**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Culinary Arts |
| **Lesson/Unit Title** | Count It Out! Change Makes Cents |
| **TEKS Student Expectations** | **130.254. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (F) The student is expected to employ initiative, adaptability, and problem-solving techniques in practical applications  (2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry.  (B) The student is expected to comprehend a variety of texts such as operations and training manuals  (C) The student is expected to calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Identify essential skills for cashiers * Relate positive customer service to cashier service * Identify skills needed to make change * Practice and demonstrate using math skills by properly counting back change |
| **Rationale** | In this digital and computer age, many cash registers, or Point of Sales (POS) terminals display the change due to the customer. As a food service employee, it is important, for various reasons, to learn how to count back change manually. This lesson will teach you how to count change back to a customer correctly. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall** | **Active listening:** Giving full attention to what other people are saying  **Adaptability:** Being open to change and variety in the workplace  **Analytical thinking:** Analyzing information and using logic as you address work related issues  **Bank:** The money you start with at the beginning of the cashier’s shift  **Cashier:** A person handling payments and receipts in a restaurant, store, or other business  **Change:** Paper money or coins  **Cooperation:** Being pleasant as you work and interact with others  **Integrity:** Being honest and ethical, even when no one is looking or watching  **Jargon:** Vocabulary for a specific industry  **Menu/Product knowledge:** Knowledge of menu items, their preparation techniques, and ingredients, in addition to price  **Reconcile:** Verifying the amount of cash in a till or drawer at the close of a shift/business day  **Self-Control:** Keeping emotions in check, maintaining composure, controlling anger including during stressful situations  **Speaking:** Talking to others effectively and clearly  **Stress tolerance:** Being able to accept criticism while reacting calmly to high stress situations  **Till:** Drawers with an amount of money loaned to the cashier at the beginning of the shift |
| **Materials/**  **Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Light projector (Elmo)   **Materials:**   * Basket * Cardstock * Post-It® Notes   **Supplies:**   * Cash box (if available) * Cash register (if available) * Realistic play money, with coins (if available) * Copies of handouts   **PowerPoint:**   * Count It Out! Change Makes Cents   **Technology:**   * Free iPad App   + Counting Money An App designed to help people of all ages count money.<https://itunes.apple.com/us/app/counting-money/id469420537?mt=8>   **Graphic Organizers:**   * Coins and Currency   **Handouts:**   * Change Makes Cents Practice Scenarios * Change Makes Cents Practice Scenarios (Key) * Change Makes Cents Quiz * Change Makes Cents Quiz (Key) * Count It Out Tips * Just Coins * Just Coins (Key) * Note-Taking – Count It Out! Change Makes Cents * Rubric for Change Makes Cents Role-Play |
| **Anticipatory Set** | **Before class begins:**  Prepare several copies of the handout Coins and Currency by printing on cardstock and separating the coins and currency.  Print the cards Change Makes Cents Practice Scenarios on cardstock. Cut and separate and place the cards in a basket to be used in the Independent Practice/Laboratory Experience section.  Display on a table as many supplies as you have available (see Material/Specialized Equipment Needed tab).  As students walk into the classroom, hand each of them a Post-It® Note.  Display the following problem on the board and ask students to answer it.  A customer’s bill came to $13.13. The customer paid you with $20.00. What is his/her change? List the currency and coins needed.  Answer: $20.00 – $13.13 = $6.87 (one $5.00, one $1.00, three quarters, one dime, two pennies)  Begin a discussion on the importance of counting change back to a customer and not just handing the change back.  The following questions may be asked:   * Do you count your change after you receive it from the cashier? * Do you feel that the cashier is handing you the correct change? * Do you and your family use cash to pay for items or do you use credit/debit cards? * What would happen if you were employed in a small bakery where there is not a Point of Sales (POS) system available and a cash box is used instead? Could you make change? |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute the handout Note-Taking – Count It Out! Change Makes Cents so that students may take notes during the slide presentation.  Introduce PowerPoint Count It Out! Change Makes Cents and discuss the importance of handling money correctly when dealing with customers.  View YouTube video:   * Career One Stop – Cashiers  Receive and disburse money in establishments other than financial institutions. May use electronic scanners, cash registers, or related equipment. May process credit or debit card transactions and validate checks.<http://youtu.be/TG9l3U0Gq6o?list=UU8opl10LrVIBL_JlcHFKWRg>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Check for understanding * Provide a printed copy of the slide presentation |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Place the handout Count It Out Tips on the light projector and discuss the tips to count change back to customers.  Work the practice problem together and emphasize the importance of this skill.  View the YouTube video for more tips:   * How to make change (cash register)  We walk through two examples of how to make change from a cash register.<http://youtu.be/KkvfoNyZSoA>   Distribute the handout Just Coins and allow students to work the problems.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Peer mentor * Check for understanding |
