SWEETART		
86763-0		140/.05	LAFFY TAFFY BANANA		
86764-8		140/.05	LAFFY TAFFY CHERRY		
86770-5	WONKA	24/.50	GOBSTOPPERS		
86780-4	CHAMS	48/.10	BLOWPOPS CHERRY		

WEEKLY DELIVERIES

Week of: _____ Bookkeeper: _____

VENDOR

TOTAL AMOUNT \$

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

WEEK'S TOTAL: _____

MAINTENANCE AND SECURITY

- TAKE TRASH TO THE DUMPSTER
- LINERS IN ALL TRASH CANS
- MOP ANY SPILLS
- AT END OF THE DAY, SWEEP AND MOP THE FLOOR
- WATCH FOR SHOPLIFTERS

Name: _____

Date: _____

MAINTENANCE

Check trash cans for liners

Check trash cans on dock

1. Make sure the can that says trash gets emptied
2. No trash in cardboard can
3. No trash in glass can

Pick trash up around classroom and store

Wipe off freezers and class table & chairs

Watch for stealing during busy times in store

Empty trash cans and put in new liners and take trash to big can

Sweep and Mop floors

Pricing as needed

Ice Cream Freezer - Stocked/organized
- priced
- defrosted

Handwashing

I. Anticipatory set --

Can you guess what this is and what it is used for????
It is glow in the dark lotion. Each of you will receive a dab of lotion and rub it on your hands. Now with the lights off I'll walk around with this ultraviolet light. See the spots glowing on your hands? The trick is to make them disappear!

II. Goals --

The student will:

1. Learn that disease can be spread from germs on hands to self and others
2. Gain knowledge of proper handwashing procedure
3. Perform correct sequence and procedure while washing hands
4. Make glow in the dark spots "disappear"

III. Content --

1. Follow anticipatory set to get students engaged in lesson.
2. Turn lights back on.
3. Ask and discuss the need to wash hands to control the spread of disease, such as flu, and even hepatitis A. Always wash before working with food, wash before eating, wash after using the bathroom, and after sneezing or coughing into hands, or blowing nose.
3. Demonstrate how to wash hands
 - a. Use warm running water and soap.
 - b. Work soap into lather and scrub hands for at least 15 sec.
 - c. Remove rings, scrub front and back of hands, wrists, between fingers, on top and underneath nails.
 - d. Rinse off soap.
 - e. Dry completely with clean paper towel.
 - f. Turn lights back off.
 - g. Turn on ultra-violet light and check hands of students to see if they made the "germ" spots "disappear".
 - h. Comment and chart students' good jobs as well as problem areas, typically around wrists, and nail area.

IV. Evaluation - immediate feedback with ultra-violet light!

HANDWASHING

In order to prevent transmission of disease, Caregivers and Children need to wash their hands often, using good techniques. They need to wash their hands after going to the bathroom, after the diapering process, after helping a child with toileting, before preparing food, after handling raw meat, before a change of activities, before eating, after playing out doors, and after nose blowing.

GOOD TECHNIQUES ARE SIMPLE:

1. Wet the hands thoroughly.
2. Work up a good lather with soap.
3. Wash between the fingers, under the nails, and up the wrists.
4. For cleaning under the nails, a nail brush is recommended. Nails should be kept short especially if the caregiver works in areas where diapering and/or potty training occurs.
5. Rings, except smooth bands, should not be worn while the caregiver is working. If rings are worn, the rings need to be cleaned with a brush.
6. The hands should be washed thoroughly for at least ten to twenty seconds.
7. Hands must be rinsed thoroughly.
8. After drying their hands, children and caregivers need to turn off the faucets with a paper towel.
9. Caregivers should apply lotion to their hands in order to keep them smooth. This will help prevent cracks and crevices, where bacteria and viruses could grow.



DEPARTMENT OF



BUREAU OF CHILD CARE

HEALTH DEPT. INFO

SAFETY CHECKLIST



Handwashing is

one of the "most

important means

of preventing the

spread of infection,"

according to the

Centers for Disease

Control and

Prevention (CDC).

**DON'T GET CAUGHT
DIRTY HANDED!**

Sanitation and Your Job

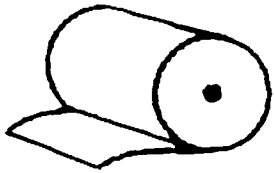
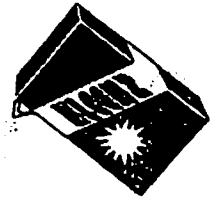
Missouri Department of

HEALTH P.O. Box 570
Jefferson City, MO 65102-0570

CLEAN-IN-PLACE

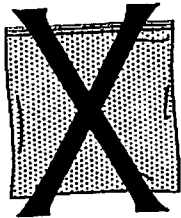
CLEAN-IN-PLACE ITEMS MUST BE
CLEANED AND SANITIZED

1. Clean with hot soapy water.



2. Rinse with clean, hot water.

3. Sanitize with bleach solution.



4. Air dry only. Do not cloth dry.



SPRAY BOTTLE METHOD OPTIONAL

Sanitizing Solution*

One (1) teaspoon bleach to each gallon of water measures approximately 100-200 ppm. (Do not forget to use chlorine test strips to guarantee that solution is correct.)

MORE IS NOT BETTER

DEPARTMENT OF



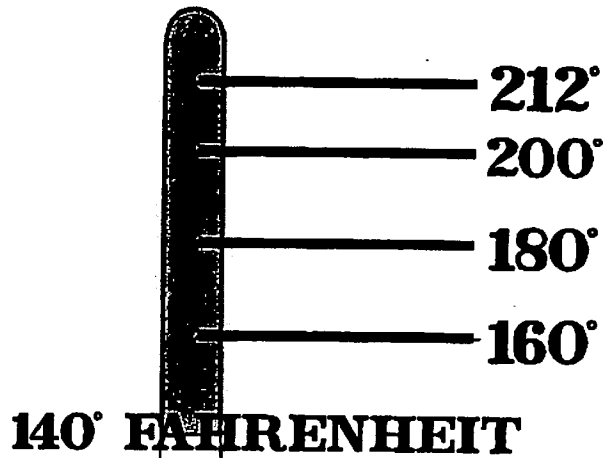
HEALTH

BUREAU OF CHILD CARE

SAFE FOOD TEMPERATURES

SAFE

HEATING
TEMPERATURES

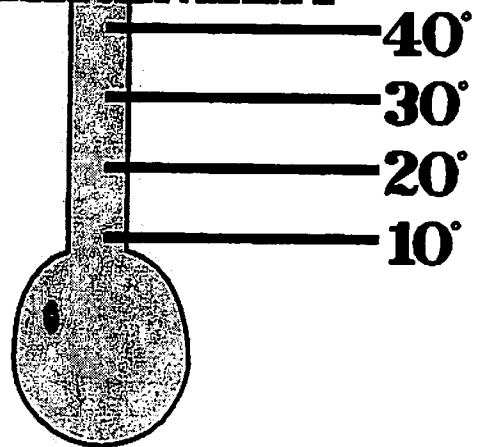


DANGER ZONE

41° FAHRENHEIT

SAFE

CHILLING
TEMPERATURES



DEPARTMENT OF



HEALTH

BUREAU OF CHILD CARE

**LEWIS & CLARK CAREER CENTER
SAFETY CHECKLIST - SUPERMARKET CAREERS**

-] satisfactory
] needs attention

COOKIE OVEN

-]] 1. Bottom oven clean of crumbs.
]] 2. Oven hot pads in good condition, and kept near oven.

PRETZEL WARMER

-]] 1. Door closes securely.
]] 2. Light bulbs checked.

FOOD WARMERS (Prep Room)

-]] 1. Dials operate properly
]] 2. Switch operates properly

COFFEE BREWER

-]] 1. Burners Kept clean of spills.
]] 2. Glass pots checked for cracks.

NACHO DISPLAY

-]] 1. Door closes securely.
]] 2. Light bulbs checked.

MICROWAVE OVENS

-]] 1. Doors close securely.
]] 2. Inside clean of spills.

CHEESE DISPENSER

1. Checked temperature gauge.

2. Reserve Drawer in place.

HOT DOG GRILL & BUN WARMER

1. Rollers are clean.

2. Warmer free of crumbs.

3. Dials operate properly.

POP CORN MACHINE

1. No oil spills.

2. Unpopped Kernels removed.

3. Door closes tightly.

CORDS AND EXTENSION CORDS

1. Check for frays, or breaks.

2. Check for overloading of outlets.

STORAGE AREA

1. No heavy items on shelves.

2. No empty boxes.

3. No flammable liquids.

STUDENTS AWARE OF SAFETY PROCEDURES

1. Fire drill

2. Tornado drill

3. Minor injury

ADDITIONAL SAFETY PRECAUTIONS

1. Removal of broken glass.

2. Razor blade, or box cutter (non- use of).

3. Climbing, or standing on chairs.

4. Proper way to lift heavy box.

MAKING CHANGE

The student will be exposed to money using several different strategies in order to make change for a customer or for own personal money exchanges.

Goals:

1. Using the classroom "money" the student will identify coins, a penny, nickel, dime, quarter, half-dollar, and dollar.
2. Student will complete a money packet with pre-test to assess ability level.
3. Students will complete work sample, using change to make combinations up to a dollar.
4. Using peer tutor, students will use practice register to "ring-up" customer and make change. 2nd year student serves as model, then switches and becomes the customer for new student.
5. Students will play board game – "Presto-Chango"
6. Students will play board game – "Where does my money go?"

All of these strategies are used to improve student's ability in working with money from whatever level pre-exists. Some students may not be able to go on and serve as cashier for the program's store but improve on personal level.

Pretest I

Directions: Write the name of each coin and its value on the lines.

1.



penny 1¢

2.



3.



4.



5.



6. Write by 5's to 100.

7. Write by 10's to 100.

8. Write by 25's to 100.

--	--	--	--

Pretest II

Directions: Count the money. Write the value on the line.

1.



2.



3.



Directions: Fill in the blanks.

4. One dime = 10 pennies5. One quarter = 5 nickels

6. One half-dollar = _____ quarters

7. One nickel = _____ pennies

8. One quarter = _____ dimes and one nickel

9. One dime = _____ nickels

10. One half-dollar = _____ dimes

11. One dollar = _____ quarters






12. One dollar = _____ nickels

13. One dollar = _____ dimes

14. One dollar = _____ pennies






Identifying Coins

Directions: Draw a line from the coin to its name.
 Draw a line from the name to the value.

1.		quarter	1¢
2.		dime	50¢
3.		nickel	5¢
4.		penny	10¢
5.		half-dollar	25¢

Note: A dashed line connects the reverse of the dime in item 1 to the name 'nickel' in item 3, and another dashed line connects 'nickel' to the value '5¢'.

Directions: Match heads and tails of each coin.

Counting Nickels and Pennies

Directions: Count the nickels by fives.
Then count the pennies by ones.
Write the value on the line.

1.



2.



3.



4.



5.



6.



7.



Count Your Change

Directions: Count each group of coins below. Write the value on the line.

1.



2.



3.



4.



5.



6.



7.



The Hardware Store

Directions: Put an X on the coins needed to pay for each item.

1.




Key
\$.79



2.



Hooks
\$.49



3.



Spray paint
\$.91



4.



Super glue
\$.82




5.



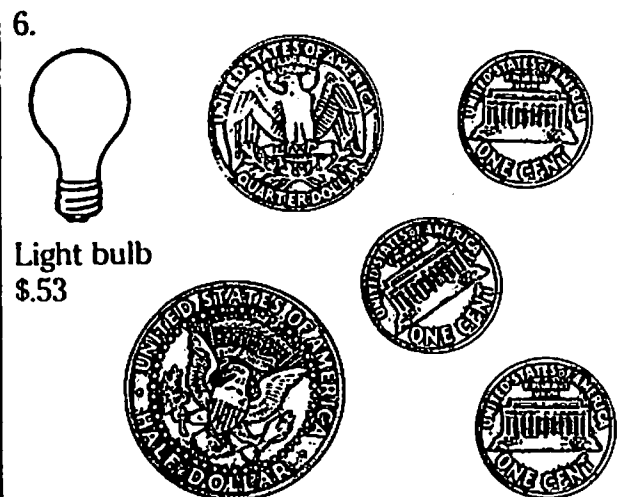
Tacks
\$.37



6.






Light bulb
\$.53





Which Is More?

Directions: In each pair, circle the set of coins which has the greater value.

1.  

2.  

3.  

4.  

5.  

6.  

7.  

8.  

Count the Coins

Directions: Count the coins. Write their value on the line.


1. 


2. 

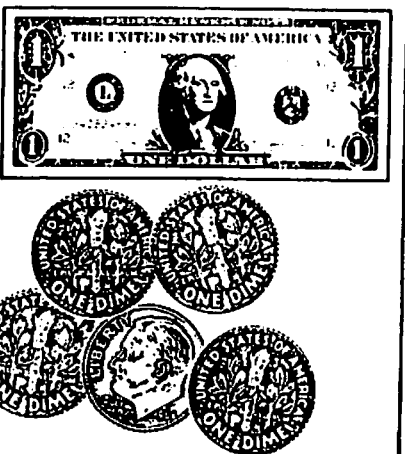
3. 

