Mathematics for Work and Everyday Life
A small class of students work with a teacher and an educational assistant to develop concepts of gross and net earnings and profits, and practise skills related to earning and spending, as they learn to take inventory and determine gross profit. They apply this learning as they work in the school tuck shop.

Before Viewing
Think about the opportunities that exist in this workplace destination math course (MEL3E) for building financial literacy knowledge and skills.

During Viewing
This video is presented in three segments. Consider the reflective questions posed for each of the segments.

1. **Minds On: Gross Profit Calculation** *(Runs: 6:28)*
The class discusses the difference between earning money personally and earning money as a business. The teacher introduces the concept of inventory, profit margin, and gross profit.
   - How does the teacher connect students’ prior learning about gross and net earnings as he develops the concepts of gross and net profit?

2. **Action: Inventory Count** *(Runs: 5:17)*
The teacher models how to use a form to take inventory and determine gross and net profit. Students practise completing the form, using sample inventory materials. The teacher and the educational assistant provide one-on-one support for students, as needed.
   - What aspects of inventory control did the teacher emphasize? What strategy did he have students use to ensure accuracy in taking inventory and in calculating profit?
   - Students commented on how actually doing the inventory helped them understand what the teacher was saying. What types of hands-on learning opportunities would engage your students?

3. **Consolidation: Application of Learning in the School Store** *(Runs: 3:10)*
Small groups of students apply what they learned in class by selling items in the school store – collecting cash and making change, and offering good customer service.
   - Besides applying the money skills they learned, students talked about the importance of good customer service and the communication skills they used in selling to the customers. How was this evidenced in the video?

After Viewing
- How did the opportunity to apply their learning in the school store help the students?
- What opportunities exist in your school community to help make the learning relevant for students?
- The teacher and educational assistant worked together to support the students and create a positive atmosphere for learning. What strategies did you see them use? What other strategies would work with your students?