Career and Work Exploration 10, 20, A30, B30

Curriculum Guide

A Practical and Applied Art

Acknowledgements

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Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Business Education, Computer Education, Home Economics Education, Industrial Arts, and Work Experience Education. Saskatchewan Learning, its educational partners and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guidelines have been updated; some components have been integrated, adapted, or deleted; some Locally Developed Courses have been elevated to provincial status; and, some new guidelines have been developed.

A companion *Practical and Applied Arts Handbook* provides background on Core Curriculum philosophy, perspectives and initiatives. The Handbook articulates a renewed set of goals for PAA. It presents information about the PAA area of study, including guidelines about work study and related Transition-to-Work Dimensions. In addition, a *Practical and Applied Arts Information Bulletin* provides direction for administrators and others regarding the implementation of PAA courses. Lists of recommended resources for all guidelines will be compiled into a PAA Bibliography with periodic updates. An initial list of resources for Career and Work Exploration accompanies the curriculum guide.

Philosophy and Rationale

Career and Work Exploration 10, 20, A30, B30 Curriculum Guide builds on *Career Guidance: A Curriculum Guide for the Middle Level* (1995) in its belief that career development is a life-long process, and that a comprehensive career development program in all schools is an important strategy for assisting youth with school and work transitions. Career and Work Exploration aims to assist students to understand themselves, identify their unique skills and abilities, and make decisions based on occupational choices through work-based learning.

Career and Work Exploration contributes to the career development of Secondary Level students. It complements other courses such as: Entrepreneurship 30, Life Transitions 20, 30, and Wellness 10. The career exploration modules in Practical and Applied Arts curricula are supported by *Career and Work Exploration 10, 20, A30, B30*, as are the continued integration and articulation of career development concepts into all Saskatchewan Learning curricula. Many of those concepts are introduced here.

Aim, Goals and Foundational Objectives

Aim

The aim of Career and Work Exploration is to provide students with opportunities to develop and enhance the knowledge, skills and abilities necessary to raise awareness, to access information, and to understand, shape and manage their life career development. Students will be able to expand their awareness, to explore and to experience various work roles through work-based learning experiences.

Goals

The goals of Career Work Exploration enable students to learn about work and occupational career choices through work-based learning experiences.

Change Management and Life-Long Learning: To adapt to the changing employment environment, and its changing patterns and requirements.

Personal Growth: To identify personal goals and personal characteristics that will need to develop to progress toward the goals.

Career Awareness: To appreciate the diversity and breadth of career development opportunities. To explore a wide range of career development opportunities through related work experiences.

Transferable Skills Development: To identify and learn transferable skills in the classroom and apply them to a work-based learning environment. To develop the ability to assess situations and make decisions confidently. To take advantage of work-based learning to gain experience to support effective transitions.

Building Networks: (accessing allies) Mentors trainers, contacts, human resources, the human dimension of career development.

Personal Accountability: To develop commitment and responsibility in a workplace.

Foundational Objectives

Foundational Objectives are the major, general statements that guide what each student is expected to learn and achieve through the modules of the curriculum. Foundational objectives indicate the most important knowledge, skills, attitudes, values and abilities for a student to learn in an area of study.

- To understand the changing nature of life, work and career goals.
- To recognize that career, work and life are distinct, but not separate.
- To understand the relationships among work, society and the economy.
- To maintain balanced life and work roles.
- To participate in life-long learning supportive of career goals.
- To understand and practise the principles of the career development continuum: career awareness, career exploration and career experience.
- To understand, engage in and manage the career building process.
- To respond to change and growth as it relates to career decision making and career planning.
- To locate and use career and work information.
- To make career enhancing decisions.
- To increase awareness of employability skills as they relate to the work environment.
- To be aware of career development opportunities that exist in Saskatchewan and other provinces.
- To develop a responsible attitude toward work experiences in a work environment.
- To secure, create and maintain work placements in a safe and healthy work environment.
- To interact positively and effectively with others in career development.
- To understand the necessity of analyzing work environments for safety.
- To integrate classroom learning with work-based learning.

The *Blueprint for Life/Work Designs* provides a scope and sequence of career development competencies at four levels based on age and grade level. Level One is targeted at an Elementary Level audience; Level Two at a Middle Level audience; Level Three at a Secondary Level audience; and, Level Four at an adult audience. Saskatchewan Learning has adopted this scope and sequence as the list of career development competencies to be integrated across Core Curriculum, from Kindergarten through grade 12. (See Appendix D of this guide for a detailed list of the career development competencies.)

Common Essential Learnings Foundational Objectives

The incorporation of the Common Essential Learnings (CELs) into the instruction of Practical and Applied Arts (PAA) curricula offers students many opportunities to develop the concepts, skills, knowledge, abilities and attitudes necessary to make the transition to work and adult life. The CELs establish a link between the Transition–to-Work dimensions and Practical and Applied Arts curriculum content.

Throughout the PAA curricula, the CELs Foundational Objectives are stated explicitly at the beginning of each module and are coded in this document, as follows:

COM	**=**	**Communication**
NUM	**=**	**Numeracy**
CCT	**=**	**Critical and Creative Thinking**
TL	**=**	**Technological Literacy**
PSVS	**=**	**Personal and Social Values and Skills**
IL	**=**	**Independent Learning**

Although certain CELs are to be emphasized in each module, as indicated by the CELs Foundational Objectives, other interrelated CELs may be addressed at the teacher's discretion.

Course Components and Considerations

Career and Work Exploration 10, 20, A30, B30 is a non-prerequisite series of courses that blends theory-based and experiential learning components in a career development continuum of awareness, exploration and experience. Students access the community as a learning environment and thereby enhance their opportunities for career life success.

The curriculum promotes career planning and decision making. The curriculum is not intended to force students to make premature choices. It aims at helping students to expand their occupational awareness and relate their educational choices to career development while keeping a wide variety of transition pathways open for consideration.

Transistion to Work Dimensions

The Transition-to-Work dimensions included in the PAA curricula are: apprenticeship, career exploration/development, community projects, including volunteerism, employability skills, entrepreneurial skills, occupational skills, personal accountability, processing of information, networking, teamwork and partnerships and work study/experience.

Career and Work Exploration 10

This 100-hour, one-credit course may consist of 40 to 60 hours of classroom learning and 40 to 60 hours of workplace learning. It offers students an opportunity to access career development information in school and in the workplace. Students are introduced to career development. They participate in a variety of self-awareness activities using specialized caraeer guidance instruments and gain valuable experiences both in and out of the classroom. Career **awareness** is the primary career development focus of this course.

Career and Work Exploration 20

This 100-hour, one-credit course consists of 30 to 50 hours of classroom learning and 50 to 70 hours of workplace learning. It provides students with an opportunity to explore career development as well as to do some career planning. The career planning process is facilitated by a wide range of interactive activities and work experience components. The focus in Career and Work Exploration 20 is on the **exploration** stage of the career development continuum.

Career and Work Exploration A30 and B30

These 100-hour courses each consist of 25 to 30 hours of classroom learning and 70 to 75 hours of workplace learning. Career and Work Exploration A30 and B30 maximize opportunities for students to access the workplace. These courses offer opportunities for students to **experience** career choices and to develop entry level skills in a workplace setting.

Portfolios

A personal career portfolio is a valuable organizer of student projects and assignments. It encourages students to collect examples of their work as they progress through the various activities, labs and projects. Selecting particular items to include in a portfolio encourages students to reflect on what they have learned or accomplished and what they have yet to learn. Portfolio items may include: journal notes, drafts, photographs, audio or video tapes, computer disks, sketches and drawings, etc. Portfolios may be used for peer, teacher, or self-assessment, and as a means to present selected works to parents, post-secondary institutions, or potential employers. In addition, the portfolio can demonstrate the link between home, school and community in the student's education. Each student should have a portfolio representing his or her work during the course. A portfolio can be developed, maintained, and expanded throughout a student's secondary level education.

The portfolio helps students:
- reflect on personal growth and accomplishment
- track the development of work-related skills and knowledge
- see links with home, school and community education and activities
- collect materials to prepare applications for post-secondary education and scholarship program entrance
- collect materials to prepare for employment applications
- focus on career planning.

The portfolio helps teachers:
- provide a framework for independent learning strategies for the student
- communicate student achievement from one school year to another in a specific area of study
- identify career planning needs for students
- assess and evaluate the student's progress and achievement in a course of study
- relate the skills taught in the classroom to the usefulness of those skills in the workplace.

The portfolio helps post-secondary institutions:
- determine suitable candidates for awards and scholarships
- evaluate candidates for program entrance
- evaluate prior learning for program placement.

The portfolio helps the community:
- reflect on the involvement in a student's education and the support offered to learners
- demonstrate the links with the home, school and community in education.

The portfolio helps potential employers:
- identify employable skills desired in future employees
- provide evidence of the knowledge and skill development of potential employees.

Working Portfolio

Students should collect work over time in a working folder. Students should also keep a journal of observations, critiques, ideas and reflections as part of their working portfolio. Items in this portfolio may be used for the purpose of reflection, for ongoing and summative evaluations, peer, teacher and self-evaluations, and for documenting skill development and mastery.

Working portfolios may be used for purposes of conferencing between student and teacher, student and parent, teacher and parent, teacher and teacher, or student and student. When a teacher examines a student's portfolio in order to make a decision regarding student progress, the information it contains may become documentation for the evaluation.

A daily journal may also become a part of a working portfolio as a means of tracking the student's use of time and to record progress. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the course evaluation.

Presentation Portfolio

To compile a presentation portfolio, a student should select items from the working portfolio. The presentation portfolio should cover the range of a student's experiences and should display his or her best efforts. A teacher could use presentation portfolios for assessment. It is strongly suggested that students at the 30 level prepare a presentation portfolio suitable for submission to potential employers or post-secondary institutions.

Through collecting, selecting and reflecting, students become capable of compiling presentation portfolios that display their best collection of work.

Extended Study

The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not provided by current modules in the PAA curriculum.

The flexibility of this module allows a school or school division to design one new module per credit to complement or extend the study of existing core modules and optional modules configured to meet the specific needs of students or the community.

The list of possibilities for topics of study or projects for the extended study module is varied. These optional extended study module guidelines should be used to strengthen the knowledge, skills and processes advocated in the Practical and Applied Arts curriculum.

It is recommended that a summary of any extended study module be sent to the Regional Superintendent of Curriculum and Instruction.

For more information on the extended study module, refer to the *Practical and Applied Arts Handbook*.

Resources

To support the principle of Resource-based Learning a variety of instructional resources have been evaluated and recommended to support the teaching and learning of Career and Work Exploration. See *Career and Work Exploration 10, 20, A30, B30: An Initial List of Implementation Materials* for a list of annotated resources. Teachers should also consult the comprehensive PAA bibliography. The annual *Learning Resource Materials Update* can also provide information about new materials evaluated since the curriculum was printed.

To order materials, except videos, teachers should check the Learning Resource Distribution Centre (LRDC) catalogue. An on-line ordering service is available at lrdc.sasked.gov.sk.ca/.

The on-line version of this curriculum and its accompanying list of implementation materials is accessible at www.sasked.gov.sk.ca/docs/paa.html. It will be "Evergreened", or renewed as appropriate.

Assessment and Evaluation

The student in Career and Work Exploration will be required to develop a personal career portfolio. Student assessment and evaluation is an important part of teaching, as it allows the teacher to plan and adapt instruction to meet the specific needs of each student. It also allows the teacher to discuss the current successes and challenges with students and report progress to the parent or guardian. It is important that teachers use a variety of assessment and evaluation strategies to evaluate student progress. Additional information on evaluation of student achievement can be found in the Saskatchewan Learning documents entitled *Student Evaluation: A Teacher Handbook* (1991) and *Curriculum Evaluation in Saskatchewan* (1991).

It is important that the teacher discuss with students the evaluation strategies to be used in the course, when the evaluation can be expected to occur, the weighting of each evaluation strategy, and how it relates to the overall student evaluation. The weighting of the evaluation strategy should be determined in relation to the amount of time spent and emphasis placed on each area of the course, as suggested in this curriculum guide.

As discussed in the *Practical and Applied Arts Handbook*, there are three main types of student evaluation: diagnostic, formative and summative.

Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction, to identify prior knowledge, interests or skills of students about the subject area.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress.

Summative evaluation occurs most often at the end of a module, to determine what has been learned over a period of time.

For more information about student evaluation refer to the *Practical and Applied Arts Handbook* or *Student Evaluation: A Staff Development Handbook* (Saskatchewan Professional Development Unit, 1999).

For information about program evaluation refer to the *Saskatchewan School-Based Program Evaluation Resource Book* (1989).

For information about curriculum evaluation refer to *Curriculum Evaluation in Saskatchewan* (Saskatchewan Education, 1991).

Suggested Evaluation Strategy

Career and Work Exploration 10

Portfolio Assessment: 25%
Tests and Quizzes: 25%
Self-Assessment Instruments: 5%
Career Information Research: 10%
Work Placement Assessments:
     (teacher, employer and student):   35%

Career and Work Exploration 20

Portfolio Assessment: 10%
Tests and Quizzes: 10%
Career and Occupational Research: 10%
Presentations: 10%
Projects: 10%
Work Placement Assessments:
     (teacher, employer, student):   50%

Career and Work Exploration 30

Portfolio Assessment: 5-10%
Tests and Quizzes: 5-10%
Educational and Occupational Research: 10%
Presentations: 10%
Special Projects: 10%
Work Placement Assessments:
     (teacher, employer and student)   50-75%

Module Overview

Module Code	Modules		Suggested Time (hours)
CWEX01	Module 1:	An Introduction to Career Development (Core)	1-2
CWEX02A	Module 2A:	Portfolio Building (Core)	5-10
CWEX02B	Module 2B:	Portfolios (Core)	3-5
CWEX03	Module 3:	Recognizing Networks (Optional)	2-3
CWEX04	Module 4:	Understanding Transferable Skills (Core)	1-2
CWEX05	Module 5:	Career Information (Core)	3-5
CWEX06A, B, C, D	Module 6A, B, C, D:	Work Study Preparation and Follow-up Activities (Core)	5-10
CWEX07A	Module 7A:	Work Placement (Core)	40-60
CWEX07B	Module 7B:	Work Placement (Core)	50-70
CWEX07C	Modules 7C, 7D:	Work Placement (Core)	70-75
CWEX08	Module 8:	Reflections (Core)	1-4
CWEX09A	Module 9A:	Occupational Health and Safety (Core)	3-5
CWEX09B	Module 9B:	Occupational Health and Safety (Core)	4-5
CWEX09C	Module 9C:	Occupational Health and Safety (Core)	4-6
CWEX010A	Module 10A:	Labour Standards (Core)	1-2
CWEX10B	Module 10B:	Labour Standards (Core)	2
CWEX10C	Module 10C	Labour Standards (Optional)	4
CWEX11	Module 11:	Self-Awareness and Success (Core)	8-10
CWEX12A, B, C, D	Module 12A, B, C, D:	Workplace Hazardous Materials Information System (WHMIS) (Core)	2
CWEX13	Module 13:	Recognizing Hazards (Core)	6-8
CWEX14	Module 14:	Labour Market Information (Core)	3-5
CWEX15	Module 15:	Employability Skills and the Changing World of Work (Core)	1-2
CWEX16	Module 16:	Exploring Educational and Career Pathways (Core)	1-2
CWEX17	Module 17:	Job Search Skills, Tools and Strategies (Core)	2-8
CWEX18	Module 18:	Career Decisions (Core)	10-15
CWEX19	Module 19:	Workplace Ethics, Human Rights and Equity (Core)	3-4
CWEX20	Module 20:	Transitions (Optional)	2-4
CWEX21	Module 21:	Earning and Understanding a Pay Cheque (Optional)	1-2
CWEX99	Module 99A, B, C, D:	Extended Study (Optional)	5-20

Suggested Course Configuration

Module Code	Modules		Suggested Time (hours)
	Career and Work Exploration 10		
CWEX01	Module 1:	An Introduction to Career Development (Core)	1-2
CWEX02A	Module 2A:	Portfolio Building (Core)	5-10
CWEX03	Module 3:	Recognizing Networks (Optional))	2-3
CWEX04	Module 4:	Understanding Transferable Skills (Core)	1-2
CWEX05	Module 5:	Career Information (Core)	3-5
CWEX06A	Module 6A:	Work Study Preparation and Follow-up Activities (Core)	5-10
CWEX07A	Module 7A:	Work Placement (Core)	40-60
CWEX08	Module 8:	Reflections (Core)	1-4
CWEX09A	Module 9A:	Occupational Health and Safety (Core)	3-5
CWEX010A	Module 10A:	Labour Standards (Core)	1-2
CWEX12A	Module 12A:	Workplace Hazardous Materials Information System (WHMIS) (Core)	2
CWEX99	Module 99A:	Extended Study (Optional)	5-20
		Minimum	**100**
	Career and Work Exploration 20		
CWEX02B	Module 2B	Portfolios (Core)	3-5
CWEX06B	Module 6B:	Work Study Preparation and Follow-up Activities (Core)	5-10
CWEX07B	Module 7B:	Work Placement (Core)	50-70
CWEX09B	Module 9B:	Occupational Health and Safety (Core)	4-5
CWEX010B	Module 10B:	Labour Standards (Core)	2
CWEX11	Module 11:	Self-Awareness and Success (Core)	8-10
CWEX12B	Module 12B:	Workplace Hazardous Materials Information System (WHMIS) (Core)	1-2
CWEX13	Module 13:	Recognizing Hazards (Core)	6-8
CWEX14	Module 14:	Labour Market Information (Core)	3-5
CWEX15	Module 15:	Employability Skills and the Changing World of Work (Core)	1-2
CWEX16	Module 16:	Exploring Educational and Career Pathways (Core)	1-2
CWEX17	Module 17:	Job Search Skills, Tools and Strategies (Core)	2-8
CWEX99	Module 99B:	Extended Study (Optional)	5-20
		Minimum	**100**
	Career and Work Exploration A30		
CWEX06C	Module 6C:	Work Preparation and Follow-up Activities (Core)	5-10
CWEX07C	Module 7C:	Work Placement (Core)	75
CWEX09C	Module 9C:	Occupational Health and Safety (Core)	4-6
CWEX12C	Module 12C:	Workplace Hazardous Materials Information System (WHMIS) (Core)	2
CWEX18	Module 18:	Career Decisions (Core)	10-15
CWEX99	Module 99C:	Extended Study (Optional)	5-20
		Minimum	**100**

Career and Work Exploration B30			
CWEX06D	Module 6D:	Work Study Preparation and Follow-up Activities (Core)	5-10
CWEX7D	Module 7D:	Work Study (Core)	70-75
CWEX010C	Module 10C:	Labour Standards (Optional)	4
CWEX12D	Module 12D:	Workplace Hazardous Materials Information System (WHMIS) (Core)	2
CWEX19	Module 19:	Workplace Ethics, Human Rights and Equity (Core)	3-4
CWEX20	Module 20:	Transitions (Optional)	2-4
CWEX21	Module 21:	Earning and Understanding a Pay Cheque (Optional)	1-2
CWEX99	Module 99D:	Extended Study (Optional)	5-20
		Minimum	**100**

Additional Recommendations

Saskatchewan Labour recommends that the following minimum safety and labour standards content be covered before students enter their work placements:

- Importance and significance of safe, healthy workplaces. (Physical, social, psychological and financial impact of unsafe work practices.)
- Purpose and role of *The Occupational Health and Safety Act* in maintaining and promoting safe workplaces and workplace practices.
- Employer/Worker responsibilities for safety in the workplace.
- Workers' right to know, participate and refuse unusually dangerous work.
- Hazard Control Model (see it, think it, do it method for identifying and dealing with hazards in the workplace).
- Awareness of Workplace Hazardous Materials Information System (WHMIS), its purpose and content (labels, symbols, Material Safety Data Sheets (MSDS), worker training programs).
- The significance of fairness and fair workplace practices.
- The role and purpose of *The Labour Standards Act* in promoting and maintaining fair working conditions.
- Questions to ask employers about health, safety and fair working conditions in the workplace of choice or interest.

