

Prairie Spirit School Division No. 206

Career and Work Exploration 10/20/30 Resource Document



2011

Introduction

Career Work Exploration 10/20/30

Career Development is a lifelong process that is about growing through life and work; about learning, experiencing, living, working, and changing; about creating and discovering pathways through one's life and work. When intentional, career development is about actively creating the life one wants to live and the work one wants to do. It is having the tools and knowledge to make informed career decisions.

Since students could have had formal Career Education as early as grade 6, students could come to senior Work Exploration classes with a strong foundation in career language and concepts. However, due to various reasons, there may be some discrepancies in the amount of student knowledge.

The activities found within this document will allow you to choose activities according to the needs and prior knowledge of your students. Some activities will allow students to update things that they may have started earlier (resume, portfolio) and others will act as a review of concepts that may have been touched on earlier and yet others will serve as an introduction to new topics. It is highly recommended that you monitor your students' knowledge at the start of each module so that the activities are appropriate.

The amount of hours for class learning differs from 10-20-30, so there are more activities than required but the variety should ensure that you have materials to meet the needs of your students. It should allow you to pick and choose activities in order to meet the objectives of the curriculum.

Some of the activities provided will be classroom based and many activities will need some preplanning with computer access being necessary. Teachers need to develop a plan so that they can make best use of the activities. In some cases, a similar activity can be done either on paper or on the computer. Teachers may choose to do one or the other or in some cases do both.

Throughout the modules there are journal entries which are students' reflections on what they learned. These are to be evaluated using a rating scale that is outlined in the assessment section. Students are expected to complete certain assignments and place them in their portfolios upon

completion. Their finished portfolio will be evaluated using a rubric that is also located in the Assessment section.

Assessment is something that should be an ongoing process. It should be based on the personal effort that students put into their assignments in order to meet the objectives of the curriculum. It should also include many different types.

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Information, in this publication was accurate, to the best of our knowledge, at the time of publication. However, information, websites and programs are subject to change and we encourage you to confirm with additional sources of information when making career, education, employment, and business decisions.

Curriculum Correlation Guide

Resource Document	Curriculum Guide
Module 1: Career Development Introduction	Module 1
Module 2: Self-Awareness & Success	Module 11
Module 3: Portfolios	Module 2A,B
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Module 5: Employability Skills and the Changing World of Work	Module 15
Module 6: OH&S/Labour Standards/ WHMIS/ Hazards	Module 9A-C, 10A-C, 12A-D, 13
Module 7: Workplace Ethics, Human Rights and Equity	Module 19
Module 8: Work Study Prep & Reflection Activities	Module 6A-D,7A-D, 8
Module 9: Career Information	Module 5
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General Overview

Career and Work Exploration Program places an emphasis on practical experience in the work place. The success of the Career and Work Exploration Program is entirely due to the employer supervisors and employees who are willing to participate by providing work sites for the students.

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.

Transition 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 career 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.

Purpose of Career and Work Exploration

The goal of Career and Work Exploration is to develop in students a sense of self-worth and confidence through the acquisition of skills, knowledge and attitudes that will enable them to make a smooth transition from school to the world of work and/or post secondary education and to function as productive contributing members in a changing society.

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

- Develop a positive understanding of self-interests, aptitudes, needs, values, aspirations
- Develop personal and interpersonal skills and attitudes essential to success in school and work
- Develop a respect and appreciation for other people and the work they do
- Develop an awareness of employer expectations and the qualities of a successful worker
- Develop skills necessary to gather, process, and act upon information in relation to a changing work environment
- Develop a greater awareness of vocational choices for decision-making in their career development and planning
- Understand the relationship between what is learned in school and the working world
- Earn credits towards a high school diploma.

Benefits of Career and Work Exploration

To the Student:

- Provides individual opportunities to increase motivation, improve achievement, and enhance self concept
- Provides an opportunity to recognize the relevance of school to the work world
- Provides an opportunity to explore potential careers/choices
- Helps identify the student's capabilities and limitations
- Provides an opportunity to become more aware of the demands and responsibilities of employment
- Provides training that will help in the transition from school to the work world;
- Assists students in securing full or part-time employment

To the School:

- Enriches total curriculum through community partnerships
- Provides an opportunity for the school to work with the community in a positive, cooperative way
- Provides a realistic learning environment
- Provides access to equipment and expertise not available in the school
- Provides the school opportunities to view current trends in business and industry
- Improves the level of community satisfaction with schools
- Encourages students to remain in school

To Employers:

- Provides an opportunity for employers to become involved in important community service
- Provides a source of full and part-time employees
- Allows employers an opportunity to assist schools in keeping courses relevant
- Develops appreciation of the issues, challenges and decisions facing today's youth.

