Lawler Education

N u m e r a c y   C o u n t s

Application of Number
Hair and Beaty
Stock Control

FINAL

Caroline Munroe

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EDUCATION

Application of Number
Hair and Beaty

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Stock Control

Number/General Thinking Series
Introducing Algebra 1: Number Patterns and Sequences
Introducing Algebra 2: Specialising and Generalising
Introducing Algebra 3: Introducing Equations
Introducing Algebra 4: Equations and Graphs
Number Machines
Number and Place Value
Entry Level: Writing and Forming Numbers

Aber Education Teacher Books
Family Relationships
Bullying and Conflict
Hey Thompson
Self-Esteem and Values
Self-Esteem: a Manual for Mentors
Enhancing Self-Esteem in the Adolescent
Grief, Illness and Other Issues
Survival Teen Island: The Ultimate Survival Guide for Teenagers

Emotional Well Being and Health
Choose Happiness
The Eat Well Stay Slim Budget Cookbook
Write Yourself Well

English
Creativity through Language 1: How to Teach Fictional Writing
Creativity through Language 2: How to Teach Informative/Non-Fictional writing
Cloze
Cloze: Cars and Transport

Guided Reading and Writing
More Guided Reading and Writing

Reading for Comprehension 1
Reading for Comprehension 2
Reading for Comprehension 3
Reading for Comprehension 4

Skills for Life
More Skills for Life

Vital Phonics 1
Vital Phonics 2
Vital Phonics 3
Vital Phonics 4

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Contents

Starter

The students will probably be unaware of the need for stock control. We suggest that you stress that the role of a business person is to manage stock carefully and to make profits for their business. Students may be aware of the old refrain 'stock is as good as money'.   This is rubbish. Stock ties up money; it means there is less liquidity within the business. We suggest you explain liquidity as having

mo   ving flexibility within the business.

If t   ess. The students need to under-

sta   cash. If you have £5000 worth of

hai

Thi   an electronic device. In the scenario

tho

Ma

Usi   d for stock control as a means of

ma   nt are fake.

As

Ho

You   addition, viz:

———

Be aware that some level 1/2 assessors do insist on seeing the carried ten written on the calculation. We know of one student who, when asked to add 39 and 5, wrote 44 and was failed because he did not 'show' the carried 10.

Work through the worksheets S1W1/S1W1b (1b is differentiated) with students

Plenary

Ask students to complete S1W2

I need to know how many nail varnish bottles there are in stock, so I asked my apprentice Smita to work it out.
She made this table.

Colour	Tally	Total

1.   Complete

2.   Which col

3.   Which col

4   What doe

5.   What is t

Starter

Discuss why it is essential to be able to estimate accurately and use the powerpoint
slide show for help.

It is worth discussing the spread between the least possible and the highest possible
answer when roundi
ed to the nearest 10,
since both would rou

Main Activity

Use the estimating p
are reminded that w
open source program
It is advisable to see
ware.

Plenary

Ask the students to
the ability to round
so on. In question 2
curlers is 450, since
549. This may need

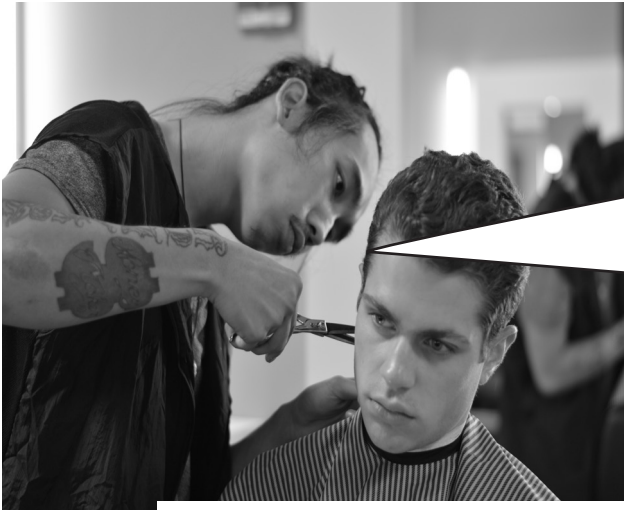Name ....

Many salons offer nail beauty treatments.
The cost varies but we charge £45 for the initial
treatment and £25 for the backfill. This is great
extra business for us, if we see 50 customers
a month, for an initial treatment that is £2250
extra taking
it affects th

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Rounded So to the neae				
20				
10				
40				
60				
30				
70				
10				
50				
80				
90				

Just in Time means parts arrive just when they are needed.
This takes planning.
Fran needed a new solution for a nail backfill job on Friday, it takes three days to arrive, including the day of order.

1 When

2 Add

+
Total

+
Total
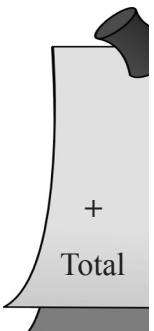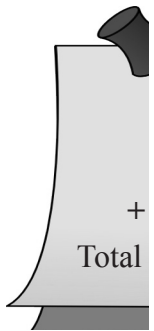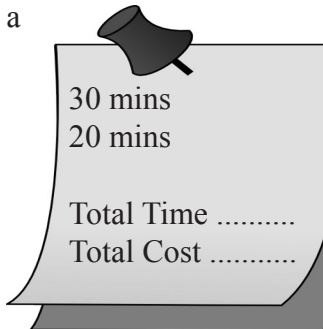
Salons charge for their time. Every minute we are working on creating a new look for you costs you money. Here you need to work out the costs for these jobs sheets. Add up the time and then multiply the total by the rate per hour, in our case £50/hr or part of an hour.

