

BEADWORK

FIRST PEOPLES' BEADING HISTORY AND TECHNIQUES



TEACHER'S GUIDE

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Plot Summary

Beadwork: First Peoples' Beading History and Techniques is an historical and cultural resource, as well as an instructional guide. Author Christi Belcourt shares her knowledge of the tradition and techniques of First Nations, Métis and Inuit beadwork.

Readers are introduced to the history of beads and learn how beads are used today. Belcourt shares the cultural and spiritual significance of beadwork, and leads readers through the various techniques and materials used to create contemporary beadwork across Canada. In *Beadwork*, Belcourt demonstrates these techniques through diagrams and step-by-step instruction for learners.

Practitioner Information

Individual activities may incorporate various Competencies and apply to multiple Goal Paths. This Teacher's Guide focuses mainly on the specific Goal Paths of Employment and Apprenticeship and on one larger final assignment. The tasks and activities will provide the learners with practice toward their desired outcomes, and align closely with the Competencies within the framework. Similarly, each activity aligns with tasks from the Ontario Adult Literacy Curriculum Framework (OALCF).

The activities cover a range – from 1 to 3 – of the OALCF Levels. Select appropriate activities with the learners in order to address their specific goals. Please review the OALCF Competencies and Task Groups with the learners prior to using this guide, to help them understand how each activity applies to their individual Goal Path.

This guide is designed for the learner Goal Paths: **Employment and Apprenticeship**.
It is suitable for learners with the goal of improving the Competency: **Understand and Use Numbers**.

For the purposes of classroom instruction, this Teacher's Guide contains seven sections. The first six sections are similar in style, with varying topics and activities. The seventh section instructs the learners to complete one final task relevant to their individual Goal Path. Practitioners can use this final task to evaluate the learners' readiness for employment and apprenticeship or for continued learning opportunities.

While some activities in this Teacher's Guide can be completed independently from the book, the activities and teachings in each chapter are meant to provide the learners with insight and context. By reading the entire series and performing the assigned activities, learners will develop traditional skills while completing tasks closely aligned with the framework.

How This Guide Works:

This Teacher's Guide is designed to address learners' goals within the OALCF. A chart outlining the relevant OALCF Competencies & Task Groups precedes each exercise. The activities are numbered with the section number, then the activity number. For example, the three activities in Section One are labelled 1.1, 1.2 and 1.3.

The number codes within each chart consist of a letter and numbers. The letter indicates to which OALCF Competency the activity applies. The next number represents the Task Group and the final number, after the period, is the Level indicator. For example, an activity marked as a B3.1 tells the practitioner it is:

- B: from the Communicate Ideas and Information Competency
- 3: from the Complete and Create Documents Task Group
- 1: task Level 1.

Many activities have a Student Activity sheet for the learners. You may choose to have each learner complete all of the activities or only those activities up to his or her developing learning proficiency.

Assessment Instructions:

Each activity identifies a learning outcome, a list of materials, the time required for each learner to complete the activity and steps for administration.

Activities may include a learner's sheet that the practitioner can copy and distribute. Other activities, such as reading exercises, do not require a student worksheet. Where one is available, the worksheet is included in the materials list for each activity.

Practitioners will decide, based on each learner's goals, whether or not an evaluation of each exercise is necessary. In many cases, completion of the activity may indicate a learner's success, especially when the learner's goal is independence.

For this reason, we have left evaluation open, to allow the practitioner to determine the parameters of successful completion of each exercise. Where applicable, the answers are included.

Section 1

Getting Started with Beadwork

OALCF Competencies & Task Groups

	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
1.1	Reading Selection: <i>Beadwork</i> "Materials"	A1.1													
1.2	Verify Beadwork Material Costs Using Receipts								C1.2		C3.1				
1.3	Beadwork Material Weight-Conversion Exercise	A1.3								C3.3					

OALCF Goal Paths	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			x

Activity 1.1: Reading Selection: *Beadwork* “Materials”

Learning Outcome: Have learners read the assigned selection from *Beadwork*. The purpose is to complete a basic reading exercise.

OALCF: This activity addresses Competency A: Find and Use Information. The applicable Task Group is A1: Read Continuous Text.

Level: 1

Materials: *Beadwork*

Duration: 10 to 15 minutes

Steps:

1. Photocopy Student Activity Sheet 1.1 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Have learners read the selection.
4. Discuss the activity with learners.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity.

Student Activity

1.1

Learner Name: _____ Date: _____

In employment and apprenticeship scenarios, you may be asked to work with new materials or complete tasks that are unfamiliar to you. It is important to understand the tools and materials you will be working with in a job or training program.

This reading selection from *Beadwork* introduces materials commonly used in beadwork projects today.

On page 39 of *Beadwork*, read the section beginning with “Here is a partial list of materials typically used in beadwork today...” Read to the end of page 40, including the chart of bead sizes.

If you require assistance or do not understand any of the words or terms used in the book, please ask your instructor for guidance.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

- Activity 1.2:

Verify Beadwork Material Costs Using Receipts
- Learning Outcome:

Have learners use receipts provided to verify and calculate material costs in an employment scenario. The purpose is to help learners improve their numeracy skills in preparation for employment or apprenticeship.
- OALCF:

This activity addresses Competency C: Understand and Use Numbers. The applicable Task Groups are C1: Manage money and C3: Use measures.
- Level:

2
- Materials:

Student Activity 1.2
 Pen or pencil
 Scrap paper for calculations, if required
- Duration:

20 to 30 minutes
- Steps:

1. Photocopy Student Activity 2.2 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow up to 30 minutes for learners to complete the activity.
 4. Review the completed activity with the learners, using the Answer Key, below. Provide assistance or additional material where needed.
 5. Print the completed spreadsheets and file with the worksheets.
- Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to complete calculations and arrive at the correct responses within the allotted time.
- Answer Key:

1. The person should have returned \$37.36 in change, based on the information provided.
 2. The total cost of the beadwork materials was \$48.01.
 3. The person was over budget by \$0.64.