This represents the content presently found in Modules 9A [Occupational health and Safety (Introduction)], Modules 10.1-10.4 [Labour Standards (Introduction)], learning objectives 12.1 and 12.3 found in Module 12 (WHMIS) and 13.3 found in Module 13 (Recognizing Hazards). It is estimated that this content can be covered in 4 to 6 hours.

Module 9A
- Learning Objectives 9.1 to 9.6

Module 9B
- Learning Objective 9.11

Module 10
- Learning Objectives 10.1 to 10.4

Module 12
- Learning Objectives 12.1, 12.2, and 12.5

Module 13
- Learning Objective 13.2

Core and Optional Modules

Module 1: An Introduction to Career Development (Core)

Suggested time: 1 - 2 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To respond to change and growth as it relates to career decision making and career planning.
- To understand and practice the principles of the career development continuum: career awareness, career exploration and career experience.

Common Essential Learnings Foundational Objectives
- To demonstrate knowledge of the importance of personal growth for self and others. (PSVS)
- To understand how technology influences occupational roles within society and affects the workplace. (TL)

	Learning Objectives	**Notes**
1.1	To understand career development concepts and apply them to a personal career development process. (PSVS)	Introduce the concept that career development is a life-long learning process that combines career, work and life. A student's career development experiences become more meaningful when the continuum of Awareness, Exploration and Experience is followed. Students move through career awareness, exploration and experiential activities in order to enhance their understandings of career, life and work. Identify steps in the career development process. How does this process apply to the student's life today? Identify changes, goals, allies, etc. A variety of career development resources exist. Teachers are encouraged to explore available materials. Consult *Career Guidance A Curriculum Guide for the Middle Level*. Examples of the career development process can be found in the bibliography of resources.
1.2	To differentiate between *job, occupation* and *career*. (CCT)	Explain the difference between *job, occupation* and *career*. Refer to Real Game in recommended resources or see the Glossary. Have students do a family *job tree*. What jobs did their great grandparents, grandparents and parents have? Relate this information to an understanding of the terms job vs. occupation vs. career. Discuss the change in pattern to more than one job in one's career today. What new occupations have emerged? (TL) Invite a graduate from the last five to ten years to talk about the job-occupation-career changes he or she has experienced.

	Learning Objectives	**Notes**

1.3 To develop an understanding of the concept of work.

In small groups discuss full time, part time, seasonal, contract, casual and volunteer work. Do a jigsaw activity exploring the characteristics of full time, part time, seasonal, contract casual and volunteer work. Use focus imagining to create a timeline of life career roles. The teacher may add life events that may change the direction of a student's life career roles (pregnancy, parent's loss of job, farm bankruptcy, divorce, or death in family).

Discuss the role of women in the workplace. How has this changed over the years? Explore the trends and discuss non-traditional careers for women.

1.4 To use students' prior experience to expand career awareness. (PSVS)

Survey or discuss with the class the following:
- Middle Years Career Guidance activities.
- Other curricular activities undertaken or resources used to enhance career development: Take Our Kids to Work, career fairs, job shadows. The bibliography lists many resources that will be useful.
- Other extra-curricular activities: volunteering, community service, Junior Achievement, part-time employment, coaching, teaching piano, Sunday school, or dance.

Ask students to summarize how these experiences contribute to their career development.

Ask students to consider the following questions: Why have they selected this course? What would they like to accomplish in the Career and Work Exploration course?

Module 2A: Portfolio Building (Core)

Suggested time: 5 - 10 hours (integrated throughout the course)   **Level:** Introductory
Prerequisite: None

The intent of this module is to introduce the personal career portfolio, describe its uses, and provide examples of materials that can be placed in a personal career portfolio. Students are encouraged to begin portfolio building and to use their personal career portfolio throughout Career and Work Exploration 10. The school or school division may devise a strategy whereby the concept of portfolio development is followed throughout Career and Work Exploration 10, 20 and 30. From there the portfolio can be extended to other subject areas.

Foundational Objectives
- To learn to respond to change and growth as it relates to career decision making and career planning.
- To participate in life-long learning that is supportive of career goals.
- To understand and practise the principles of the career development continuum: career awareness, career exploration and career experience.

Common Essential Learnings Foundational Objectives
- To demonstrate knowledge of the importance of personal growth for oneself and others. (PSVS)
- To determine and evaluate personal learning needs in the career development process. (IL)
- To develop an awareness of personal thought processes and an understanding of the career development process as it relates to individual learnings. (CCT)

Learning Objectives	Notes
2.1 To reflect on personal skills, traits, abilities and successes as a basis for personal career portfolio development.	Have students brainstorm their personal skills, traits, abilities and successes in pairs. Teachers may choose to do a simple interest inventory or complete stem statements. Some school divisions may have begun the portfolio building process in Middle Years Career Guidance. If so, Career and Work Exploration activities can build on this process. Plan to have the portfolio activities extend into other secondary courses.
2.2 To explore the importance of personal career portfolios and demonstrate their use. (PSVS, COM)	This module requires two to four hours of introduction and integration throughout the level 10 course. Personal career portfolios can help students to discover who they are and can help them achieve their goals. The personal career portfolio is a school, career, life and work instrument that highlights the student's achievements and accomplishments. Refer to bibliography of resources for websites related to portfolios. Provide a sample personal career portfolio for students to examine. Talk about what should be included in a personal career portfolio. Create a list of what can be included in a personal career portfolio (e.g., certificates, school work that they are proud of, pictures, awards, projects, résumé, etc.). Refer to module 8 for information on reflective journals to be included in personal career portfolios.

Learning Objectives	**Notes**

The three steps in identifying items for the personal career portfolio are:
1. Collect
2. Reflect
3. Select.

A portfolio may be useful for job interviews, assessment and evaluation, scholarships, post-secondary entrance, job searches, and career planning.

2.3   To demonstrate an understanding of the career and personal planning process as part of portfolio building. (CCT)

Encourage students to develop a learning plan that becomes a record of thoughts, goals and plans for the future. Refer to Learning Objective 1.2, timeline activity.

The document can be very simple and may include a record of personal and academic goals as well as what the student needs to do to achieve these goals. School subjects, events and work, volunteer and community experiences may be chosen based on the student's learning plan. Various career and personal planners have been developed.

2.4   To introduce employability skills.

Introduce the Conference Board of Canada's Employability Skills Profile as a set of generic skills and attitudes highly valued in the workplace. See the bibliography of resources.

Ask each student to interview a working person to find out the things that person thinks are most important to the workplace. Students may share this information with the class.

Compare the students' reports with the messages students received from an employer presentation on the same topic.

Module 2B: Portfolios (Core)

Suggested time: 3 - 5 hours   **Level:** Intermediate
Prerequisite: None

The purpose of this module is to introduce some of the key concepts of career development as well as several essential career building and career planning tools.

Learning Objectives	Notes
2.5 To gain an understanding of the key concepts of career development as they relate to the career planning process. (IL)	Some students will be new to these concepts and others, who have completed Module 2A in a previous course, will be familiar with them. The teacher should consider student's prior learnings when presenting these materials.
	Review and enhance knowledge and use of the Personal Career Portfolio. Review Learning Objective 2.1. Explain that the personal career portfolio will be an activity that continues throughout the course and will be used as part of the student's course evaluation. Suggest that students continue to add to the portfolio in all other courses they take at the secondary level.
	Students should bring their current résumé and portfolio to class to be updated.
	Explain to students how to modify a résumé to suit the needs of a specific job application. Discuss the importance of current references and information on a resume. Distribute a checklist and ask the students to ensure that their resume is complete.
2.6 To introduce or review the use of a reflective journal.	Refer to Learning Objective 8.1.

Module 3: Recognizing Networks (Optional)

Suggested time: 2 - 3 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To participate in life-long learning supportive of career and work goals.
- To locate, understand and use career information.
- To recognize how career, work and life are distinct, but not separate.

Common Essential Learnings Foundational Objectives
- To link personal learning to the career process. (CCT)
- To identify personal networks and resources. (IL)

	Learning Objectives	**Notes**
3.1	To review the differences between *career* and *work* and to explore the relationships between them. (CCT)	Refer to Learning Objectives 1.2 and 1.3 for discussions about *career* and *work*. Also see the Glossary in this guide.
3.2	To learn how to build networks. (IL)	Explain to students that networking is important to making the transition from school to work. A network is something that begins with them, their families, friends of family, peers' parents, and so on. Help students become aware that networking with supporters/allies can create community work experiences and career pathways.
		Students identify networking supports that exist within their home, school and the community.
		Relate the building of networks to the career development process, discussed in Learning Objective 1.1.
		Begin by discussing the networks that exist for students. What do students do outside of school? Who do they know? What opportunities exist because of these networks?
		Identify a career development interest and ask the students to form groups of three or four. Using telephone books, post-secondary school calendars, and Internet sites, have students identify "allies" (people, groups, businesses, training institutions) that could be a part of their network. Encourage students to identify ways they could expand their networks beyond the local community.
		Refer to the bibliography of resources for websites relating to post-secondary institution research.

	Learning Objectives	**Notes**

3.3   To examine the potential of networks. (CCT)

Illustrate the web of networks using a Venn diagram, concept map or other mapping procedure. List the advantages and disadvantages of networking with different groups. Discuss how networking with the wrong group could limit opportunities.

Group students in networking teams to compare notes on personal networks.

Module 4: Understanding Transferable Skills (Core)

Suggested time: 1 - 2 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To participate in life-long learning supportive of career goals.
- To respond to change and growth as it relates to career decision making and career planning.

Common Essential Learnings Foundational Objectives
- To support students in treating themselves, others and the environment with respect. (PSVS)
- To develop an understanding of how knowledge is created, evaluated, refined and changed within subject areas. (CCT)

Learning Objectives	**Notes**
4.1 To understand how skills relate to the selection of courses and how these selections impact upon future education and career paths. (CCT)	It is suggested that this module be used as part of the follow-up to a work placement. Students may discuss skills learned and transferability of those skills in their discussions after each work placement. Students may interview teachers to determine the skills needed for success in a particular subject area. Students may also interview people in workplaces to determine the skills needed for success in a particular job or occupation. Students should inventory their own skills and abilities and discuss how this affects their choice of school subjects. (PSVS) Students are encouraged to talk with family and friends about their attitudes to work and career development.
4.2 To examine the similarities between one's role as a student and as a worker. (CCT)	Invite relevant school or community personnel, or a recent graduate who is currently employed, to discuss the similarities between school and the world of work. Use guided questions to facilitate the discussion. What are the basic expectations in a classroom or workplace? What can be taken from the classroom to the workplace? In groups of three or four, ask students to develop an analogy between school and the workplace. Ask them to address: • employer expectations of workers versus teacher expectations of students • student expectations of teachers versus employee expectations of employer. This activity may also be done in Learning Objective 6.1.

Learning Objectives	Notes
4.3 To understand and identify transferable skills. (PSVS)	Develop a list of transferable skills (e.g., communication, dependability, personal responsibility and accountability, independent learning, punctuality, critical thinking, conflict resolution.)

Conduct a discussion with some key questions that might include the following:
- What do you believe are your strongest abilities?
- Which courses are your favourites? Why?
- What skills do these courses help to build?
- Are any of these skills and abilities likely to be useful away from school? If so, list them.
- Describe plans for what you want to do after graduation.
- Do you think you are adequately prepared?
- How have previous choices and decisions affected your future?

Refer to the Conference Board of Canada resources and website listed in the bibliography. |
| 4.4 To understand why personal skills and attitudes are important to success in the workplace. (CCT) | The school is not an isolated institution. Rather, school and the subjects in which students enroll relate to the world of work and to society's expectations.

Invite an employer to speak about the importance of regular attendance, punctuality and positive attitude as being essential to workplace success.

Select a current movie that involves employment or work and have students identify skills and traits portrayed in the movie. Ask students to compare the work situation in the movie to their experiences in the real world. |

Module 5: Career Information (Core)

Suggested time: 3 -5 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To locate and use career and work information effectively.
- To understand the relationship among work, society and the economy.
- To participate in life-long learning supportive of career goals.

Common Essential Learnings Foundational Objectives
- To understand how technology influences occupational roles within society and affects the workplace. (TL)
- To experience a variety of activities to determine student interests, abilities and preferences. (IL)

Note: This topic is introduced here and integrated throughout Career and Work Exploration 10.

Learning Objectives	**Notes**
5.1 To explore and demonstrate use of career information resources. (IL, TL)	Students will explore school facilities as sources of career information and describe these resources. If possible, visit one or more of a community career centre, community college career centre, Community Access Program (CAP) site, or local Canada-Saskatchewan Career and Employment Services Centre. If possible, provide access to the SaskNetWork website and have students conduct research using the site. Refer to the bibliography for this and additional websites and other resources relating to career information.
5.2 To explore career development and job opportunities within the various occupational clusters that make up the framework of the Practical and Applied Arts.	Provide students with flipchart paper. Have students: • title each page with one of the six occupational clusters in the Practical and Applied Arts. • sort local businesses by cluster and also note the various job titles that exist within each business. • repeat for volunteer work, service clubs and hobbies and also identify the jobs and contact people within each. • identify the top three sites in their choices for work experience placements. Ask students to select an occupation that interests them and research the occupation. Refer to Appendix F, Career Research Interview Questions for further details.

Module 6A, B, C, D: Work Study Preparation and Follow-up Activities (Core)

This is a core module to be taught in each Career and Work Exploration course. This module is used to prepare students for work placement. Foundational Objectives include pre-placement information, preparation for interviews and expectations for the workplace experience. Students will prepare for work study in the community. Expectations of the student, the teacher, and the employer should be discussed. During follow-up, students will reflect on work study experiences.

Suggested time: 5 - 10 hours　　　　　　　　　**Level:** Introductory, Intermediate and Advanced
Prerequisite: None

Foundational Objectives
- To be aware of the career development opportunities that exist in Saskatchewan and other provinces.
- To integrate classroom learning with work-based learning.
- To increase awareness of employability skills as they relate to the work environment.

Common Essential Learnings Foundational Objectives
- To foster an effective use of communication skills in the workplace. (COM)
- To engage in a work study experience and develop entry level workplace skills that may lead to sustainable employment. (PSVS)
- To expand career research beyond the classroom setting. (IL)

Learning Objectives	Notes
6.1　To become aware of the expectations of each of the partners in the work placement. (PSVS)	In order to establish a successful working relationship with all of the partners involved in the work placement, it is important to define the expectations of each partner. Refer to Guidelines for Work Study, a section of *the Practical and Applied Arts Handbook,* for the expectations of business, student, teacher monitor and school. Outline each partner's roles and responsibilities related to the community work experience. Topics will include: • Responsibilities of the Teacher • Responsibilities of Student and Parent • Responsibilities of the Employer • Workers' Compensation, Liability Insurance and Personal Injury • *Trade Union Act*. Refer to Learning Objective 4.2 for related discussions.
6.2　To determine factors that may affect the student contribution in the workplace. (CCT)	The students may formulate a list of what they can bring to the workplace and how each may impact on their job. • school subjects • past experiences • self-concept and personality • needs, values and interests • knowledge, skills and attitudes • career goals and plan Refer to Learning Objective 11.1 for related discussions.

