Working with Epoxy Resin to Create Jewellery

Students examine Indigenous jewelry makers' business practices, create resin jewelry pieces demonstrating entrepreneurial skills, with optional fundraising opportunity.

Overview

Throughout this lesson, students will be exposed to various local and national Indigenous jewellery makers while exploring their mission statements, products, materials, price ranges and advertising. Students will then have the opportunity to create a piece of jewellery while demonstrating the qualities of a successful businessperson including maintaining a positive attitude, setting goals, achieving outcomes and respecting the workspace. As an option, students may also organize a fundraising event and sell the items they create to raise funds for a cause they are passionate about.

Duration

2-3 Hours

Materials

- Internet Connection
- Jewellery Making Materials: a silicon mat, disposable gloves, plastic tools, unused silicon molds, plastic measuring cups, large bowl, hot water, epoxy resin, hardener, glitter or dried flowers, nail file, handheld drill, jump ring, bail, E6000 glue, pliers
- "Jewellery Making Self-Assessment" Rubric

Activate: Exploring Indigenous Jewellery Artists

Begin by asking the class if they know of any Indigenous jewellery artists. Make a list on the board. Try to include both local community members and larger businesses.

Next, have students conduct internet research to answer the following:

1. Does this person/business have a mission statement? What is it?
2. What types of products do they sell?
3. What kinds of materials do you think they use?
4. What is the price range of their products?
5. What stands out to you about their work? Is the artwork more traditional or modern?
6. What type of advertising do they use?

Some examples of Indigenous jewellery businesses include:

- Assinewe Jewelry
- Blu Hummingbird Beadwork
- Helen Oro Designs
- Indi City
- Iskwew Rising
- Mad Aunty
- Warren Steven Scott
- Whit's Wicked Creations

Inform the class that they will be completing a jewellery making project to see what it takes to get into the jewellery business!

Acquire: Working with Epoxy Resin to Create Jewellery by Kyrstin Dumont

Have students read Working with Epoxy Resin to Create Jewellery by Kyrstin Dumont found on pages 108 - 116 of the Create to Learn textbook. Alternatively, students can watch her lessons here: https://www.createtolearn.ca/tutorial/working-with-epoxy-resin

To debrief the reading, ask the class the following questions:

1. What materials do you need to make resin jewellery?
2. Where does Kyrstin decorate her jewellery with?

3. How long does the mixture take to cure?
4. What does Kyrstin do to even out the resin and clean it up?

Apply: Jewellery Making

If feasible, it is suggested that teachers provide an honorarium for a local Indigenous jewellery artist to lead the class through a jewellery making project. The purpose of this is twofold – to create economic opportunities for Indigenous jewellery artists in the community and to pass down local techniques and traditions.

Alternatively, the class can follow Kyrstin's instructions to make a piece of resin jewellery.

Inform the class that they will complete a self-assessment at the end of the project to assess their professionalism in a workplace. Teachers should review the self-assessment at the beginning of the project so students know what attitudes and behaviours they should be aiming for.

Assess: Self-Assessment

Once students have finished making their piece of jewellery, have them complete a self-assessment by using the Jewellery Making Self-Assessment Rubric. Students will be self-assessing their professionalism including work ethic, as well as their skills and the quality of their final product.

Take Student Learning Further

To take student learning further, have students make jewellery for a fundraising event. Students can decide as a class what they want to fundraise for and then take the lead on organizing a fundraising sale! Students will have to learn to calculate the difference between gross sales and net profit in order to determine how much they need to sell, and at what price point, to break even as well as reach their fundraising goal. Students will also have to learn to get the word out about their sale by advertising in the local newspaper, social media and word of mouth!

