

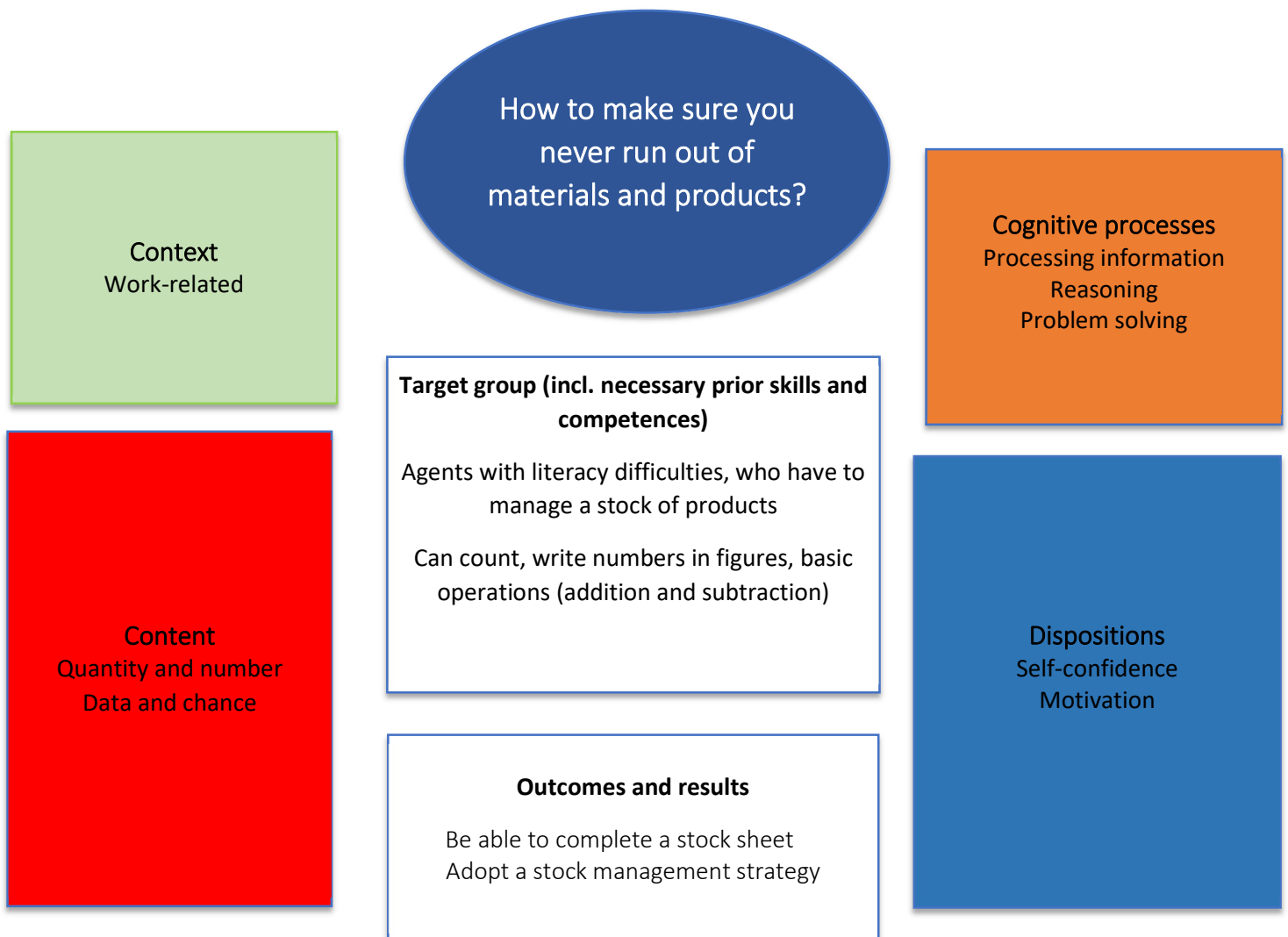
## DON'T PANIC ABOUT YOUR STOCK!

