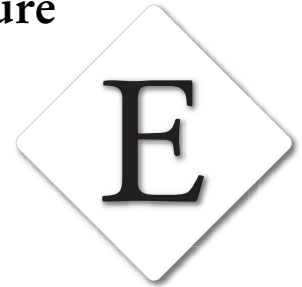


## Personal Care Services Assignment IV

# What We Have to Offer!

- Finding multiple pieces of information in brochure
- Doing simple research
- Writing paragraph to give information



### Assignment Summary

In this assignment, the learner will

- examine brochure to understand the principles of its organization and layout
- locate multiple pieces of information in multi-page brochure
- use Internet, dictionary and other community resources to do research
- perform simple calculations
- manage data
- use thinking skills to make choices appropriate to given situations.

### Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- How to read a brochure, lists and charts
- Research techniques
- How to write a paragraph intended to convey information
- Arithmetic skills

### Teaching Planning Notes

- Use *Pompeii Day Spa* “Multi-page brochure”
- Ensure Internet access

With learner

- Review strategies for reading brochures, charts, lists
- Discuss what would be appropriate sources for information for given task (research section)
- Discuss importance of knowing the products and services your employer offers so that you can serve customers well

### Achievement Indicators

- Understands the organization and layout of the brochure so that information can be easily located
- Does basic research and presents findings in form requested
- Manages data, sorting using different criteria, understanding relationships among various pieces of data
- Identifies learning on self-achievement chart

#### FOCUS ON LEARNING

##### ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	████████				
Document Use	████████				
Writing	████████				
Numeracy	██				
Oral Communication	████████				
Thinking Skills	██				
Working with Others	████████				
Computer Use	████████				
Continuous Learning	████████				

##### LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
<b>Communication</b>					
Read with Understanding	████████████████				
Write Clearly	██████████████				
Speak and Listen Effectively	██████████				
<b>Numeracy</b>					
Number Sense and Computation	██████				
Manage Data and Probability	██████████				

##### Self-Management and Self-Direction

Concentration and Memory	██████████
Problem Solving	██████████
Self-Assessment	██████████
Self-Confidence	██████████
Thinking Skills	██████████
Time Management and Organization	██████████
Working with Others	██████████

## Ontario Curriculum Linkages

### English, Grade 11, Workplace Preparation (ENG3E)

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#### Literature Studies and Reading – Overall Expectations

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- LSV.01 – read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues

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#### Understanding the Meaning of Texts – Specific Expectations

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- LS1.01 – use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs (e.g., follow a developing story in a newspaper for personal interest; relate information contained in charts and graphs to the body of the text; read trade publications to report to the class about the literacy and social skills required in various occupations)

### Ontario Secondary School Literacy Course, Grade 12 (OLC40)

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#### Building Reading Skills – Overall Expectations

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- BRV.01 – demonstrate the ability to read and respond to a variety of texts;  
BRV.03 – demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies

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#### Reading and Responding to Texts – Specific Expectations

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- BR3.06 – use appropriate strategies to locate information in different types of texts, including:  
Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)

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#### Using Reading Strategies to Understand Texts – Specific Expectations

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##### During and After Reading

- BR3.06 – use appropriate strategies to locate information in different types of texts, including:  
Informational texts (e.g., search for key words from a question about the selection to locate specific information)  
Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)
- BR3.07 – use appropriate strategies to make inferences about and interpret different types of texts, including  
Informational texts (e.g., while reading, predict a writer's intentions, conclusions, or biases based on his/her presentation of the facts)  
Graphic texts (e.g., compare the sizes of different visual features to identify the elements that are most/least important in an advertisement)



**Health and Personal Services Technology, Grade 10, Open (TPJ20)**

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Skills and Processes – Overall Expectations

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SVP.05P – demonstrate understanding of community resources

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Skills and Processes – Specific Expectations

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SP1.06P – describe the personal and health services available in the community



# What We Have to Offer!

As a new employee and receptionist at *Pompeii Day Spa*, Amanda must learn about the full range of services offered. She must understand what each is, how long it will take, and how much it will cost. Then she will be able to answer clients' questions, make their bookings and counsel them about what service most meets their needs.

*Pompeii Day Spa* has a multi-page brochure, which outlines all their services. Amanda studies this. She also uses the Internet and asks the owners to learn about special services.

## Overall organization:

1. List the 7 headings shown on the brochure:

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2. When you open the booklet to the first page, what information is on the left hand side of the fold?

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3. What information is on the right hand side of the fold?

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4. How do your answers compare to the heading on the right hand edge?

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## What We Have to Offer! (cont'd.)

5. Where does this section end?

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6. Compare the rest of the booklet to see how the headings match the location of the named services.

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### Open to “Hair and Make-Up”

7. If a woman wants a haircut, how much will it cost?

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8. How many make-up services are offered? What are they?

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### Open to “Facial Services”

9. What is the first service listed?

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10. What are the “additional facial services” that are offered?

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11. Which services are recommended for “mature skin”?

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## What We Have to Offer! (cont'd.)

12. Which are recommended for “oily skin”?

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13. Which other services might a person with oily skin choose?

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14. Look up the following in a dictionary or on the Internet. Be sure your definition is what would apply in the context of a personal care spa.

- Exfoliate

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- Toxin

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- Sensuous

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- Epidermal

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- Free radicals

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- Antioxidant

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## What We Have to Offer! (cont'd.)

- Rejuvenate

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- Collagen

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- Capillaries

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- Rosacea

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- Lymphatic

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### Open to “Holistic and Hand Therapy”

15. What does “holistic” mean?

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## What We Have to Offer! (cont'd.)

### Turn to "Electrolysis"

18. 5 minutes costs \$10 or \$\_\_\_\_\_ per minute

20 minutes costs \_\_\_\_\_ or \_\_\_\_\_ per minute

\_\_\_\_\_ minutes costs \$45 or \_\_\_\_\_ per minute

### Turn to "Waxing and Gift Certificates"

19. Which waxings take 30 minutes?

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20. Which waxings take 45 minutes?

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21. Which waxings cost \$15?

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22. Which waxings cost \$25?

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23. If a client wants to give his fiance a gift certificate for a manicure, pedicure, facial and hairstyle, which Spa package would you recommend? [She has 1/2 day available]

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24. What other services are included in that package?

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