To the Community:

- Provides better trained young people
- Enables young people to become contributors to the local community
- Maximizes effective use of community resources
- Strengthens the system of education.

Selection of a Work Placement

Essential factors in selecting a work placement are: (1) Safety
(2) Supervision (3) Training (4) Cooperation and (5) Suitability

Characteristics of a good work placement:

- The Company has a good reputation in the community
- Adequate and safe training equipment and facilities exist
- Skilled workers are available to supervise the student
- Congenial relationships exist between employees and management
- The employer is interested in providing a positive learning experience for the student.

Student Eligibility

Criteria examined could include:

- School attendance
- Some employment skills
- Ability to contribute and benefit from the program
- Academic performance and achievement
- Attitude towards school and work habits
- Parental approval.

General Conditions of the Program

EMPLOYER EXPECTATIONS OF THE STUDENT

Since the student is to be evaluated on the qualities expected of an employee in a learning situation, he/she should be treated as such.

WORK EXPERIENCES FOR THE STUDENT

It is desirable that the student be given experience in as many areas as possible with due consideration being given to the student's ability to handle any particular assignment.

SUPERVISION OF THE STUDENT

The school coordinator will discuss monitoring procedures with the employer and make 2 visits in the first 25 hours and 1 visit in every subsequent 25 at the employer's convenience. In addition, the school coordinator is available for consultation with the employer whenever the need should arise. The employer will provide supervision appropriate to an employee in training. A recommended procedure is to place the student under the supervision of a reliable, regular employee.

REMUNERATION

Since the Career and Work Exploration Program emphasizes on-the-job training, the student should receive no remuneration. Any benefits that the employer receives from the student's work will help to offset the time he/she has contributed toward supervision and evaluation of the student.

In some cases, employers may offer a promising student employment beyond school hours and on weekends at regular wages.

FULL TIME EMPLOYEE TENURE

The student shall in no way affect the job security of any full time or part time employee.

WORKERS' COMPENSATION

An agreement between Saskatchewan Learning and the Workers' Compensation Board extend compensation coverage to students enrolled in an approved Career and Work Exploration Program. The criteria for approval are as follows:

- a) The Career and Work Exploration Program is a meaningful extension of the student's school studies.
- b) Appropriate provision has been made to supervise and evaluate students on the job and to ensure that the student is not being exploited.
- c) The student, parents, and the employer have signed a written agreement which indicates they have an understanding of the Career and Work Exploration Program and the obligations of the participants. This agreement states that the students are covered under the Worker's Compensation Act within the scope of the agreement if the employer also pays into the WCB program. No additional premium is paid by the employer. (Appendix A)

NOTE: A claim for injury is to be initiated by the employer in the normal way, but is to be submitted through the school.

LIABILITY AND INSURANCE

The Board will maintain insurance with respect to its liability under the Career and Work Exploration Program. The Board is not liable, however, for any damages or other claims arising out of any act or omission of any party to a Career and Work Exploration Agreement. It is recommended that employers carry WCB coverage and a reasonable level of third party insurance as well.

TERMINATION

A placement may be terminated by either party upon notification.

The following process is outlined for addressing problems/concerns on the work site:

- Concerns by student/employer are mutually discussed to seek solutions
- Concerns are communicated to school coordinator by student and/or employer. Strategies are outlined to problem solve
- School coordinator meets with student and employer to resolve problem. If the situation cannot be resolved, the placement is terminated

STUDENT EVALUATION

Employers are requested to evaluate the student's performance on forms provided by the school coordinator.(Appendix A) A midterm and final evaluation report is completed for each work placement.

The student receives a mark for the Career and Work Exploration Program. The school coordinator is responsible for the final determination of the mark based on the following:

- a) The employer's evaluation of the student's on-the-job performance
- b) Time Log sheets
- c) Attendance
- d) In-school component (assignments, tests, attendance, attitude, participation)

Career Development Introduction Module 1

Module 1: Career Development Introduction

Overview: (1- 2 hrs)

*Career Development is an **intentional**, lifelong process of managing learning, work, leisure and transitions to move toward a personally determined and evolving preferred future. It involves actively creating the life one wants to live and the work one wants to do where life and work are not separate.*

Opening Questions:

1. Why did they select Career Work Exploration?
2. What do they hope to accomplish in this course?

Activity One:

Prior Experience in Expanding Career Awareness

Have students complete this sheet. Keep this sheet for their portfolio. Experiences could include middle years activities, Take Your Kids to Work, career fairs, job shadows, volunteering, community service, part time employment, coaching, and teaching.