Jewellery Making Self-Assessment Rubric

Category	EXCELLENT (12-15)	GOOD (10-12)	SATISFACTORY (7-9)	NEEDS IMPROVEMENT (0-7)
Attitude	My attitude remained positive the entire project. I gave my best at all times	My attitude remained positive mostly the entire project. I did my best most of the time	My attitude was slightly positive. I did not always try my best	My attitude was poor, and I did not always try my best
Skills and Following Directions	I followed directions clearly. My jewellery is neat and evenly shaped	I usually followed directions clearly. My jewellery is mostly neat and evenly shaped	I sometimes followed directions clearly. My jewellery is either not evenly shaped or not as neat as I would like it	I did not follow directions clearly. My jewellery is neither evenly shaped or neat
Goal Setting and Time Management	I set realistic goals for each class, and I used time effectively and completed my objectives each day	I set goals and usually completed the objectives each day	I set goals and sometimes used class time effectively	I did not set goals, and I rarely met objectives
Clean Up	I kept my area neat and cleaned up after myself at the end of each day, including the safe handling and storage of materials	I usually kept my area neat and helped clean up after myself at the end of each day, including the safe handling and storage of materials	I sometimes kept my area neat and helped clean up after myself at the end of each day	I rarely kept my area neat or helped clean up after myself at the end of each day

Overall Appearance	The final product is something that I would be very proud to wear!	The final product is something I would be proud to wear	The final product is nice but a bit messy	The project is incomplete.

Total = /75 marks

Curriculum Connections

Alberta, Northwest Territories and Nunavut

- Entrepreneurship 11
- Entrepreneurship 12
- Aboriginal Studies 10,20,30
- Knowledge and Employability
- Special Projects 10,11,12

British Columbia and Yukon

- Art Metal and Jewellery 12
- Career-Life Education
- Entrepreneurship and Marketing 10

Ontario

- Career Studies
- Business Studies 9,10
- Business Studies 11,12
- First Nation, Metis and Inuit Studies 9-12

Grade 9 and 10 Technology and Skilled Trades

Strand A: Design Processes and Related Skills

- A1.1 investigate and describe fundamental technological concepts, and explain how they are relevant to developing products and/or services in a variety of broad-based technology areas
- A1.2 apply an understanding of fundamental technological concepts, design considerations, and science, technology, engineering, and mathematics (STEM) concepts as appropriate in developing projects involving the creation of products and/or services
- A1.3 investigate design considerations, including accessibility requirements, that are relevant to developing projects, and identify those that are essential to various users or communities
- A1.4 communicate design ideas for various purposes and audiences, using appropriate industry terminology
- A1.7 collect and synthesize information from a variety of sources, including people with diverse perspectives and from various communities, such as First Nations, Métis, and Inuit, to inform their projects
- A2.1 use project management skills to develop a process to create a product and/or service
- A2.4 select, use, and maintain tools and equipment appropriately as part of creating products and/or delivering services
- A2.7 select appropriate units of measure and tools to make accurate measurements using relevant measurement systems, such as the metric and imperial systems, and converting between systems and units
- A3.1 identify challenges they encounter in the process of developing their projects and apply critical thinking skills to address these challenges and minimize the probability of their reoccurrence
- A3.2 identify various industry-relevant performance standards and quality control methods
- A4.3 use tools and equipment safely, including using personal protective equipment and safety devices according to safety standards and regulations, as appropriate
- A4.5 follow proper procedures for the safe handling, storage, and disposal of materials and waste products
- A4.6 demonstrate a safety mindset by making safety a priority at all times and by engaging in industry-specific safety procedures

Strand B: Technological Development, Impacts, and Careers

- B1.2 analyze how the development and application of technologies are impacted by legal, ethical, social, economic, and environmental considerations
- B1.3 investigate and identify contributions to technological innovations made by Canadians, including women, and members of diverse groups and communities in Canada, including First Nations, Métis, and Inuit
- B3.1 explore a variety of roles, responsibilities, and opportunities related to current and emerging careers in technological fields, including a variety of broad-based technology areas, and the skilled trades
- B3.3 investigate and describe a variety of pathways leading to careers in technological fields and the skilled trades, including their structure and the educational and financial requirements for them