Task-Based Activity



Completing a Status Card Exemption Form - Cashier



OALCF Link

Relevant Goal Paths (Spirit-Vision):

✓	EMPLOYMENT
✓	INDEPENDENCE
	POSTSECONDARY
	SECONDARY SCHOOL CREDIT
	APPRENTICESHIP

Rationale: Learners on the Employment and Independence Goal Paths will be required to interpret documents to locate specific details and to fill in a simple form.



Learning Plan Link (Heart-Feeling):

Cashiers need to have an introductory knowledge of reading a First Nation Status Card in order to take down tax-related information. Every store has a different procedure to input this information. Learning to interpret the Status Card information will be very useful for retail employees. In addition, cashiers may not be familiar with the procedure, and might ask the Status Card Bearer for assistance in interpreting the document.



Task-Based Activity Description:

The learner will read a Status Card and locate specific details. The learner will enter details into a simple form.

Competency, Task Group and Level Indicator: (Mind - Knowledge)

LEVEL:

ı	Find and I		Com	A SECTION AND A SECTION AND ADDRESS OF THE PARTY.	ite Ideas nation	and	ι		and and imbers	i	ogy		Ş.
Read continuous text	Nutrant 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	Use Digital Technology	m Manage Learning	۳ Engage with Others
A1.1	A2.1				B3.1a								- 14

Materials Required

Activity Sheet – Tax Exemption Form Pen or pencil



Overview of Task (Body-Skills)

Activity Introduction

This task-based activity is for employees (current and potential) to learn about First Nation Status Cards, and how to extract the necessary information to place in a form. In addition, cashiers may not be familiar with the procedure, and might ask the Status Card Bearer for assistance in interpreting the document(s).

New Words/Phrases

Review the new words that are being introduced. Explain the meanings of the words to the learner. Not all new words are in the new word list. You may need to review additional words as the learner works through the activity.

Instructions

- 1. Have the learner fill in their name and the date on the learner sheet.
- 2. Have the learner complete the pre self-assessment.
- 3. Review the Student Activity Sheet with the learner.
- 4. When the learner has completed the activity, have him/her complete the post self-assessment.
- 5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.
- 6. Discuss next steps with the learner.

Extension Activities

1. Read articles on why First Nations people do not have to pay some taxes. Examples:

Ontario tax exemption: Your rights as a First Nation citizen
MYTH #1: STATUS INDIANS EXEMPT FROM FEDERAL OR PROVINCIAL TAXES

2. There are different tax exemption rules on what goods and services are affected by the laws and where they are delivered: on- or off-reserve. Read about these different taxation rules. http://www.fin.gov.on.ca/en/taxtips/rst/02.html



Task-Based Activity: Completing a Status Card Exemption Form - Cashier

Learner Name: Date:
Pre self-assessment
I need to improve my skills at reading texts to locate details.
☐ Yes ☐ No
I need to improve my skills at interpreting simple documents to locate details.
☐ Yes ☐ No
I need to improve my skills at matching between what is requested and what is entered on a form. ☐ Yes ☐ No
New Words
Exemption Status Card

	Assessmer	nt	
Task-Based Activity: Completing	ng a Status Card	Exemption Form	1
Learner Name:		Date	
Practitioner Name:			
Performance Descriptors	Needs Work	Improving	Excellent
A1.1 Follows simple, straightforward instructional texts			
Identifies the main idea in brief texts			
A2.1 Scans to locate specific details			
Locates specific details in simple documents, such as labels and signs			
B3.1a: Makes a direct match between what is requested and what is entered			
The learner needs to work on t	he following:		
This task was successfully com	pleted This t	task needs to be t	ried again
Practitioner Comments:			

Question Sheet:

Ontario law states:

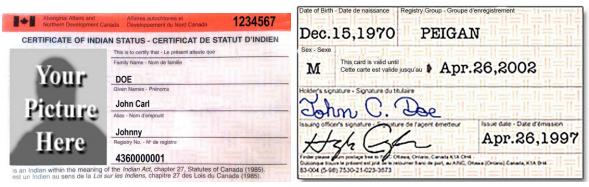
Vendor Responsibilities

In situations where a Status Indian is claiming the HST point-of-sale exemption, vendors should:

- visually confirm that the photograph on the Status card is that of the purchaser
- record the transaction date, person's name, card number, band registry number, and a brief description of the property or services sold.

As a cashier in a retail store, you may be presented with a Status Card from a First Nation person. By law, this entitles them to an exemption from paying the GST of 8% and, in some cases, the HST of 13% on their purchase.

A customer presents his card.



You have been instructed by the store to take down the information on the card and put it on a log sheet.

1. Fill in the form with all required information.

Tax Exemption Log Sheet								
Date	Name	Band Name	Band #	Card #	Employee Initials			
1								
2								
3								
4								
5								

2. If you or your classmates have Status Cards, place information from those cards in the log sheet.

Post self-assessment

I think my skills have improved as a result of this activity.

☐ Yes
☐ No

Answer Key

Tax Exemption Log Sheet								
	Date	Name	Band Name	Band #	Card #	Employee Initials		
1	April 1, 2014	John Carl Doe	Peigan	4360000000001	1234567	MM		
2								
3								
4								
5								