Student Activity

1.2

Learner Name: _____ Date: _____

On page 39 of *Beadwork*, you learned which materials are commonly used in beadwork projects today. This activity is an employment-related scenario in which you will use the receipts provided to verify the cost of materials purchased for a beadwork project.

Scenario:

You have been hired to work for a local, independent craftsperson. She makes beadwork projects to sell to tourists. Your new employer had a staff member go to three craft-supply stores to purchase several items needed to complete a project, as her inventory had run out before the next shipment of supplies shipment is scheduled to arrive.

However, this person also needed to purchase items for another craft project from the same stores. Your employer needs to know how much the beadwork supplies cost.

The employer has asked you to do two things:

- Verify that the person sent shopping returned the correct amount of change, based on the receipts provided.
- Calculate the total cost of supplies purchased for the beadwork project only.

Activity:

Use the information from these three “receipts” to answer the questions below:

Store #1		Store #2		Store #3	
¼ lb crow beads	6.79	1 lb 10/0 seed beads – multicolour	3.27	4 jumbo rolls Scotch tape	11.96
2 lbs pony beads – red	19.48	1 package paper – 200 sheets	2.67	1.5 lbs 14/0 seed beads – tangerine	8.92
½ lb pony beads – blue	4.87			.75 lb 12/0 seed beads – cerulean	4.68
		Total	\$5.94		
Total	\$31.14			Total	\$25.56

1. Your employer sent the shopper to the store with \$100. How much change should the person have returned, based on these three receipts? _____
2. What was the total cost of the beadwork supplies? _____
3. If the shopper returned \$38 in change, was that over or under, and by how much?

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 1.3: Beadwork Material Weight-Conversion Exercise

Learning Outcome: Have learners read the assigned selection from *Beadwork* and complete the weight-conversion exercise. The purpose is to help learners improve their employment-and-apprenticeship math and literacy skills.

OALCF: This activity addresses Competencies A: Find and Use Information and C: Understand and Use Numbers. The applicable Task Groups are A1: Read continuous text and C3: Use measures.

Level: 2

Materials: *Beadwork*
Student Activity 1.3
Pen or pencil

Duration: 30 to 45 minutes

- Steps:**
1. Photocopy Student Activity 1.3 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow up to 45 minutes for learners to complete the activity.
 4. Review the completed assignments with the learners, using the Answer Key, below.
 5. File completed worksheets.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner's ability to complete the reading activity and correctly answer the mathematical conversion questions within the allotted time.

Answer Key:

Metric	Imperial
0.91 kg	2 pounds
1.5 kg	3.31 pounds
0.23 kg	½ pound
0.75 kg	1.65 pounds
10 kg	22.05 pounds
1.70 kg	3¾ pounds

Student Activity

1.3

Learner Name: _____ Date: _____

Begin this activity by reading pages 38 to 47 of *Beadwork*.

In Canada and many other countries around the world, the accepted method of measurement is the metric system, which is used to measure weight. Grams and kilograms are familiar units of measurement from the metric system.

Some people and companies, however, still use the imperial system of measurement. This is why you will see some items with weights expressed in pounds or ounces.

In the construction and craft trades, it is important to be able to convert measurements either from metric to imperial, or vice versa. This ability allows skilled workers to quickly switch from one system to the other, without making costly measurement mistakes. In Student Activity 1.2, beadwork materials were sold in pound (lb) units. Retailers often sell items, such as beads, by the pound or kilogram, using a measurement of weight rather than counting out each individual bead and assigning a price. (Can you imagine counting out 1,000 beads to purchase?)

For the second part of this activity, complete the conversions in the table, below. Round your answers to two decimal points. Please do not use a calculator, but do ask your instructor for assistance if you need help learning more about conversions.

Metric	Imperial
_____ kg	2 pounds
1.5 kg	_____ pounds
_____ kg	$\frac{1}{2}$ pound
0.75 kg	_____ pounds
10 kg	_____ pounds
_____ kg	$3\frac{3}{4}$ pounds

Reminder: 1 pound (lb) = 0.45 kilograms and 1 kilogram (kg) = 2.2 pounds

Section 2

Learning Checkup & Managing Timesheets

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
2.1	Manage Learning Checkup													E.1	
2.2	Complete a Time Sheet						B3.1			C2.2					
2.3	Calculate Hours Worked per Week						B3.1			C2.2					

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

- Activity 2.1:

Manage Learning Checkup
- Learning Outcome:

Have learners verbally communicate how they are managing their learning. The purpose is to help learners better understand how to manage their learning programs.
- OALCF:

This activity addresses Competency E: Manage Learning.
- Level:

1 to 3
- Materials:

Pen or pencil and paper
- Duration:

15 minutes
- Steps:

- Schedule a time to speak privately with each learner.
 - Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 - Ask the learners a series of questions, below, to determine how they manage their learning.
- Learning-Checkup Questions:

- How have you begun to demonstrate that you can set realistic short-term goals?
 - How have you demonstrated your ability to use learning strategies from these activities?
 - Explain how you monitor your own learning.
- Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 2.2:

Complete a Time Sheet

Learning Outcome:

Have learners complete a sample time sheet based on information provided. The purpose is to help learners prepare for employment and apprenticeship.