Activity Two:

Hi-Ho-Hi-Ho Off To Work I Go

Have students fill out the sheet to have them figure out the purpose for taking Career Work Exploration.

Activity Three:

Watch the video on You Tube “Did you know? 2.0”

Journal Entry 1: Reflect on what the information in this video means to you and what you found interesting.

One may want to follow this up with a class discussion. Discussion Ideas:

- Generally students will have the opportunity for multiple career changes in a lifetime. (In the past, one chose a career and stuck with it for life.)
- Students will be forced into career changes in order to sustain employment.
- The work environment is highly competitive and rapidly changing.
- Students need to develop the skills that they need to deal with periods between employments.
- Students need skills that enable them to use information to make smart choices.

Activity Four:

Career Development Process

Look at the stages in the Career Development process (Handout 2) and discuss how this might be ongoing. Example may include a loss of job, moving, having kids and change in marital status.

Activity Five:

Sorting Through Terminology

Job-the tasks or duties a person performs at the workplace.

Occupation- a group of similar jobs found in various organizations

Career- all the roles and work experiences that one experiences during a lifetime.

Example: Teacher

Job	Occupation	Career
Teach certain subjects, coach, supervise.	Teacher; several in the building and they all have different jobs	Includes all the roles in one's life. Ex: mother, daughter, wife , board member etc.

Have a small group discussion on full time, part time, seasonal, contract, shift, casual, and volunteer work. (These terms are defined in Module 12.) Do a jigsaw activity to explore the characteristics of these types of work. Have each group examine the pros and cons of each type. Have them talk about when one might have to make a change due to pregnancy, health issues, or death in the family.

Activity Six:

Career Family Tree Worksheet

Students will see how their decisions have been influenced and how times have changed. This is also a good point to discuss how the roles of men and women have changed in the workplace as well as the non- traditional careers for men and women.

A non-traditional occupation is an occupation in which men or women comprise less than 25% of the workforce.

Here are some examples of non-traditional occupations.

Non-Traditional Career Paths for Women

- Airline Pilots
- Announcer
- Architects
- Auctioneers
- Bellhops and Porters
- Carpenters/Construction Workers
- Chefs and Head Cooks
- Clergy
- Dentists
- Electricians
- Engineers
- Film Directors
- Firefighters
- Fishers, Hunters, Trappers
- Funeral Directors
- Garbage/Waste Collectors
- Groundskeepers and Gardeners
- Hospital Administrators
- Logging Workers
- Machinists
- Mail Carriers
- Mathematicians
- Mechanics
- Meter Readers
- Optometrists
- Parking Lot Attendants
- Pest Control Specialists
- Printing Press Operators
- Scientists and Science Teachers
- Security Guards
- Security and Fire System Installers
- Service Station Attendants

- Taxicab Drivers and Chauffeurs
- Tow Truck Operators
- Truck Drivers
- Welders

Non-Traditional Career Paths for Men

- Bank Tellers
- Bookkeepers
- Cashiers
- Child Care Workers
- Clerical/Administrative Support Workers
- Cosmetologists
- Court Reporters
- Dental Assistants and Hygienists
- Elementary and Middle School Teachers
- Flight Attendants
- Hair Stylists
- Home Health Aides
- Hotel Clerks
- Librarians
- Maids and Housekeepers
- Nurses
- Occupational and Physical Therapists
- Receptionists
- Secretaries
- Sewing Machine Operators
- Social Workers
- Speech pathologists
- Teacher Assistants

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Organize a visit from a person in a non traditional work role to give a presentation to the class

OR

Have a representative from SIAST come to talk about women in the trades.

Activity Seven:

High Five plus One

Discuss these messages with students. These are messages that students need to keep in mind as they go through the Career Development process. Have them place this handout in their portfolios.