In truth, salons charge per job but they need to ensure they are covering their

a
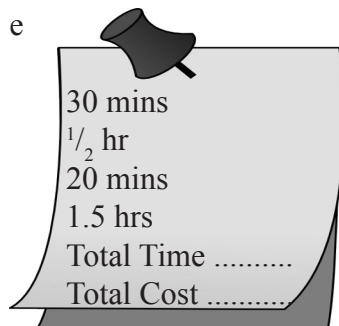
30 mins
20 mins

Total Time ....
Total Cost ....

c
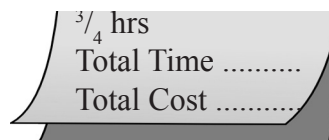
1 hr
30 mins
20 mins
Total Time ....
Total Cost ....

e

30 mins
$^1/_2$ hr
20 mins
1.5 hrs
Total Time ....
Total Cost ....

$^3/_4$ hrs
Total Time ....
Total Cost ....

Percentages

Starter

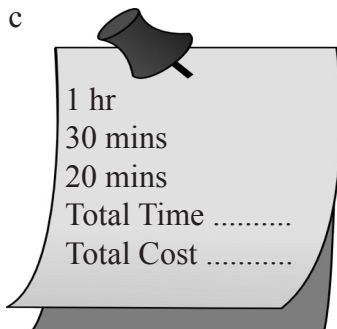Make sure students understand that a percentage is a fraction over 100. It is important that they can calculate a percentage question in one step.   So they should know that 30% = $^{30}/_{100}$ = 0.3 and so to work out 30% of 200 t

Use the powerpoint sl

the students.

Main Activity

The questions here are

worksheets for this se

Plenary

Discuss using a scienti

they are aware that th

operations is vitally in

sion come before addi

before the addition.

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Name ....

Working Out Percentages

Work out the following Percentages

1   30% of 100 hairdryers.

_____

2   25% of 80 hairspray cans.

_____

3   40% of 120 bottles of nail varnish.

_____

4   30% of

_____

5   20% of

6   Work

7   Work

8   What

9   What

10   What

Name...

When we do a beauty treatment for a client,
We have to add VAT here in the U.K.
That is 20% added to the bill.

We currently
for new bea
knock off 10

Save 10%

Leave Feedba
and earn

10% o
any service

LF

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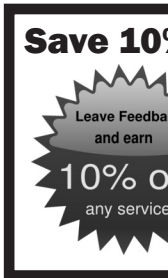
Now as a trainee in t

Take a £45 nail back

happens   ?   Try it the other way, what happens ? Does this always happen ?
                        Try it with other numbers, say £25 does the same thing happen ?

                        Write a report on your findings.

Reading Graphs

Starter

Many business, including business in the beauty industry, graph their revenue streams.

Students need to be aware that this is a mechanism to see patterns and determine tolerances. If sales vary widely, something is wrong. Make sure they understand that at certain times of the year sales are expected to go up, eg at Christmas bookings for hair appointments usually increase. They need to be clear that graphing sales feeds

pointments.

Read through the worksheets with the students and ensure they understand that

n page 24 represents perm sales

the increased Easter and Christ-

rentiated worksheet to make it

re aware that the offer has to

rs, we have no business.

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Name...

Reading Graphs

90
80
70
60
50
40
30
20
10
0

Jan Feb Mar
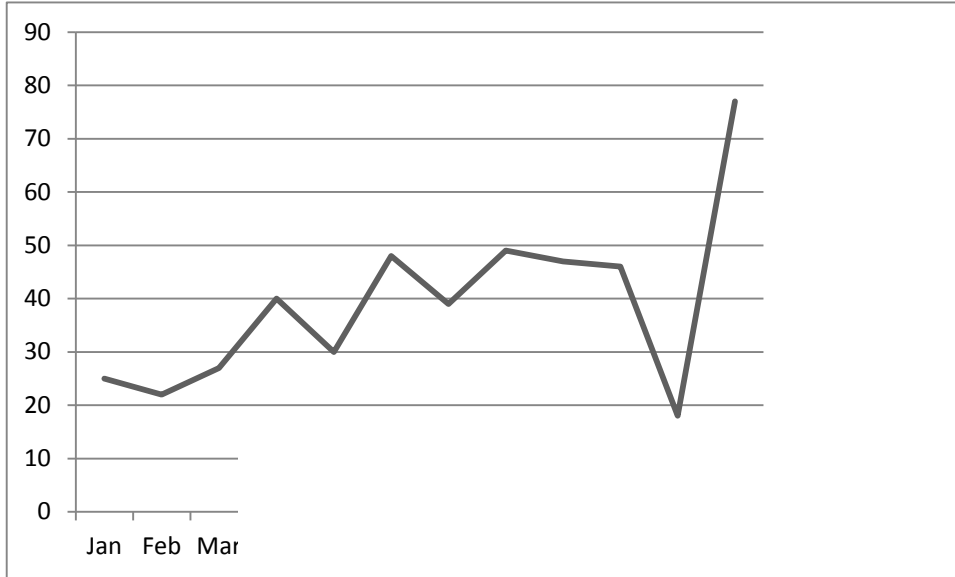
This graph shows sales
the graph, what does it
Discuss your ideas with
what you know that ha
industry.

In this space write dow
that service may be.
Give reasons for your a
from what you infer on
graph.

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The mean, median and mode

Starter

The purpose of this session is to establish an understanding of the mean. In the powerpoint for this session we have referred to the median and mode but the main emphasis is on the mean. Show the powerpoint to students and discuss the slides. In particular discuss the mean calculation to 23 $\frac{1}{3}$ minutes. Make sure students understand that this answer gives us an understanding of the average time spent on the jobs.

Main Activity

Ask the students   es-
sional judgement
mode. You may

€

On S6 W1 you w   is
is the Euro symb   an
awareness of the

Plenary

Discuss the mea
day. Many of the