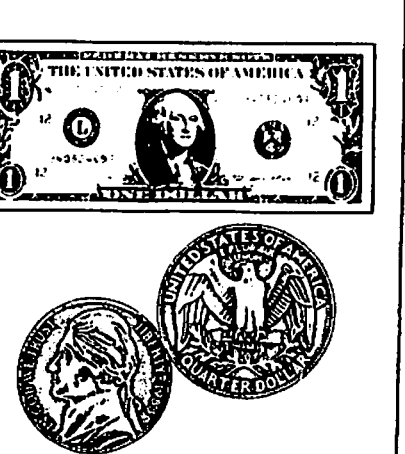
4. 

5. 

6. 

7. 

8. 















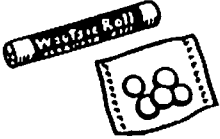



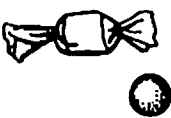

9. 

The Penny-Candy Display

Directions: You have one nickel. Put an X on the coins you get in change if you buy each item from the penny-candy display.

If you buy:

Your change is:











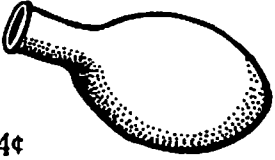



<p><i>Example:</i>  Lollipop \$.01</p>	
<p>1.  Wootsie roll \$.02</p>	
<p>2.  Bubble gum \$.03</p>	
<p>3.  Jawbreaker \$.04</p>	
<p>4.  Sour Tarts \$.02</p>	
<p>5.  Gumball \$.01</p>	
<p>6.  Wootsie roll \$.02 and Bubble gum \$.03</p>	
<p>7.  Wootsie roll \$.02 and Sour Tarts \$.03</p>	
<p>8.  Wootsie roll \$.02 and Gumball \$.01</p>	
<p>9.  Bubble gum \$.03 and Gumball \$.01</p>	

The Novelty Shop

Directions: You have one dime. Put an X on the coins you get in change if you buy each item from the novelty-shop display.

If you buy:

Your change is:

<p>1.</p>  <p>Novelty eraser 8¢</p>	
<p>2.</p>  <p>Sticker 6¢</p>	
<p>3.</p>  <p>Key ring 3¢</p>	
<p>4.</p>  <p>Magnet 7¢</p>	
<p>5.</p>  <p>Bookmark 5¢</p>	
<p>6.</p>  <p>Balloon 4¢</p>	
<p>7.</p>  <p>Super ball 9¢</p>	

Human Relations Introduction

Being successful on the job requires more than just being able to do the work. You must also be able to work well with other people, be dependable, have a positive attitude toward your work, be able to communicate with others, and have good personal habits.

Skills and personal habits are learned as you grow to maturity so it is important for you to develop good working relationships with people by developing positive working skills and personal habits.

This unit looks at personal characteristics which will help you to get and keep satisfying employment.

Unit Objectives

After completion of this unit, you will be able to demonstrate proper personal characteristics for a job.

Specific Objectives

After completion of this unit, you should be able to specifically:

1. Recognize and demonstrate characteristics of good working relationships.
2. Identify and demonstrate dependable work habits.
3. Discuss and demonstrate positive work attitudes.
4. Use effective communication skills.
5. Identify and demonstrate good personal hygiene and grooming practices.

Are You Ready?

Check the statement which is true for you.

I can do the tasks and I am ready to do the Performance Checklist.

SEE YOUR INSTRUCTOR

I want to study the information in this unit before doing the Performance Checklist

**TURN THE PAGE
AND BEGIN**

A. Terms for Understanding Human Relations
Terms

1. Ability - being able to do a task
2. Attitude - the way we feel or react toward someone or something
3. Commitment - a sense of responsibility and determination to do a job
4. Communication - talking, listening, and interpreting what is said
5. Criticism - good or bad remarks to help us learn and change habits
6. Dependability - your ability to always do what is expected of you
7. Enthusiastic - being eager and positive in your outlook and actions
8. Flexible - ability to change or adapt to different situations
9. Habit - something we do, either good or bad, without thinking about it
10. Initiative - ability and desire to do more than is expected of you
11. Mature - basing actions and decisions on careful consideration of what the results will be
12. Relationships - interaction with others (co-workers, friends, etc.)
13. Respect - showing a high or special regard for someone or something
14. Skill - knowledge and ability to do a task well

B. Guidelines for Maintaining Good Working Relationships

In order to have a good relationship, you must first learn what a good relationship is. How well do you get along with your family and friends is a good indication of how well you will get along with co-workers. If you get along with your co-workers, you may stand a better chance of keeping your job and being promoted.

1. Show respect for supervisors and co-workers. Don't talk about them behind their backs or criticize their decisions. Don't call people names or laugh at their mistakes. Make sure you don't have habits which might insult others.
2. Help your co-workers when they need help. Look around and see if someone needs help and give help willingly.



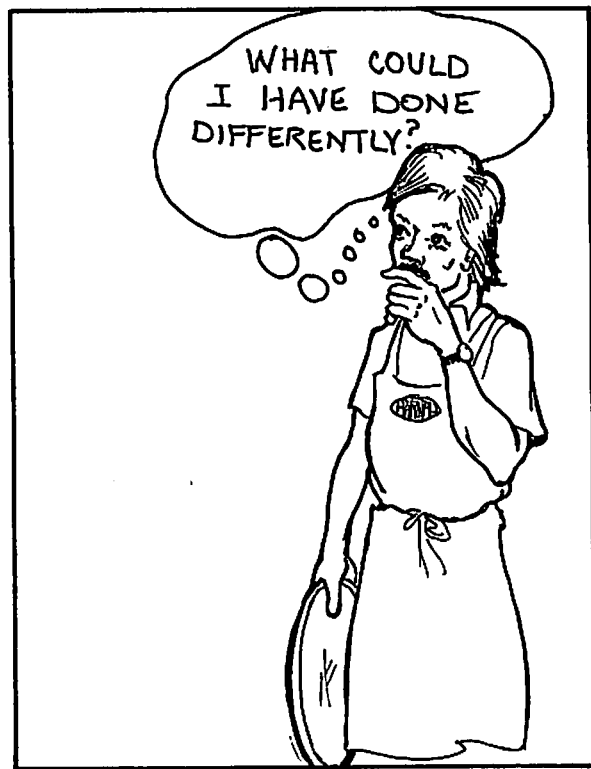
3. Help others feel comfortable. If someone is having a hard day, be sure not to add to the problem. Be a friend. Smile and be polite to co-workers and supervisors as well as customers.



4. Compliment your co-workers. Let them know when you think they did something well. Your co-workers will appreciate reinforcement like this. Showing positive support of co-workers will help your working relationships.



5. Learn how to handle discouragement. If something goes wrong on the job, or if your boss has to correct you about something you did, don't get discouraged and quit. Think it over constructively:
- Why was the boss or supervisor unhappy with what you did?
 - What could you have done differently?
 - What can you learn from the experience?



DO SKILL SHEET 1

Human Relations Skill Sheet 1

Directions: Put an X beside the activities that show you have good working relationships with others.

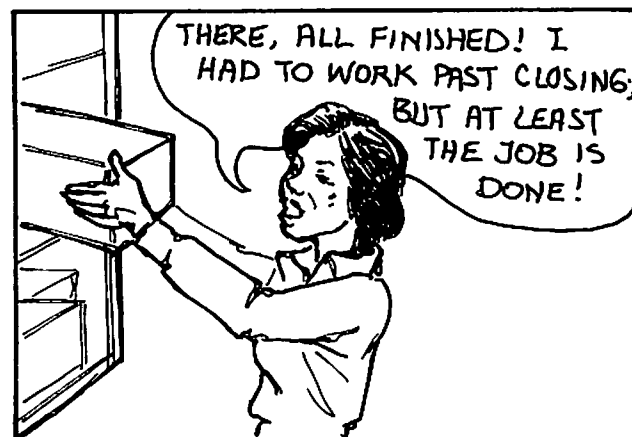
- _____ 1. I talk about my co-workers behind their backs.
- _____ 2. I show respect for my supervisors and co-workers.
- _____ 3. I help my co-workers when they need help.
- _____ 4. I expect my co-workers to help me if I get too tired.
- _____ 5. Just because someone is having a hard day does not mean that I have to be nice to them.
- _____ 6. I compliment my co-workers when they do a good job.
- _____ 7. Sometimes I "pat co-workers on the back" for the good work they do.
- _____ 8. I try to be friendly every day.
- _____ 9. I smile and talk only when I feel like it.
- _____ 10. I don't criticize my co-workers for their mistakes.
- _____ 11. I get discouraged and quit when things go wrong on the job.
- _____ 12. I don't try to get along with my co-workers.

C. Guidelines for Displaying Dependability at Work

Dependability means you can be relied on to do a certain thing. This may be getting your work done on time or being at work every day. You have a responsibility to the place you work to be dependable. Workers who cannot be relied on usually find themselves without a job.

Some ways to show you are dependable include:

1. Come to work on time. You must be on time for work and after each break. If you are not on time, someone has to do your work for you. The business suffers because you can't be counted on to be there.
2. Do what you say you are going to do. Do not offer to help and then NOT help. If you tell a co-worker you will work on your day off, then you must do so.
3. Use your time well at work. A dependable person makes good use of time at work. Look for things to do, and stay busy doing WORK.
4. Take care of personal matters on your own time. Make telephone calls during breaks or lunch time. Try not to schedule appointments during work hours.
5. Take sick days only when you are truly sick. If you use all of your sick days you may not have time off for illness. Be honest.



6. Do a reasonable amount of work. Don't assume you are doing as much as everyone else. Ask your boss how you are doing. Look around and try to find out how to be the best worker possible.

7. Be consistent in your efforts. Try to do your best for every job you are assigned, not just for those that are easier or more pleasant.



8. Have confidence in yourself. Keep trying, even though it may seem like the work is too hard. Believe you can do the job, and more than likely you will do it well. Don't give up; a difficult job is a challenge, so give your best effort!



9. Make sure you understand what is expected of you. If you do not know how to do a job, ask your boss or another worker for assistance. Listen carefully when you get instructions and ask about anything you do not understand. It is better to ask a question than to do a task the wrong way.

10. Follow directions. Repeat directions to yourself just to make sure you remember exactly what you are to do. Write down duties if you think you might forget.



11. Organize your work and plan how you will use your time. You save a lot of time by knowing what you have to do and when it should be done. Write down the things you have to do. Then schedule your work so that you can get it all done.
12. Keep your work area neat and organized. A sloppy, disorganized work area may keep you from getting your work done on time. Sloppy work areas are also dangerous.



DO SKILL SHEET 2

Human Relations - Dependability Skill Sheet 2

Directions: Place an X in the box to the right of the statement about each worker to show if the worker is dependable.

	Dependable	Not Dependable
1. This worker is at work on time every day.	_____	_____
2. This worker comes back from breaks late once in a while.	_____	_____
3. This worker sits down when he gets tired; he just does his work when he feels like it.	_____	_____
4. This worker makes a commitment to do a job and then does it.	_____	_____
5. This worker makes phone calls during the working day instead of doing her work.	_____	_____
6. This worker makes appointments for after working hours.	_____	_____
7. This worker promises to work for someone and then at the last minute decides not to work.	_____	_____
8. This worker looks around for more work to do when one task is done.	_____	_____
9. This worker calls in sick whenever he just wants to take a day off.	_____	_____
10. This worker tries - even when the job seems too hard.	_____	_____
11. This worker keeps her work area neat and organized.	_____	_____
12. This worker writes down what the boss says to do and asks questions when some instructions are not clear.	_____	_____

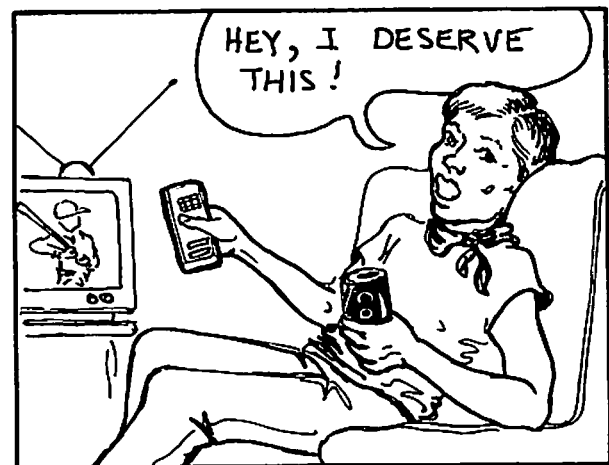
D. Guidelines for Demonstrating a Good Work Attitude

Showing that you have a good work attitude is very important if you want to keep your job and get along well with others. You must show that you like what you are doing EVERY DAY, not just when you feel like it. People notice you every day, so you must try to show a good work attitude at all times.