OALCF:

This activity addresses Competencies B: Communicate Ideas and Information and C: Use and Understand Numbers. The applicable Task Groups are B3: Complete and create documents and C2: Manage time.

Level:

2

Materials:

Student Activity 3.2
Pen or pencil

Duration:

15 minutes

Steps:

1. Photocopy Student Activity 3.2 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow up to 15 minutes for learners to complete the activity.
4. Mark the Student Activity sheet using the Answer Key, below.
5. Review results with learners and file worksheets.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners’ responses are acceptable. Consider each learner’s ability to complete the assignment and answer questions correctly within the allotted time.

Answer Key:

Start time	End time	Hours worked
06:15	14:00	7.75
07:00	14:30	7.5
06:30	15:45	9.25
07:15	12:30	5.25
06:45	15:00	8.25

Student Activity

2.2

Learner Name: _____ Date: _____

In this activity, you will complete a series of daily time sheets based on the information provided.

Employers use a variety of methods to measure the time worked by their employees, in order to make sure each person receives the right amount of pay for the hours worked. Some employers have their employees fill in time sheets, while others use computerized systems to have employees sign in and out for each shift.

In most workplaces, employees are responsible for ensuring their hours are correct.

Use the information provided to fill in the blanks in the sample time sheet. Assume that breaks and a lunch hour are included as paid time, so you do not need to subtract time for those. Express your answers in decimal format.

Please ask your instructor for assistance if you have questions about the activity instructions.

Start time	End time	Hours worked
06:15	14:00	
07:00	14:30	
06:30	15:45	
07:15	12:30	
06:45	15:00	

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 2.3:

Calculate Hours Worked per Week

Learning Outcome:
 Have learners calculate total hours worked based on information provided. The purpose is to help learners prepare for employment and apprenticeship.

OALCF:
 This activity addresses Competencies B: Communicate Ideas and Information and C: Understand and Use Numbers. The applicable Task Groups are B3: Complete and create documents and C2: Manage time.

Level:
 2

Materials:
 Student Activity 2.3
 Pen or pencil

Duration:
 15 minutes

Steps:

1. Photocopy Student Activity 2.3 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow up to 15 minutes for learners to complete the exercise. Allow opportunity for learners to ask questions, if necessary.
4. Mark the Student Activity sheet, using the Answer Key, below.
5. Review results with learners and file worksheets.

Evaluation Instructions:
 Practitioners must use their judgment to determine whether learners' responses are acceptable. Consider each learner's ability to complete the assignment and answer questions correctly within the allotted time.

	Start time	End time	Hours worked/day	
Monday	06:45	14:45	8.0	
Tuesday	06:45	15:00	8.25	
Wednesday	06:45	14:15	7.5	
Thursday	07:00	15:15	8.25	
Friday	06:45	12:45	6.0	
Week One Total				38.0
Monday	16:00	00:00	8.0	
Tuesday	16:00	23:45	7.75	
Wednesday	15:45	00:15	8.5	
Thursday	16:00	00:30	8.5	
Friday	16:00	22:15	6.25	
Week Two Total				39.0
Total Hours Worked				77.0

Student Activity

2.3

Learner Name: _____ Date: _____

In this activity, you will calculate the number of hours worked for two weeks, in order to complete the time sheet, below.

Employers use a variety of methods to measure the time worked by their employees, in order to make sure each person receives the right amount of pay for the hours worked. Some employers have employees fill in time sheets, while others use computerized systems to have employees sign in and out for each shift. In most workplaces, employees are responsible for ensuring their hours are correct.

Use the information provided to fill in the blanks for each week in the sample time sheet, below. Assume that breaks and a lunch hour are included as paid time, so you do not need to subtract time for those. Express your answers in decimal format. Please ask your instructor for assistance if you have questions about the activity instructions.

	Start time	End time	Hours worked/day	
Monday	06:45	14:45		
Tuesday	06:45	15:00		
Wednesday	06:45	14:15		
Thursday	07:00	15:15		
Friday	06:45	12:45		
Week One Total				
Monday	16:00	00:00		
Tuesday	16:00	23:45		
Wednesday	15:45	00:15		
Thursday	16:00	00:30		
Friday	16:00	22:15		
Week Two Total				
Total Hours Worked				

Section 3

Material & Product Pricing

OALCF Competencies & Task Groups

	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
3.1	Beadwork Price-List Comparison								C1.1						
3.2	Purchase Invoice Verification								C1.2						
3.3	Project Budget Creation						B3.3		C1.3				D3		

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 3.1:

Beadwork Price-List Comparison

Learning Outcome:

Have learners complete the price-comparison exercise. The purpose is to help learners develop math skills relevant to employment and apprenticeship.

OALCF:

This activity addresses Competency C: Understand and Use Numbers. The applicable task group is C1: Manage money.

Level:

1

Materials:

Student Activity 3.1
Pen or pencil

Duration:

20 to 40 minutes

Steps:

1. Photocopy Student Activity 3.1 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow up to 40 minutes for learners to complete the activity.
4. Review the completed activity with the learners, using the Answer Key, below. Provide assistance or additional material where needed.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to complete cost comparisons and arrive at the correct responses within the allotted time.

Answer Key:

1. 14/0 seed beads	Supplier #2
2. 11/0 seed beads	Supplier #1 – not offered by #2
3. crow glass beads	Supplier #1
4. 22/0 seed beads	Supplier #2
5. 16/0 seed beads	Supplier #1

Student Activity

3.1

Learner Name: _____ Date: _____

Scenario:

You are an apprentice in a beadwork shop. Your employer has asked that you compare the prices of bead materials from two different sources. These bead manufacturers have each sent a price list for your company to consider.

