

## OALCF Task Cover Sheet

**Task Title:** Cashier Counting Change

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___    No___	
<b>Goal Path:</b> Employment <input checked="" type="checkbox"/> Apprenticeship___    Secondary School___    Post Secondary___    Independence <input checked="" type="checkbox"/>	
<b>Task Description:</b> In this task set, a learner is asked to make change for 3 different items, count all the money in their till and to write down the total amount of all the bills and coins on a cash reconciliation form.	
<b>Competency:</b> A: Find and Use Information C: Understand and Use Numbers	<b>Task Group(s):</b> A1: Read continuous text C1 : Manage money
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details C1.1: Compare costs and make simple calculations	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Question Sheet</li><li>• Cash Reconciliation Form (2 copies)</li><li>• Money or “pretend” money in Canadian denominations</li><li>• A cash till or container to put cash in</li><li>• Cash Register (optional)</li><li>• Calculator (optional)</li></ul>	

## **Task Title:** Cashier Counting Change

**Instructor Preparation:** Review the Tasks below.

- Have money (real or pretend) and calculator available.
- Decide on the total amount of cash float (total cash in the till) before beginning the Task Set, but do not inform the learner of the total amount before the learner counts it out. E.g. Provide \$55.00 worth of “pretend” money to the learner without revealing the total.
- The learner will count out the change for each item in Tasks 1 – 3.
- In Task 4, the learner will also count out the total cash that is left after Tasks 1-3
- The instructor and/or other learners can pose as customers to buy items. Give each customer a bill that more than covers the total price of the item. The amount of the bill could vary in order to give the “cashier” learner more practice, if they do this Task Set more than once.
- Tax calculations are not part of this Task Set.
- Help the learner prepare with skill-building activities.

In a convenience store, a cashier is required to make change for purchases. While most cash registers tell the cashier the total amount of change, not all registers do this or this feature is not available when the power goes off (black out). It is important that the cashier is prepared to count out change and to explain it to the customer. At the end of each shift, a cashier is required to count out the remaining cash in their till and to write the amount of the number of bills and coins.

Scenario: You are a cashier at a small convenience store with an old cash register that does not tell you the correct amount of change. A customer comes in and buys an item. This happens three times during your shift. At the end of your shift you must count what is left in the till.

**Task 1:** Use the Cash Reconciliation form to count how much money has been provided in your till. This is called your float.

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**Task 2:** Customer #1 buys a bag of chips for \$3.23. After the customer gives the cashier some money, count back the correct amount of change to the customer. How much total change was given to the customer?

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**Task 3:** Customer #2 buys 2 loaves of bread for \$5.79. After the customer gives the cashier some money, count back the correct amount of change to the customer. How much total change was given to the customer?

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**Task 4:** Customer #3 buys a litre of milk for \$2.89. After the customer gives the cashier some money, count back the correct amount of change to the customer. How much total change was given to the customer?

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**Task 5:** The cashier's shift is done. Count all the money left in the till and record it on the Cash Reconciliation form.

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## Cash Reconciliation Form

Record the total number of bills and coins.

### Bills:

\$50 x = \$

\$20 x = \$

\$10 x = \$

\$5 x = \$

Other:

\$ x = \$

\$ x = \$

**SUBTOTAL: \$**

### Coins:

\$2 x = \$

\$1 X = \$

\$0.25 X = \$

\$0.10 X = \$

\$0.05 X = \$

\$0.01 X = \$

**SUBTOTAL: \$**

**TOTAL CASH \$**

**DATE:**

**NAME OF CASHIER:**

**SIGNATURE:**

**ANSWERS – The answers will vary according to the total cash put into the till and the amounts provided by customers.**

In a convenience store, a cashier is required to make change for purchases. While most cash registers tell the cashier the total amount of change, not all registers do this or this feature is not available when the power goes off (black out). It is important that the cashier is prepared to count out change and to explain it to the customer. At the end of each shift, a cashier is required to count out the remaining cash in their till and to write the amount of the number of bills and coins.

Scenario: You are a cashier at a small convenience store with an old cash register that does not tell you the correct amount of change. A customer comes in and buys an item. This happens three times during your shift. At the end of your shift you must count what is left in the till.

**Task 1:** Customer #1 buys a bag of chips for \$3.23. After the customer gives the cashier some money, count back the correct amount of change to the customer.  
How much total change was given to the customer?

**ANSWER FORMULA: Total amount given – price of item = \$**

**Task 2:** Customer #2 buys 2 loaves of bread for \$5.79. After the customer gives the cashier some money, count back the correct amount of change to the customer.  
How much total change was given to the customer?

**ANSWER FORMULA: Total amount given – price of item = \$**

**Task 3:** Customer #3 buys a litre of milk for \$2.89. After the customer gives the cashier some money, count back the correct amount of change to the customer.  
How much total change was given to the customer?

**ANSWER FORMULA: Total amount given – price of item = \$**

**Task 4:** The cashier's shift is done. Count all the money left in the till and record it on the Cash Reconciliation Form. How much total cash is left in the till?

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<b>Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support of practitioner</b>	<b>Completes task independently</b>
A1.1	<ul style="list-style-type: none"> <li>reads short texts to locate a single piece of information</li> </ul>			
	<ul style="list-style-type: none"> <li>decodes words and makes meaning of sentences in a single text</li> </ul>			
	<ul style="list-style-type: none"> <li>follows the sequence of events in straightforward chronological texts</li> </ul>			
	<ul style="list-style-type: none"> <li>follow simple, straightforward instructional texts</li> </ul>			
C1.1:	<ul style="list-style-type: none"> <li>Adds, subtract, multiplies and divides whole numbers and decimals</li> </ul>			
	<ul style="list-style-type: none"> <li>Identifies and performs required operation</li> </ul>			
	<ul style="list-style-type: none"> <li>Follows apparent steps to reach solutions</li> </ul>			
	<ul style="list-style-type: none"> <li>Interprets and represents costs using monetary symbols and decimals</li> </ul>			
	<ul style="list-style-type: none"> <li>Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>			

**This task:** was successfully completed \_\_\_ needs to be tried again \_\_\_

<b>Learner Comments</b>

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**Instructor (print)**

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**Learner Signature**