Hi-Ho-Hi-HO Off To Work I GO

1. Check/Circle/or Highlight all that apply to you:

- ☐ I am taking this class for a credit
- ☐ I am taking this class to help me make a decision about post secondary school
- ☐ I am taking this class to get work experience for my resume
- ☐ I am taking this class to learn more work skills

2. What are you planning to do when you graduate?

- **If you are continuing schooling:**

What program do you want to enter? (Why?)

Where are you planning on taking this?

- **If you are hoping to work:**

Where are you hoping to find employment?

What would your job description include?

Do you have a resume on file someplace? _____

3. Job Placements Selections:

In order to help me locate a suitable work placement for you, please provide me with ideas as to where you would like to complete your work placement.

First Choice

Type of business _____

Name of business _____

Location _____

Contact name _____

Phone number _____

Second Choice

Type of business _____

Name of business _____

Location _____

Contact name _____

Phone number _____

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The Career Development Cycle

Self-Assessment

Identify your interests, skills, values, and personality style

Implementing Goals

Take action through effective job search and/or education strategies



Exploring Options

Learn about different career and education options

Narrowing Options

Connect your knowledge about yourself and the world of work to formulate career goals

Handout 1

Career Exploration Activities

Make a list of activities that you have done in the past that have helped you expand your Career Awareness. Remember to include all middle year's activities, Take your kid to Work, career fairs, job shadows, volunteering, community service, part time employment, coaching, teaching etc.

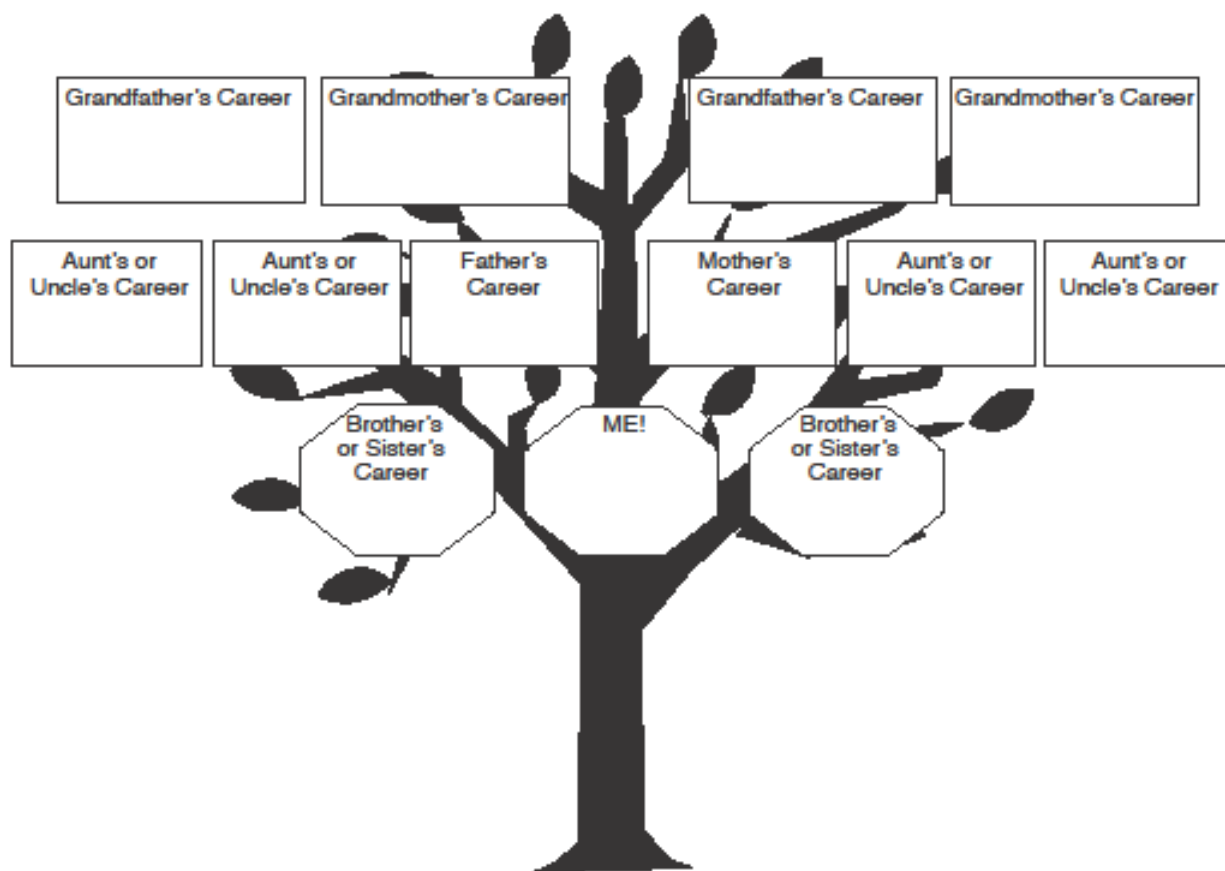
Activity	Career(s) Explored	What you learned



Career Family Tree Worksheet

Take a look at the careers chosen by your grandparents, parents, aunts, uncles, and other relatives.