Activity:

Your employer has asked that you look at these two lists, then fill out a form he has provided to indicate which supplier offers the lowest price on specific products. Use the information from these price lists to answer the questions at the bottom of the page.

Assume that every price is the price per kilogram; you do not need to convert the weights as part of this activity

Supplier #1		Supplier #2	
crow glass beads	14.99	pony glass beads	15.27
22/0 seed beads	12.99	crow glass beads	15.29
21/0 seed beads	12.49	8/0 seed beads	9.27
20/0 seed beads	11.99	10/0 seed beads	9.75
18/0 seed beads	11.49	12/0 seed beads	10.14
16/0 seed beads	10.99	14/0 seed beads	10.67
14/0 seed beads	10.49	16/0 seed beads	11.34
13/0 seed beads	10.27	18/0 seed beads	11.49
12/0 seed beads	9.99	20/0 seed beads	11.98
11/0 seed beads	9.84	21/0 seed beads	12.39
10/0 seed beads	9.63	22/0 seed beads	12.79
9/0 seed beads	9.49		
8/0 seed beads	9.39		

Which supplier offers the best price on each of the following?

1. 14/0 seed beads
2. 11/0 seed beads
3. crow glass beads
4. 22/0 seed beads
5. 16/0 seed beads

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 3.2:

Purchase Invoice Verification

Learning Outcome:

Have learners complete the invoice-verification exercise. The purpose is to help learners develop math skills relevant to employment and apprenticeship.

OALCF:

This activity addresses Competency C: Understand and Use Numbers. The applicable task group is C1: Manage money.

Level:

2

Materials:

Student Activity 3.2
 Access to computer with Internet and email
 Pen or pencil

Duration:

30 to 45 minutes

Steps:

1. Photocopy Student Activity 3.2 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow up to 45 minutes for learners to complete the activity.
4. Review the completed activity with the learners, using the Answer Key, below. Provide assistance or additional material where needed.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to verify the contents of the invoice and arrive at the correct responses within the allotted time.

Answer Key:

Does the list of received items match the invoice? No

 Please list the missing, extra or incorrect items:

- 1 extra case orange pony beads
- 1 extra case green seed beads
- 1 spool cotton thread missing.

Student Activity

3.2

Learner Name: _____ Date: _____

Scenario:

You work in a beadwork shop and your employer has just received a shipment of supplies. She inspected the supplies on delivery and listed the materials received. She has asked you to verify that all of the items on the purchasing invoice sent by the supplier were received, by checking her list against the invoice.

Activity:

Compare your employer's list of materials received with the invoice of materials the supplier said was shipped. Determine if any supplies are missing or if there are extra supplies which were not ordered. Make a list of any non-matching items at the bottom of this page, and submit the Activity Sheet to your instructor.

A1 Beadwork Supplies

123 Anywhere Street
Anytown, Ontario
123-456-6789

INVOICE

Invoice Number: 02115

Invoice Date: Today

Qty	Product Description	Amount Each	Amount
1	case – pony beads, fire-engine red	34.99	34.99
4	cases – 22/0 seed beads, frog green	32.99	131.96
2	cases – 11/0 seed beads, night black	32.99	65.98
2	case s– 16/0 seed beads, pale yellow	32.99	65.98
6	spools – cotton thread, 100 m	4.99	29.94
1	case – 22/0 seed beads, cerulean	32.99	32.99
		Subtotal:	361.84
		Tax:	50.66
		Shipping:	40.00
		Grand Total:	452.50

We received the following supplies:

- 5 spools cotton thread
- 2 cases 11/0 black seed beads
- 2 cases 16/0 yellow seed beads
- 1 case 22/0 cerulean beads
- 1 case orange pony beads
- 1 case red pony beads
- 5 cases green seed beads

Does the list of received items match the invoice?
(circle one) Y N

Please list the missing, extra or incorrect items:

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 3.3:

Project Budget Creation

Learning Outcome:

Have learners create a budget for a beading project as assigned. The purpose is to improve learners' math skills in preparation for apprenticeship or employment.

OALCF:

This activity addresses B: Communicate Ideas and Information, C: Understand and Use Numbers and D: Use Digital Technology. The applicable Task Groups are B3: Complete and create documents and C1: Manage money.

Level:

3

Materials:

Student Activity 3.3
 A computer with spreadsheet software such as Microsoft Excel

Duration:

30 to 60 minutes

Steps:

1. Photocopy Student Activity 3.3 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow up to 60 minutes for learners to complete the exercise. Allow opportunity for learners to ask questions, if necessary.
4. Have learners print out their completed budget sheets and submit with their Activity Sheets.
5. Discuss the completed activity with learners and file worksheets.

Evaluation Instructions:

Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner's ability to complete the task within the allotted time.

Answer Key:

Learners' spreadsheets may not follow the exact format as the Answer Key, but all should illustrate the same conclusion.

Material	Quantity	Cost
deer hide	2 m	\$78.00
gold buttons	6	\$9.25
fabric trim	1 m	\$5.49
sinew thread	¾ spool	\$6.59
pony beads	½ kg	\$4.99
12/0 seed beads	1 kg	\$7.75
Total:		\$112.07

Student Activity

3.3

Learner Name: _____ Date: _____

In this activity, you will create a budget for a beadwork project, using spreadsheet software.

Scenario:

Your employer has decided to create a beaded amautit (woman's parka with a hood). Your employer wants to see if it could be sold in the store. The employer has asked you to calculate the cost of materials required to create one amautit.

Activity:

Use the price list and amautit materials list, below, for reference. Create a new spreadsheet in Microsoft Excel or another spreadsheet program. You will need to calculate the cost of materials required to create one amautit. Make sure your spreadsheet has columns for the name of each material, the amount required and the cost for that amount of the material. When you have the price for each of the items calculated, add up the cost of all the materials.