1. Take pride in your work. Recognize that your job is an important one - no matter what you do. Stay with a job. Give yourself a chance to learn to do the job well. Be committed to doing a good job.
2. Be enthusiastic. When you get to work, start doing your job. Don't wait to be told to start. Learn to be pleasant - even when you don't feel that way.
3. Show initiative. Look for things to do when your work is done. Offer to help others or ask what you can do next.



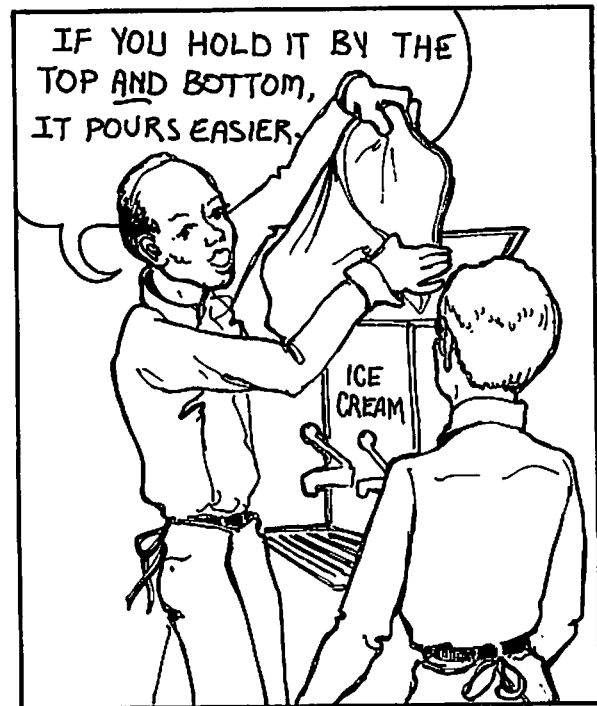
4. Like yourself. Pat yourself on the back for the good things you do. Reward yourself for your good work by going out to dinner or just relaxing when you get off work.



5. Like your co-workers. Smile and talk to them when you have time. Show them respect and congratulate them when they get a raise or do a good job.



6. Show that you have a sense of humor. A positive, cheerful outlook makes work more pleasant and good relations with co-workers easier. Take joking and teasing with good humor. Sometimes co-workers tease to start communication with you.



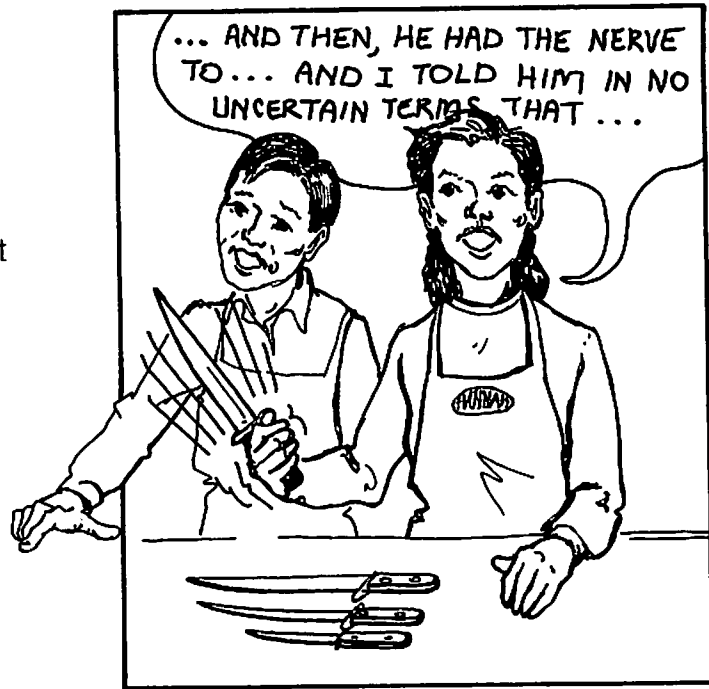
7. Expect to learn new tasks and ask how to do them if necessary. Be sure you are doing them right - ask a co-worker or your boss about the correct way to do the task and watch carefully.

8. Learn from your co-workers. If someone shows you a better way to do a task and your boss agrees, try the new way. There may be a time when you can show someone else a new way.



9. Accept constructive criticism. If you are told that you have done a job incorrectly, this does not mean that you are a bad person or that you are not liked. It does mean that there is a better or right way to do the job. If your boss tells you that you are doing a task wrong, listen carefully and try to improve your work.

10. Leave personal problems at home. If things are not going well for you, don't spend work time feeling sorry for yourself. This is not good for your attitude and others will not want to be around you.



DO ACTIVITY SHEET 1

Human Relations - Work Attitudes Activity Sheet 1

Directions: The following story shows a day on the job for "Bad Luck Baxter," who has many problems. Some of the problems are not Baxter's fault, some are a result of Baxter's bad attitudes. How many times do you see "Bad Luck Baxter" cause his own bad luck by his poor work attitudes?

Next you will find the story of "Big Break Baxter," who is having a day much like "Bad Luck Baxter's." But "Big Break" knows that a good worker tries to handle problems on the job with ability, flexibility, and good work attitudes.

If you were "Big Break Baxter," decide how you would make your own good luck and solve problems by displaying good work attitudes. Finish the story by filling in words that tell what you might say or do.

Misadventures in Employment!

BADLUCK BAXTER



DRAT! MISSED THE BUS AGAIN!
GUESS I'LL JUST WALK

MON. A.M.

BAXTER!
IN MY OFFICE!
YOU'VE LATE AGAIN!

...AND WHEN I GOT THERE THE BUS WAS GONE.
ANYWAYS, YOU DON'T PAY ME ENOUGH TO BUY A CAR!

CHEZ MARIE RESTAURANT

I'LL SHOW HER WHO NOT TO BOSS AROUND..
HEY! OUTTA MY WAY!

BAXTER!

I'VE TALKED TO YOU SEVERAL TIMES AND YOU DON'T SEEM TO LISTEN. YOU'VE GOT ONE MORE CHANCE! NOW GO GET THAT WORK DONE!

WHO DOES SHE THINK SHE IS... TELLING ME HOW TO LIVE MY LIFE!

MENU CHEZ MARIE

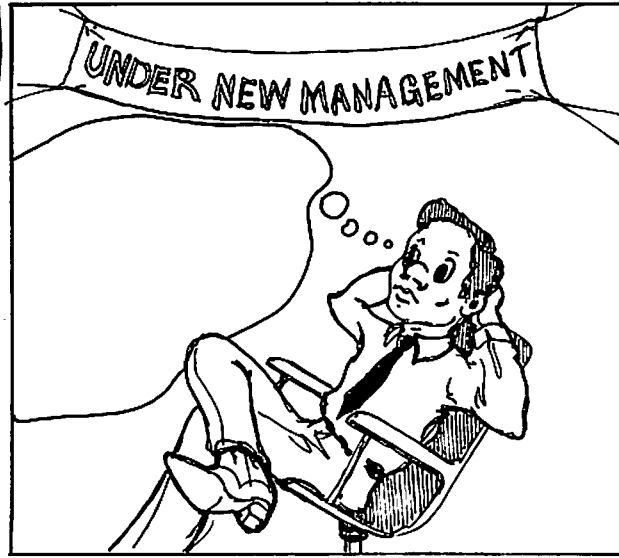
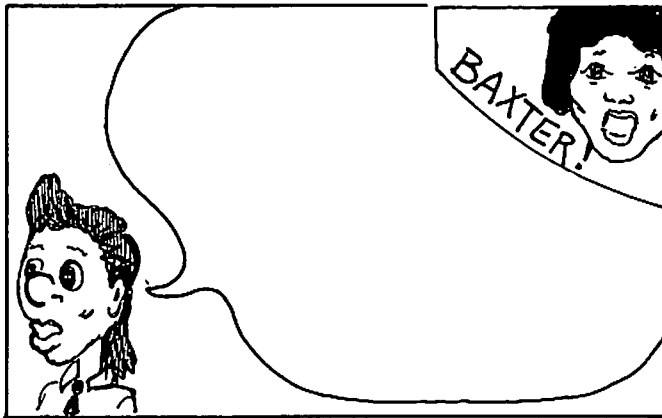
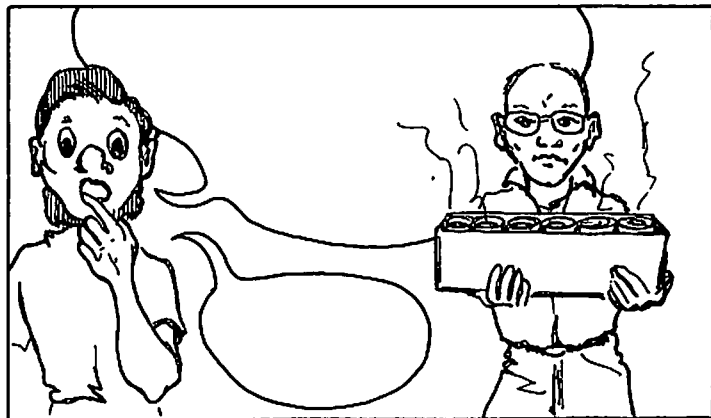
WELL, I'M NOT GONNA GET MY WORK DONE, AND I'M NOT GONNA MISS MY BREAK. AFTER ALL, SHE TOOK UP ALL MY TIME CRITICIZING ME!

UNEMPLOYMENT LINE

AT LEAST SHE WON'T YELL AT ME ANYMORE!

BIG BREAK

BAXTER



E. Guidelines for Good Communication

Communication on the job is one of the most important factors in keeping a job. Communication is the way a message or information is passed from one person to another. This includes speaking, listening, and understanding what is said. Your ability to maintain good relationships with others depends a great deal on your ability to communicate with them. Whether you are listening to instructions, asking a question, or sharing information with your boss, co-workers, or guests, you need good communication skills. Good communication skills are learned through practice.

1. Speak clearly. Do not speak too loudly or too softly. Make sure your voice is clear and steady.



2. Watch the person to whom you are speaking. You can tell from your listener's reactions whether your message is heard and understood. Eye contact is very important in communicating with others.



3. Listen to what is being said. Try to interpret what is being said. Don't assume you know what the other person is saying, but confirm it. Ask "Are you saying that..."

4. Say something positive. Try to talk about good points. If you are going to discuss a problem, try to point out something positive about the discussion before you have to say anything else.

5. Compromise. If you do not agree with another person, talk over your feelings and the feelings of the other person. Then try to meet the other person half-way.

6. Plan ahead. Know what you want to say before you start to talk. Practice what you will say.

7. Pick a good time to talk to the person about a problem. If you want to talk to your boss about a problem at work, make sure you select a slow time at work or even set up an appointment.



DO SKILL SHEET 3

Human Relations - Communication Skill Sheet 3

Directions: Put an X beside the activities that show you have good working relationships with others.

- _____ 1. I make sure my voice is clear and steady.
- _____ 2. I listen to what the other person is saying.
- _____ 3. I try to talk about good points.
- _____ 4. I speak very, very softly.
- _____ 5. I know what I want to say before I start to talk.
- _____ 6. I usually assume I know what the other person is saying.
- _____ 7. I practice what I will say.
- _____ 8. I talk to others any time I feel like it.
- _____ 9. I try to meet the other person half-way.
- _____ 10. I watch the person to whom I am speaking.
- _____ 11. I try to pick a good time to talk to another person about a problem.

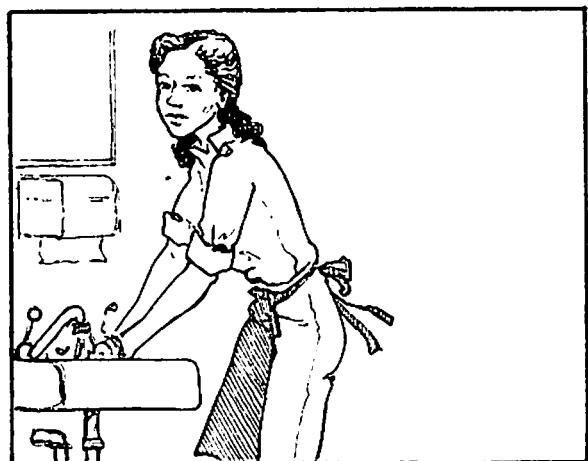
F. Guidelines for Good Personal Hygiene, Grooming, and Health

If you are clean, well-groomed, and healthy, you will stand a better chance of keeping your job than if you are not. Employers find it difficult to have confidence in workers who are not concerned about their personal appearance and health. Good personal hygiene reflects a positive attitude and a sense of well-being and self-pride.