### Managing stock levels with confidence

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"



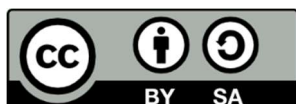
Main information	
<b>Content</b>	<p>Basic arithmetic operations</p> <p>Order and classify data</p> <p>Reading and interpreting a data table</p> <p>Hypotheses</p>
<b>Target group</b>	<p>Employees who have to manage stock (maintenance staff, catering staff, warehouse staff, industry, etc.)</p> <p>This lesson could be an extension after “In the end who’ll win?”</p>
<b>Learning intention</b>	Numeracy for professional issues
<b>Duration</b>	1 lesson
<b>Material and resources</b>	See appendix for stock sheet
<b>Group size</b>	5 to 12 learners
<b>Problem statement</b>	<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>
<b>Working questions</b>	<ul style="list-style-type: none"> <li>- How do I understand a stock sheet? How do I fill it in?</li> <li>- How can I make sure I never run out of materials and products?</li> <li>- How do you know whether an order is necessary or not?</li> </ul>
<b>Learning outcomes and results</b>	<ul style="list-style-type: none"> <li>- Be able to complete a stock sheet</li> <li>- Adopt a stock management strategy</li> </ul>
<b>Reference to National Qualification Frame</b>	Optional (country’s decision)



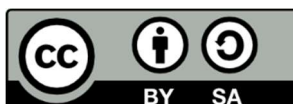
Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information <sup>1</sup>
	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"> <li>- What products/equipment do you have to order?</li> <li>- 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?</li> <li>- How often do you order? How often are deliveries made?</li> <li>- How is the stock arranged / classified?</li> <li>- How do you organise yourself? What is your method? &gt; calculation? estimation? anticipation?</li> </ul> <p>Each pair then presents their answers</p>		Collaborative learning
	<ol style="list-style-type: none"> <li>1. All together: observation of a stock sheet, description, understand the principle/ deduce how the table works, vocabulary, etc.</li> <li>2. Each learner: calculate the final stock by date (addition)</li> </ol> <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

<sup>1</sup> for description and explanation of kinds of tasks, HITS and other background information please consult the teacher's/user's guide

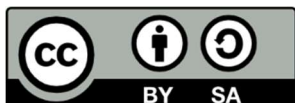


	<p>3. A second table to calculate the starting stock (carry over figures) to ensure that the logic of the table is understood.</p> <p>4. Then a third to calculate the outputs (subtraction) to juggle the table and understand it as a whole.</p> <p>5. Then a fourth stock sheet, with random gaps (calculate)</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 &amp; 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>	



Appendix 1

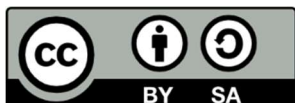
<b>FICHE DE STOCK 1</b>				
<b>Nom du produit : TABORAC</b>				
<b>Date</b>	<b>Stock de départ</b>	<b>Entrées</b>	<b>Sorties</b>	<b>Stock final</b>
01/07	0	10	0	10
15/07	10	0	2	
30/07	8	0	3	
15/08	5	10	0	
01/09	15	0	2	
15/09	13	0	3	



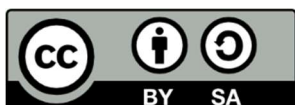
Appendix 2

<b>FICHE DE STOCK 2</b>				
<b>Nom du produit : TABORAC</b>				
<b>Date</b>	<b>Stock de départ</b>	<b>Entrées</b>	<b>Sorties</b>	<b>Stock final</b>
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

<b>FICHE DE STOCK 3</b>				
<b>Nom du produit : TABORAC</b>				
<b>Date</b>	<b>Stock de départ</b>	<b>Entrées</b>	<b>Sorties</b>	<b>Stock final</b>
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



<b>FICHE DE STOCK 4</b>				
<b>Nom du produit : TABORAC</b>				
<b>Date</b>	<b>Stock de départ</b>	<b>Entrées</b>	<b>Sorties</b>	<b>Stock final</b>
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**

**Société TABORAC**

SAS au capital de 75000 €  
RCS METZ 402 504 157  
NAF 37 672

27 rue Albert Einstein  
57540 SILVANGE  
France  
Tél : 07 78 68 67 10  
Fax : 03 87 86 67 20

**Bon de commande n° :**

Date d'émission :

Adresse de livraison :

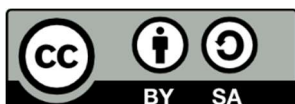
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Téléphone :

Mail :

Désignation	Unité	Quantité	Prix unitaire (En euros)	Prix total
	1 carton de 5 bouteilles		12,5	
			<b>Net à payer</b>	





This material was produced in the Erasmusplus project **Numeracy in Practice**, projectnumber 2021-1-NL01-KA220-ADU-000 026 292. In this project, 11 partners in 11 countries worked together in designing, evaluating and improving the materials. All materials can be found on the website ([www.cenf.eu](http://www.cenf.eu)).



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