Materials required for one amautit:

- 2 m hide
- 6 gold buttons
- 1 m fabric trim
- $\frac{3}{4}$ spool sinew thread
- $\frac{1}{2}$ kg pony beads
- 1 kg assorted 12/0 seed beads.

Price list:

Material	Quantity	Cost
deer hide	1 m	\$39.00
gold buttons	package of 12	\$18.50
fabric trim	1 m	\$5.49
sinew thread	1 spool	\$8.79
pony beads	1 kg	\$9.97
12/0 seed beads	1 kg	\$7.75

Once you have completed your spreadsheet, print and submit it to your instructor.

Section 4

Workplace Communications

OALCF Competencies & Task Groups

	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
4.1	Communicate with an Employer in Writing	A1.1				B2.1							D2		
4.2	Manage Learning Checkup													E2	
4.3	Letter to a Material Supplier	A1.3				B2.3							D2		

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 4.1:

Communicate with an Employer in Writing

Learning Outcome:

Have each learner write an email to ask for clarification on a work assignment. The purpose is to help learners improve their communication and technology skills in preparation for employment or apprenticeship.

OALCF:

This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text and B2: Write continuous text.

Level:

1

Materials:

Beadwork
 Student Activity 4.1
 A computer with access to the Internet and email, or pen or pencil and paper

Duration:

20 to 40 minutes

Steps:

- Copy Student Activity 4.1 and distribute to the learners.
- Ensure learners have a computer with access to the Internet and an email program. Alternatively, learners may write their email on a piece of paper.
- Allow 20 to 40 minutes for learners to complete the activity.
- Assist learners in printing the completed email, if necessary.
- Review the completed activity with learners and file.

Evaluation Instructions:

Practitioners must use their judgment to determine whether the learners have successfully completed the activity. Consider each learner’s ability to complete the task within the allotted time.

Student Activity

4.1

Learner Name: _____ Date: _____

In this activity, you will write an email to your employer to ask for more information on a task he has assigned to you.

1. Read the top section on page 44 of *Beadwork*. Pretend your employer has asked you to read this section in order to learn how to do a lazy stitch.
2. Write an email to request more information from your employer. You do not need to send your email, but please fill in the "Subject" line as part of the activity.
3. Ask your employer anything you may need to know in order to be able to pick up a needle and perform this stitch. Do you need someone to show you first? Are there other training materials available?
4. Print a copy of your email and submit it to your instructor. If you need assistance printing the email, ask your instructor.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

Activity 4.2: Manage Learning Checkup

Learning Outcome: Have learners verbally communicate how they are managing their learning. The purpose is to help learners better understand how to manage their learning programs.

OALCF: This activity addresses Competency E: Manage Learning.

Level: 2

Materials: Pen or pencil and paper

Duration: 15 minutes

- Steps:**
1. Set aside time to speak privately with each learner.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Ask learners a series of questions, below, to determine how they manage their learning.
 4. File your notes in learners' files.

- Learning-Checkup Questions:**
1. How have you begun to demonstrate that you can set realistic short-term goals?
 2. How have you demonstrated your ability to use learning strategies from these activities?
 3. Explain how you monitor your own learning.

Evaluation Instructions: Practitioners must use their judgment to determine whether the learners have successfully completed the activity.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 4.3:

Letter to a Material Supplier

Learning Outcome:

Have learners write a letter to express a concern and propose a solution to a material supplier. The purpose is to help learners develop communication skills in preparation for employment or apprenticeship.

OALCF:

This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text and B2: Write continuous text.

Level:

3

Materials:

Student Activity 4.3
 Access to a computer with word-processing software, or a pen or pencil and paper

Duration:

30 to 45 minutes

Steps:

1. Photocopy Student Activity 4.3 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Provide learners with a computer with word processing software.
4. Allow up to 45 minutes for learners to complete the activity.
5. Discuss the activity and file for learners.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner's ability to extract information from activity instructions and to format and write workplace communications.

Student Activity

4.3

Learner Name: _____ Date: _____

Scenario:

You are apprenticing with a local Native craftsperson. He offers his designs and services locally and also sells his crafts on the Internet.

Recently, he has noticed a decline in the quality of the glass beads shipped from his supplier, A1 Beadworks Co. Beads have arrived misshapen or cracked, and more beads are breaking during the sewing process.

Your employer has asked that you write a letter to Dan Aronson, the CEO of A1 Beadworks Co., to express his concerns about the recent quality of the beads. You need to find out:

- if the broken beads can be sent back and replaced
- if something has changed in the bead-manufacturing process that will continue to affect the quality of the beads A1 Beadworks Co. will supply in the future.

Activity:

1. Read chapter three, “Regalia” of *Beadworks* to better understand the types of products your employer uses and why their quality is so important.
2. On a computer with word-processing software, write a formal letter to the CEO of A1 Beadworks Co. to express your concerns and ask questions.
3. Once you have completed your letter, print a copy and submit it to your instructor.

Section 5

Apprenticeships

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
5.1	Reading Selection: Aboriginal Apprenticeship Board of Ontario	A1.1											D2		
5.2	Aboriginal Apprenticeship Board of Ontario Q & A	A1.2				B2.2							D2		
5.3	Find an Apprenticeship Coordinator			A3			B3.2						D3		

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 5.1:

Reading Selection: Aboriginal Apprenticeship Board of Ontario

Learning Outcome:

Have learners read the assigned selection on the Aboriginal Apprenticeship Board of Ontario (AABO) website. The purpose is to help learners improve their reading skills and introduce apprenticeship resources.