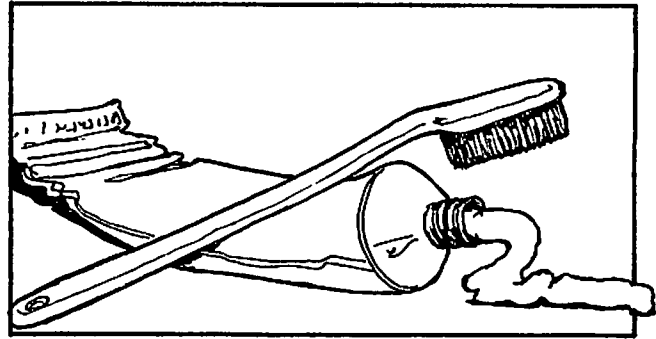
1. Practice good hygiene by keeping skin, hair, and teeth clean.
2. Bathe daily. Co-workers and customers will not want to be near you if you have body odor. You can be fairly sure you won't have body odor if you bathe or shower daily and use a deodorant.
3. Keep your hair clean. Be sure to carry a comb with you and comb your hair to keep it neat. Remember to comb your hair in the restroom.



4. Wash your hands often. Almost everything we touch has some dirt and germs on it. Wash your hands between tasks that you do at work. Include fingernails as well as your wrists. Wash your hands after visiting the restroom and always before handling food.



5. Brush your teeth at least once a day. This helps to keep teeth and gums healthy and to prevent bad breath. Mouthwash may also be used to guard against breath odor.



6. Wear neat, clean, appropriate clothing for the work you do. Some food service places have a uniform for work. Ask about this when applying.



7. Be sure clothes are suitable for the job. If you are unsure about what to wear, look at what others wear or ask your co-workers.

8. Find out if your workplace has a dress code. If there are rules for dress, be sure to follow them.

9. Wear clothes that fit well and look good on you. Stay away from fads and extreme clothing styles.



10. Take care of your clothes. Your clothes should be clean and in good repair. They should not be stained or wrinkled. If your clothes are neat, clean, and well-matched, you will be well dressed.



11. Follow good health practices:
- Eat a balanced diet
 - Get enough sleep
 - Exercise regularly
 - Sit, stand, and walk with good posture
 - Have regular physical and dental examinations
 - Participate in recreational activities
 - Avoid stress and worry
 - Develop positive thoughts and attitudes



**DO SKILL SHEET 4
DO ACTIVITY SHEET 2**

Human Relations Skill Sheet 4

Directions: These two workers want to improve their personal appearance and health. In the spaces provided, list some good hygiene, grooming, and health habits that these workers can practice to improve their appearance and health on the job.



Human Relations Activity Sheet 2

For each area mentioned in this unit, role playing will greatly enhance learning, since it gives students a chance to actually practice handling difficult situations in an appropriate manner.

1. First, ask students about situations in which they had difficulties (for example, when a grouchy customer came in to order and complained about everything).
2. Write the problems on a page and write the appropriate job title next to the problem.
3. Next, cut the list of problems into strips of paper with a problem on each strip. Fold the strips and place them in a container.
4. Ask students in small groups to pull out a problem and role play that situation.
5. Let several students role play the situation to see various ways to handle the problem.

NOTE: Make sure the person who actually experienced the problem on the job gets to role play it so an appropriate solution can be practiced.

Human Relations Unit Review



Directions: Draw a circle around the words that correctly complete each sentence.

1. Show respect for supervisors by (criticizing, supporting) their decisions.
2. Show positive support of co-workers by (complimenting, laughing at) them.
3. Help others feel comfortable by (smiling and being polite, sharing your problems).
4. If your boss has to correct you, think it over (frequently, constructively).

Directions: Circle the correct answer(s) for each question. A question may have more than one correct answer.

5. Which of the following is true of communication?
 - a. Communication is a two-way street between the listener and the speaker
 - b. Communication means speaking to someone
 - c. Communication means listening to someone who is talking
 - d. Communication means understanding what someone is saying
6. If you want to communicate with someone about a problem, you should:
 - a. Blame them for what went wrong
 - b. Try to compromise if you don't agree
 - c. Try to say something positive
 - d. Pick a good time to talk
7. If you want to say something to someone, but get nervous when you talk, you might:
 - a. Just walk in and try it anyway
 - b. Plan ahead for what you want to say and practice it
 - c. Cry about it so that person will be nice to you
 - d. Fight about it so the person will know you are serious

Directions: Here are some statements overheard on the job. Circle the statement in each that shows good work attitudes.

- 8. a. "What do you mean, I'm not doing the job right! You can't tell me how to do my job! Now, leave me alone!"
b. "Thanks for telling me about a quicker way to do this. Would you show me how to do that again?"
- 9. a. "I'm in a bad mood today. I don't see why I should have to smile and act nice to everybody."
b. "I started off the day in a bad mood. But while I'm at work I'm going to smile and try to be pleasant with my co-workers and customers."
- 10. a. "I've finished my work early. I see that Joe is still really busy. I'll ask him if I can help."
b. "I've finished my work early. I'm glad I wasn't as busy as Joe. He's still working, but now I can rest."
- 11. a. "I really don't care how this stuff turns out. If the customers don't like it, they don't have to buy it!"
b. "I take pride in my work. My work is important and I am going to do it right."

Directions: List three personal hygiene or grooming habits you should have in order to be clean and neat on the job.

- 12. _____
- 13. _____
- 14. _____

Directions: Put an X beside each statement that describes a good health practice.

- ___ 15. Go to the doctor only when you are really sick
- ___ 16. Eat regular, well-balanced meals.
- ___ 17. Develop positive thoughts and attitudes.
- ___ 18. Worry about your job.
- ___ 19. Exercise regularly and get enough sleep.
- ___ 20. Wash and comb your hair weekly.

Human Relations Performance Checklist

Student _____ has successfully performed the following steps of procedure.

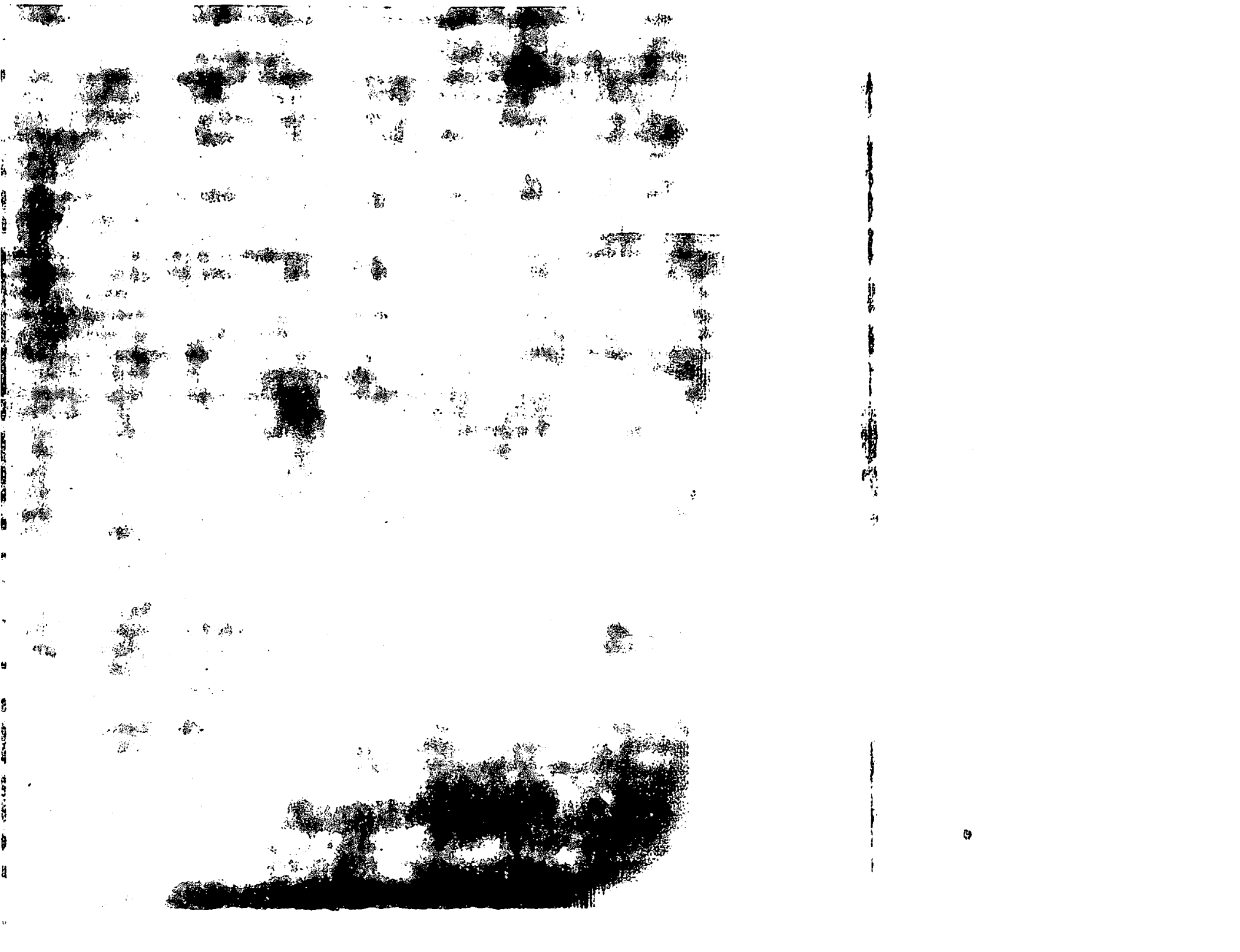
Maintaining Good Working Relationships	Yes	No	Comments
1. Showed courteous and respectful manner towards others			
2. Helped co-workers when necessary			
3. Provided encouragement to others			
4. Complimented co-workers when appropriate			
5. Responded constructively to problems and suggestions for improvement			
Displaying Dependability for Work			
1. Came to work on time			
2. Did work as agreed to/stated			
3. Used time well at work			
4. Took care of personal matters on own time			
5. Used sick leave appropriately			
6. Did a reasonable amount of work			
7. Worked consistently			
8. Accepted challenging or difficult tasks			
9. Demonstrated understanding of directions by repeating them and/or asking questions			
10. Followed directions			
11. Organized work and planned time			
12. Kept work area neat and organized			
Demonstrating a Good Work Attitude			
1. Showed pride in work			
2. Showed positive approach to work			
3. Showed initiative (when work was completed, appropriately looked for other work, kept busy)			
4. Rewarded self appropriately			
5. Demonstrated positive manner toward co-workers			
6. Showed sense of humor/ability to laugh			
7. Tried new tasks; asked questions and observed			
8. Asked for and accepted help from co-workers			
9. Accepted constructive criticism			
10. Did not let personal problems interfere with work			
Good Communication			
1. Spoke clearly			
2. Made eye contact			
3. Demonstrated good listening skills by responding appropriately			
4. Made positive statements			
5. Compromised when appropriate			
6. Planned ahead about what to say			
7. Picked appropriate time for discussing problems			
Displaying Good Personal Hygiene, Grooming and Health			
1. Kept body clean and neatly groomed			
2. Kept hair clean and neatly groomed			
3. Washed hands appropriately			
4. Brushed teeth daily			
5. Wore clean and appropriate clothing			
6. Followed good health practices			

Satisfactory - Should Move On

Repeat This Unit

Student's Signature/Date

Instructor's Signature/Date



Checking Accounts & Working with Banks

NOTES:

CHECKING ACCOUNTS - WORKING WITH BANKS

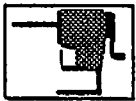
EXPLANATION



When you fill out the signature card, be sure to read everything before you sign. You will also need to have your Social Security Number with you. (If you don't have a SSN yet, contact the Federal Department of Health and Human Services, Social Security Administration office. You will probably find an 800 telephone number in the federal government section of the telephone book.)

Your signature on the card should be your normal signature. The bank uses this to check against signatures on checks written on your account. You may also want a parent or guardian to be able to write checks on your account. If so, they will need to sign the signature card too.

EXERCISE



Fill out the sample signature card. Assume you are opening a checking account. Your parent or guardian will co-sign with you. Write legibly. Use a pen.

Type of Account

- Checking
- Savings
- Certificate

Number of Signatures Required _____

I (WE) CERTIFY, UNDER PENALTY OF PERJURY, THAT THE TAX IDENTIFICATION NUMBER STATED BELOW IS CORRECT AND THAT I AM NOT PRESENTLY SUBJECT TO WITHHOLDING BY REASON OF ANY PREVIOUS UNDERREPORTING WITH RESPECT TO INTEREST AND DIVIDENDS.

AUTHORIZED SIGNATURES

SOCIAL SECURITY/TAX I.D. NO.

1. _____

2. _____

How do I write out these numbers?

KEY CONCEPT



When writing checks, you need to write the amount of the check in both numbers and words. For instance, if you are writing a check for \$25 it needs to be written as \$25.00 and spelled out as "twenty-five." Both are shown on the check to verify that neither amount has been changed.

EXPLANATION



The numbers 1-20 are simply spelled out. Numbers 21-99 are hyphenated. Other numbers above one hundred are not hyphenated. Look at the following examples. (Note that each starts with a capital letter because this is the way it would be done on a check.)