Learning Objectives	Notes

<table>
<tr><td></td><td></td><td>Ask students to do a self-assessment of skills using the influences in the list above as a guide. Students should identify strengths they can offer community partners. Try to incorporate the value of communication and teamwork in the discussion.</td></tr>
</table>

Refer to the bibliography for additional resources relating to self-assessment.

6.3   To build good communication skills for the workplace. (COM, PSVS)

Discuss verbal and non-verbal communication. List some ways in which negative and positive non-verbal communication may be displayed. Encourage students to role play effective verbal communication on the job, when giving or receiving instructions or resolving conflict. Use case studies and divide the students into groups to role play how effective communication may be used to resolve conflict on the job.

Emphasize the Conference Board of Canada's Employability Skills and compare them to the Common Essential Learnings of Saskatchewan's curriculum. Make the direct link between skill development in this course and the needs of employers. Development of skills and documentation of them leads to employment using those skills.

6.4   To develop a résumé that may be forwarded to a potential employer. (IL)

Students will develop a résumé.

The résumé may be used to introduce the student to the employer of a workplace site prior to an interview. Teachers are encouraged to work with other staff members to ensure résumé preparation is taught. Résumé writing is covered in English Language Arts 20 and A30, *Information Processing 10, 20, 30* and *Career and Work Exploration 10, 20, A30, B30* curriculum guides.

Students should include their most recent résumé in their personal career portfolios.

A discussion with students about the benefits of a portfolio of sample work is appropriate at this time. Expand the idea that portfolios begun in Career and Work Exploration 10 can be maintained throughout the secondary program at a cumulative record of knowledge and skills acquired.

A personal website that highlights the student's skills and training might be created and referred to in the résumé.

6.5   To review the résumé in preparation for an interview.

If students have already completed a résumé and cover letter in another course, the teacher may do a review and encourage students to update their information. Each student should submit a résumé for teacher approval prior to going to an interview or to the workplace.

	Learning Objectives	**Notes**

6.5   To create student guidelines in preparation for an interview. (COM)

Through class or small group discussions, students may list guidelines for an interview. The instructor may add items missed to the list.

Outline and describe the three stages of an interview.

The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done.

The **exchange** is the longest part of the interview where the employer asks a series of questions and engages in a dialogue with the student about information on the résumé and other matters relating to the job.

The **parting** provides closure to the interview and may be just as important as the greeting. Explain how this may be done.

Provide students with a list of questions frequently asked by employers or ask students to make a list. Students may role play the stages of the interview.

Invite an employer or interviewing panel to your class to interview a student. Students may analyze the interview, then have the employer or panel provide feedback on the interview and their analysis.

6.6   To discuss the post interview.

After the student has completed the role play interview with the employer, do a follow-up activity. Review the interview with the student using the three stages above as points for discussion.

6.7   To develop a procedural guide for the work site.

Discuss the following work site items with students.
- transportation
- hours of work
- absence and tardiness
- conflict resolution
- role of the student, teacher and workplace supervisor
- dress code
- job description
- school and employer expectations

6.8   To provide feedback about the work placement. (IL)

Students provide feedback about work placement including: location, type of business, duties, most rewarding experience, most difficult situation, and how they handled it. A system where student responses are recorded on a form can be a useful diagnostic tool for teachers and employers as well as a valuable critical thinking and writing exercise for the students.

Learning Objectives	**Notes**

It is recommended that each student send a thank you note or card to the employer upon the completion of each work placement. If more than one placement has been made in the course, follow-up activities must be completed after each placement.

Look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety and WHMIS. Use the *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide*, the *Practical and Applied Arts Handbook*, and other resources recommended in the accompanying bibliography.

6.9   To reflect on work experiences and relate them to personal and career goals. (IL)

On return from work experiences, ask students to reflect on their experiences in a round table discussion. Students may be given the following questions before the work experience and told they will be expected to report back to the class on their findings. Teachers should be sensitive to the community in leading this discussion.

- Describe the responsibilities and tasks performed at the work placement.
- Discuss the importance of attitude towards work and taking responsibility to do what needs to be done.
- Discuss opportunities for advancement at this workplace and elsewhere in the industry.
- Provide details about the entry level wage, salary scales and earning potential.
- Describe the expectations for communicating with the employer, staff, customers and others.
- Describe the workplace with respect to worker rights and responsibilities and the union, if applicable.
- Identify the ownership structure: corporation, franchise, sole proprietorship, partnership, etc.
- Describe the expectations for communicating with the employer, staff, customers and other individuals.
- Detail the hours of work, breaks, etc.
- Summarize the reason for the company or organization's existence.
- Describe the transferable skills learned from the work placement that would enhance employability.

Explain how interests, strengths and potential have been addressed in this experience.

This assignment should be included in the student's personal career portfolio.

An employer's report or reference may be included in the student's portfolio. It is important to remind students that they should seek written permission to include an employer's report from a work placement before including it in their portfolio.

Module 7A: Work Placement (Core)

Suggested time: 40 - 60 hours   **Level:** Introductory
Prerequisite: Module 6A

It is suggested that multiple workplaces be experienced so students may investigate a variety of occupations.

Work placements may consist of one or more work sites, depending on placements available within the community, how the courses are offered and local decisions.

Time credit hours are granted for practical experience within a designated trade when time is accrued under the supervision of a journeyperson. Documentation of this practical experience must be confirmed using a "Form 6 Verification of Trades Letter" found in Appendix G in this guide.

Foundational Objectives
- To be aware of the career development opportunities that exist in Saskatchewan and other provinces.
- To integrate classroom learning with work-based learning.
- To increase awareness of employability skills as they relate to the work environment.

Common Essential Learnings Foundational Objectives
- To engage in a work study experience and develop entry level workplace skills that may lead to sustainable employment. (PSVS)
- To expand career research beyond the classroom setting. (IL)

For more information about work placements in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook*. Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a "Training Plan". Training plans for the designated trades covered by PAA curricula can be found in Appendix A of all Practical and Applied Arts designated trades curricula.

Module 7B: Work Placement (Core)

Suggested time: 50 - 70 hours   **Level:** Intermediate
Prerequisite: Module 6B

It is suggested that multiple workplaces be experienced to investigate a variety of occupations.

Module 7C: Work Placement (Core)

Suggested time: 70 - 75 hours   **Level:** Advanced
Prerequisite: 6C

It is suggested that multiple workplaces be experienced to investigate a variety of occupations.

Module 7D: Work Placement (Core)

Suggested time: 70 - 75 hours   **Level:** Advanced
Prerequisite: 6D

It is suggested that multiple workplaces be experienced to investigate a variety of occupations.

Module 8: Reflections (Core)

Suggested time: 1 - 4 hours   **Level:** Introductory, Intermediate and Advanced
Prerequisite: None

Foundational Objective
- To understand, engage in and manage the career building process.

Common Essential Learnings Foundational Objective(s)
- To discover and reflect on the workplace as a learning environment. (CCT)

Learning Objectives	Notes
8.1 To introduce reflective journals as a tool for analyzing work or other experiences.	Students will brainstorm and imagine occupations related to each subject in which they are enrolled.
	Students list five people who are currently employed, identify their jobs and list subjects or courses related to each job.
	Students may wish to refer to the online publications from Saskatchewan Post-Secondary Education and Skills Training. These can be found on the SaskNetWork website listed in the bibliography.
	Students may conduct an interview with a parent, neighbour, relative or friend to find out how the work they do relates to various subjects or courses. Students may share their findings with classmates, either in small or large groups.
	Introduce the concept of reflective journals and encourage regular journal entries.
	Students write in their reflective journals and record the successes and the challenges they have encountered.
	Students write their own definition of *success* and give examples of situations in which people have been successful, according to their definition.
	Students write about the challenges to achievement and employment that they may have encountered. Issues related to race, gender, disability, sexual orientation and appearance may be discussed here. Discuss strategies for dealing with discrimination at the workplace.
	Students brainstorm solutions to overcoming barriers. They may create a story or video in which the characters encounter obstacles or barriers. In developing the story, they may predict the options available in the situation and possible outcomes. Students may wish to discuss their personal experiences in overcoming obstacles and in taking risks.

Learning Objectives	**Notes**
8.2 To reflect on the work placement. (CCT)	Focus on reflecting.

During and following work placements, students may write about their placements using log sheets (see sample template in Appendix E). These may be included in their reflective journal.

Consider the following suggestions for student reflection and discussion:
- Identify the impact of the community work experience on their career and personal planning
- Identify the impact of their work experiences on their personal interests, skills, values, beliefs and attitudes
- Update their personal career portfolio
- Identify additions to their community network
- Identify employability skills that were important at their community work experience

In addition, a number of activities may follow each work experience: each student should write a letter of thanks to the participating partners; the class may produce a picture collage of community experiences; each student could report on personal experiences in format of his or her choice (e.g., print, written, oral or multi-media). |

Module 9A: Occupational Health and Safety (Core)

This module introduces the rights and responsibilities that workers and employers have for health and safety in the workplace, and *The Occupational Health and Safety Act*, as a major tool for maintaining the health and safety of workers. Through in-class, interactive learning activities, students will have the opportunity to acquire the knowledge and develop the skills they need to act on their rights and responsibilities for health and safety in the workplace.

Suggested time: 3 - 5 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To interact positively and effectively with others.
- To develop a responsible attitude toward work experiences in a work environment.

Common Essential Learnings Foundational Objectives
- To develop an awareness of the responsibility and need for safe workplace practices and procedures. (PSVS)
- To recognize the importance of respecting the safety of others when engaging in work. (PSVS)
- To use language and terms specific to health and safety in industry and express knowledge of the area using communication skills. (COM)
- To develop a positive disposition to the role of health and safety in the workplace. (IL)

	Learning Objectives	**Notes**
9.1	To recognize the impact of unsafe work practices and the effect on peoples' lives. (PSVS)	Use videos, case studies, and presentations depicting real life scenarios to illustrate the impact of unsafe work practices (e.g., a video showing "real people" and how their lives have been changed as a result of an injury or death). A discussion of the impact of an injury on a student's life and the lives of friends and families could follow the video. The bibliography contains listings for suitable videos. Emphasize that most accidents are preventable when training and appropriate supervision are provided and when safe work practices and procedures are followed. Provide information on youth injury statistics in Saskatchewan for students to examine.
9.2	To explain the purpose of *The Occupational Health and Safety Act, 1993* and *Regulations, 1996* and how they affect workplace practices.	See Saskatchewan Labour resources.
9.3	To identify employer and worker responsibilities for safety in the workplace.	See Saskatchewan Labour resources.

Learning Objectives	**Notes**

9.4   To identify the three worker rights:
- The right to know about workplace hazards.
- The right to participate in health and safety activities.
- The right to refuse unusually dangerous work.

Using informational brochures discuss with students the three rights. Information should include that workers have the **right to know** and be informed about workplace hazards and how to deal with them; the **right to participate** in health and safety activities in the workplace (e.g., become a member of the occupational health committee, report unsafe conditions and equipment to the supervisor and participate in the identification of hazards); and, the **right to refuse** work that the worker believes to be unusually dangerous.

9.5   To identify and discuss potential safety hazards around the home and school.

Once potential hazards have been identified, discuss how injuries could be prevented and who might have responsibility or a role to play in helping keep the home and school safe.

Relate hazard identification and control to workers' **right to know** about hazards and how to deal with them and workers' **right to participate** in health and safety activities in the workplace.

9.6   To develop health and safety questions to ask employers. (PSVS)

Brainstorm a list of possible questions for students to ask employers such as:
- When will I receive job safety training and orientation?
- Are there any health and safety procedures I should follow?
- What safety gear will I be expected to wear or provide?
- Are there any risks or hazards I should be aware of in my job?
- If I get hurt, who is the first aid person?
- Where are safety notices posted?
- What should I do in case of fire or another emergency?
- Where do I find fire extinguishers, first aid kits and emergency assistance?
- What should I do if I get injured or have an accident?
- How can I contact my health and safety committee or representative?

Discuss appropriate times to ask these questions. Role play situations.

Module 9B: Occupational Health and Safety (Core)

This module provides opportunity for young workers to develop the skills they need to recognize and manage hazards in their workplaces of choice or interest, participate in health and safety decision making in these workplaces, and understand the circumstances and the procedure for refusing work they consider to be unusually dangerous.

Suggested time: 4 - 5 hours   **Level:** Intermediate
Prerequisite: Module 9A

Learning Objectives	Notes
9.7 To be aware of agencies concerned with safe workplace practices.	Discuss federal and provincial agencies that contribute to development of safe workplace practices. For example, Human Resources Development Canada, The Saskatchewan Human Rights Commission, the Workers' Compensation Board, Saskatchewan Labour and provincial safety associations.
9.8 To become familiar with the purpose, scope and structure of *The Occupational Health and Safety Act, 1993* and *Regulations, 1996.*	Saskatchewan Labour, one of the agencies concerned with safe workplace practices, administers *The Occupational Health and Safety Act, 1993*. Briefly review the purpose of health and safety legislation and regulations. Discuss the difference between legislation and regulations. Have students examine copies of the Act. Discuss the table of contents, index, and so on. In small groups, have students conduct a "search for information" activity. A jigsaw activity would ensure that all students know about all parts of the Act.
9.9 To identify worker and employer responsibilities in the workplace.	Review worker and employer responsibilities in the workplace. Review case studies or hazard scenarios and determine the responsibilities of the worker and the employer in them.
9.10 To identify types of hazards in the workplace	Define a hazard as any activity, situation or substance that can cause harm. Review the three main worker rights. Identify hazards as part of the information workers have a right to know. Identify the five hazard categories: • Physical hazards: for example, noise, heat or cold, electricity, moving machinery, dust and fibres. • Chemical hazards: for example, paints, acids, cleaning supplies, vapours and fumes such as carbon monoxide, propane and acetylene.

Learning Objectives	Notes

- Ergonomic hazards: for example, lighting, configuration of computer components, video display terminals, lifting and repetitive movements.
- Biological hazards: for example, mould, fungus, mildew, plants, bacteria and viruses, washrooms, medical waste, insect stings and animal bites.
- Workplace stress: this is restricted to harassment as defined under *The Occupational Health and Safety Act, 1993* and *Regulations, 1996*, Part III, Section 36.

In the school, have students identify examples of the five types of hazards and identify occupations where each type of hazard might be encountered.

9.11 To describe and use the steps to identify and control workplace hazards.

Describe the three steps to recognize, assess and control hazards:
- See it - What is the hazard?
- Think it – Why is this a hazardous situation? How likely is it that someone will be hurt or killed? How serious is the risk?
- Do it - What can be done to control the hazard and to prevent an accident or injury?

Discuss ways to control hazards:
- Eliminate the hazard – wipe spills, replace faulty equipment, substitute a safer chemical for a hazardous chemical.
- Reduce the risk to workers - use machine guards, noise enclosures or ventilation systems to dilute the concentration of a hazardous substance.

Protect workers from the hazard through the use of safe work procedures, effective safety training, proper supervision and personal protective equipment.

Using pictures, case studies, or videos of various workplaces, ask students to identify potential hazards such as a slippery floor, an electric saw without a safety guard, a ladder, an open drawer on a file cabinet and so forth. Identify the type of hazard, assess the risk the hazard poses and identify how to control the hazard.

9.12 To understand the right to participate in health and safety activities in the workplace. (PSVS)

Workers can participate in health and safety activities by reporting unsafe conditions, by becoming a member of the Occupational Health Committee or by becoming the health and safety representative.

Have students research and report on the role and responsibilities of Occupational Health Committees (OHC) using the Internet, pamphlets, *The Occupational Health and Safety Act, 1993* and *Regulations, 1996*, or interviews with committee members or others.

	Learning Objectives	**Notes**
9.13	To understand the right to refuse work the worker believes to be unusually dangerous.	Outline the steps in a refusal to work. Review case studies and scenarios and discuss if the worker has the right to refuse to work.
9.14	To develop health and safety questions to ask the employer.	Review, revise and add to the questions developed in the activity in Learning Objective 9.6. Discuss students' experiences asking questions in the workplace. Were their questions answered? Did they encounter any difficulties? Discuss appropriate times to ask questions in a workplace. Role play situations. Discuss students' experiences with health and safety orientation or training in the workplace. Explore ways that questioning can be used by students to promote improved orientation and training when required.

Module 9C: Occupational Health and Safety (Core)

Suggested time: 4 - 6 hours   **Level:** Advanced
Prerequisite: Module 9A and 9B

This module identifies how worker and employer rights and responsibilities for workplace health and safety (such as, violence policy, hiring and orientation guidelines) are applied to specific workplaces and industries. Students will have the opportunity to engage in determining and designing health and safety policies and procedures specific to the workplace of their choice or interest.

Learning Objectives	Notes
9.15 To understand how rights are applied in the workplace.	**Right to Know:** Review hazard identification process. Provide a generic workplace inspection checklist. With a cooperating employer or the school's Occupational Health Committee, have students conduct a partial workplace inspection to identify and assess potential hazards. Students can also make recommendations regarding control of identified hazards.
	Right to Participate: Organize an Occupational Health Committee (OHC) in your classroom. Role play various scenarios where an OHC would be called upon to act.
	Right to Refuse: Role play approaching a supervisor to report a refusal to do a task because of health and safety concerns. Have students plan how they would start the conversation, what their voice tone would be like, and other strategies to make the interaction go smoothly.
9.16 Identify employer responsibilities with respect to hiring guidelines and prescribed workplaces.	Have students conduct research with respect to industries and job tasks that have age restrictions.
	Identify workplaces that are required to have a formal safety program, violence policy, occupational health committee, or safety representative.
	Using resources available from the Occupational Health and Safety Division of Saskatchewan Labour, have students develop a safety program or violence policy for a specific workplace.
9.17 To explain health and safety regulations with respect to a work placement choice or an occupation of interest.	Through informational interviews with workers, employers, family members, or training centres identify what health and safety regulations apply or what hazards exist in the student's work placement choice, occupational interest, or present place of employment.
	Discuss ways that the hazards are controlled in the workplace.
	Information about health and safety related to a variety of industries can also be obtained through the Internet, safety associations and other Practical and Applied Arts curriculum guides.