OALCF:

This activity addresses Competencies A: Find and Use Information and D: Use Digital Technology. The applicable Task Group is A1: Read continuous text.

Level:

1

Materials:

Student Activity 5.1
A computer with access to the Internet

Duration:

10 to 15 minutes

Steps:

1. Photocopy Student Activity 5.1 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow learners 10 to 15 minutes to complete the exercise.
4. Review the Student Activity sheets and discuss findings with the learners.
5. File the worksheets for the learners.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to complete and comprehend the reading assignment within the allotted time.

Student Activity

5.1

Learner Name: _____ Date: _____

There are a variety of resources available to help people as they search for employment or apprenticeships. In Ontario, one of these resources is the Aboriginal Apprenticeship Board of Ontario (AABO).

In this activity, you will learn more about this important resource.

1. On a computer with Internet access, open a web browser and go to www.aabo.ca.
2. On the home page, read the "About Us" section to learn what the AABO is and what it does.
3. Once you have finished the reading selection, discuss your findings with your instructor.

If you have questions about this exercise, please discuss them with your instructor.

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 5.2:

Aboriginal Apprenticeship Board of Ontario Q & A

Learning Outcome:

Have learners read the assigned selection from the Aboriginal Apprenticeship Board of Ontario (AABO) website and answer the questions on the Activity Sheet. The purpose is to help learners improve their literacy skills while bettering their understanding of apprenticeship resources.

OALCF:

This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text and B2: Write continuous text.

Level:

2

Materials:

Student Activity 5.2
 A computer with access to the Internet
 Pen or pencil

Duration:

30 to 45 minutes

Steps:

1. Photocopy Student Activity 5.2 and distribute to the learners.
2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
3. Allow 30 to 45 minutes for learners to complete the exercise.
4. Assist learners in navigating to the assigned page on the Internet, if required.
5. Review the completed activity and compare with the Answer Key, below.
6. Discuss the activity with learners and file completed worksheets.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner’s ability to answer the questions correctly within the allotted time.

Answer Key:

1. Construction, industrial, motive power or services
2. MTCU is the Ministry of Training, Colleges and Universities.
3. Employers are looking for integrity, honesty, reliability and commitment to hard work and safety.
4. The five major steps in the apprenticeship process are choosing a trade, education, employment, registering and the learning process.
5. Salary ranges for specific trades can be found on the Job Futures website at www.jobfutures.ca.
6. If you are unsure about your choice of trade, start working in the industry and keep your eyes open, ask questions and build skills – and you should discover a trade that is right for you.
7. Tuition for in-school technical training ranges from \$200 to \$800 per session, depending on the trade and where you live.

Student Activity

5.2

Learner Name: _____ Date: _____

You have 30 to 45 minutes to complete this activity, including reading and answering the questions, below.

On a computer with Internet access, open a web browser and go to www.aabo.ca/faqs.html.

Read the entire FAQs section, then answer the following questions, using full sentences where required:

1. Into which four sectors are the apprenticeship opportunities divided? _____
2. What does MTCU stand for? _____
3. Name three of the key characteristics that employers are looking for in apprentices. _____
4. What are the five major steps in the apprenticeship process, as outlined by the AABO? _____
5. Where can you find information on salary ranges for specific trades? _____
6. If you are unsure about your trade choice, what should you do? _____
7. How much does in-school technical training cost per session? _____

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 5.3: Find an Apprenticeship Coordinator

Learning Outcome: Have learners use an online resource to discover apprenticeship contacts, then make a spreadsheet of contacts. The purpose is to improve reading, document-creation and technology skills while introducing apprenticeship resources.

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A3: Extract info from films, broadcasts & presentations and B3: Complete and create documents.

Level: 3

Materials: Student Activity 5.3
A computer with access to the Internet and Microsoft Excel or Google Spreadsheets, or pen or pencil and paper

Duration: At the instructor's discretion

- Steps:**
1. Photocopy Student Activity 5.3 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Instruct learners to work in pairs for this activity.
 4. Allow learners sufficient time to complete the exercise.
 5. Review the completed Student Activity sheets and contact lists with learners and file. Use the Answer Key, below, to ensure learners have located the right information (in any order).

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner's ability to find and extract information from the online resource and the ability to document the findings on a spreadsheet.

- Answer Key:**
- A. Apatisiwin Ininev Friendship Centre, Mushkegowuk Council Timmins Office, Mamo-Nuskomitowin (Wabun Tribal Council) and Métis Nation of Ontario (MNO)
 - B. Apatisiwin Ininev Friendship Centre
 - C. Aboriginal Labour Force Development Circle (ALFDC) and Kagita Mikam Aboriginal Training and Services
 - D. Nishnawbe-Gamik Friendship Centre
 - E. Aboriginal Labour Force Development Circle (ALFDC) and Huronia Area Aboriginal Management Board
 - F. Walpole Island
 - G. Northshore Tribal Council (NTC) Mamaweswen, NTC
 - H. M'nidoo M'nising Employment & Training Services
 - I. Oneida Business Centre
 - J. Grand River Employment And Training (GREAT)
 - K. Long Lake #58

Student Activity

5.3

Learner Name: _____ Date: _____

In this activity, you will use a resource on the Aboriginal Apprenticeship Board of Ontario (AABO) website to find the contact information for apprenticeship coordinators across Ontario. You will create a spreadsheet to document your findings.