One	Nine	Seventeen	Fifty-five
Two	Ten	Eighteen	Sixty-six
Three	Eleven	Nineteen	Seventy-seven
Four	Twelve	Twenty	Eighty-eight
Five	Thirteen	Twenty-one	Ninety-nine
Six	Fourteen	Twenty-two	One Hundred Thirty-seven
Seven	Fifteen	Thirty-three	Nine Hundred Fifty
Eight	Sixteen	Forty-four	Two Thousand Fifteen

Often your check will also include an amount of cents in addition to the dollar amount (\$13.57). Any time you write out the amount on a check, the dollar amounts are written out as you just did. The cents are shown in numbers.

Note the example: \$13.57 would be written *Thirteen and 57/100*.

Writing Dollars and Cents

In order to correctly complete a check, you must be able to write the amount of the check in words For example:

Amount of check: \$125.36.

Dollar amount would be written as: *One hundred twenty-five*

Cents amount would be written as: *36/100*

The amount of the check would then be written as follows:

One hundred twenty-five and 36/100 Dollars

If there are no cents in the amount of the check, it is written as follows: 00/100 or no/100.

Read the different dollars and cents amounts below. On the line, write out these amounts as they should appear on the second line of a check. Use the glossary if you need help.

1) \$34.00 _____

2) \$96.00 _____

3) \$115.00 _____

4) \$48.36 _____

5) \$27.18 _____

6) \$83.00 _____

7) \$12.50 _____

8) \$8.00 _____

9) \$126.54 _____

10) \$210.00 _____

CHECKING ACCOUNTS - WORKING WITH BANKS

EXERCISE



Take the following numbers and write them out in words. Any cent amounts should be written in numbers. Remember to capitalize the first letter of each word.

Sample:

\$432.14

Four Hundred Thirty-two and 14/100

1. \$45.24

2. \$319.01

3. \$37.55

4. \$447.10

5. \$25.15

6. \$75.62

7. \$255.87

8. \$775.17

9. \$2.31

10. \$34.12

11. \$62.75

12. \$7.18

13. \$235.05

14. \$8.39

CHECKING ACCOUNTS - WORKING WITH BANKS

EXERCISE



Using the information you entered in your check register for the previous exercise, now you need to write out the checks.

Date	Chk	For	Amount
3/19	777	Thrifty Foods (groceries)	\$19.85
3/25	778	Credit Union (loan payment)	\$94.77
3/30	779	Karl's Gifts (birthday gift for Mark)	\$15.22
4/2	780	BBQ Ribs (dinner)	\$10.75
4/2	781	Mark's Service Station (gas)	\$14.50

John Q. Public 222 Any Street Vancouver, WA 98666 (206) 555-5555	S A M P L E	777	_____ 19 _____ 19-1234 4322
Pay to the order of _____		\$ 	_____ Dollars
SAMPLES STUDENT BANK Vancouver Branch Vancouver, WA 98660			
For _____ 3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 7 7 7			

John Q. Public 222 Any Street Vancouver, WA 98666 (206) 555-5555	S A M P L E	778	_____ 19 _____ 19-1234 4322
Pay to the order of _____		\$ 	_____ Dollars
SAMPLES STUDENT BANK Vancouver Branch Vancouver, WA 98660			
For _____ 3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 7 7 8			

CHECKING ACCOUNTS - WORKING WITH BANKS

John Q. Public
222 Any Street
Vancouver, WA 98666
(206) 555-5555

SAMPLE

779

19-1234
4322

Pay to the order of _____ \$

_____ Dollars

SAMPLES STUDENT BANK
Vancouver Branch
Vancouver, WA 98660

For _____
3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 7 7 9

John Q. Public
222 Any Street
Vancouver, WA 98666
(206) 555-5555

SAMPLE

780

19-1234
4322

Pay to the order of _____ \$

_____ Dollars

SAMPLES STUDENT BANK
Vancouver Branch
Vancouver, WA 98660

For _____
3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 7 8 0

John Q. Public
222 Any Street
Vancouver, WA 98666
(206) 555-5555

SAMPLE

781

19-1234
4322

Pay to the order of _____ \$

_____ Dollars

SAMPLES STUDENT BANK
Vancouver Branch
Vancouver, WA 98660

For _____
3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 7 8 1

Name _____

Writing Checks

Complete each check below with the information given. The name and address of the person writing the check has been printed on the check. Use this name to sign the check.

Check No. 102:


Date: July 16, 1988
Paid to: Desert Flowers
Amount: \$26.38
For: Aunt Lillian


Check No. 103:


Date: February 13, 1988
Paid to: Sally's Bakery
Amount: \$15.35
For: Valentine treats

Check No. 104:

Date: April 4, 1988
Paid to: Jim's Nursery
Amount: \$18.56
For: plants, seeds


CARRIE SHORT 4444 E. Tyler Ph. 555-1343 Phoenix, Arizona 85000	102
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
 Double Diamond Bank 4444 E. Clinton Street Anytown, Arizona 85000	
For _____	

JAMES WOODS 1212 N. Platt Ph. 555-1787 Chicago, Illinois 60000	103
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
 Double Diamond Bank 4444 E. Clinton Street Anytown, Arizona 85000	
For _____	


BRENDA BLOOM 3849 W. Rose Ph. 555-2666 Miami, Florida 34000	104
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
 Double Diamond Bank 4444 E. Clinton Street Anytown, Arizona 85000	
For _____	

Name _____


Writing Checks

JEFF GOLDMAN 1456 Silver St. Ph. 555-1898 Pittsburg, PA 15000	102
_____ 19 _____	
Pay to the order of _____	\$ _____
_____ Dollars	
 Double Diamond Bank	
For _____	_____

- 1) Jeff Goldman went to the Alpine Ski Shop to buy ski equipment. His total bill was \$78.94. Complete the check above to show Jeff's purchase. Use today's date.

SUSAN ALLEN 352 Wood Ln. Ph. 555-3302 Little Rock, Arkansas 51000	103
_____ 19 _____	
Pay to the order of _____	\$ _____
_____ Dollars	
 Double Diamond Bank	
For _____	_____

- 2) Susan Allen bought a new outfit at Bloom's Department Store. She wrote a check for \$43.52 on December 9, 1988 for her purchase. Complete the check above to show this purchase.


ALLISON GREEN 444 Lake Rd. Ph. 555-1818 Peoria, Illinois 60000	104
_____ 19 _____	
Pay to the order of _____	\$ _____
_____ Dollars	
 Double Diamond Bank	
For _____	_____

- 3) Allison Green bought treats for her Girl Scout Troop. She made her purchases at Granny's Hometown Bakery. She wrote a check for \$12.69 for the treats on February 8, 1988. Complete the check.


Name _____

Writing Checks

Sara Jane Benson is giving a birthday party for her friend, Kathy. At the Good Time Party Shop, she bought a tablecloth and napkins for \$4.50; streamers and party hats for \$2.85; and party favors for \$12.00. Sara Jane wrote a check for the total amount. Add Sara Jane's purchases together and complete the check below for the total amount. Use today's date.

SARA JANE BENSON 1141 E. Thomas Ph. 555-3838 Phoenix, AZ 85000		102
		_____ 19 _____
Pay to the order of _____		\$ _____
		_____ Dollars
	Double Diamond Bank	
For _____	_____	

Sara Jane then went to Green's Corner Market. She purchased three cans of fruit punch for \$3.29; two boxes of cake mix for \$2.64; and two packages of frosting mix for \$1.89. Complete the check below to show the total amount of Sara Jane's purchases. Use today's date.

SARA JANE BENSON 1141 E. Thomas Ph. 555-3838 Phoenix, AZ 85000		103
		_____ 19 _____
Pay to the order of _____		\$ _____
		_____ Dollars
	Double Diamond Bank	
For _____	_____	


BONUS: Sara Jane planned to spend \$30.00 on the party. Did she stay within her budget? If not, how much does she have left?

Name _____


Writing Checks

Kelly Jones and Jay French are having a Christmas party together.

- 1) Kelly went to ABC Hardware for lights and ornaments. She bought three packages of lights for \$7.00; four boxes of balls for \$12.36; and an extension cord for \$2.29. **Complete the check below to show Kelly's total purchase. The date is December 10, 1988.**

KELLY JONES 490 E. Orange Ph. 555-4888 Tempe, Arizona 85000	102
	_____ 19 _____
Pay to the order of _____	\$ _____
	_____ Dollars
 Double Diamond Bank	
For _____	_____

- 2) On the same day, Jay bought a Christmas tree at Carl's Nursery for \$21.50 and a tree stand for \$6.85. He also purchased a can of spray snow for \$2.35. **Complete the check below to show Jay's total purchase.**


JAY FRENCH 1180 N. Desert Ph. 555-4999 Tempe, Arizona 85000	103
	_____ 19 _____
Pay to the order of _____	\$ _____
	_____ Dollars
 Double Diamond Bank	
For _____	_____

BONUS: Kelly and Jay are sharing the cost of the party. Who has paid more so far? How much more?


Name _____

Writing Checks

- 1) Robert Gold is taking his family on a camping trip. At Four Peaks Sporting Goods, he bought a tent for \$59.95, a camp stove for \$24.95; and a large ice chest for \$32.50. Complete the check below for Mr. Gold's total purchase. Use today's date.

ROBERT & MARY GOLD 8091 S. 10th St. Ph. 555-1004 Phoenix, Arizona 85000	102
	_____ 19 _____
Pay to the order of _____	\$ _____
	_____ Dollars
 Double Diamond Bank	
For _____	_____

- 2) Mrs. Gold went to Smitty's Grocery to buy some snacks for the trip. She bought two six-packs of pop for \$3.29; a bag of potato chips for \$2.19; and a dozen donuts for \$3.69. Complete the check below that Mrs. Gold wrote for her purchases. Use today's date.

ROBERT & MARY GOLD 8091 S. 10th St. Ph. 555-1004 Phoenix, Arizona 85000	104
	_____ 19 _____
Pay to the order of _____	\$ _____
	_____ Dollars
 Double Diamond Bank	
For _____	_____

BONUS: The Golds have budgeted \$400 for their trip. How much money is left after their purchases?

they spend \$50.00 on gas for the car, then how much will be left?

Name _____

Keeping A Balance

Record these checks in the checkbook below and show the new balance.

Check No. 251:

Date: 4/12/88
 Paid to: Larry's Dry Cleaners
 Amount: \$13.50

Check No. 252:

Date: 4/16/88
 Paid to: Millie's Fine Fabrics
 Amount: \$23.49

Check No. 253:

Date: 4/16/88
 Paid to: S&S Grocers
 Amount: \$47.56

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$113.67

Record these checks in the checkbook below and show the new balance.

Check No. 185:

Date: 7/9/88
 Paid to: Tom's Tires
 Amount: \$98.78

Check No. 186:

Date: 7/18/88
 Paid to: Flora's Fashions
 Amount: \$18.54

Check No. 187:

Date: 7/18/88
 Paid to: The Beautique
 Amount: \$36.00

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$248.98

Name _____

Writing Checks/Keeping A Balance

Phillip Gray bought a stereo at Terry's Electronics for \$149.95. Phillip then went to Mel's Discount Records and purchased four new cassettes for \$27.96.

Complete both checks below to show Phillip's purchases. Record the checks in his checkbook and show his new balance.

PHILLIP GRAY 15 Summit Pl. Ph. 555-4897 Tempe, Arizona 85000	102 _____ 19 _____
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

PHILLIP GRAY 15 Summit Pl. Ph. 555-4897 Tempe, Arizona 85000	103 _____ 19 _____
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$225.00

Name _____

Writing Checks/Keeping A Balance

Terry Gordon was having some friends over to his house. He rented six movies at Vic's Video store for \$12.39. Then, he stopped at Gino's Pizzeria and bought three pizzas for \$18.99.

Complete the checks he wrote below and record them in his checkbook.

TERRY GORDON 15 Sunset Dr. Ph. 555-8601 Scottsdale, Arizona 85000	103
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

TERRY GORDON 15 Sunset Dr. Ph. 555-8601 Scottsdale, Arizona 85000	104
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE
				\$242.00

Bonus: If Terry buys a case of pop for \$12.50 and a large bag of popcorn for \$2.69, how much will he have left in his checking account?

Name _____

Writing Checks/Keeping A Balance

Cheryl Cross has been saving to redecorate her bedroom. At Arvin's Department Store, she bought a new bedspread for \$69.95; two new pillows for \$15.00; and a set of sheets for \$27.95. She then went to Jimbo's Paint & Tile and bought two gallons of paint for \$25.98 and a roller and brush set for \$9.95.

Complete the checks below to show Cheryl's purchases and record them in her checkbook.

CHERYL CROSS 61 Green Rd. Ph. 555-0872 Phoenix, Arizona 85000	102 _____ 19 _____
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

CHERYL CROSS 61 Green Rd. Ph. 555-0872 Phoenix, Arizona 85000	103 _____ 19 _____
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE # 213.47

BONUS: How much does Cheryl have left to buy new curtains? _____

Name _____

Writing Checks/Keeping A Balance

Candy Crump started her Christmas shopping on November 23. At the Super-Shop store, she bought a sweater for \$28.00; a blouse for \$13.99; two t-shirts for \$12.00; and four pairs of socks for \$10.00. At Terry's Toys, she bought three gifts — a teddy bear for \$22.95; a Barbie doll for \$13.00; and a jigsaw puzzle for \$4.99.