Module 10A: Labour Standards (Core)

Through in-class, interactive learning activities, this module introduces young workers to fair workplace practices and *The Labour Standards Act* as a major tool for promoting fair working conditions in Saskatchewan workplaces.

Suggested time: 1-2 hours   **Level:** Introductory
Prerequisites: None

Foundational Objectives
- To interact positively and effectively with others at a worksite.
- To develop a responsible attitude toward work experiences in a work environment.

Common Essential Learnings Foundational Objective(s)
- To develop an awareness of the responsibility and need for fair and co-operative workplace practices and procedures. (PSVS)

Learning Objectives	Notes
10.1 To become knowledgeable about fair workplace practices. (PSVS)	Discuss the concept of fairness as it relates to the workplace. Students could use a survey or question sheet to collect information about people's attitudes about fair workplace practices.
10.2 To identify the fair workplace practices provided by *The Labour Standards Act*.	Use a video, flashcards or a quiz to introduce the scope and provisions of *The Labour Standards Act*. It is the law that sets minimum standards for employing people in Saskatchewan. It includes areas such as: minimum wage, hours of work, public holidays, annual holidays, vacation leave, overtime, termination and permits.
10.3 To identify labour standards questions to discuss with an employer.	Brainstorm a list of questions for students to ask employers. Questions may include: - What is my schedule of work hours? - What is my wage? - How and when will I be paid? - What deductions will be made from my pay cheque? - Who is my supervisor? Discuss appropriate times to ask these questions. Role play situations.
10.4 To introduce conflict management strategies for addressing problems arising from unfair workplace practices.	Discuss types of conflict and steps for dealing with conflict in the workplace. Using case studies, identify ways to address workplace disputes such as not being paid overtime. If students are presently working, discuss issues they may have encountered, whether and/or how they chose to address the issue and if the issue was resolved. Provide information about community agencies to contact for more information or to clarify an issue related to labour standards.

Module 10B: Labour Standards (Core)

Suggested time: 2 hours   **Level:** Intermediate
Prerequisite: Module 10A

Through in-class, interactive learning activities, this module focuses on providing young workers with an opportunity to identify how *The Labour Standards Act* will impact the working conditions in the workplaces or industries of their choice or interest.

	Learning Objectives	**Notes**
10.5	To understand and appreciate the role of different agencies involved in the workplace.	Discuss federal and provincial agencies that contribute to fair workplace practices. These might include: • Human Resources Development Canada • Saskatchewan Human Rights Commission • Saskatchewan Labour • Saskatchewan Federation of Labour • unions.
10.6	To describe employers' and workers' rights and responsibilities for promoting and maintaining fair workplace practices. (PSVS)	Use flashcards, case studies or quizzes to promote discussion of employers' and workers' rights and responsibilities with respect to fair workplace practices. Include topics such as: • overtime • meal breaks • work schedules • minimum callout • annual holiday pay • shift work • termination • age of employment • uniforms • public holidays • pay equity.
10.7	To identify the labour standards that apply to the work placement choice or occupational interest.	Through informational interviews and surveys with workers, employers or family members, identify the labour standards that apply to the student's work placement, occupational interest or present place of employment.

Module 10C: Labour Standards (Optional)

Suggested time: 4 hours   **Level:** Advanced
Prerequisites: Modules 10A and 10B

Through in-class, interactive learning activities, this module identifies strategies for addressing the conflict that may arise when unfair workplace practices occur and provides the opportunity for young workers to build skills in conflict management.

Learning Objectives	**Notes**
10.8 To determine strategies and develop skills in applying conflict and anger management and negotiation techniques in order to address problems arising from unfair workplace practices. (CCT)	Use case studies and role plays to explore methods of managing anger, negotiating and resolving conflict in the workplace.
	Using knowledge of fair workplace practices, anger management, conflict resolution and negotiation strategies, have students develop an employment contract and/or policy manual that outlines working conditions for a specific workplace.
	Using case studies, identify ways to address workplace disputes; for example, a worker not being paid overtime.
	If students are presently working, discuss issues that they may have encountered, whether and/or how they chose to address the issue and if or how the issue was resolved.
	Provide information about community agencies to contact for more information or to clarify an issue related to labour standards. (COM)

Module 11: Self-Awareness and Success (Core)

Suggested time: 8 - 10 hours   **Level:** Intermediate
Prerequisite: None

Foundational Objectives
- To respond to change and growth as it relates to career decision making and career planning.

Common Essential Learnings Foundational Objective(s)
- To demonstrate knowledge of the importance of personal growth for oneself and others. (PSVS)

Learning Objectives	**Notes**

11.1 To discover personal interests, skills, values, beliefs and attitudes and determine their importance. (PSVS)

Self-awareness is a dynamic process and activities that enhance self-awareness may take any number of forms.

Self-awareness has been said to be the first step to wisdom and empowerment. This is not a journey where one "arrives", but rather a life-long learning process.

Students may work through a variety of testing and assessment instruments and activities. A student's personality, interests, attitudes, skills and abilities can be examined.

A variety of popular assessment tools are available in various formats. In some cases, special training may be required to administer assessment tools.

Some assessment tools are available on the SaskNetWork website.

Personality collages or self-disclosing portraits may be useful tools.

Self-awareness activities should not result in a picture of what students "should be", or dissuade them from further investigation, growth and development.

Self-assessment tools do not serve individuals well if they simply provide a list of potential occupational matches to personality, interest or aptitude.

Define and differentiate between aptitudes and abilities, interests and skill development.

Module 12A, B, C, D: Workplace Hazardous Materials Information System (WHMIS) (Core)

Suggested time: 2 hours

Level: Introductory, Intermediate and Advanced

Prerequisite: None

Through in-class, interactive learning activities, this module creates an awareness of the Workplace Hazardous Materials Information System (WHMIS) as the right of workers to know about the hazards that exist in the workplace. They will also learn how to use WHMIS to protect their health and safety in the workplace.

Note: WHMIS is an optional module in Career and Work Exploration 10 because it is required content in grade 10 Science. Before beginning this module, survey the class to determine if WHMIS was covered in other courses. Review content or teach as required before students proceed to the workplace. If a student is enrolled in two Career and Work Exploration courses in the same semester, the student needs to cover Module 12 only once.

Foundational Objectives
- To interact positively and effectively with others.
- To understand the necessity of analyzing work environments for safety.

Common Essential Learnings Foundational Objectives
- To recognize the importance of respecting the safety of others when engaging in work. (PSVS)
- To use language and terms specific to health and safety in industry, and express knowledge of the area using communication skills. (COM)

Learning Objectives	Notes
12.1 To understand the requirements for WHMIS training in a workplace.	Ensure students are aware of the following information related to WHMIS in the workplace. Each employer must develop a WHMIS training program specific to his/her workplace. The worker training program can be divided into two main areas: • General Training – to include topics such as supplier, employer and worker responsibilities; supplier and workplace labels; and content required in Material Safety Data Sheets (MSDS). • Workplace Training – to include topics such as specific hazardous substances present and used in the workplace; control measures used; location of MSDS in the workplace; the labelling system used in the workplace; and safe work procedures with respect to the use, storage, handling and disposal of hazardous substances and emergency procedures. The general training could be provided in a classroom setting with participants from many different work areas. The workplace training **must** be provided by the employer and be specific to the work site. Worker training in safe work practices must also include products that are exempt from WHMIS labelling and MSDS requirements, such as consumer products. All workers will not require the same level of workplace specific training. Office workers and retail cashiers will not require as comprehensive a training program as industrial workers.

Learning Objectives	**Notes**

12.2   To become familiar with the information contained in the Workplace Hazardous Materials Information System (WHMIS) to reduce the worker's risk of injury when handling controlled material and substances. (COM)

Use case studies and guided questions to introduce the history, purpose and contents of the WHMIS.

Identify WHMIS as one tool used to recognize and manage hazards in the workplace. It is part of the information the worker has a **Right to Know** when starting a new job or starting a new task in an existing job.

12.3   To describe the three main methods to control hazardous materials and substances.

Review the three basic ways in which hazardous material can be controlled:
- at the source (eliminate or substitute for hazardous substance)
- in the pathway (use barriers to keep hazardous substances away from workers)
- at the worker level (provide training and use personal protective equipment).

12.4   To identify the three parts of WHMIS that help workers identify and handle hazardous materials safely.

The three parts of WHMIS that help workers identify and handle hazardous materials safely are:
- labels with warning symbols
- Material Safety Data Sheets (MSDS)
- worker training programs.

12.5   To understand the responsibilities of the supplier, employer, and the worker for safely handling hazardous materials. (PSVS)

The supplier is responsible for:
- providing labels and the information on the MSDS.

Responsibilities of the employer include:
- informing workers of hazardous materials on the job site
- ensuring hazardous materials are labelled properly
- having safe procedures for the use, handling, storage and disposal of hazardous materials
- providing worker training
- supplying and replacing all safety equipment

Responsibilities of the worker include:
- acting on information received about hazardous materials at the work site
- learning how to use WHMIS
- following procedures to protect oneself and others in the workplace
- informing the employer of hazards and/or damaged and missing labels.

List several responsibilities and ask students to identify who has responsibility for that task in the work place.

Learning Objectives	Notes
12.6 To identify types of WHMIS labels and the information required on each.	Discuss requirements for: • the seven types of information on supplier labels • the three types of information on workplace labels • other means of identification specific to a work site.
12.7 To recognize product classification and hazard symbols. (COM)	Using a video, pictures, or products, introduce students to product classification and hazard symbols. Given several common products, ask students to place products in the appropriate classification. Have students create activities to use with classmates to recognize WHMIS and understand the hazards the materials present (such as poison, flammable, explosive and corrosive).
12.8 To identify the information required in Material Safety Data Sheets (MSDS) and understand how to use the information.	A current MSDS sheet must be present for every hazardous material at a work site. List and discuss the nine sections of a MSDS sheet: • product identification and use • hazardous ingredients • physical data • fire and explosion data • reactivity data • toxicological properties • preventative measures • first aid measures • preparation information. Use questions about products or case studies that require students to understand and apply information from MSDS sheets.
12.9 To identify hazardous materials and substances that are present in the work placement or occupation of interest.	Through informational interviews, or other types of research, identify hazardous materials and substances in the work placement or occupation of interest. Have students summarize and report on information from MSDS sheets and safe handling procedures.

Module 13: Recognizing Hazards (Core)

Suggested time: 6-8 hours   **Level:** Intermediate
Prerequisite: None

This module focuses on building the worker's skill in recognizing and managing hazards, specific to most workplaces such as noise, falls, shift work, manual handling, hazardous materials, maintenance and safe operation of machinery, and electrical usage in the workplace.

Foundational Objectives
- To interact positively and effectively with others.
- To understand the necessity of analyzing work environments for safety.

Common Essential Learnings Foundational Objectives
- To develop an awareness of the responsibility and need for safe, fair, co-operative workplace practices and procedures. (PSVS)
- To develop a positive disposition to the role of safety, fairness and co-operation in the workplace. (PSVS, IL)

Learning Objectives	**Notes**
13.1 To learn the names of and explore examples of types of workplace hazards.	Common workplace hazards for young workers include manual handling, noise and harassment. It is essential to explore these hazards.
	Introduce the concept of manual handling. Manual handling is any task requiring the movement of objects by humans.
	Teachers will need to survey their students to determine hazard recognition activities that have been covered previously and select lessons accordingly.
13.2 To identify common risks or hazards associated with a job or work placement interest. (IL)	If students have already completed Modules 9A, 9B, or 9C, they will have identified hazards related to their job or work placement interest.
	Use Practical and Applied Arts curricula, informational interviews, community agencies, Internet or print resources to research workplace hazards.
	Refer to Module 9A for definition and examples.
13.3 To apply accident prevention principles and techniques to ensure safe, injury-free work performance in the workplace. (PSVS)	Identify workplace procedures and instructions for risk control in areas such as: manual handling; hazardous materials and substances; managing shiftwork; noise; slips and falls; maintenance and safe operation of machinery; electrical usage; stress, harassment and violence.
	Choose hazard recognition activities based on students' areas of job or work placement interests.

	Learning Objectives	**Notes**

Use videos or case studies to illustrate topics such as noise, harassment, repetitive strain injuries and others.

Understand one's abilities and limitations and realize that the only way to do a job is the safe way, even if it takes longer.

Use the proper tools and equipment to do all jobs.

13.4 To identify workplace procedures and instructions for risk control in manual handling.

Brainstorm workplaces where manual handling is part of the job.

Discuss different activities that involve moving objects and how they are done. For example, pushing, pulling, carrying, wheeling and wearing of loads (such as backpacks and tool belts) are all types of manual handling.

Demonstrate the steps to lifting correctly and discuss the need for proper lifting techniques. Have students practice proper lifting techniques with light objects. Peer coaching in groups of two or three can be done. If weight lifting is done in the school, a physical education teacher could be a useful resource. Research safe limits of loads that workers can be expected to handle and discuss a worker's right to refuse to handle an unsafe load.

13.5 To identify workplace procedures and instructions for risk control in managing shiftwork. (PSVS)

Develop an awareness of the health and safety hazards associated with shiftwork.

Discuss the symptoms of poor health that may be related to shiftwork.

Discuss the symptoms and effects of fatigue and hazards that fatigue can cause. Students could share experiences of the effects of lack of sleep.

Recognize that there is an increased risk of violence for workers on certain types of shiftwork; for example, working alone at night.

Recognize that there is an increased risk of accidents associated with working extended and late shifts.

13.6 To identify workplace procedures and instructions for risk control in working with hazardous materials and substances.

Introduce students to the WHMIS classification system for controlled hazardous materials and substances. Develop an activity in which students will learn to recognize the WHMIS symbols.

Explain that not all products are controlled by the WHMIS legislation. These products use International Hazard Symbols.

Have students create activities to use with classmates to recognize the International Hazard Symbols and understand the hazards the materials present (such as poison, flammable, explosive and corrosive).

	Learning Objectives	**Notes**

13.7 To identify workplace procedures and instructions for risk control in working with noise in the workplace.

Through discussion and awareness activities, introduce the concept that noise is a hazard in the workplace.

Make students aware that because there is often no pain involved in hearing loss, people are not aware it is happening. Explore the intensity of common sounds and the levels at which permanent hearing loss begins.

13.8 To identify workplace procedures and instructions for risk control in dealing with slips and falls in the workplace.

Discuss ways to recognize and correct a potential accident situation.

Use safe work procedures and good housekeeping measures to reduce and eliminate injury.

13.9 To identify workplace procedures and Instructions for risk control in dealing with maintenance and safe operation of machinery in the workplace. (PSVS)

Discuss and develop an understanding of the concept of safe handling of machinery.

Recognize that all machinery (hand or powered) has the potential to harm the user.

Demonstrate the necessity of wearing personal protective equipment and safe clothing when working with and near machinery.

Discuss the potential for injury and the need to be aware that when working with machinery with moving parts, individuals are exposed to hazards that may lead to injury. Examples of injuries include: amputations, fractures, strains and sprains, dislocations, crush injuries, open wounds and electrocution.

Discuss the need to be aware of hazards that result from working near machinery. These include: being hit by objects from the machinery, getting extremities or clothing caught in machinery, heat, noise, fumes and chemicals.

Discuss the importance of proper, regular maintenance of machinery and have students talk about indicators of required maintenance.

Recognize the importance of and demonstrate the use of guards on machinery as a routine safety procedure.

Recognize the importance of and demonstrate the use of locking out procedures when doing maintenance on machinery. Understand and follow the lock out procedures that are specific to each workplace and piece of machinery.

Learning Objectives	Notes
13.10 To identify workplace procedures and instructions for risk control in dealing with electricity usage in the workplace.	Brainstorm and discuss electrical hazards in workplaces. Demonstrate and use safe work procedures when working with electrical equipment. Demonstrate and discuss electrical warning and information signs.

Module 14: Labour Market Information (Core)

Suggested time: 3 - 5 hours   **Level:** Intermediate
Prerequisite: None

Foundational Objectives
- To understand the relationships among work, society and the economy.
- To locate and use career and work information effectively.
- To respond to change and growth as it relates to career decision making and career planning.

Common Essential Learnings Foundational Objectives
- To demonstrate knowledge of the importance of personal growth. (PSVS)
- To participate in experiences that lead to independent exploration beyond the classroom. (IL)
- To provide opportunities for student learning using technology. (TL)

Learning Objectives	Notes
14.1 To conduct an occupational search of at least three occupational clusters. (IL)	Research occupations using a broad range of career planning resources including the National Occupational Cluster (NOC) handbooks, career materials, labour market information, career development Internet sites, and computer assisted information delivery systems. Refer to the bibliography for related websites.

Students may consider their personality, interests and abilities and relate them to the world of work.

Brainstorm to create a web of occupational clusters using poster or flip chart paper. |
| 14.2 To become familiar with labour market information. (TL) | Have students research trends in the workplace and report back to the class.

Assign students an occupational cluster and ask them to create a list of all of the possible jobs that relate to that cluster. Ask students to identify which of the jobs in the cluster are performed in their community and who does these jobs within their community.

Students may use the Internet to research such topics as demographics, futurists, work trends, the future of work, changing work patterns and predicting change.

Students could predict what their part-time job or work placement might be like in ten years.

Work in small groups to discuss values and lifestyles and their connection to the world of work.

Use resources to access current information. Invite Human Resources Development Canada (HRDC) personnel to discuss issues and trends. Have students explore literature by futurists.