1. On a computer with Internet access, go to www.aabo.ca/coordinator.html.
2. Open a new spreadsheet in Microsoft Excel or a similar program. If you do not have access to spreadsheet software, you may create your chart or spreadsheet using a pen and paper.
3. Create columns to record each coordinator's name, address, phone number and website or email address, as available.
4. Use the "Find a Coordinator" map on the AABO website to locate the information for coordinators in the following areas:
 - a. Timmins (please list all four)
 - b. Cochrane
 - c. Shannonville
 - d. Sioux Lookout
 - e. Owen Sound
 - f. Wallaceburg
 - g. Cutler
 - h. M'Chigeeng
 - i. Southwold
 - j. Ohsweken
 - k. Long Lake

Once your spreadsheet is completed with the contact information for each of the coordinators listed above, print a copy to submit to your instructor.

Section 6

Workplace Safety

OALCF Competencies & Task Groups

	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
6.1	Share Information on Sewing Safety	A1.1			B1.1								D2		F
6.2	WSIB Reading Selection and Quiz	A1.2				B2.1							D2		
6.3	Manage Learning Checkup													E.3	

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 6.1: Share Information on Sewing Safety

Learning Outcome: Have learners locate and read a sewing-safety resource, then explain the precautions to a partner. The purpose is to help learners develop employment- and apprenticeship-related communication skills.

OALCF: This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information, D: Use Digital Technology and F: Engage with Others. The applicable Task Groups are A1: Read continuous text and B1: Interact with others.

Level: 1

Materials: Student Activity 6.1
A computer with access to the Internet and a printer
A partner

Duration: 15 to 30 minutes

- Steps:**
1. Photocopy Student Activity 5.1 and distribute to the learners.
 2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
 3. Allow 15 to 30 minutes for learners to complete the exercise.
 4. Assist each learner in finding a partner for the exercise.
 5. Have learners complete the activity in front of you and his or her partner.
 6. File the activity for learners.

Evaluation Instructions: Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner's ability to find information online and share that information verbally in an employment scenario.

Student Activity

6.1

Learner Name: _____ Date: _____

Scenario:

You have been hired as an apprentice in a local sewing-and-beadwork shop. Your new employer has asked you to find a sewing-safety resource online and explain it to the other new apprentices, to help all of you understand the basics of sewing safety.

Activity:

1. On a computer with Internet access, open a web browser and navigate to Google.com.
2. Search for "Michigan State University Sewing Safety" (use quotes).
3. Find and open the one-page document from the Michigan State University site, entitled "Sewing Safety."
4. Print the document.
5. Choose a partner or have your instructor help you find a partner.
6. Pretend that your partner and instructor are the other new apprentices you are helping, and explain the basics of sewing safety to them.

If you have any questions about this activity, please ask your instructor for assistance.

OALCF	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
Goal Path	x	x			

Activity 6.2:

WSIB Reading Selection & Quiz

Learning Outcome:

Have learners visit the Workplace Safety & Insurance Board (WSIB) website and read the assigned selection, then answer the Student Activity questions. The purpose is to help learners develop literacy and technology skills while learning about safety in the workplace, in preparation for employment or apprenticeship.

OALCF:

This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text, B2: Write continuous text and D: Use Digital Technology.

Level:

3

Materials:

Student Activity 6.2

A computer with access to the Internet

Duration:

30 minutes

Steps:

- Photocopy Student Activity 6.2 and distribute to the learners.
- Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
- Allow learners up to 30 minutes to complete the exercise.
- Assist learners in navigating to the assigned reading selection, if required.
- Review the completed activity sheets and Answer Key, below, with learners and file.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity. Consider each learner's ability to extract information from the reading selection and answer questions correctly within the allotted time.

Answer Key:

- Any three of the following: power tools, motorcycle, headphones, snowmobile, manufacturing plant, hydraulic press, pneumatic drill.
- Whenever you are unable to avoid excessive noise – of more than 85 decibels – or when you are concerned about sound levels.
- Exposure to loud noise breaks down the cilia in your ears and, often, large groups of the cells are torn away.
- Other workplace hazards such as chemicals, heavy metals, vibration or extreme heat.

Student Activity

6.2

Learner Name: _____ Date: _____

WSIB is the acronym for the Ontario Workplace Safety and Insurance Board. Its job is to help ensure safe workplaces for employees, by working with companies and providing insurance in case of workplace injury. In addition, the WSIB helps support workers when they return to work after an injury. A large part of its job is to help educate people about workplace safety.

In this activity, you will read a brochure called “Hearing for Life,” available on the WSIB website, and answer the questions, below. This will help you prepare for a variety of employment and apprenticeship scenarios you might encounter in the workplace.

On a computer with an active Internet connection, search for “WSIB Hearing for Life” (use quotes) on Google or another search engine. Click on the search result to access the two-page brochure.

(Note: If you are unable to access the page, ask your instructor for assistance.)

Read the brochure and answer the questions, below:

1. Name three common sources of sounds produced at decibel levels that are high enough to be considered harmful to hearing.

2. When should you wear hearing protection in the workplace?

3. How is exposure to loud noise physically harmful?

4. Workers may experience greater hearing loss if high noise levels are combined with:

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x	x	x	x

Activity 6.3:

Manage Learning Checkup

Learning Outcome:

Have learners verbally communicate how they are managing their learning. The purpose is to help learners better understand how to manage their learning programs.

OALCF:

This activity addresses Competency E: Manage Learning.

Level:

3

Materials:

Pen or pencil and paper

Duration:

15 minutes

Steps:

- Set aside time to speak privately with each learner.
- Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).
- Ask learners a series of questions, below, to determine how they manage their learning.
- File your notes in learners' files.

Learning-Checkup Questions:

- How have you begun to demonstrate that you can set realistic short-term goals?
- How have you demonstrated your ability to use learning strategies from these activities?
- Explain how you monitor your own learning.