Complete the checks Candy wrote and record them in her checkbook.

CANDY CRUMP 15 South St. Ph. 555-8609 Mesa, Arizona 85000	103
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

CANDY CRUMP 15 South St. Ph. 555-8609 Mesa, Arizona 85000	104
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$ 136.72

BONUS: Candy would like to buy a box of chocolates for her mailman. They cost \$10.99. How much money will she have left?

Name _____

Writing Checks/Keeping A Balance

On August 22, 1988, Frankie Fishbomb went shopping for school supplies. At Bert's Books, he bought a dictionary for \$12.95; a thesaurus for \$6.95; and a book bag for \$13.99. He then went to Slim's School Supplies. Here he bought one package of pencils for \$1.19; and two spiral notebooks for \$3.89.

Complete Frankie's checks and record them in his checkbook.

FRANKIE FISHBOMB 3 Trout Rd. Ph. 555-0018 Chandler, Arizona 85000	102 _____ 19 _____
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

FRANKIE FISHBOMB 3 Trout Rd. Ph. 555-0018 Chandler, Arizona 85000	103 _____ 19 _____
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$64.37

BONUS: If Frankie buys a new lock and chain for his bike for \$10.49, what will his new balance be?

Name _____

Writing Checks/Keeping A Balance

Billy Bucks has a lot of money. At Worldwide Travel, he bought an airline ticket to Hawaii for his friend, Darrell. The ticket cost \$478.00. At Vic's Video, he bought a VCR for his pal, Larry. The VCR cost \$229.36.

Complete Billy's checks and record them in his checkbook.

BILLY BUCKS 1 Golden Ln. Ph 555-3333 Moneyville, Arizona 85000	102
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

BILLY BUCKS 1 Golden Ln. Ph 555-3333 Moneyville, Arizona 85000	103
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$ 2174.63

BONUS: If Billy decides to buy two more tickets to Hawaii for himself and Larry, how much money will he have left in his checkbook?

Name _____

Writing Checks/Keeping A Balance

Jodie Jensen went to the big sale at Teen Town. Here are the items she wanted to buy and the cost of each:

- 1 pair of jeans \$21.95
- 1 sweatshirt \$ 7.99
- 1 mini-skirt \$18.99
- 1 pair boots \$18.00

Look at the balance in Jodie's checkbook. If she decides she *really* wants the jeans, what two items can she afford to buy with the jeans?

Complete Jodie's check for her purchase and record it in her checkbook.

<p>JODIE JENSEN 14 Curly Ln. Ph. 555-6882 Anytown, Arizona 85000</p>	<p>104</p> <p>_____ 19 _____</p>
<p>Pay to the order of _____ \$ _____</p> <p>_____ Dollars</p>	
<p> Double Diamond Bank</p>	
<p>For _____</p>	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$ 48.00

BONUS: How much more money does Jodie need to buy all four items?

Name _____

Writing Checks/Keeping A Balance

Phyllis and Frank Flake need help with their budget.

They owe \$67.86 to the Zapit Power Company; \$34.83 to the Busy Bee Phone Company; and \$44.56 to Sparkle Water.

They can only afford to pay two of these bills this week, but which two? Help them out by completing the checks below and recording them in the Flakes' checkbook. Note: When two names are on a check, either person may sign the check.

PHYLLIS & FRANK FLAKE 36 Loopy Ln Ph. 555-6867 Confusion, Arizona 85000	103
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

PHYLLIS & FRANK FLAKE 36 Loopy Ln. Ph. 555-6867 Confusion, Arizona 85000	104
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$89.78

Practice Writing Checks

Practice writing your own checks. Use today's date.

Write a check to Mountain States Telephone for \$14.93 for last month's telephone bill. Write another check to Downtown Department Store for \$25.00 to pay for a shirt you bought on your charge account. Then, on page 2, write a check to your best friend to pay back \$10.00 he or she loaned to you.

	<u>19</u>	102
		11-8068
		04433
Pay to the Order of _____	\$ _____	
		Dollars
FIRST NATIONAL BANK		
1 Columbus Center Columbus, OH 43215		
Memo _____	Signature _____	

	<u>19</u>	103
		11-8068
		04433
Pay to the Order of _____	\$ _____	
		Dollars
FIRST NATIONAL BANK		
1 Columbus Center Columbus, OH 43215		
Memo _____	Signature _____	

(Continued)

Stash your cash

KEY CONCEPT



The safest place for your money is in a bank rather than in a jar on your dresser. It's smarter too because your checking or savings account may pay interest on your money. To put money in your bank account, you need to complete a deposit slip.

EXPLANATION



The deposit slip will include the account number, your name, date and the amount of money you are depositing. The deposit slip will ask you to list cash and/or checks. Look at the sample deposit slip.

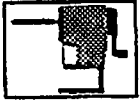
DEPOSIT		SAMPLE	
John Q. Public 222 Any Street Vancouver, WA 98666 (206) 555-5555			
DATE		6-26-92	
SIGN HERE FOR CASH BACK		John Q Public	
SAMPLES STUDENT BANK Vancouver Branch Vancouver, WA 98660			
3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 1 2 0			
Cash	100	—	
List Checks 19-320	52	—	
17-32	13	27	
Subtotal	165	27	
Less Cash Received	20	—	
Total Deposit	145	27	

In this example, \$100.00 was deposited in cash. Two checks were included, one for \$52.00 and one for \$13.27. John wanted \$20.00 back in cash so his total bank deposit was for \$145.27. Notice that since he wanted cash back he signed the deposit slip.

Notice that the checks are listed with the American Banking Association (ABA) number that appears in the upper right corner of a check. (See 7/ on the check sample on Page 9.) Write the top number on your deposit slip.

CHECKING ACCOUNTS - WORKING WITH BANKS

EXERCISE



Complete the blank deposit slip with the following information.

Cash	Checks	Cash Received
	ABA No.	
\$150.00	98-399	\$55.00
	13-257	
	Amount	
	\$52.13	
	\$99.95	

DEPOSIT	S A M P L E	Cash		
John Q. Public 222 Any Street Vancouver, WA 98666 (206) 555-5555		List Checks		
DATE				
SIGN HERE FOR CASH BACK		Subtotal		
SAMPLES STUDENT BANK Vancouver Branch Vancouver, WA 98660		Less Cash Received		
3 2 6 7 5 7 8 9 5 : 2 2 3 1 3 5 6 4 6 4 1 2 0		Total Deposit		

What does it mean to reconcile the bank statement?

KEY CONCEPT



The bank will usually deduct a small service fee from your account every month. They will also send you a bank statement showing which checks and deposits have actually been recorded by the bank.

Checking Account Deposit

Name _____

Date _____ 14

Part I

On January 2 of this year, Rose deposited \$67.50 in cash and a check for \$123.84 to her checking account. The bank number on the check she deposited was 80-3113. Fill out the checking account deposit slip for Rose.

Hint: Write the amount of cash to the right of the word "CASH." The dashed line should be used to separate dollars and cents.

UNITED BANK	Westlake Office 373 Oaks Boulevard Oaks, California 91360	<small>80-3113 1221</small> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">CASH</th> </tr> <tr> <td style="width: 80%;">Checks by Bank No.</td> <td style="width: 20%;"></td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td>Subtotal if Cash Returned from Deposit</td> <td> </td> </tr> <tr> <td>Less Cash Returned from Deposit</td> <td> </td> </tr> <tr> <td>TOTAL DEPOSIT</td> <td> </td> </tr> </table>	CASH		Checks by Bank No.										Subtotal if Cash Returned from Deposit		Less Cash Returned from Deposit		TOTAL DEPOSIT	
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Subtotal if Cash Returned from Deposit																				
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TOTAL DEPOSIT																				
Date _____ Received cash returned from deposit _____																				
Deposited for credit of <div style="text-align: right;"> Rose Black 22 First Street Oaks, Ca 91360 </div>																				
2220030 ↓ 265204 ↓ 02																				

Part II

On January 5 of this year, Rose went to the bank with a check for \$35.89 (bank number 70-6788), a check for \$216.99 (bank number 80-3333), and a check for \$69.24 (bank number 25-7556). She wanted to deposit all but \$25.00, which she wanted to receive in cash. Fill out the checking account deposit slip for Rose.

Hint: Add up the amount of the checks and write the sum to the right of the word "SUBTOTAL." Write the amount she wants to receive in cash to the right of the words "LESS CASH RETURNED FROM DEPOSIT." The TOTAL DEPOSIT is the subtotal minus the amount of cash she wants to receive.

UNITED BANK	Westlake Office 373 Oaks Boulevard Oaks, California 91360	<small>80-3113 1221</small> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">CASH</th> </tr> <tr> <td style="width: 80%;">Checks by Bank No.</td> <td style="width: 20%;"></td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td>Subtotal if Cash Returned from Deposit</td> <td> </td> </tr> <tr> <td>Less Cash Returned from Deposit</td> <td> </td> </tr> <tr> <td>TOTAL DEPOSIT</td> <td> </td> </tr> </table>	CASH		Checks by Bank No.										Subtotal if Cash Returned from Deposit		Less Cash Returned from Deposit		TOTAL DEPOSIT	
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Deposited for credit of <div style="text-align: right;"> Rose Black 22 First Street Oaks, Ca 91360 </div>																				
2220030 ↓ 265204 ↓ 02																				

Depositing Money in Your Checking Account

Before writing a check, you must first be sure you have money in your checking account.

You take money **out** of your checking account by **writing a check**.

You put money **into** your checking account by **making a deposit** at your bank.

Deposits need to be recorded in your checkbook, just like your checks. But, instead of subtracting deposits from your balance, you **add** them to your balance.

The checkbook below shows the following checks and deposits. These are called *transactions*.

- 1) Deposit made on 2/16/88 for \$74.00.
- 2) Check written on 2/22/88 for \$34.00.
- 3) Check written on 2/27/88 for \$6.84.
- 4) Deposit made on 2/28/88 for \$55.00.

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$ 124.69
	2/16/88	Deposit	\$ 74.00	
115	2/22/88	Mac's Market	34.00	
116	2/27/88	Daily News	6.84	
	2/28/88	Deposit	55.00	

Complete the checkbook to show the new balance after each transaction. Remember: **SUBTRACT** the checks from your balance; **ADD** the deposits to your balance.

CHECKING ACCOUNTS - WORKING WITH BANKS

When you enter a check or deposit, the amount should be subtracted or added to the balance. For instance if the current balance is \$100 and you write a check for \$25, the new balance in the right hand column should be \$75. If your balance is \$75 and you make a \$100 deposit, the new balance is \$175.

Check No.	Date	Description of Transaction (To/For)	(-) Amount of Withdrawal		/	(+) Amount of Deposit		Balance		
								143	26	
431	5/15	Skill Center	5	72				- 5	72	
		Lunch						137	54	
432	5/18	Larry Smith	50	-				- 50	-	
		bike						87	54	
	5/19						100	00	+100	-
									187	54
433	5/20	Shriftway	37	95					- 37	95
		Groceries							149	59
434	5/20	Drug Store	55	-					- 55	-
		medicine							94	59
435	5/21	Books etc.	19	77					- 19	77
		magazines							74	82
436	5/29	Barbara Martin	20	-					- 20	-
		birthday gift							54	82

EXERCISE



Using the blank checkbook register, enter amounts for the checks and deposits. Show a balance after each check.

Check Register

Name _____

Date _____ 15

A check register is used to record all deposits into and withdrawals from a checking account. Part of Bob Jones' check register is shown in the box. Fill in the rest of it for him using this information:

1. On January 29, Bob wrote a check for \$32.67 to Holiday Hardware for an electric drill.
2. On January 30, Bob wrote a check for \$67.89 to Safetimes Supermarket for food.
3. On the last day of each month, the bank automatically transfers \$50 from Bob's checking account to his savings account.
4. A service charge of \$3.00 per month is automatically deducted from Bob's checking account. Bob deducts this amount in his register on the first day of each month.
5. On February 3, Bob deposited \$75.00 in cash into his account.
6. On February 6, Bob wrote a check for \$18.95 to Frank's Place for a pair of pants.
7. On February 14, Bob wrote a check for \$56.76 to Joe's Garage for brake repairs on his car.
8. On February 15, Bob deposited a payroll check for \$220.52 into his account.

PLEASE DEDUCT ANY PER CHECK CHARGES OR AUTOMATIC TRANSFERS						BALANCE FORWARD	
CHECK NO.	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	AMOUNT OF CHECK	✓	AMOUNT OF DEPOSIT		
						254	25
185	1/27	To Bob Smith, M.D.	20.00			Check or Dep.	20 00
		For Office Visit				Bal.	234 25
	1/28	To Deposit			220.52	Check or Dep.	220 52
		For Payroll Check				Bal.	454 77
		To				Check or Dep.	
		For				Bal.	
		To				Check or Dep.	
		For				Bal.	
		To				Check or Dep.	
		For				Bal.	
		To				Check or Dep.	
		For				Bal.	
		To				Check or Dep.	
		For				Bal.	