| **Independent Practice/**  **Laboratory Experience with Special Education Modifications/**  **Accommodations** | Divide the class into subgroups of two.  Explain the scenario below:  You have secured your first summer job working in a concession stand at your local community youth baseball park. A cash box is used instead of a cash register so you will need to know how to make change.  Place the Change Makes Cents Practice Scenarios in a basket and allow one member from each group to choose a card.  Students will use realistic play money (if available) or Coins and Currency to complete the transactions.  Distribute Rubric for Change Makes Cents Role-Play so that students will understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Encourage participation * Provide extra time if needed |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Let’s keep practicing – What is the change for the following scenario?  The customer purchased two double scoop ice cream cones, one banana split and one milk shake. The order total came to $14.71. The customer gave you $20.00. List the currency and change you would give the customer.  Answer: $20.00 – $14.71 = $5.29 (one $5.00, one quarter, four pennies)  Continue the discussion with the following questions:   * Why is it a positive practice to count change back to customers? * Have credit/debit cards replaced cash? * How do you think the new Apple™ Pay will affect the food industry? * Why is it important to count accurately when giving change back to a customer? |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Students will be assessed with the handout Change Makes Cents Quiz.  Students will present the role-play scenarios and be assessed with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Highlighted test * Oral test |
| **References/**  **Resources** | **Article:**   * How to Count Back Money If you are responsible for making change or giving cash to someone, it is very important to know how to count back change.<http://www.ehow.com/how_5715904_count-back-money.html>   **YouTube videos:**   * Career One Stop – Cashiers  Receive and disburse money in establishments other than financial institutions. May use electronic scanners, cash registers, or related equipment. May process credit or debit card transactions and validate checks.<http://youtu.be/TG9l3U0Gq6o?list=UU8opl10LrVIBL_JlcHFKWRg> * How to make change (cash register)  We walk through two examples of how to make change from a cash register.<http://youtu.be/KkvfoNyZSoA>   **Website:**   * Career One Stop – Cashier Offers a wide range of career, employment, and education data as Web Services, allowing third parties to obtain quality-controlled data sets and seamlessly integrate them into their own websites. <http://www.careerinfonet.org/occ_rep.asp?nodeid=2&optstatus=000110111&next=occ_rep&jobfam=41&soccode=412011&stfips=&level=&id=1&ES=Y&EST=cashier> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson that students may read include:   * How to Give Back Correct Change To keep your accounts correctly, your employees must be able to count change back accurately to your customers.<http://www.ehow.com/how_4928349_give-back-correct-change.html> * How to Make Change as a Cashier  If you are a cashier at anything from a gas station to a five-star restaurant, an essential job skill for being a good cashier means knowing how to make change.<http://www.ehow.com/how_2341335_make-change-as-cashier.html> * How to Operate a Restaurant Cash Register  Learning how to make change, verify ticket amounts and entering in payment types are vital to operating a restaurant cash register.<http://www.ehow.com/how_4815069_operate-restaurant-cash-register.html>   **Reading strategy:** Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | It’s easier to keep a customer than get a new one.  **-Allan Keller**  Customers don’t expect you to be perfect. They do expect you to fix things when they go wrong.  **-Donald Porter**  Customer service is not a department, it is an attitude.  **-Unknown** |
| **Writing Strategies** | **Journal Entries:**   * Being a cashier is an important job because … * I think carrying change in your purse or pocket is a thing of the past because … * Math in the food industry includes …   **Writing Strategy:**  RAFT Writing Strategy:   * + Role – cashier   + Audience – restaurant manager   + Topic – till is short $20.00   + Format – memo   Write a memo to the restaurant manager explaining why your register is short $20.00 (two twenties may have stuck together). |
| **Communication 90 Second Speech Topics** | * Three examples of math calculations in the food industry include … * Different forms of payment include … |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | If the opportunity is available, plan a staff mobile café.  Students may create a limited menu with pre-made beverages and snacks.  Students will write the menu, calculate prices, and collect pre-orders.  On the day of the mobile café, supply students with a “till.”  Be sure to document the starting money in the till as well as a beginning product inventory. When students deliver their orders, they are to count back change to the customer. When they return they are to reconcile their till and inventory their cart |
| **Family/**  **Community Connection** | Observation – Assign students to observe cashier transactions when they shop alone or with their parents.  A T-Chart graphic organizer may be used. One side may include the names of retail/food venues where the cashier counts the change back to the customer and the other side may include where cashiers did not count the change to the customer.  A discussion as to whether the customer feels this is an important part of a transaction may take place. |
| **CTSO connection** | **Family, Career, and Community Leaders of America**  [http://www.fcclainc.org](http://cte.sfasu.edu/wp-content/uploads/2014/11/Just-Coins.pdf)   * Applied Math for Culinary Management An individual or team event, recognizes participants who use Family and Consumer Sciences skills to demonstrate the application of mathematical concepts in the culinary arts industry.   **SkillsUSA**  [http://skillsusa.org/](http://www.newmoney.gov/newmoney/files/materials/KnowYourMoney_English062014.pdf)   * Restaurant Service Contestants are tested on skills required in the “front of the house” of a fine restaurant. The focus is on guest service and guest relations in the dining room including: table set up; greeting guests; reservations procedures; presentation of menus; description of food, drinks, soups, and specials of the day; taking orders; serving each course and clearing the table after each course; and preparation and presentation of the check and closing remarks. Contestants are judged on personal appearance, tableside manner, professionalism, ease with guests, courtesy, general knowledge, and technical and verbal skills. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. [www.ysa.org](http://cte.sfasu.edu/wp-content/uploads/2014/11/Count-It-Out-Tips.pdf)  Possible ideas: Contact local non-profit agencies and volunteer to assist with any fundraising activities in order to practice their cashier skills. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)