Evaluation Instructions:

Practitioners must use their judgment to determine whether the learners have successfully completed the activity.

Section 7

Beadwork Final Task

OALCF Competencies & Task Groups															
	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Activity #	Activity Name	Read Continuous Text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4			
7	Beadwork Employment Challenge	A1.2	A2.1			B2.2	B3.2			C2.3			D2		

OALCF Goal Path	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
	x	x			

Activity 7:

Beadwork Employment Challenge

Learning Outcome:

Have learners complete this multi-faceted final task. The purpose is to help instructors gauge learners' readiness for next steps, and to allow learners to combine several skills in one task with several aspects.

OALCF:

This activity addresses Competencies A: Find and Use Information, B: Communicate Ideas and Information, C: Understand and Use Numbers and D: Use Digital Technology. The applicable Task Groups are A1: Read continuous text, A2: Interpret documents, B2: Write continuous text, B3: Complete and create documents and C2: Manage time.

Level:

3

Materials:

Beadwork

Student Activity 7

A computer with access to the Internet and a spreadsheet program such as Microsoft Excel

Pen or pencil and paper

Duration:

At the instructor's discretion

Steps:

1. Photocopy and distribute Student Activity 7.

2. Explain the reason for the assessment (*You are completing this activity to help us monitor your progress toward your goal*).

3. Instruct learners to carefully read the instructions on the Student Activity sheet before beginning.

4. Allow learners to ask questions or seek information online to help them complete their task, if necessary.

5. Review the completed task with learners and file.

Evaluation Instructions:

Practitioners must use their judgment to determine whether learners have successfully completed the activity and what resources or next steps may be required.

Student Activity

7

Learner Name: _____ Date: _____

Throughout the *Beadwork* series of activities, you've put your skills and knowledge to use in a variety of employment- and apprenticeship-related scenarios. This activity requires that you pay careful attention to detail, as you gather and work through each of the steps in this final task.

Scenario:

You are an employee in a beadwork facility. Your employer has asked you to complete a series of tasks to help prepare for a large order. At any time throughout this activity, please ask your instructor if you require assistance or more information.

Task A: Complete a Materials List with Costs

You have been tasked with creating a list of materials needed to complete the large order. Your employer wants to be sure you purchase only what is required for this order, to prevent overspending and having extra material in inventory that may not be used right away.

Use the information provided to complete a list of materials required to fulfill an order for one hundred beadwork projects. Calculate the total cost of the required materials on the table, below.

Your employer has provided the following information to help you in your task:

- Each item requires 1 m wool fabric.
- Each item requires .25 kg of each of the following colours of 10/0 seed beads: red, yellow, blue and green.
- Each item requires .75 m trim fabric.
- Each item requires .5 kg midnight-black pony beads.
- Each item uses $\frac{1}{2}$ spool of sinew.

Material	Cost per unit	Quantity required	Cost of material
wool fabric – meter	\$12.99		
seed beads – kilogram	\$8.97		
trim fabric – meter	\$1.72		
black pony beads – kilogram	\$8.49		
sinew – spool	\$4.44		
Total cost of materials required:			
Total cost of each item:			

Task B: Write an Email to a Supplier

Your employer has asked that you write an email to the company's supplier, requesting the materials listed, above. You will need to confirm the prices that your employer provided, to make sure they haven't changed.

Sign in to your email account and create an email that you will send to your instructor. Remember to fill in the "Subject" line as though you are contacting a supplier.

Include all of the information in your list in this formal business communication.

Once your email is complete, print a copy for your file, then send the email to your instructor.

Task C: Present Safety Information to Co-workers

It's time to put the large order together. Unfortunately, the air-conditioning unit in your workplace is broken and a repair person cannot come for two days.

Your employer has asked you to help prepare the team for working in the unusually hot conditions by finding and presenting safety information on working in extreme heat.

Use an Internet search engine to find the Workplace Safety & Insurance Board (WSIB) one-page resource entitled "Alert: Heat stress can happen to us all."

Print the page and present the information to a group of your peers, who will act as your co-workers.

Task D: Convert Measurements to Fulfill an Order

The supplier has responded to your email with a request: Can you convert the measurements from the previous week's order to imperial units? Your employer sent in an order form using metric measurements. The supplier has attached the list and asked that you complete the conversions and return the order as soon as possible.

Convert the measurements below (to two decimal points):

Item	Units of Measurement Supplied	Imperial Conversion
pony beads, grey	3 kg	
8/0 beads, red	6 kg	
22/0 beads, yellow	4.5 kg	
prepared hide	30 m	
wool fabric, white	60 m	
14/0 beads, blue	5 kg	

Once you have completed Task D, gather all of your completed documents from this Student Activity together and submit them to your instructor. Be sure to ask questions or discuss your findings with your instructor!

Activity 7 Answer Key

Task A:

Material	Cost per unit	Quantity required	Cost of material
wool fabric – meter	\$12.99	100	\$1299.00
seed beads – kilogram	\$8.97	100	\$897.00
trim fabric – meter	\$1.72	75	\$129.00
black bony beads – kilogram	\$8.49	50	\$424.50
sinew – spool	\$4.44	50	\$222.00
Total cost of materials required:	\$2971.50		
Total cost of each item:	\$29.72		

Task D:

Item	Units of Measurement Supplied	Imperial Conversion
pony beads, grey	3 kg	6.61 pounds
8/0 beads, red	6 kg	13.23 pounds
22/0 beads, yellow	4.5 kg	9.92 pounds
prepared hide	30 m	32.8 yards
wool fabric, white	60 m	65.6 yards
14/0 beads, blue	5 kg	11.02 pounds