Name _____

Recording Transactions

Gertie Gottaspand likes to shop. In one week, Gertie made all these transactions in her checkbook:

- 1) August 2: check to Frilly Frocks for \$34.56.
- 2) August 3: check to Carla's Cookies for \$12.50.
- 3) August 3: deposited \$25.00 in her account.
- 4) August 4: received a check for \$20.00 from Aunt Grace; deposited it in bank.
- 5) August 5: check to Top Ten Tunes for \$14.79.
- 6) August 6: check to Nick's Newsstand for \$6.97.
- 7) August 6: check to Doman's Department Store for \$24.00.
- 8) August 7: Gertie received her paycheck; deposited \$147.89 in her account.
- 9) August 8: check to Fun Fashions for \$67.00.

Record all of Gertie's transactions in her checkbook. Give each check a check number. You will need to use two pages. Show Gertie's new balance after each transaction.

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$168.50

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE

Name _____

Making Transactions

Susie Swatch received \$75.00 for her birthday on March 20. She deposited this money in her checking account.

On March 22, Susie went shopping. She bought a new blouse at the Petite Palace for \$14.99. She bought a new pair of shoes for \$24.00 at the Boot Barn.

Complete Susie's checks and record both her deposit and checks in her checkbook. Show her new balance after each transaction.

<p>SUSIE SWATCH 54 Cactus Ln. Ph. 555-3507 Globe, Arizona 85000</p>	<p>102</p>
<p>_____ 19 _____</p>	
<p>Pay to the order of _____ \$ _____</p>	
<p>_____ Dollars</p>	
<p> Double Diamond Bank</p>	
<p>For _____</p>	

<p>SUSIE SWATCH 54 Cactus Ln. Ph. 555-3507 Globe, Arizona 85000</p>	<p>103</p>
<p>_____ 19 _____</p>	
<p>Pay to the order of _____ \$ _____</p>	
<p>_____ Dollars</p>	
<p> Double Diamond Bank</p>	
<p>For _____</p>	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$ 23.14

Name _____

Making/Recording Transactions

Tubs Peterson has been working all summer doing errands for his neighbors. On his last job, the Wilsons paid him the following:

- \$10.00 for babysitting their dog
- \$ 5.00 for watering the lawn
- \$15.00 for mowing the grass
- \$ 4.00 for bringing in the newspapers
- \$12.00 for weeding the flower bed

Tubs put all but \$10 of his earnings into his checking account.

Tubs now has enough money to buy the new bike he's been saving for. The bike is at Willie's Wild Wheels. The cost is \$69.95. Tubs also wants to buy some reflectors for the bike. They cost \$17.89.

Record Tubs' deposit, made on August 10, in his checkbook, and complete the check he wrote, on August 11, to Willie's Wild Wheels.

TUBS PETERSON 14 Elm Street Ph. 555-0697 Falling Oak, Arizona 85000	104
_____ 19 _____	
Pay to the order of _____ \$ _____	
_____ Dollars	
Double Diamond Bank	
For _____	

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$60.00


BONUS: Tubs receives \$8 a week as allowance from his parents. How many weeks will he have to add his allowance to his new balance before he can afford to buy a skateboard for \$49.95?


Name _____

Writing Checks/Keeping A Balance

Pretend the checkbook below belongs to you. Write one check to your neighborhood grocery store for \$47.50. Write another check to your local department store for \$67.80. Fill in the names of stores you have in your town.

Then, make a deposit to your checking account in the amount of \$136.50. **Complete the checks below and the checkbook to show all these transactions. Be sure to include your name, address, phone number and the dates you made the transactions. Show your new balance.**

102
_____ 19 _____
Pay to the order of _____ \$ _____
_____ Dollars
 Double Diamond Bank
For _____

103
_____ 19 _____
Pay to the order of _____ \$ _____
_____ Dollars
 Double Diamond Bank
For _____

Check Number	Date	Check Paid To	Check/Deposit Amount	BALANCE \$179.54

Checking Account Statement

Name _____

Date _____ 16

Below is Wayne Smith's checking account statement. It shows all the changes in Wayne's account. Read the statement and answer the questions.

INDEPENDENCE BANK								
Wayne C. Smith 3456 Park Street Center, Iowa 52360								
PERIOD ENDING Jul. 18			PAGE 1					
PREVIOUS STATEMENT		TOTALS FOR THIS STATEMENT PERIOD					NEW BALANCE	
DATE	BALANCE	CHECKS		DEPOSITS				
		NO.	AMOUNT	NO.	AMOUNT			
06:17	261:89	14	421:41	3	160:47		.95	
Reference or Check No.	DATE	AMOUNT	Reference or Check No.	DATE	AMOUNT	Reference or Check No.	DATE	AMOUNT
DEPOSIT			250	06:20	221:83	261	07:05	21:23
			255*	06:30	16:75	263*	07:15	50:00
43	06:23	20:00	256	06:20	10:00	264	07:18	8:54
44	06:29	25:00	257	06:24	5:30	266*	07:06	20:00
45	07:05	115:47	258	06:29	19:16	267	07:18	16:24
WITHDRAWAL			259	06:27	6:36	268	07:15	10:00
R/C	07:11	5:00	260	06:27	10:00	S/C	07:18	1:00
CHECKING ACCOUNT DAILY BALANCES \$ 06-20 THRU 07-18								
	06:20	30:06		07:05	111:73			
	06:23	50:06		07:06	91:73			
	06:24	44:76		07:11	86:73			
	06:27	28:40		07:15	26:73			
	06:29	34:24		07:18	95			
	06:30	17:49						
R/C Returned Check Charge				S/C Service Charge				

- How much did Wayne have in his checking account on June 17? \$ _____
- How much did Wayne have in his checking account on July 18? \$ _____
- How much did Wayne have in his checking account on July 5? \$ _____
- How much did Wayne put in his checking account between June 18 and July 18? \$ _____
- How much did Wayne put in his checking account on June 29? \$ _____
- How much was taken out of Wayne's account on June 24? \$ _____
- How much was taken out of Wayne's account on July 15? \$ _____
- What was the total amount taken out of Wayne's account between June 18 and July 18? \$ _____
- On July 19, Wayne deposited \$159.74. What was his new balance? \$ _____
- On July 20, Wayne withdrew \$35.00. What was his new balance? \$ _____

CHECKING ACCOUNTS - WORKING WITH BANKS

EXPLANATION



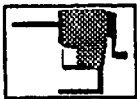
When the bank statement comes, you will need to check it against your check register. The checks that have "cleared" the bank will be listed on the front of the statement. You will need to check them off in the register in the column with the check mark (✓).

Any checks you did not check off should be listed as outstanding checks on the back of the statement.

If the balances do not agree after you have completed the reconciliation:

- check your addition and subtraction
- compare your check amounts with the bank statement
- compare deposit receipts with the bank statement
- be sure all checks are entered in your checkbook
- be sure to deduct service charges and/or add interest payments

EXERCISE



Complete the reconciliation forms using the following information:
Bank ending balance: \$342.00. Outstanding check: \$57.29.
Register ending balance: \$288.46. Bank service charge: \$7.00.
Bank interest payment: \$3.25.

BANK ACCOUNT BALANCE	
ENDING BALANCE FROM THIS STATEMENT	\$ _____
DEPOSITS NOT SHOWN ON THIS STATEMENT	+ _____
SUBTOTAL	\$ _____
OUTSTANDING CHECKS	- _____
ACCOUNT BALANCE	\$ <input type="text"/>

REGISTER BALANCE	
ENDING BALANCE FROM YOUR REGISTER	\$ _____
DEDUCT BANK SERVICE CHARGES	- _____
ADD BANK INTEREST PAYMENTS	+ _____
REGISTER BALANCE	\$ <input type="text"/>
Enter the correct balance in your checkbook	

THE ACCOUNT BALANCE AND REGISTER BALANCE SHOULD BE THE SAME.

CHECKING ACCOUNTS - WORKING WITH BANKS

Checkpoint



Your checkbook register is shown below. You'll note that you have not been entering the balance each time you write a new check. Finish that portion of the register. Record the next check on 6/30 to Book of the Month Club for \$11.25. Reconcile the bank statement. The following checks were returned with the statement: # 782, 783, 785, 786. Check them off in your register. The ending balance from the bank statement is \$187.30. The bank charged \$7.00 in service fees and paid you \$2.37 in interest.

Check No.	Date	Description of Transaction (To/For)	(-) Amount of Withdrawal		/	(+) Amount of Deposit		Balance	
								98	14
782	6/1	Smith's Dept. Store Jeans	25	46					
783	6/4	Gas To go	15	-		175	-		
784	6/7	University Bookstore textbook	33	91					
785	4/28	Pancake House dinner	22	-					
786	6/29	Credit Union savings bond	18	75					

BANK ACCOUNT BALANCE	
ENDING BALANCE FROM THIS STATEMENT	\$ _____
DEPOSITS NOT SHOWN ON THIS STATEMENT	+ _____
SUBTOTAL	\$ _____
OUTSTANDING CHECKS	- _____
ACCOUNT BALANCE	\$ <input type="text"/>

REGISTER BALANCE	
ENDING BALANCE FROM YOUR REGISTER	\$ _____
DEDUCT BANK SERVICE CHARGES	- _____
ADD BANK INTEREST PAYMENTS	+ _____
REGISTER BALANCE	\$ <input type="text"/>
Enter the correct balance in your checkbook	

THE ACCOUNT BALANCE AND REGISTER BALANCE SHOULD BE THE SAME.

Savings Account Book

Name _____

Date _____ 17

On August 11 of last year, Judy opened a savings account with a deposit of \$1,785.32. The first page in her bank book is shown in the box. It shows everything that happened in her account through January of this year.

Hints: "Withdrawals" are amounts Judy took out of her savings, "interest" is money the bank paid Judy for saving in the bank, "additions" are amounts Judy put into her account, and "balance" is the amount Judy had in her account after a withdrawal was made, interest paid, or an addition was made.

	DATE	WITHDRAWAL	INTEREST	ADDITIONS	BALANCE
1	AUG11			1785.32	1785.32
2	SEPT11			50.00	1835.32
3	SEPT24	100.00			1735.32
4	SEPT27		15.72		1751.04
5	OCT29	150.00			1601.04
6	NOV24	100.00			1501.04
7	NOV26	100.00			1401.04
8	DEC27		20.71		1421.75
9	JAN17	420.00			1001.75
10	JAN22	120.00			881.75
11					
12					

1. After interest was added to her account on September 27, how much did Judy have in her account? \$ _____
2. After Judy made a withdrawal on November 24, how much did she have in her account? \$ _____
3. After Judy made a withdrawal on January 17, how much did she have in her account? \$ _____
4. How much did Judy deposit into her account during last year? \$ _____
5. How much did Judy withdraw from her account last year? \$ _____
7. How much did Judy deposit into her account during January of this year? \$ _____
8. How much did Judy deposit into her account for the entire period covered by the page shown above? \$ _____
9. How much did Judy withdraw from her account for the entire period covered by the page shown above?
\$ _____
10. How much interest was credited to Judy's account for the entire period covered by the page shown above?
\$ _____
11. What was the highest balance Judy had? \$ _____
12. What was the lowest balance Judy had? \$ _____

What Do You Know?

page 1

Directions: Circle the letter in front of the words that best complete each sentence.

1. The amount of your paycheck after deductions is your:
 - a. gross pay.
 - b. net pay.
 - c. weekly pay.
2. Voluntary payments for good service made to workers by customers are:
 - a. benefits.
 - b. commissions.
 - c. tips.
3. Insurance, vacation, and sick leave are employee:
 - a. benefits.
 - b. bonuses.
 - c. commissions.
4. A plan you agree to with your employer to have money from your paycheck deposited into a special account, like a Thrift savings plan, is a:
 - a. credit union account.
 - b. individual retirement account.
 - c. payroll deduction plan.
5. The program that makes payments to persons who cannot work due to age or disability is:
 - a. Head Start.
 - b. Major Medical.
 - c. Social Security.
6. The tax paid to a city is:
 - a. federal tax.
 - b. local tax.
 - c. state tax.
7. When you take money out of your bank account, you are making a:
 - a. deposit.
 - b. purchase.
 - c. withdrawal.
8. Something you do at the bank, like depositing your paycheck or withdrawing cash, is called a:
 - a. service charge.
 - b. transaction.
 - c. withdrawal.
9. The key you press on an electronic teller machine when an amount you want to deposit or withdraw is OK is:
 - a. enter.
 - b. OK.
 - c. yes.
10. The key you press on an electronic teller machine when you want to correct a mistake is:
 - a. cancel.
 - b. mistake.
 - c. no.
11. The record of transactions in your checking account that the bank mails to you at the end of each month is a:
 - a. balance forward.
 - b. bank statement.
 - c. check register.
12. A plan to spend and save your income is called a:
 - a. budget.
 - b. expense account.
 - c. fixed account.
13. Money that you put away to spend at a later time is called:
 - a. disposable income.
 - b. expenses.
 - c. savings.