Labour market information is available in local areas, and from regional college centres. |

Learning Objectives	**Notes**

14.3   To develop an understanding of how to interpret Labour Market Information (LMI) and Labour Market Development (LMD). (CCT)

Consider current trends and issues and the positive and negative effects they might have. Examples of current trends might include:

- More people will be self-employed.
- Companies and organizations will gradually give way to loose networks of people and corporations working together in partnership and on projects. Corporations will not disappear, but these networks of support will respond more rapidly to change and make better use of resources.
- Companies and organizations will continue to reorganize and rethink their management styles and structures. People within organizations will change jobs and job descriptions will change.
- Technology will be omnipresent, much more powerful and easier to use than it is today. Computers will service largely a global marketplace.
- People will be responsible for managing their own careers. The days of the paternalistic employer are fading.
- People will be able to learn quickly and find resources that can help them learn.
- Business will gradually become more like the movie industry. Someone will get an idea for a project; a plan or strategy will be developed; people and resources will be mobilized; and, when the project is over, people will go their separate ways until the next time they are called to work together.
- Skills needed for success will not be restricted to any one field of knowledge, or study.
- The pace of business will continue to accelerate. People will need to know how to keep balance in their lives or risk burning out. Fulfilling lives away from the workplace will serve this balance well, as will a well-rounded education and a variety of interests.

Relate this discussion to 1.2 and 1.3. Discuss how current trends and issues in the labour market have affected employment in the local community and in Saskatchewan. (PSVS)

Module 15: Employability Skills and the Changing World of Work (Core)

Suggested time: 1 - 2 hours   **Level:** Intermediate
Prerequisite: None

Foundational Objectives
- To participate in life-long learning supportive of career and work goals.
- To understand the relationships among work, society and the economy.

Common Essential Learnings Foundational Objective(s)
- To understand the relevance of knowledge of the world of work. (CCT)

Learning Objectives	Notes
15.1 To explore transferable skills.	Refer to Module 4. Explain what is meant by the term *transferable skills*. Cite some examples using specific occupations or jobs where transferable skills are evident. Discuss other examples.
15.2 To gain an understanding of the expectations of the world of work through an examination and application of the *Employability Skills Profile*. (CCT)	The Conference Board of Canada has identified skills that are generally accepted as required of the Canadian workforce. The *Employability Skills* are organized into three categories: • Academic Skills • Personal Management Skills • Teamwork Skills. Define the categories and identify the skills that relate to each category. Refer to the Conference Board of Canada's website and publications listed in the bibliography. Employability skills are generic skills, attitudes and behaviours that employers look for in all employees. *Generic* means that they are transferable and that they apply to any job or occupation. Bring a member of the community in to talk about employability skills from an employer perspective. Ask students to document their own employability skills from a subject-based perspective; for example, students can choose their favourite subject and outline a number of skills learned and then categorize them in one of the three employability skills categories. Teachers should explain the relationship of the employability skills with the development of a personal career portfolio. Students may collect and post local employment ads and develop and update a list of job requirements.

Learning Objectives	Notes
15.3 To examine employability skills in relation to trends and issues in the changing world of work. (CCT)	Relate *employability skills* to the world of work. Arrange a panel discussion with people from the community talking about the changes that have occurred and are occurring in today's workplace or arrange for students to go out to employers in the community to survey them about changes. Compile a profile of change for the local community. Discuss how the changes affect life in the community.

Module 16: Exploring Educational and Career Pathways (Core)

Suggested time: 1 - 2 hours   **Level:** Intermediate
Prerequisite: Module 5

Foundational Objectives
- To locate and use career and work information.
- To make career enhancing decisions.

Common Essential Learnings Foundational Objective
- To develop a positive disposition to life-long learning. (IL)

Learning Objectives	Notes
16.1 To investigate a number of career pathways and the related educational requirements. (IL)	Individually or in small groups, using specific occupational choices (e.g., bank teller, welder, retail management, hair dresser, teacher), have students research employment opportunities and other occupations related to a particular career pathway (e.g., school-to-work, on-the-job, apprenticeship, regional college, university, post-graduate training) and report back to the class.

The four major transition pathways are: directly to work, entrepreneurship or self-employment, special needs and post-secondary education and training.

If available, check with guidance personnel or the career centre to see what materials are available on apprenticeship or contact the Apprenticeship and Trade Certification Commission. Investigate on-the-job training opportunities.

Outline the following opportunities for post-secondary education: apprenticeships, on-the job training, college or technical school, university, private vocational institutions.

If an entrepreneurial centre is available, visit the centre or invite a speaker to the classroom. |
| 16.2 To explore the availability of education, training facilities or other training options. | Utilize websites, print resources and human resources as part of the exploration. |
| 16.3 To investigate an occupational cluster to discover a variety of career pathways and related educational requirements. (IL) | Review what is meant by an *occupational cluster*. See Learning Objective 14.1 or the glossary.

An occupational cluster is a broad category of jobs with similar characteristics.

Students may investigate an occupational cluster through cooperative learning.

Students should relate their findings to their own plans for the future. |

Module 17: Job Search Skills, Tools and Strategies (Core)

Suggested time: 2 - 8 hours   **Level:** Intermediate
Prerequisite: None

Foundational Objectives
- To practise job search techniques and to acquire job search skills.
- To understand, engage in and manage the career building process.
- To interact positively and effectively with others.

Common Essential Learnings Foundational Objective
- To apply a variety of employability skills, tools and strategies to workplace learning. (IL)

Learning Objectives	Notes

17.1   To explore and discuss job search techniques.

Strategies and techniques include:
- networking
- interviews
- letter
- résumé
- application forms
- personal career portfolios.

17.2   To explore ways to locate information regarding job search. (IL)

Have students complete sample job application forms.

Sources of job search information include:
- networking
- classified ads
- job postings
- career and employment centres
- internet job postings
- creating a job opportunity
- information interviews.

Research sources of information within the local community.

The teacher will review the preferred practices for completing an application form: complete all information accurately and honestly, print or type/word process neatly, contact all references, enter work-related information in reverse-chronological order, and provide any other required information.

17.3   To expand upon skills and techniques for building a personal career portfolio.

Refer to Learning Objective 2.2 and review the steps in building a portfolio:
- collect
- select
- reflect.

Learning Objectives	Notes

17.4 To enhance an existing résumé that may be forwarded to a potential employer or community partner. (IL)

Introduce Human Rights legislation regarding optional information such as age, ethnic origin, or religion.

The student should update a résumé using current and correct formatting. The résumé may be used to introduce the student to the employer at a community work site prior to an interview.

Teachers are encouraged to work with other educators in developing and enhancing student résumés. The Career and Work Exploration teacher arrange for an English Language Arts teacher, or Information Processing teacher to ensure proper resume formatting and content.

Students should save their résumés and update them periodically. Students should know how to tailor a résumé and covering letter to a specific job application. Discuss the importance of references, current training and other information in a résumé. Ask students to examine their résumé in relation to the employability skills in Learning Objective 15.2. Peer analysis of classmates' résumés can be a valuable activity.

17.5 To prepare for and experience a job interview.

Mock interviews or a role play of an interview with panel members (board members, community employers) may be used to simulate real job interviews.

Refer to Learning Objective 6.6 for guidelines for interviews.

Module 18: Career Decisions (Core)

Suggested time: 10 - 15 hours   **Level:** Advanced
Prerequsite: None

Foundational Objectives
- To locate and use career and work information effectively.
- To make career enhancing decisions.
- To understand, engage in and manage the career building process.

Common Essential Learnings Foundational Objectives
- To explore and experience the community as a learning environment. (CCT)
- To apply a variety of employability skills, tools and strategies to workplace learning. (CCT, COM, PSVS, TL)

Learning Objectives	Notes
18.1 To understand career decision making.	Define *job, occupation* and *career*. Discuss career planning and career decision making. Ask students why people seek an occupation? What are the reasons people work? Information to consider in response to these questions might include the following: • Career goals and plans to meet them • Ways that plans that evolve from the work placement relate to career goals now and after graduation • Information about an occupational cluster that may or may not be of interest. Refer to Learning Objective 16.3.
18.2 To understand how interests, abilities and aptitudes affect career and work choices, and opportunities. (CCT)	A variety of self-assessment tools may be used for student self-evaluation of interests and abilities.
18.3 To understand the relationship among occupational choices, lifestyle and education or training requirements.	Discuss relationships between occupational choice and lifestyle. A thorough self-evaluation and realistic understanding of wants and needs is part of the career journey.
18.4 To explore working conditions related to lifestyle, roles and occupational choices. (PSVS)	Things to consider in the discussion include: hours of work, location, availability of work, travel required, preference for working alone or with others, preference for running their own business or working for others, opportunities for training, further education or advancement, environment, level of activity, salary and fringe benefits, as well as other factors involving the community.

Learning Objectives	**Notes**
18.5 To develop career goals and a career plan.	Review the career planning process and decision-making model in Module 14.
	Students can relate personality, interests, abilities and work related factors to the development of a career plan. See notes in Learning Objective 18.4.

Module 19: Workplace Ethics, Human Rights and Equity (Core)

Suggested time: 3 - 4 hours   **Level:** Advanced
Prerequisite: None

Foundational Objectives
- To participate in life-long learning supportive of career and work goals.
- To understand the relationship among work, society and the economy.

Common Essential Learnings Foundational Objectives
- To develop compassionate, empathetic and fair-minded attitudes and make positive contributions to society as individuals and as members of groups. (PSVS)
- To treat themselves, others and their environment with respect. (PSVS)

Learning Objectives	Notes
19.1 To discuss and develop an understanding of workplace ethics. (PSVS)	Discuss: • Ethical behaviour: responsibility, honesty, confidentiality, environmental policies and practices, and others. • Unethical behaviour: conflict of interest, abuse of substances, sexual harassment, theft, falsifying reports and documents, misrepresentation, and others. It can be valuable to have students share their experiences and understandings of ethical behaviours.
19.2 To understand labour legislation and the role of unions.	Students may approach the Saskatchewan Federation of Labour, union, or business association to discuss the Trade Union Act.
19.3 To understand federal human rights legislation	Discuss the importance of Human Rights Legislation. Invite an HRDC representative to speak about how to file a complaint. Invite a speaker from the Human Rights Commission to speak about his or her role. Define *harassment*. Explain the correct procedure to follow if a student feels he or she is being harassed in the workplace. Refer to the bibliography for resources related to harassment and other workplace issues.

Module 20: Transitions (Optional)

Suggested time: 2 - 4 hours   **Level:** Advanced
Prerequisite: None

Youth making the transition from public education to post-secondary education or work do so through one of four generic career pathways:
1)   direct transition to work
2)   transition to entrepreneurship or self-employment opportunities
3)   transition for special needs youth
4)   transition to post-secondary education or training.

In order to make effective transitions, young people need to be equipped with adequate information, appropriate skills and sufficient knowledge and confidence to access one of these transition pathways and to make appropriate career decisions.

Foundational Objectives
- To locate and use career and work information effectively.
- To understand the changing nature of life, work and career goals.

Common Essential Learnings Foundational Objective(s)
- To develop a positive disposition to life-long learning. (IL)

Learning Objectives	Notes
20.1 To become familiar with direct transition to work as a transition pathway. (COM)	Youth electing to enter into the workforce directly should be aware of the advantages and disadvantages this transition involves. Having access to information and resources, considering long range planning for career laddering within the workforce, and recognition of education and training opportunities that may be provided on-the-job or as a benefit that accompanies employment are among the positive aspects.
	Registered Apprenticeship in a designated trade is one of the direct transition pathways for which youth candidates are being sought. Finding the initial indenture may require some assistance. The bibliography contains resources for additional information on apprenticeship.
	Limited opportunities for significant change and a continuing demand for retraining and reskilling may be even more evident for those entering the workforce directly.

Learning Objectives	Notes
20.2 To become familiar with entrepreneurship as a transition pathway.	Many youth will enter into an entreprenuerial or self-employment venture while completing education or afterward. Most of the businesses in Saskatchewan are classified as small businesses and have few employees. Entrepreneurial and self-employment opportunities are valid and valued as transition pathways. Community resources such as Boards of Trade, Chambers of Commerce, entrepreneurial centres, First Nations Councils, Tribal Councils and others may be utilized to support this objective. Field trips, including visits to successful entrepreneurial venture sites, provide students with opportunities to observe and ask questions. They can be supplemented with other print, video and software resources, as required.
20.3 To become familiar with opportunities supporting successful transitions for individuals with special needs. (IL)	Explore opportunities for individuals with special needs in the local community. Develop a list of jobs done by individuals with special needs and then classify these jobs according to occupational cluster. Invite a special education teacher or community resource person to provide insight into activities that support inclusion at the school and the community level. Discuss whether these kinds of activities are also part of the work world in the local community. Explore opportunities beyond the local community for individuals with special needs. Include topics such as: • supports for post-secondary education or training • job coaches • supported employment programs • equipment and resources • wheelchair access • sheltered workshops or activity centres • independent living programs • community organizations and agencies (e.g., Provincial Interagency Network on Disabilities (PIND), Saskatchewan Abilities Council, Saskatchewan Association of Rehabilitation Centres (SARC), Canadian National Institute for the Blind (CNIB), Kinsmen Foundation) • any other appropriate programs or resources. Through familiar examples, discussion and other approaches, instill in students a belief in the worthy contributions to communities by individuals with special needs, and an understanding of the rationale for inclusive behaviours and practices.
20.4 To become familiar with transitions to post-secondary education or training as a transition pathway.	Perhaps the most common pathway for young people is that of continuing education or training after Secondary Level completion in order to gain additional skills and recognition, or qualification before entering the workplace.

Learning Objectives   **Notes**

Encourage students to complete a list of occupations that require education or training beyond the Secondary Level. Categorize the occupations according to the amount of post-secondary education required (e.g., classifications might include: one year; two years; a diploma or certificate; a three- or four- year degree; and, graduate training or degree).

Discuss locations where post-secondary education or training may take place. Include a summary of the choices made most often by youth in the local community choosing this transition pathway.

Explore sources of information about post-secondary education or training. Consult the bibliography for appropriate resources in a variety of formats.

Take advantage of open houses and outreach programs form post-secondary institutions.

Module 21: Earning and Understanding a Pay Cheque (Optional)

Suggested time: 1 - 2 hours   **Level:** Advanced
Prerequisite: None

Foundational Objectives
- To locate and use career and work information.
- To understand the relationship among work, society and the economy.

Common Essential Learning Foundational Objective
- To understand the vocabulary used on a pay cheque stub. (COM)

Learning Objectives	Notes
21.1 Students will examine methods of payment for work and the types of pay periods. (COM)	Discuss types of pay periods for workers (weekly, bi-monthly, monthly). Also discuss related terms such as: • Payroll deductions • Bonding • Pensions • Superannuation. Discuss direct deposit as a method of payment.
21.2 To understand pay cheques, the various amounts that appear on them and the deductions taken from them. (NUM)	Explain the differences between net and gross pay. Students should understand the deductions from a pay cheque (unemployment insurance, Canada Pension Plan, union dues, income tax, professional dues, superannuation contributions, disability insurance, medical insurance, and others). An exercise where students do payroll bookkeeping, calculating wages and deductions based on work time data supplied can be done. Consult with the teacher of Accounting. Have students role play a pay day at the workplace. Students will receive individual pay cheques with a variety of wages and deductions shown on them. The teacher or a volunteer student, who made up the cheques, can then explain the differences to the students.

Module 99: Extended Study (Optional)

Note: The extended study module may be used only once for each 100 hour single credit course. It is important to record the title of the extended study module on the recordkeeping chart. Record 99A for the first extended study module offered in the course series Career and Work Exploration and 99B for the second extended study module offered and so on.

Suggested time: 5 - 20 hours   **Level:** Introductory/Intermediate/Advanced

Module Overview
Evolving societal and personal needs of society, advances in technology and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not addressed in current modules in the renewed PAA curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of pure, core and optional modules** configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules (see page 8) beyond the scope of the available selection of PAA modules.

The list of possibilities for topics of study or projects for the extended study module approach is varied. These optional extended study module guidelines should be used to strengthen the knowledge, skills and processes advocated in the Practical and Applied Arts curriculum.

For more information on the guidelines for the Extended Study module see the *Practical and Applied Arts Handbook*.

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Appendix A: Career And Work Exploration Information

Career and Work Exploration courses blend theory-based and experiential learning components in a career development continuum of awareness, exploration and experience. Students access the community as a learning environment and thereby enhance their opportunities for life career success.

Students are provided with opportunities to develop employability skills such as academic skills, personal management skills and teamwork skills (see the Conference Board of Canada website) as required by the workplace.

In addition, the student also has the opportunity to explore and experience a variety of occupational and career pathways.

What is the purpose of the work placement component of the course?
To provide students with:
- a "real" experience in the world of work
- an understanding of the employee's responsibilities and his or her attitude towards a job.
- a chance to explore skills and ability, and to evaluate the need for education or training and skill development.

What should be expected of the students?
The student is in the community as a learner and is therefore evaluated as a learner in the workplace.

What supervision is provided for the student?
School personnel will visit the workplace a minimum of twice in the first twenty-five hours and at least once in each twenty-five hours thereafter (See the Monitoring Policy, Appendix H). A telephone call does not constitute a monitoring visit. The teacher will observe the student's progress, and be available for consultation with the employer or workplace supervisor. Community partners will provide supervision appropriate to a student learner. The student will be assigned to a workplace supervisor who is a regular employee.

What type of work should the student do?
It is desirable that the student be given experience in as many areas of interest as possible, with due consideration being given to the student's ability to handle a particular assignment. A Training Plan should be developed in order to meet student and partner needs.

