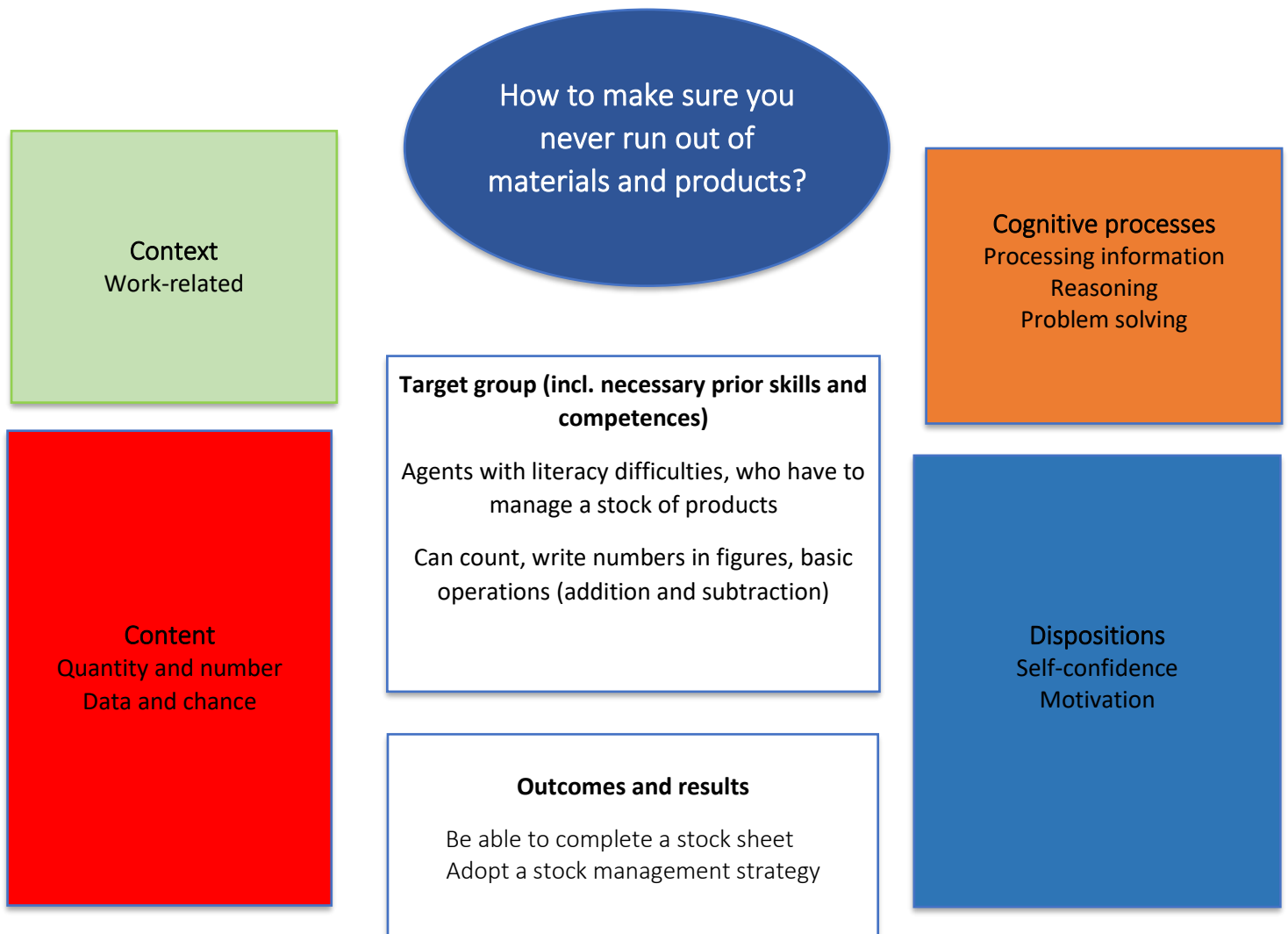


Don't panic about your stock!

I'm a cleaner, and I have to keep track of the stocks of materials and products in my premises (incoming, outgoing, stock). I have to place orders when necessary, but I'm not really comfortable with this, and I end up either with too much stock, or running out of products.

Overview "Don't panic about your stock"



Main information	
Content	<p>Basic arithmetic operations</p> <p>Order and classify data</p> <p>Reading and interpreting a data table</p> <p>Hypotheses</p>
Target group	<p>Employees who have to manage stock (maintenance staff, catering staff, warehouse staff, industry, etc.)</p> <p>This lesson could be an extension after “In the end who’ll win?”</p>
Learning intention	Numeracy for professional issues
Duration	1 lesson
Material and resources	See appendix for stock sheet
Group size	5 to 12 learners
Problem statement	<p>Sometimes operatives work independently on a site, without their team leader always being present. They often have to manage their stock of products, using stock cards. But when they have difficulty understanding and using them, they can be faced with 2 problems: either running out of products and not being able to carry out their work, or to avoid this, ordering more products than necessary, but with logistical (where to store all these products?) and economic consequences (their boss may reproach them for spending too much money).</p>
Working questions	<ul style="list-style-type: none"> - How do I understand a stock sheet? How do I fill it in? - How can I make sure I never run out of materials and products? - How do you know whether an order is necessary or not?
Learning outcomes and results	<ul style="list-style-type: none"> - Be able to complete a stock sheet - Adopt a stock management strategy
Reference to National Qualification Frame	Optional (country’s decision)

Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information ¹
	Round the table: how do things work at your working site? What documents do you use for stock management and ordering? Do you know these ones?	Authentic stock sheets	Questioning Discussing
	In sub-groups (pairs), ask your colleague some questions: <ul style="list-style-type: none"> - What products/equipment do you have to order? - What do you do when you run out of stock? Can you get some from another room, from the depot? Or do you have to order? - How often do you order? How often are deliveries made? - How is the stock arranged / classified? - How do you organise yourself? What is your method? > calculation? estimation? anticipation? <p>Each pair then presents their answers</p>		Collaborative learning
	<ol style="list-style-type: none"> 1. All together: observation of a stock sheet, description, understand the principle/ deduce how the table works, vocabulary, etc. 2. Each learner: calculate the final stock by date (addition) <p>If the learners find it difficult to imagine the real situations described by the stock sheet, use different bottles to get them to handle and reproduce the entry and exit of products.</p>	<p>Appendix 1 Stock sheet n°1</p> <p>If necessary, depending on learner's profiles, bottles of cleaning products to reproduce stock movements</p>	Questioning Collaborative learning

¹ for description and explanation of kinds of tasks, HITs and other background information please consult the teachers' guide



	<p>3. A second table to calculate the starting stock (carry over figures) to ensure that the logic of the table is understood.</p> <p>4. Then a third to calculate the outputs (subtraction) to juggle the table and understand it as a whole.</p> <p>5. Then a fourth stock sheet, with random gaps (calculate)</p>	<p>Appendix 2 Stock sheets n°2 and following</p>	<p>Individual</p>
	<p>Assumptions/deductions: How are orders triggered? At a certain stock threshold, or at regular intervals?</p>	<p>Appendix 1 & 2</p>	<p>Collaborative learning</p>
	<p>Reflect on the process.</p> <p>Participants discuss what they have learned.</p> <p>What is new for me? What does this mean for me in my personal or professional life?</p>		<p>Discussing</p>
	<p>Possible extensions Depending on the profile of the learners and their level of autonomy, continue with a session on the order form.</p>	<p>Order form (see appendix 3)</p>	

Suggestions for the teacher

The example presented here should be considered as exemplary and inspirational material presenting a guideline with a high range of possibilities of adapting those suggestions to a specific group of learners or an individual learner with his or her very personal requirements.

In concrete terms, the example (**TITLE**) could be adapted this ways:

- Duration:
- Individualization:
- Further or additional material:
- Level of difficulty:
- Dispositions taken into account:
- Learning setting:
- ...

Our educational activities aim at numeracy skills being not only memorized, but first of all being practiced and functionally used by the learners in daily life or/and vocational situations. It is therefore recommended to implement the idea of HITS² (higher impacts of teaching skills) as far and often as possible: ...

- ... work with concrete and authentic material that learners will recognize from everyday life situations.
- ... ask the learners questions and let them raise questions themselves. It can be crucial to discuss numeracy themes, contexts and numbers.
- ... think of possible ways of transfer: **give concrete hints for this example**
- **Complete with two (?) more suggestions on HITS**

Optional: Further notes for teachers, concretely for this example

² For general information and explanation on HITS please see (link)

Appendix 1

FICHE DE STOCK 1				
Nom du produit : TABORAC				
Date	Stock de départ	Entrées	Sorties	Stock final
01/07	0	10	0	10
15/07	10	0	2	
30/07	8	0	3	
15/08	5	10	0	
01/09	15	0	2	
15/09	13	0	3	



Appendix 2

FICHE DE STOCK 2				
Nom du produit : TABORAC				
Date	Stock de départ	Entrées	Sorties	Stock final
22/09	10	0	2	8
06/10		0	3	5
20/10		10	0	15
03/11		0	2	13
17/11		0	3	10
01/12		10	0	20

FICHE DE STOCK 3				
Nom du produit : TABORAC				
Date	Stock de départ	Entrées	Sorties	Stock final
15/12	20	0	2	18
29/12	18	0		15
05/01	15	0		15
19/01	15	0		13
02/02	13	0		10
16/02	10	10		20



FICHE DE STOCK 4				
Nom du produit : TABORAC				
Date	Stock de départ	Entrées	Sorties	Stock final
01/03	20	0	2	18
15/03		0		15
	15	0	0	
05/04			2	13
19/04		0	3	
03/05	10		0	20



Appendix 3

BON DE COMMANDE

<p>Société TABORAC</p> <p>SAS au capital de 75000 € RCS METZ 402 504 157 NAF 37 672</p> <p>27 rue Albert Einstein 57540 SILVANGE France Tél : 07 78 68 67 10 Fax : 03 87 86 67 20</p>	<p>Bon de commande n° :</p> <p>Date d'émission :</p> <p>Adresse de livraison :</p> <p>_____</p> <p>_____</p> <p>Téléphone :</p> <p>Mail :</p>
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Désignation	Unité	Quantité	Prix unitaire (En euros)	Prix total
	1 carton de 5 bouteilles		12,5	
			Net à payer	