(Continued)

What Do You Know?

page 2

1. A person you support, like a child or a parent, is listed on your income tax form as a:
 - a. dependent.
 - b. liability.
 - c. relative.
15. A form your employer gives you to show the wages you earned and the amount of income tax that was paid to the government by your employer is a:
 - a. 1040 form.
 - b. 1040EZ form.
 - c. W-2 form.

Educators in Business and Industry Summer 2000 Internship

Instructional Activity/Lesson Plan Outline

Lesson Title: YOU TAKE THE CAKE

Synopsis: This lesson is designed to allow the students to take an order for a decorated cake over the phone.

Suggested Time: 90-minute block

All Aspects of the Industry - Problem-Based Scenario: You work for a grocery store in the bakery department. A customer phones requesting to order a birthday cake. You must get all the information recorded accurately.

**Lesson Objectives: Student will improve listening skills.
Student will improve spelling.
Student will improve written and oral communication skills.**

Show-Me Goal/Performance Standards Number(s): GOAL 1.8 organize data, information and ideas into useful forms; GOAL 1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.

Show-Me Knowledge Standard Number(s): CA1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization.) CA4 writing formally and informally (such as notes)

SCANS Skills Addressed: Interpersonal C. Serves clients/customers--works to satisfy customers' expectations. Information B. Organizes and maintains information.

Background Information: Students will be given a copy of the order form and the steps of taking an order over the phone.

Determining Prior Knowledge: Ask if anyone has ever ordered a birthday cake or a cake for any other special occasion. What kind of information did the store need from them to complete the order?

Advance Preparations: Give the secretary information to give to the student. Copy the order form for each student.

Lesson Description:

- **Teacher Activities:** Teacher will discuss with students the importance of getting all information down accurately. Discuss how the customer would feel if the name was spelled incorrectly or the cake wasn't ready when promised. Teacher will ask the secretary to phone the classroom and order a cake from the information sheet she has been given.
- **Student Activities:** Students will be allowed to answer the phone individually and take an order for a cake over the phone from a secretary or other school personnel. Before the phone call the class will discuss correct way of doing this and will look over the order form for understanding. Students will have to ask for correct spelling if they aren't sure of how to spell something. They will also need to ask for information to be repeated if they did not hear it correctly.
-

Hands-on/Performance Component: Students will be filling out an actual order form from a local grocery store.

Materials/Supplies/Equipment Needed: Telephone, order form, pen

Important Terms Used: Filling, flavor, round cake, sheet cake.

Assessment/Evaluation of Student Progress (Performance-Based): Have the students in the class bake the cake according to the recorded information and have the caller see if it is the product that was ordered and if the message is spelled correctly. If a kitchen is not available a paper cake may be prepared.

References: Dierbergs Bakery order form; Dierbergs training manual page 24-Taking a cake order.

Dierbergs Markets

Order Process.....

Taking a Cake Order

These six easy steps to taking a cake order, followed in the order listed below will insure less confusion between all parties involved. It will eliminate confusion in accurately filling the order, as well as help to insure Customer Satisfaction.

Throughout the course of the ordering process it is important to address the Customer by Name, Ms. Smith, Mr. Jones, etc.. This does several things: it reinforces the concept in the Customer's mind that they are receiving personal service, it makes the customer feel part of the ordering process, and that you are aware of, and focused on them. It will also communicate to them that they are the Most Important Part of our Business.

Order Taking Check Off List:

- Step 1:**
1. Date of pickup
 2. Time of pickup
 3. Confirm information
 4. Date ordered
 5. Your name
- Step 2:**
1. Customer's first and last name
 2. Customer's address
 - a. note if delivery [courier]
 3. Customer's phone number and work number
 - a. note: circle number(s) we are not to call
- Step 3:**
1. Size of cake
 2. Type of cake [round or sheet]
 3. Filling & additional cost information
 4. Cake flavor [white, chocolate, yellow, marble]
 5. "Other" flavors [notation]
 - a. order from Central Bakery as needed [note your name, date and time order was called to CB.
 6. Half n Half flavor cakes [notation]
 7. Icing flavor [define buttercream or fudge]
 - a. "other" icing flavor [define]
 1. order from Central Bakery as needed [note your name, date and time order was called to CB
- Step 4:**
1. Decoration colors
 - a. cake icing color/flavor
 - b. decoration icing colors
 2. Special instructions
 - a. flowers [type] or floral design
 - b. design set and brief description
 3. Inscription [PRINT THIS INFORMATION]
- Step 5:**
1. Review specifics of order with Customer
 - a. key in on spelling of names on inscription
 - b. tell them the final cost of cake
 2. Thank Customer by name for their order
 3. Confirm the location [Dierbergs (Store Location) Bakery]
 4. If a phone order, write "phone" on top of order
- Step 6:**
1. Place pink copy of order on appropriate clip/slot in sales area
 2. Place white and yellow copies on appropriate clip/slot in production area
 3. Future Orders to be placed in future slot.
 4. When boxing cake after decorated re-check order with cake

Educators in Business and Industry Summer 2000 Internship

Instructional Activity/Lesson Plan Outline

Lesson Title - Did I get the job?

Synopsis - In this lesson, students will practice interviewing skills by role playing various scenarios. Each student will be given a generic list of questions, and will have a turn to be the employer and the interviewee.

Suggested Time - This activity should take at least two class periods. One for answering the questions and another for role-playing.

All Aspects of the Industry - Problem-Based Scenario –This lesson falls under the 'Personal Work Habits' because it deals with positive attitude, appearance, and readiness to work. I would ask my students, "If you were an employer, would you hire someone who isn't enthusiastic about working for you?"

Lesson Objectives- The student will participate in a role-play of interviewing for a potential job with 100% accuracy in 4 out of 5 role-plays as measured by teacher observation and self-evaluation rubric.

Show-Me Goal/Performance Standards Number(s) GOAL 2.2 Review and revise communications to improve accuracy and clarity. GOAL 2.6 Apply communication techniques to the job search and to the workplace. GOAL 4.8 Explore, prepare for and seek educational and job opportunities.

Show-Me Knowledge Standard Number(s) GOAL CA.1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) GOAL CA.6 Participating in formal and informal presentations and discussions of issues and ideas

SCANS Skills Addressed Basic Skills E- Speaking-organizes ideas and communicates orally. Personal Qualities B- Self esteem- believes in own self-worth and maintains a positive view of self.

Background Information – Review how to conduct yourself while you get and turn in your application, as well as, how to speak to people in authority.

Determining Prior Knowledge – Show the interview segment from the following movies (or movie with an interview in it) *Ghostbusters*, *Mr. Mom*, and *9-5*. Each segment is short, but it shows enough of the process to find out what the students already know about interviewing. Brainstorm, and make a list on the board about interviewing do's and don'ts.

Advance Preparations – Get the movies you plan to use fast-forwarded to the interview scene. (T.V. shows will also work.) Have copies of the interview worksheet run off, as well as, the peer-evaluation form.

Lesson Description -

- Teacher Activities

1. Show the movie excerpts and brainstorm with the class.
 2. Write down on the board what the class determines the do's and don'ts of interviewing.
 3. Pass out the interview worksheet and peer-evaluation rubric.
 4. Answer any questions the students may have about the interview questions. Remind them that you couldn't possibly include all the questions they might be asked on an interview, but it is more of an overview.
 5. Tell students to go home and practice interviewing with their parents, siblings, or a friend. They can add questions or expand answers, if they like.
 6. Start the role playing as the teacher being the interviewer. Ask questions, improvise and elicit answers from the student that they might not have rehearsed.
 7. Switch roles, allowing everyone to be an interviewer and an interviewee.
 8. These may be tape-recorded, so they may be watched later. Students love watching themselves later. Also it may improve behavior if they know they are being recorded.
 9. Ask them to fill out the peer-evaluation rubrics and turn them in. These may be done in secret, or discussed aloud.
- **Student Activities**
 1. After watching the excerpts from the movies, students will brainstorm interviewing do's and don'ts.
 2. Students will then fill out the interview worksheet and look over the peer-evaluation rubric so that they know how they are going to be graded.
 3. Students will go home and practice their interviewing skills.
 4. Students will role-play using some of those questions and maybe some their parents have remembered being asked on an interview.
 5. After all students have gotten a chance to be both roles, they are to evaluate the person they interviewed using the peer-evaluation rubric.
 6. If their interviews were being taped, they may relax and watch themselves in action.

Hands-on/Performance Component The performance component is the role-playing, including the fact that each student gets to do both roles.

Materials/Supplies/Equipment Needed

- Movies with interview scenes in them, T.V., VCR
- Chalkboard or overhead for recording brainstorming ideas
- Interview question worksheet
- Peer-evaluation rubric
- 2 chairs, desk or similar furniture for interviewing scenes
- Video recorder for taping interviews

Important Terms Used –

Interviewer- The person conducting the interview, asking the questions.

Interviewee- The person being interviewed, answering the questions.

Assessment/Evaluation of Student Progress (Performance-Based) – (Must be aligned with lesson objectives) Use the peer-evaluation forms, as well as, teacher observation for the participation.

References- n/a

Name _____

Date _____

Interview Questions

Job interview for: _____

- How did you hear of our company?
- What are your hobbies or interests?
- What extra-curricular activities are you involved with?

- What are your strengths?
- What are your weaknesses?
- What do you see yourself doing 5 years from now?
- What do you see yourself doing 10 years from now?
- What do you know about the job and its duties?

- What would your last employer say about your job performance? (or teacher/coach about your schoolwork or dedication)

- How would I benefit from hiring you as opposed to the next candidate?
- Do you have reliable transportation?
- If and how often were you late to your last job? (or late to school)
- Who are your references and what would they say about you and your ability to do this job?
- Why should I hire you?
- Do you have any questions that I can answer for you about this company or the job?

Name _____

Date _____

Peer-Evaluation Rubric

Interviewee's name: _____

Job interviewing for: _____

Scale: 1- didn't meet criteria 2- met some of criteria 3- met criteria with enthusiasm

Did interviewee introduce him/herself and shake hands? 1 2 3

Did interviewee answer questions accurately? 1 2 3

Was interviewee dressed appropriately (neatly)? 1 2 3

Was interviewee groomed appropriately (neatly)? 1 2 3

Did interviewee speak clearly and fluently? 1 2 3

Did interviewee seem to want the job? 1 2 3

Did interviewee maintain eye contact? 1 2 3

Did interviewee give expanded answers? 1 2 3

Would you hire this candidate? Yes No

Explanation: _____

Interview notes:

**COMMUNITY BASED TRAINING
Job Shadowing
Internships**

THE CUSTOMER ZONE

Students prepare for "Phase Two" of the program: Job Shadowing.

Anticipatory Set:

"This is what you've been waiting for!"

(Discussion and description of job shadowing) Students will go out into the field for community based training.

Student will:

1. Watch the video "The Customer Zone" presented by Schnuck's. The video uses humor to give helpful hints in what is expected in the way of customer service, appearance, and performance at Schnuck's.
2. Discuss video – Smile, be courteous.
No blue jeans
Tuck in shirt
Hair should be clean and combed

August 2003

Dear Parents,

Welcome to a new school year! I hope you have all had a good summer. We at Lewis and Clark are excited about a new year of Supermarket Careers. We have all new cabinetry and some new equipment. We will probably be getting some publicity throughout the year both in the classroom and at the various job sites. Would you give permission for your child to be photographed or videoed while our program is covered?

---YES, I do give permission for my child _____
to be photographed or videoed during coverage of Supermarket Careers.

---NO, I do not give permission for my child _____
to be photographed or videoed.

We will have a busy schedule this fall. Part of our program consists of field trips and on-the-job site training. Lewis and Clark will provide transportation. Do you give permission for your child to be transported?

---YES, I do give permission for my child _____
to be transported by Lewis and Clark Staff.

---NO, I do not give permission for my child _____
to be transported by Lewis and Clark staff.

Parent Signature _____ Date _____

Please call if I can assist in any way. I look forward to working with your child this school year.

Sincerely,


Supermarket Careers

Recycle Paper And Help Our School Earn Money \$\$\$\$

**YES, please
recycle:**

- Newspaper
- Magazines
- Shopping catalogs
- Mail
- Office paper
- Self-stick notes
- Computer paper
- Posters and Folders
- Fax paper
- Envelopes - with
and without windows

**NO, we cannot
make paper
from:**

- Laminated paper
- Food containers
- Milk cartons
- Plastic of any kind
- Metal
- Glass
- Phone books



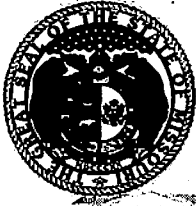
Please help our school earn money by recycling all your paper at
the green & yellow recycling bin

(Please remove plastic wrappers before recycling your newspaper).



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Recycling Division





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