What remuneration does the student receive?
Students are in the workplace as learners; therefore no remuneration is permitted. Any benefit that the employer may receive from the student's work will help to offset the time and supervision contributed by the employer through his or her participation in the program.

What insurance coverage is available for students?
The students are covered under the Workers' Compensation Agreement between Saskatchewan Learning and the Workers' Compensation Board. All students participating in work based learning, must be registered annually with the Regional Director of Education.

Is there any paper work involved?
The community partner is asked to collaborate in the student's evaluation and in program evaluation activities.

Appendix B: Recordkeeping Charts for Suggested Courses

Career and Work Exploration 10

Student Name _____

Student Number _____

Module Code	Module	Hours	Date	Teacher Initial
CWEX01	Module 1: An Introduction to Career Development (Core)			
CWEX02A	Module 2A: Portfolio Building (Core)			
CWEX03	Module 3: Recognizing Networks (Optional))			
CWEX04	Module 4: Understanding Transferable Skills (Core)			
CWEX05	Module 5: Career Information (Core)			
CWEX06A	Module 6A: Work Study Preparation and Follow-up Activities (Core)			
CWEX07A	Module 7A: Work Placement (Core)			
CWEX08	Module 8: Reflections (Core)			
CWEX09A	Module 9A: Occupational Health and Safety (Core)			
CWEX010A	Module 10A: Labour Standards (Core)			
CWEX12A	Module 12A: Workplace Hazardous Materials Information System (WHMIS) (Core)			
CWEX99A	Module 99A: Extended Study (Optional)			

Career and Work Exploration 20

Student Name _____

Student Number _____

Module Code	Module	Hours	Date	Teacher Initial
CWEX02B	Module 2B: Portfolios (Core)			
CWEX06B	Module 6B: Work Study Preparation and Follow-up Activities (Core)			
CWEX07B	Module 7B: Work Placement (Core)			
CWEX09B	Module 9B: Occupational Health and Safety (Core)			
CWEX010B	Module 10B: Labour Standards (Core)			
CWEX11	Module 11: Self-Awareness and Success (Core)			
CWEX12B	Module 12B: Workplace Hazardous Materials Information System (WHMIS) (Core)			
CWEX13	Module 13: Recognizing Hazards (Core)			
CWEX14	Module 14: Labour Market Information (Core)			
CWEX15	Module 15: Employability Skills and the Changing World of Work (Core)			
CWEX16	Module 16: Exploring Educational and Career Pathways (Core)			
CWEX17	Module 17: Job Search Skills, Tools and Strategies (Core)			
CWEX99B	Module 99B: Extended Study (Optional)			

Career and Work Exploration A30

Student Name _____

Student Number _____

Module Code	Module	Hours	Date	Teacher Initial
CWEX06C	Module 6C: Work Study Preparation and Follow-up Activities (Core)			
CWEX07C	Module 7C: Work Placement (Core)			
CWEX09C	Module 9C: Occupational Health and Safety (Core)			
CWEX12C	Module 12C: Workplace Hazardous Materials Information System (WHMIS) (Core)			
CWEX18	Module 18: Career Decisions (Core)			
CWEX99C	Module 99C: Extended Study (Optional)			

Career and Work Exploration B30

Student Name _____

Student Number _____

Module Code	Module	Hours	Date	Teacher Initial
CWEX06D	Module 6D: Work Study Preparation and Follow-up Activities (Core)			
CWEX7D	Module 7D: Work Placement (Core)			
CWEX010C	Module 10C: Labour Standards (Optional)			
CWEX12D	Module 12D: Workplace Hazardous Materials Information System (WHMIS) (Core)			
CWEX19	Module 19: Workplace Ethics, Human Rights and Equity (Core)			
CWEX20	Module 20: Transitions (Optional)			
CWEX21	Module 21: Earning and Understanding a Pay Cheque (Optional)			
CWEX99D	Module 99D: Extended Study (Optional)			

Note: When the Extended Study, Work Study Preparation and Follow-up Activities and Work Study modules are studied for the first time, record the module number and the letter A (Extended Study Module 99A). If the module is used at another level, the module is recorded using the letter B (Extended Study Module 99B).

All recordkeeping charts should be copied to school letterhead.

Appendix C: Glossary

Note: *****These definitions have been taken with permission from the glossaries of *The Real Game Series* copyrighted by author Bill Barry. The code following the asterisk indicates the particular resource in the series in which the particular glossary entry occurs. They are: MRG – Make it Real; GRG - Get Real Game; TRG – The Real Game; RTRL – Real Times Real Life. Saskatchewan Learning wishes to thank the author and publishers of *The Real Game Series* for the opportunity to use these terms and resources.

Apprentice
A person learning on the job from an experienced worker. The apprentice may or may not be paid a small salary while he or she is learning. *****MRG

Apprenticeship
Apprenticeship in Saskatchewan is defined very precisely and collaboratively by the Apprenticeship and Trade Certification (ATCC) Commission, the Trade Boards that approve the various Levels of the designated trade curriculum, and SIAST, Community Colleges or private institutions that deliver the training.

High School to Apprenticeship: Linking the Future (revised, 1999) defines *apprenticeship* as

> a recognized system of training which combines on-the-job training and technical training . . . . The apprenticeship program has a long history of recognizing high school courses for advanced standing towards apprenticeship training. This document itemizes several programs which link high school education and apprenticeship programs. (p. iii)

Canada Pension Plan
A government managed investment plan that collects money from workers and their employers, and pays it back, with interest, to the workers when they retire and no longer have employment income. *****TRG

Career
The combined total of all the events in a person's life from the time he/she is born, including education, work, family, leisure activities and more. *****MRG

Career Decision Making
Developing skills and abilities to access information, to increase awareness about career opportunities and career pathways, and to be able to make rational decisions affecting one's own career planning.

Career Development
A variety of program models for career education have been developed. Instructional models for career education programs are often designed to follow a career development continuum of awareness, exploration and experience.

At the first level, **awareness**, individuals participate in learning experiences that increase their awareness of career education principles, occupational and career path alternatives and personal traits, skills and preferences that influence career decisions. Career awareness activities include job shadows, field trips, spend-a-days, occupational inventories, etc.

During **exploration**, individuals expand awareness to begin to explore options that are available to them and that match life career decisions and goals. They begin to make decisions based on career information that they have gathered and knowledge they have about themselves. Exploration activities include, job shadows, spend-a-days, career fairs, career monographs, analyzing labour market information, self-reflection activities, personal and career inventories, etc. Work study in the Practical and Applied Arts may begin at the exploration level. Career and Work Exploration (formerly Work Experience Education) courses provide work-based learning at the exploration level for most students.

At the **experiential** level, students have made career decisions based on choices available, self-knowledge and information gathered during awareness and exploration levels. The experiential level is more specialized than the others and may imply occupational skilling or training that provides practice and refinement of skills related to a particular job or occupation. Developmental readiness and maturity are closely linked to the depth of experiential learning in which the individual will be involved.

Career Planning
Determining a suitable career path using knowledge of personal interests, skills and preferred futures (dreams); researching the educational and skill requirements of a variety of potential work and life roles *MRG

Career Resources
A variety of human and material sources provide information and services supporting career planning and career development. Collectively these individuals, service facilities, websites, books, periodicals and other media sources may be termed as *career resources*, and may be as diverse as a job application form and an interest inventory, a job shadow and a career inventory.

(Career) Mentoring
Career mentoring involves pairing students with adults in the community to support learning about work or other issues related to career development. Most often this activity takes place beyond the regular school day and is a partnership established with a goal of sustainability beyond the course or class in which it was established. Mentoring requires the committed involvement of community adults willing to work with students on an ongoing basis during working hours and beyond.

Deductions
Money subtracted from total employment income and forwarded elsewhere, such as to government to pay taxes, pension plan contributions and Employment Insurance premiums *GRG

Employability
Having the skills, knowledge and attitudes that are of value to an employer *GRG

Employee
A person hired by another person or a company to work for wages. *MRG

Employer
A person or company that hires one or more people to work. *MRG

Employment
Having a job and keeping a job. *MRG

Employment Benefits
Generally, health, dental or retirement plans arranged and/or paid for by one's employer; may also refer to stock options, club memberships, etc. *GRG

Employment Insurance
A government managed insurance program that provides short-term financial relief for persons who have lost their jobs or who are temporarily unable to work. *TRG

Entrepreneurial skills
Entrepreneurial skills represent the knowledge, skills and abilities that will support the selection of a career path of self- or cooperative employment or for the pursuit of a personal venture or project. Key features of the processes associated with being entrepreneurial include innovation, critical thinking, structured planning and risk assessment.

Entrepreneurship
The process of looking at things in such a way that possible solutions to problems and perceived needs may evolve in venturing.

Full-time Work
Long-term, steady employment that supplies a person with an annual income in exchange for 35 or more hours of work each week for a single employer for all or most of the year. *GRG

Gross Income
Total personal income before deductions. *RTRL

Income
Money that you receive from working, investing, or selling something. *MRG

Income Tax
A dollar amount, a percentage of income paid to the government to pay for services such as health care. *MRG

A percentage of income that is given over to pay the for expenses of government including the provision of roads, schools, healthcare, social programs and many other public facilities and services. *GRG

Internship
Gaining supervised, practical experience. *MRG

A temporary, project-oriented, supervised, on-the-job learning experience in which the intern has specific learning goals; may be paid or unpaid. *GRG

Job
One person's regular tasks in a particular work situation (e.g., civil engineer at ABC Construction or mechanical engineer working in the factory in Pleasantville). *GRG

One distinct position with specific duties and responsibilities in a particular place may be full or part time, short or long duration. *RTRL

Job Shadow
This is a career exploration activity in which a student shadows an employed worker to learn more about his/her job. This non-credit activity is integrated into curricular learning in such courses as Life Transitions, Middle Level Career Guidance, or other PAA courses.

Labour Market
A broad term to describe a region's entire work force, usually used with information about trends, projections, growth sectors and skill levels, in relation to jobs. *RTRL

Labour Market Information
Information about employment trends, projections, industry sectors, occupations and educational qualifications.

Mentor
A person who encourages and guides personal growth and development in an individual and can be trusted to give good advice and guidance. *GRG

Net Income
Personal income after deductions. *GRG

Occupation
A general name for a kind of work that people do in many different ways and places. Teaching is an occupation that includes kindergarten teachers, high school teachers, principals and many others. *MRG

A cluster of work roles with common characteristics and requiring similar skills. *RTRL

Occupational Cluster
A grouping of different occupations in a similar field or type of endeavour. For example, nurse, doctor, physiotherapist and dietician are all in the health-care occupational cluster. *RTRL

Occupational Group
A group of people whose jobs are all included under the same occupational title, e.g., guitarists, trumpet players and composers are all musicians. *MRG

Part-time Work
Work for fewer hours and less income per week than a full-time job. *MRG

Work that requires fewer hours and usually results in less weekly income than full-time work. Sometimes full-time workers take on part-time work to add to their incomes. Some people hold two or more part-time jobs to earn the income they need. *RTRL

Partnership
Formal and informal arrangements between individuals and/or groups that provide mutual benefit to the participants as a result of the arrangement. Work-based learning involves partnerships between education and business, between students and employers, and between school division personnel and business personnel.

Pay Equity
Equal pay for workers doing the same tasks, or tasks of equal value. *RTRL

Résumé
A written summary of a person's work, employment and educational experience. *RTRL

A written summary of a person's qualifications such as work and educational experience. *MRG

Salary
A payment for services or labour, paid by an employer to an employee. *GRG

A fixed payment for services or labour, calculated on a yearly basis but paid weekly, bi-weekly, or monthly, and paid by an employer to an employee. *RTRL

Skill
An ability to do something. Skills can be natural talents or abilities that you learn and/or develop. *MRG

Trade Union
An association of workers organized to advance and protect the interests and rights of its members. *GRG

Transferable Skills
Accumulated skills and knowledge that can be applied directly or with some adjustment in many different situations. *GRG

Transition
An instance or process of changing from one form, state or place to another; adjusting to change. *GRG

In terms of transition to work, transition is clearly a process or a series of events rather than a single event. Transition is the process of moving from Elementary to Middle and from Middle to Secondary Levels within the K-12 education system and from public education to work (possibly through post-secondary education or training).

Work Cluster
A grouping of occupations in a similar field or type of endeavor, such as the health and medicine cluster that includes nurses, doctors, physiotherapists, dieticians, etc. ***MRG**

Wage
Money paid to an employee for work done, calculated on an hourly, daily or piecework basis. ***GRG**

Work Exploration
In those courses where students gain experiences in the workplace for the purposes of learning more about work, for developing generic employability skills, and for exploring and experiencing potential career decisions before they must be made in a real sense, students are using work-based learning for exploratory purposes.

Work Placements
The settings where students are afforded the opportunity to be in the workplace as learners developing generic or specific skills that support career development and transition from school to work.

Work Study
Those students who use work-based learning to develop or enhance skills specific to a particular occupation (e.g., welding) are pursuing skills development in a work study approach.

Work-based Learning
A course or a component of a course that a) is approved by the Department of Education and an educational institution; and, b) provides for students to be placed in a workplace as learners doing work.

Appendix D: Blueprint for Life/Work Designs Competencies by Area and Level

COMPETENCIES	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
A. PERSONAL MANAGEMENT				
1. Build and maintain a positive self-concept	1.1 Begin to build a positive self-concept while discovering its importance	1.2 Build a positive self-concept and understand its influence on one's life and work	1.3 Develop abilities to maintain a positive self-concept	1.4 Improve on abilities to maintain a positive self-concept
2. Interact positively and effectively with others.	2.1 Develop abilities for building positive relationships in one's life (I)	2.2 Develop abilities for building positive relationships in one's life (II)	2.3 Develop abilities for building positive relationships in one's life and work	2.4 Improve on abilities for building positive relationships in one's life and work
3. Change and grow throughout one's life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (I)	3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
B. LEARNING AND WORK EXPLORATION				
4. Participate in life-long learning supportive of life/work goals	4.1 Discover "life-long learning" and its contributions to one's life and work	4.2 Link learning to one's life/work scenarios, both present and future	4.3 Link learning to one's career building process	4.4 Participate in continuous learning supportive of life/work goals
5. Locate and effectively use life/work information	5.1 Discover and understand life/work information	5.2 Locate, understand and use life/work information	5.3 Locate, interpret, evaluate and use life/work information (I)	5.4 Locate, interpret, evaluate and use life/work information (II)
6. Understand the relationship between work and society/economy	6.1 Discover how work contributes to individuals, society and economy	6.2 Understand how work relates to societal and economic needs	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
C. CAREER BUILDING				
7. Secure/create and maintain work	7.1 Explore effective work habits	7.2 Develop abilities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make life/work enhancing decisions	8.1 Explore decision making	8.2 Link decision making to life/work building	8.3 Engage in life/work decision making	8.4 Incorporate adult life reality into life/work decision making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to life/work building	9.4 Incorporate the "balanced life/work" issue in life/work building process
10. Understand the changing nature of life/work roles	10.1 Discover the nature of life/work roles	10.2 Explore non-traditional life/work and its issues	10.3 Understand and learn to overcome stereotypes in life/work building (I)	10.4 Understand and learn to overcome stereotypes in life/work building (II)
11. Understand, engage in and manage one's own career building process	11.1 Explore and understand life/work planning	11.2 Understand the process of life/work building	11.3 Understand, engage in and begin to manage one's life/work building process	11.4 Manage one's life/work building process

Used with permission from the National Life/Work Centre, Canada Career Information Partnership and Human Resources Development Canada. For more information on the Blueprint for Life/Work Designs see www.blueprint4life.ca

Appendix E: Sample Letters and Forms

Pages 72 to 96 were developed by Saskatchewan Labour Prevention Services Branch. The following may be used or adapted and used.

Schedule "A" Work-Based Learning Consent Form
 (From WCB Agreement – under ratification, January 2001)

Introduction

Work-based learning is a school program whereby students practise theory learned in school by working with a local employer. Students are not paid and may be placed with more than one local employer.

Students participating in the program are covered under the provincial workers' compensation scheme during the time spent in the work-based component. Workers' compensation is a collective liability no-fault protection plan for injured workers. A work injury is essentially a chance event occasioned by a physical or natural cause. *The Workers' Compensation Act, 1979* (the "Act") provides students with compensation for medical expenses and may provide compensation for loss of certain future wages. All long term benefits provided under the Act apply to students in work-based learning. Registered employers and their workers who participate in work-based learning cannot be sued for injuries that occur to students arising out of and in the scope of employment.

The Workers' Compensation Board (the Board) and the Minister of Education (the Minister), entered into a Memorandum of Understanding (the agreement) to extend the foregoing workers' compensation benefits to eligible students while in work-based learning. The Minister applied to the Board to extend coverage under the Act to eligible students. The Board ordered that such students be covered, upon the proper completion of the following consent.

The Act and the agreement more particularly detail the rights and obligations of students in work-based learning.

Consent

The student (and the parent/guardian of the student, if a minor) consent:

1) to the eligible student participating in a work-based learning program and
2) to the Minister having applied on behalf of the eligible student to the Board for an order that the student be brought within the scope of *The Workers' Compensation Act, 1979* as a worker.

Dated at _____, Saskatchewan this _____ day of _____, 20____.

_____   _____
Student   Parent/guardian (of a minor student)

_____
Witness (for an adult student)

Student Responsibilities for Work Experience

Students participating in work-based learning are expected to act as responsible members of the community and conduct themselves according to all workplace rules, regulations and expectations.

Attendance
The employer expects attendance at the worksite to be excellent. The running of the business depends upon completing the tasks assigned. If, for a valid reason, the student is not able to attend a work session, he or she must <u>telephone the workplace, and his or her teacher</u> to notify the parties of the absence. The school telephone number is _____.

Punctuality
Students are expected to arrive on time for all workplace sessions and stay for the full time required. Students are expected to show maturity at all times.

Grooming
Dress must be appropriate to the workplace and must meet the community partner's expectations for work. Safety may be a factor.

Evaluation
Students will be visited at work regularly by their teacher. After each visit, a report on student progress will be completed. Reviewing these visitation reports will assist in arriving at a mark. The worksite supervisor will complete an evaluation of the community work experience. In addition, students will also have input into their mark; however, the final decision regarding student performance will be the responsibility of the teacher.

Log Sheets
Students will be expected to keep a daily log sheet outlining the activities engaged in and the time spent on each activity. A log sheet is submitted to the teacher regularly. The student and the workplace supervisor will both sign the log sheet.

Students are asked to review the expectations, as stated, and sign below. Enjoy the workplace experience!

I have read and agree to the above list of responsibilities.

_____
Student Signature

Mock Interview Checklist

Student: _____

Community Site: _____ Contact: _____

Address: _____ Telephone:_____

Date: _____ Time: _____

		Needs Improving	Satisfactory	Excellent
1.	Clothing and personal grooming			
2.	Introduction and handshake			
3.	Eye contact			
4.	Voice			
5.	Posture			
6.	Courtesy			
7.	Listening Skills			
8.	Positive and friendly attitude, showed interest			
9.	Confidence			
10.	Completeness of student answers			
11.	Appropriate questions from applicant			
12.	End: thanks, handshake			

Comments: _____

_____

_____

_____

_____

Monitoring Checklist

Student's Name: _____

Discuss with the student:

1. Is the work experience going well? _____

2. Are there any problems with being on time or being absent? _____

_____

3. Are there any concerns regarding the work site? _____

_____

4. Are you satisfied with the treatment you are receiving? _____

_____

5. Are you keeping up with your log sheets? _____

_____

6. Are there any changes you would like to request? _____

_____

7. Do you feel you are being adequately supervised? _____

_____

8. Do you feel you are doing a good job? _____

_____

9. Is there any area in the business that you feel you would like an opportunity to work in? _____

_____

10. Do you have any concerns? _____

_____

Monitoring Checklist

Student Name: _____   Date: _____

Employer: _____   Teacher Coordinator: _____

Directions to Site: _____

Purpose of the Visit

_____ Observation of Student at Work
_____ Visit with Employer Supervisor
_____ Evaluation for Period
_____ Problem Situation
_____ Other (Specify) _____

Student Discussions – Indicate with X, if there are difficulties.

___ Punctuality	___ Safety	___ Finances
___ Attendance	___ Equipment	___ Compatibility with Staff
___ Dress Code	___ Facilities	___ Variety of tasks performed
___ Satisfaction	___ Daily log	___ Samples of student work
___ Goals met	___ Problems	___ Discussions with employer

Student's Comments: _____

Employer Supervisor Discussions – Indicate with X, if there are difficulties.

___ Punctuality	___ Safety	___ Attitude toward work
___ Attendance	___ Equipment	___ Compatibility with Staff
___ Dress Code	___ Facilities	___ Variety of tasks performed
___ Quality of Work	___ Daily Log	___ Use of time
___ Initiative	___ Problems	___ Quantity of work
___ Strengths	___ Weaknesses	___ Work area organization
___ Enthusiasm	___ Self-control	___ Accepts criticism

___ On-going Evaluation Form to be Completed by Employer Supervisor

Employer Supervisor Comments: _____

Action taken by Teacher Coordinator: _____

_____
Teacher Coordinator

Monitoring Checklist

Student: _____

Community Site: _____

Date: _____

Before visitation:
- Review student's file: _____
- Daily log: _____
- Previous evaluations and visitation reports: _____
- Student objectives: _____
- Other notes: _____

Initial Visit: _____

_____

_____

Discussions with the Employer should include:	
Meeting objectives	
Student interests	
Student aptitudes	
Review of duties	
Introduction to other staff	
Structure of company	
Tour of company	
Dress code	
Absentee reporting	
Punctuality importance	
Safety regulations and procedures	
Hours of work	
Lunch, break time	
Facilities (cafeteria/health room)	

Notes: _____

_____

_____

_____

Work Experience Log Sheet

Name: _____	Employer: _____	
Dates of placement From: _____	To: _____	

Date	Activity	Time Spent
Monday	 	
Tuesday	 	
Wednesday	 	
Thursday	 	
Friday	 	
Total Hours		

New Equipment Used: _____

New knowledge or skills learned: _____

Problems that occurred: _____

Comments: _____

_____

_____

_____

Student's Signature: _____Employer's Signature: _____

Student Self-Evaluation

Name: _____   Date:_____

Work Site: _____

		Always	Most of the Time	Sometimes	Never
1.	I was on time.				
2.	I looked neat and well groomed.				
3.	I followed suggestions about my work.				
4.	I followed directions.				
5.	I did my best on the job.				
6.	I got along well with others.				
7.	I was polite and courteous.				
8.	I used my time wisely.				
9.	I worked carefully and accurately.				
10.	I observed safety rules.				
11.	I enjoyed this placement.				
12.	I liked this type of work.				

Tasks I enjoyed most:

1. _____

2. _____

3. _____

Tasks I enjoyed least:

1. _____

2. _____

3. _____

I was absent _____ days. I notified my employer _____ days.

I notified my school and my teacher _____ days.

Comments: _____

_____

_____

The grade I think I deserve: _____

Employer's Student Performance Evaluation

Student's Name: _____   School: _____

Community Worksite: _____   Worksite Supervisor: _____

Teacher Supervisor: _____   Dates of Experience: _____

Hours of Work: _____   Number of Lates: _____   Dates Absent: _____

*Please complete before the last day of placement and review with student.

	Excellent	Above Average	Average	Below Average	Unsatisfactory
1. Work Habits					
Punctual for Work					
Notifies Employer if Absent					
Accepts Advice					
Accepts Constructive Criticism					
Flexible, Willing to Adjust					
Shows Initiative					
Willing to Learn/Shows Interest					
2. Work Skills					
Follows Directions					
Productive Worker					
Work is of Good Quality					
Does Job to Best of His/Her Ability					
Care with Tools/Equipment					
Works with Minimum Supervision					
3. Personal/Social					
Dresses Appropriately					
Gets Along with Co-Workers					
Courteous and Considerate					
Conscientious					
4. Overall Rating					
Rate as a Potential Employee					

Does this student possess the entry level skills to meet the needs of the employer?

_____

_____

Additional Comments: _____

_____

Date: _____   Employer supervisor: _____

Student's Signature: _____

Student Evaluation Form

Student: _____ Date: _____

Business: _____ Contact: _____

Teacher Coordinator: _____ Phone #: _____

Goal: _____

Attendance: M: ___ T: ___ W: ___ Th: ___ F: ___

Where applicable, the evaluation should be made with the above-stated goal in mind. Please feel free to comment on appropriate topics.

S = Satisfactory NI = Needs Improvement

1.   Work Skills:

___ Follows direction   ___ Quality of work
___ Uses proper terminology   ___ Quantity of work
___ Uses tools and equipment properly

Comments: _____

2.   Work Habits:
___ Notifies employer supervisor, if planning to be absent
___ Punctuality
___ Accepts advice and constructive criticism
___ Safety awareness
___ Dependability
___ Asks questions, if unsure of assigned task(s)
___ Flexibility – willingness to adjust to new situations
___ Initiative – does not always need to be told what to do
___ Careful with materials and property

3.   Specific Task(s) Performed:

_____

4.   Personal and Social Qualities:

___ Honesty and trustworthiness   ___ Shows self-control
___ Appropriate attire and appearance for the job   ___ Courteous and polite
___ Conscientious – personal application to assigned work
___ Others (if any, please specify)

Comments: _____

5.   Was this an appropriate placement? Yes ___ Possibly ___ No ___

Comments: _____

(For additional comments, please use additional paper and staple to this form.)

_____
Employer Supervisor

Student Evaluation Form

Student's Name: _____ _____
              (Last)   (First)   (Date)

We would appreciate you assistance in evaluating the above student's progress.

Reporting Period: Nov. ___ Jan. ___ April ___ June ___

1. Attendance

Days absent   0   1-2   3-5   6-8   9-11   12+

2. Punctuality

number of lates   1   1-2   3-5   6-8   9-11   12+
communication re: lates/absences _____

3. **Appearance**	Excellent	Good	Fair	Poor
appropriate dress	___	___	___	___
neatness/grooming	___	___	___	___

4. **Attitude**	Excellent	Good	Fair	Poor
towards supervisor	___	___	___	___
towards duties	___	___	___	___
accepts constructive criticism	___	___	___	___

5. **Ability**	Excellent	Good	Fair	Poor
to follow instructions	___	___	___	___
to demonstrate required skills	___	___	___	___

6. **Initiative**	Excellent	Good	Fair	Poor
works unsupervised	___	___	___	___
perceives duties to be done	___	___	___	___

7. **Social Skills**	Excellent	Good	Fair	Poor
personal development	___	___	___	___
ability to relate to others	___	___	___	___
courteous and polite	___	___	___	___

Comments: Check one of the following comments which may be added to the student's report card.

___ Congratulations for work well done.
___ You work well independently.
___ You are making satisfactory progress.
___ You do not appear interested in the program
___ Quality and quantity of your work completed are inadequate.

_____
Employer Supervisor

Program Evaluation

Career and Work Exploration programs must be carefully evaluated. The reason for this is two-fold. The program involves a partnership of the school and the community. Because of the external factors affecting the school, the climate must be continually assessed. The second reason is public relations – few school programs demand the co-operation of the total community expected by the Career and Work Exploration courses.

Program Evaluation Checklist: Guide One

Organization

1. Detailed student records are maintained by teacher coordinator regarding the occupational achievements of each student.   na 1 2 3 4 5

2. The Career and Work Exploration Advisory Committee provides input in planning, implementing and evaluating the program.   na 1 2 3 4 5

3. A written rationale is available that describes the organizational plan of the program.   na 1 2 3 4 5

4. Procedures for the follow-up of graduates are provided.   na 1 2 3 4 5

5. Work Placements for Career and Work Exploration comply with established employment and safety practices.   na 1 2 3 4 5

6. Cooperating employers of Career and Work Exploration students are oriented to their responsibilities to provide real-Iife learning experiences for students on the job.   na 1 2 3 4 5

7. Adequate coordination time is provided for the teacher coordinator to coordinate classroom instruction with other sources of student learning, including on-the-job training.   na 1 2 3 4 5

8. For administrative purposes, the Career and Work Exploration program is considered to be an integral part of the total education effort of the school.   na 1 2 3 4 5

9. Students are afforded opportunities to become aware of job and career potential in the field of marketing prior to entry into related occupations.   na 1 2 3 4 5

10. An integral part of the Career and Work Exploration program is the in-school component.   na 1 2 3 4 5

11. Students participate in job-shadowing as an introduction to the work experience.   na 1 2 3 4 5

Program

1. The Career and Work Exploration program includes instruction for students who have a career objective.   na 1 2 3 4 5

2. The Career and Work Exploration program provides a continuum of educational opportunity that allows individuals to refine or redirect their career objectives.   na 1 2 3 4 5

3. The major portion of Career and Work Exploration curriculum content is derived from the functions of occupation.   na 1 2 3 4 5

4. The Career and Work Exploration curriculum includes basic economic understandings such as the functions of marketing, human relations and occupational adjustment, the application of skills in mathematics and communications to distribution and appropriate product or service technology. na 1 2 3 4 5

5. The Career and Work Exploration program provides an understanding of the contribution of business to the social and economic welfare of our nation. na 1 2 3 4 5

6. The Career and Work Exploration program promotes the use of ethical standards in the field of work. na 1 2 3 4 5

7. Career and Work Exploration students are provided continuous assistance in acquiring the knowledge, skills and attitudes needed in making rational choices, plans and interpretations essential for job satisfaction and adjustment. na 1 2 3 4 5

8. The Career and Work Exploration program advances the goals of the total educational program. na 1 2 3 4 5

9. The Career and Work Exploration program is correlated with other content areas. na 1 2 3 4 5

10. The curriculum is co-operatively planned and sequenced to provide for continuous growth of students. na 1 2 3 4 5

11. The program is of sufficient duration to develop occupational competence among students. na 1 2 3 4 5

Instructional Evaluation

1. Instructional outcomes are consistent with the school's objectives. na 1 2 3 4 5
2. Careful planning and preparation for teaching is evident. na 1 2 3 4 5
3. Students are treated as unique persons – intellectually, socially, emotionally and physically. na 1 2 3 4 5
4. A variety of instructional methods and activities appropriate for the diverse learning styles, needs and abilities of students is utilized. na 1 2 3 4 5
5. Community resources are used to enrich the instructional program. na 1 2 3 4 5
6. Each student has an individualized training plan specifying competencies to be learned. na 1 2 3 4 5
7. Training plans are cooperatively constructed by the teacher coordinator, the cooperating employer supervisor and the student. na 1 2 3 4 5
8. On-the-job training includes a planned sequence of activities and learning experiences. na 1 2 3 4 5
9. Work placements are selected that provide occupational growth opportunities consistent with the student's capabilities, interests, objectives and goals. na 1 2 3 4 5
10. The amount of time which Career and Work Exploration students spend on the job is realistically appraised to ensure time to master the other subjects in which they are concurrently enrolled. na 1 2 3 4 5
11. Time is provided in the student's schedule to identify, develop and evaluate competencies achieved through projects and/or simulated occupational experiences. na 1 2 3 4 5
12. Time is provided in the teacher coordinator's schedule to identify, direct and evaluate projects and occupational experiences. na 1 2 3 4 5

Instructional Materials

1. Course objectives, study guides, assignment sheets, and current bibliographies are used effectively. na 1 2 3 4 5
2. Instructional materials are appropriate. na 1 2 3 4 5
3. Instructional materials reflect divergent, new and emerging occupational needs. na 1 2 3 4 5
4. Instructional materials provide for stimulated occupational experiences similar to those in the real world of work. na 1 2 3 4 5
5. Textbooks and instructional materials are up to date and readily accessible. na 1 2 3 4 5
6. Instructional materials are appropriate for the divergent individual abilities of the students and for individualizing instruction. na 1 2 3 4 5
7. Appropriate audio-visual materials are readily accessible. na 1 2 3 4 5
8. Current issues of newspapers, magazines, periodicals, business and government publications and other reference materials are available for student use. na 1 2 3 4 5
9. Materials including business forms, handbooks, training manuals, charts, maps, posters and display materials are available. na 1 2 3 4 5
10. A file of current catalogues of available resource materials is maintained. na 1 2 3 4 5
11. A variety of resource materials is readily available to the teacher. na 1 2 3 4 5
12. Funds are provided for consumable supplies and updating resource materials and instructional units. na 1 2 3 4 5
13. Instructional materials are free of gender and ethnic bias. na 1 2 3 4 5
14. New materials are evaluated periodically by the teacher coordinator and recommendations made for acquisition when appropriate. na 1 2 3 4 5

Methods of Evaluation

1. Course objectives are stated in a measurable form. na 1 2 3 4 5
2. The program reflects current needs and employment in local and regional business occupations. na 1 2 3 4 5
3. Each student has a stated career objective for an occupation. na 1 2 3 4 5
4. Evaluation is based upon stated performance objectives. na 1 2 3 4 5
5. Evaluation in instruction is congruent with employment expectations. na 1 2 3 4 5
6. Evaluation of student achievement involves the student, teacher coordinator and when appropriate, the employer supervisor. na 1 2 3 4 5
7. Recommendations from advisory committees are considered in the evaluation process. na 1 2 3 4 5
8. Opportunity is provided for students to evaluate their own work and progress toward career goals. na 1 2 3 4 5
9. Follow-up studies are undertaken annually to assess the effectiveness of existing programs and to determine the need for new or expanded programs or for program revision. na 1 2 3 4 5

Outcomes

1. To what extend to students exhibit skills and attitudes necessary for employment? na 1 2 3 4 5
2. To what degree are students developing the knowledge and understandings necessary for employment? na 1 2 3 4 5
3. To what extent are students developing moral and ethical standards relevant to Career and Work Exploration activities? na 1 2 3 4 5
4. To what extent do follow-up studies reveal successful employment in careers for which students were prepared? na 1 2 3 4 5
5. How well is the program accepted by the administration, faculty and business community? na 1 2 3 4 5
6. To what extent are the Career and Work Exploration programs serving persons of diverse abilities, aptitudes, interests and cultural backgrounds who want, need and can profit from the instruction? na 1 2 3 4 5

7. To what extent are the Career and Work Exploration programs providing   na 1 2 3 4 5
    instruction to give students an understanding and appreciation of the Canadian
    private enterprise system?
8. To what extent are the Career and Work Exploration programs fostering a   na 1 2 3 4 5
    student's awareness of the civic, social and moral responsibilities of business to
    society?
9. To what extent do the Career and Work Exploration programs advance the goals of   na 1 2 3 4 5
    the total educational program?
10. To what extent do the Career and Work Exploration programs foster the   na 1 2 3 4 5
    elimination of gender bias and sex role stereotyping?

Program Evaluation: Guide Two

The program should be evaluated by the participants in the program -- students, parents, teachers, employers. The following lists sixteen generally-accepted objectives of a Career and Work Exploration program. This evaluation should be undertaken near the end of each school year.

Procedure for Career and Work Exploration Program Evaluation

Please Check: Student ____   Parent ____   Teacher ____   Employer ____

In the following, sixteen objectives specific to Career and Work Exploration are identified. In the space following each objective, please indicate your rating as to the success of the program according to the following: 1. Excellent; 2. Good; 3. Average; 4. Fair; 5. Poor. If you have any comments, please make them in the space provided. If an objective is not applicable to your situation, write "n.a." in the space provided for your rating.

As a result of participating in the Career and Work Exploration Program, students will:

1. React to situations based on experiences encountered previously; Rating ___ Comments:

    _____

2. Develop the ability to provide a continuous program of "self-evaluation"; Rating ___ Comments:
    _____

    _____

3. Accept and respect individual differences in values, race, religion and personal abilities; Rating ___
    Comments: _____

    _____

4. Identify personal goals; Rating ___ Comments: _____

    _____

5. Assess praise and criticism realistically; Rating ___ Comments: _____

    _____

6. Present themselves with confidence; Rating ___ Comments: _____

    _____

7. Practice appropriate personal hygiene an a daily basis; Rating ___ Comments: _____

    _____

8. Display initiative and pursue tasks diligently; Rating ___ Comments: _____

9. Appreciate the diversity and breadth of occupational opportunities; Rating ___ Comments:
    _____

    _____

10. Demonstrate adaptation to the shifting employment patters; Rating ___ Comments: _____

_____

11. Respect the right of others; Rating ___ Comments: _____

_____

12. Act with honesty, integrity, compassion and fairness; Rating ___ Comments: _____

_____

13. Respect the law and external authority; Rating ___ Comments: _____

_____

14. Select workable alternatives in response to changing conditions; Rating ___ Comments:
_____

15. Exhibit confidence in making decisions; Rating ___ Comments: _____

_____

16. Earn credits towards Secondary Level Completion; Rating ___ Comments: _____

_____

Progress at a Glance

Name: _____   School: _____

Address: _____   Counsellor: _____

Telephone: _____   Monitor: _____

Related Course(s) _____

Student Activity Report				
Date	Hours	Total Hours	Days Absent	Mark

Employer Supervisor's Assessment	
Date	Mark

Monitors Visits		
Date	Problems?	
	Yes	No

Project Assignment		
Date	Comments	Mark

Report Marks				
	Employer Supervisor	Monitor	Project	Total
Interim				
Mid				
Final				

Comments:

Career and Work Exploration – Student Assessment of Work Placement

The purpose of this report is to obtain information about the value of the Career and Work Exploration Program to you. Please answer all the questions honestly. The confidentiality of all replies will be respected and reported only in summary form.

Name: _____ Date: _____

School: _____ Grade: _____

Name of Company: _____

Type of Work: _____

Please rate the following statements by placing a circle around the appropriate number opposite each statement using the following scale:

1 - strongly agree
2 - agree
3 - neutral
4 - disagree
5 - strongly disagree

	Agree				Disagree
My work placement this year has been worthwhile.	1	2	3	4	5
The rules of conduct at the company were explained to me.					
Sufficient time was spent initially in introducing me to the job situation.					
Sufficient time was spent by the employer supervisor in giving me continuing instruction.					
There was sufficient variety of assigned tasks to make the job interesting.					
Employees of the company were helpful.					
Employees of the company encouraged me to ask questions.					
Given the opportunity, I would work for this company.					

If you have any further comments regarding positive aspects or potential problems of this work station, or changes that might improve the work station or program for you, please indicate these below.

Thank you for your cooperation in completing this form.

Career and Work Exploration – Student Information Sheet

(For the School and the Employer Supervisor)

Name: _____ Date of Birth: _____

Address: _____ Postal Code: _____

Parent's/Guardian's Name: _____

Home Phone: _____ Business Phone: _____

Enrolled in Grade: _____ Hospitalization Number: _____

Driver's License Number: _____ S.I.N.: _____

Eligible to Drive in Saskatchewan: Yes ____ No ____

Limitations: _____

Physical Description

Weight: _____ Height: _____ Glasses/Contacts: _____ Hearing: _____

Other: _____

_____

Activities/Involvements: (During/Outside School Hours)

_____

_____

Previous Work Placements

1. _____

2. _____

3. _____

Work Placement Information/Work Place Recruitment

(To Be Filed at School)

Name of Business: _____

Address: _____

Phone: _____ Contact Person: _____

Geographic Area: _____ Type of Work: _____

Degree and quality of supervision of the student when on the site:
___ Spends half a day on initial orientation.
___ Spends two hours or less on initial orientation.
___ Is involved in on-going orientation throughout the placement.
___ Spends little time on orientation.
___ Spends no time on orientation.

Physically work at this site could include:
___ Sedentary work (10 lbs max)   ___ Stooping, kneeling, crouching
___ Light load (20 lbs max)   ___ Reaching, handling, fingering
___ Medium work (50 lbs max)   ___ Talking
___ Heavy work (100 lbs max)   ___ Hearing
___ Climbing and/or balance   ___ _____
___ Depth perception, colour vision   ___ _____

Environmental conditions of the site:
___ Inside work   ___ Extremes of heat
___ Outside work   ___ Wet and/or humid
___ Both   ___ Humid
___ Extreme of cold   ___ Wet and Humid
___ Fumes   ___ Gasses
___ Odours   ___ Dusts
___ Mists   ___ Poor ventilation
___ _____   ___ _____

Type of client the placement will accept:
___ Special needs
___ Low achiever
___ General student population
___ Specialized student (e.g., Accounting 30, chemistry, or drafting student)
___ Apprentice

Season preference of the job:
___ Fall   ___ Winter
___ Spring   ___ All year

Type of experience:
___ Exploratory   ___ Shadowing
___ Training   ___ Potential employment (part-time or full)

Potential for sponsorship to institute training programs:
___ Yes   ___ No

Employer Workplace Health and Safety Hazard Checklist

√	Equipment	Questions	Y/N	How is the student protected?*
	Hand tools and equipment	Will the student be working with hand tools or equipment?		
	Portable power tools and equipment	Will the student be working with portable power tools or equipment?		
	Mobile equipment	Will the student be working with or near mobile equipment?		
	Stationary power machines	Will the student be operating stationary power machines?		
	Electrical	Will the student be exposed to any electrical hazards in this workplace?		
	Compression	Will the student be working with anything under compression, such as compressed gases, gas cylinders?		
	Pressure systems	Will the student be working in proximity to pressure pipes or steam boilers?		
√	**Human Factors**			
	Harassment	Is there a policy on harassment?		
	Violence	Are there situations where the student could be exposed to violence or become the object of violence?		
	Smoking, drinking alcohol	Is there a workplace policy on smoking? Drinking alcohol?		
	Working alone	Will the student be working alone?		
	Shift work	Will the student be working shifts?		
	Video display terminals	Will the student be working at a video display terminal for long periods of time?		
	Work stress	Will there be a high level of stress in the student's work?		

* Protection includes: training, safe work procedures, engineering controls, close supervision.

√	Work Environment	Question	Y/N	How is the student protected?
	Lifting	Will the student be doing excessive lifting of heavy or awkward loads?		
	General housekeeping	Will the student have to work in untidy or cluttered work areas?		
	Walkways, stairs, roadways	Will the student have to work in passageways that are cluttered or slippery?		
	Entrances and exits	Will the student encounter entrances or exits (especially fire) that are not clearly marked?		
	Elevated areas	Is the student going to be working at elevation? Is there adequate fall protection?		
	Chemical substances	Will the student use or be exposed to flammable, corrosive, toxic or reactive chemicals?		
	Biological substances	Will the student have contact with any harmful microorganisms?		
	Radiation	Will the student be exposed to harmful radiation?		
	Trenches, confined spaces	Will the student be in proximity to trenches or confined spaces?		
	Hot materials or surfaces	Will the student have contact with hot materials or surfaces?		
	Ultraviolet light (sunlight)	Will the student spend periods of time working in the sun?		
	Temperature	Will the student work in very cold or hot conditions?		
	Noise	Will the work environment be noisy?		
	Air quality	Will the student be exposed to excessive dust, fumes or gases?		

Other Hazards? How is the student protected?
List any other hazards the student might encounter in this work placement and how s/he is protected. Attach another sheet of paper if necessary.

Employer Health and Safety Orientation Checklist

Are these covered in the student's orientation?	Y	N
Name of immediate supervisor and OHC member (or health and safety rep.).		
Worker/supervisor rights and responsibilities.		
Safe work procedures and operation of equipment.		
Use of Personal Protective Equipment (PPE).		
Identification of restricted or prohibited areas, tools, equipment and machinery.		
Hazards in the workplace that may affect the student, how they are controlled and how to deal with them.		
What to do and who to see if the student has a safety concern.		
What to do when there is a fire or other emergency (e.g., evacuation procedures).		
Location of fire exits and fire extinguishers.		
Location of the first aid supplies, equipment, facilities.		
• names of staff responsible for first aid		
• how to record first aid treatment		
Procedures for reporting accidents and injuries.		
Workplace Hazardous Materials Information System (WHMIS).		
Workplace policies and procedures on.		
• harassment		
• violence prevention		
• working in isolation		
• smoking		
Location of other important information.		
• Materials Safety Data Sheet (MSDS)		
• Occupational Health Committee Minutes		
• Instructions for safe operation of each piece of equipment (if applicable)		
• Important telephone numbers		

Teacher Health and Safety Assessment Summary Sheet

		Y	N
1	**Health and Safety Hazard Checklist**		
	Was the employer willing to use the *Hazard Checklist*?		
	Was the employer willing to discuss any potential hazards for the student on work placement?		
2	**Main Hazards**		
	Which h*azards* were identified?		
	 • • • • •		
	Were you satisfied that the employer would deal with the hazards in a way that would help to protect the student?		
3	**Observation of the Workplace**		
	Based on your observations of the workplace, were any concerns you had about the student's safety resolved through your discussions with the employer?		
4	**Health & Safety Orientation**		
	Will the employer use the o*rientation checklist* provided?		
	Will the employer use a safety orientation s/he's already developed?		
5	**Summary**		
	If you are able to answer 'Y' to all questions 1-3 above and 'Y' to one of the questions in 4, there's a good probability that this work placement will ensure the student's health and safety. From a health and safety point of view, would you say you are reasonably sure that this work placement is reasonably safe?		

_____   _____

Teacher's Signature   **Date**

Appendix F: Career Research Interview Questions

Adapted from *Business Education A Curriculum Guide for the Secondary Level Accounting 10, 20, 30* (Saskatchewan Education 1992).

Interview someone who currently works in this occupation.

The assignment may be completed independently, in pairs, in small groups or by whichever method is chosen by the student(s) and teacher. The teacher should encourage students to use a variety of resources to gather information about the career that they are researching. The student may use letters, the Internet, phone or a personal interview to gather information.

After the students have discussed different career paths, students may prepare a short journal writing explaining why they are interested in the occupational area they are about to investigate.

Students may proceed to develop a list of questions to collect the information they require to help them understand more about the career cluster or occupation they have chosen.

The following list of questions may be included in the students' interview project.

1. What is your job title?

2. What are the normal duties on your job?

3. What are some of the things that you enjoy about your job?

4. Are there any things about your job that you dislike? What are those things?

5. Does your company have a dress code for employees? What is considered suitable?

6. How often is working overtime required in your job?

7. Do you have to work nights or weekends?

8. What aptitudes and abilities are needed to succeed in your occupation?

9. What are the post-secondary education and training requirements to enter and advance in your career?

10. Can you give an approximate starting salary for someone just starting out in your occupation? How much does the average person earn after five years? After ten years? What types of employee benefits, such as sick leave or dental plans, do workers in your career usually receive?

11. Do you think the demand for workers in your career will increase or decrease over the next five years? Why?

12. What changes have you seen over the past 5-10 years in this occupation?

13. What are the advantages and disadvantages of entering and being in your occupation?

14. Is there any advice you would give to a young person making career decisions?

After the interview session, students may summarize the information they received and draw a conclusion as to whether they would like to learn more about this occupation.

Students may utilize different ways to present their career research to the class. Encourage innovative presentations. Presentation ideas may include:
- oral presentation
- software supported oral presentation
- written report
- creating a website with links to career information
- role playing a student interviewing a career cluster professional
- role playing a professional promoting his/her occupation or career cluster at a career fair.

Appendix G: Form 6 -- Verification of Trades Letter

SAMPLE FORM – Obtain full document from address below

<table>
<tr>
<td>
Saskatchewan
Apprenticeship and
Trade Certification
Commission
</td>
<td>
2140 Hamilton Street
Regina, Saskatchewan
S4P 3V7

Tel (306) 787-2444
Fax (306) 787-5105
</td>
<td>
Form 6
Verification of Trade Experience Letter
This letter is to verify the type of work a person performs in a specific trade.
*Use one verification letter per employer.
</td>
</tr>
</table>

Social Insurance Number

_____

Please check one of the following:

☐ New Apprenticeship Contract   (must be accompanied by Form 1)
☐ Placement on Apprenticeship File   (updating hours)
☐ Examination   (must be accompanied by Form 2)
☐ Request for Journeyperson Certificate   (must be accompanied by Form 3)
☐ Entry into Upgrading Course   (must be accompanied by Form 4)

Trade _____

Name of Apprentice/Tradesperson (last/first) _____

Address _____

City/Town _____

Postal Code _____ **Telephone** _____

Name of Company (Employer) for Which Trade Experience is Being Verified

_____

Address _____ **Telephone** _____

City/Town _____ **Postal Code** _____ .

Company Stamp If Available

Period of Employment From _____ D/M/Y   to _____ D/M/Y

Please refer to Period of Employment instructions on reverse.

.

Work Performed At _____
       City/Town

Document only the time spent actually working the trade, using the tools of the trade.
Please refer to Trade Experience instructions on reverse.

Description of Work Performed	Trade Experience in Hours
Total Hours	

FOR COMMISSION USE ONLY
Time Assessed _____ Hours   Date _____   Assessed by _____

If the work was supervised by a Journeyperson:

Name of Journeyperson _____ Certificate # _____ Trade _____

Signed this _____ day of _____ 200__

_____
Signature of Witness*

_____
Name of Witness (Please Print)

Address _____

Telephone _____

*The witness may not be the subject (apprentice or tradesperson applying) of this letter.

_____
Signature of Appropriate Person*

_____
Name of Appropriate Person (Please Print)

Position _____

Address _____

Telephone _____

*An Appropriate Person: employer, employer's representative or journeyperson supervising the work

100

Instructions

a) **Period of Employment**: When you submit the *first* Form 6, the period of employment *starts with the day you started with the employer and ends with the day you fill out the form.* The period of employment on the *second*, Form 6 you submit starts the day after the day listed on the first Form 6 and ends the day you fill out the form.

> *Example:*   First Form 6:   15/01/99 to <u>15/06/00</u>
>   Second Form 6: <u>16/06/00</u> to 30/12/00

b) **Trade Experience in Hours:**
   Refers to the number of hours you worked in the period of employment.

   Example:

Description of Work Performed	Trade Experience in Hours
Gears	40 hours
Transmissions	75 hours
Total Hours	115 hours

Affidavit for Verification of Trade Time

An Affidavit is to be used only when confirming trade time in the following instances:
   a)   a business is no longer in existence;
   b)   self-employment. (Attach copy of business license or letter from: town clerk, municipal secretary, or person in authority in the community acknowledging that during the period in question, the tradesperson was known to be an owner/operator of a business.)

Before proceeding, please ensure that the reverse side of this form is fully completed.

Canada
Province of Saskatchewan

To Wit:

In the matter of the verification of trade time in the _____

trade, I _____ of _____
                                                                                                        Address/ Postal Code

_____

do solemnly declare that said verification of trade time as stated on the reverse side of this document is
accurate and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the
same force and effect as if made under oath and by virtue of the *Canada Evidence Act*.

Declared before me at the

_____ of
City/Town

_____ in

the Province of Saskatchewan

this _____ day

of _____ A.D., 200_.

_____
Signature of Tradesperson

_____
Commissioner of Oaths in and
For the Province of Saskatchewan
My Commission expires:

Appendix H: Monitoring Policy

Policy for Monitoring Work-Based Learning

Saskatchewan Learning requires on-site monitoring as part of work-based learning. Boards must plan for on-site monitoring to take place.

While scheduling may affect the way in which work-based learning is provided in some settings, even in cases where the school organization chooses to put 25 hours of work study into a one week block, it is necessary to visit each of the students on-site twice during the 25 hours. If the time for work-based learning is scheduled in another way, it is necessary that teacher monitors provide on-site visits to each student twice in the first 25 hour period and once in each additional 25 hours of work-based learning.

Monitoring Work-based Learning Policy

- Minimum monitoring expectations require a monitoring visit to each student at the work placement site at least twice in 25 hours of work exploration or work study, and once in each additional 25 hours of work-based learning.

- Those systems offering a 25 hour work-study experience and wishing to compact the experience, over a week or weeks rather than spreading it over a semester, must meet the minimum monitoring requirements of twice in 25 hours.

- In a situation where 50 hour of work study or work experience is compacted into one continuous work placement (e.g., over a continuous two week period), a minimum of three monitoring visits will be required.

- In a situation where 75 hours of work experience is offered, either in a compacted or distributed format, a minimum of four monitoring visits will be required.

Considerations in Monitoring Visits:

- The pre-placement visit is not considered as one of the monitoring visits.

- The first monitoring visit should occur early in the placement in order to assist the student in becoming comfortable in the work placement and to provide appropriate orientation.

- The second (and subsequent) monitoring visit(s) should occur later and should allow for an opportunity to discuss the student learning taking place and to support the assessment of the student during the work placement, in collaboration with the work site/employer supervisor.

- Monitoring visits provide the opportunity to discuss any problems at the site. In follow-up activities, the teacher should advise the administration about cases involving theft, injury, harassment, abuse, insubordination, etc.

- Telephone conversations with the employer supervisors and casual contact with the students should be used to reinforce the on-site monitoring. These methods do not replace on-site visits and do not constitute monitoring.