It's fun to think about how family members' career choices have influenced their lives—and it may help you identify things you want and don't want in a career. Fill in each box with the career of the listed person. Add boxes for more aunts, uncles, cousins, brothers, and sisters if you can.



Are there career areas that several of your relatives have pursued? If so, list them here.

How have your family members' career choices changed over time?

What do your relatives tell you about reasons to choose or not choose careers like theirs?

High Five Plus One

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the “High Five.” Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the “High Five Plus One.”

Change Is Constant

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.



Learning Is On Going

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

Focus on the Journey

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.



Follow Your Heart

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

Access Your Allies

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbors. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



Know Yourself

The career planning constant or principle “Know Yourself” is the latest addition to the High Five Plus One. Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along your career path.

Self-Awareness and Success Module 2

Module 2: Self Awareness and Success

Overview: (8-10hrs)

It is important that students know who they are based on their interests, values, beliefs, personality and attitudes. They also need to know the importance these play in their decision making when choosing careers. Self Awareness has been said to be the first step to wisdom and empowerment as part of the lifelong learning process.

A variety of testing and assessment tools are available in a variety of formats. In this module a few are highlighted but many more exist. Some are free but some have a fee. It is also important to keep in mind that this module is for self awareness not career selection. Once individuals know who they are, it is easier to determine if they are suited for a particular career choice.

Activity One:

Self Assessments

Included in this module are some interest, personality, skills, and value inventory handouts. Have students complete these and put them in their portfolio. The handout “My Vision of the Future” works well as a class visualization activity with the teacher reading it while the students close their eyes and try to visualize their future.

Other assessments are available at Career Cruising at www.careercruising.com. A site licence needs to be purchased.

Once students log into the site, they need to click “Assessments”. “My Skills” and “Learning Styles Inventory” are the two assessments that would fit well into this module. The “Career Matchmaker” tool on this site focuses more on matching students with careers but it has to be completed in order to complete the “My Skills” assessment. Do not focus on the list of the careers that are generated as this list is highlighted in a later module.

Future paths (www.futurepaths.ca), also has a series of tests and assessments to help with self exploration and anyone can access them. Click “Youth” and then click “Self Assessment” from the Career Planning Cycle. A list of several tests will appear. They cover interests, personality type, values, skills, and essential skills. It would be a good idea to glance through these ahead of time in order to make a list of the ones that you want your students to complete. Have students put these in their portfolio.

If you are in need of more assessments that students can do without access to computers check out this document. It has a lot of assessments that you can print off for your students.

http://www.ccdf.ca/ccdf2/cms/documents/D2020_e.pdf

Activity Two:***Significant Life Skills and Beliefs***

Have students work through this handout to see the skills required in order to be successful. The reflection at the end of the activity will allow students to see which skills they need to work on in the future.

Activity Three:***WHO AM I??***

Students should now be able to create a presentation that summarizes their findings of their self assessments. They can divide it up in terms of interests, values, beliefs, and attitudes. This might be something they want to add to their portfolio in some format.

My personal inventory

(from Finding Out: How to get the information you need to make the choices you want)

Taking stock of your values, interests and skills is an important step in gathering information about yourself. Even if you think you know what you have, it helps to review your personal inventory from time to time. You can add new skills and experiences to your list as you gain them and review any changes in your values or interests that may affect your career.

A personal inventory is a useful way to keep track of the information you'll need to fill out job applications or write résumés. It will also come in handy when it's time to evaluate career choices and other options.

Use this work page as a guide to create your personal inventory. Add extra pages if you need to.

I value:

Why do you like what you like? Or believe what you believe? e.g. friendship, nature, independence, co-operation

I am:

How would you describe yourself? e.g. helpful, strong, dependable

I like:

What do you enjoy? e.g. being with people, being indoors, sewing, fixing things

Skills I use:

Review the things you do well. What skills do you use? e.g. creativity, communication, physical, problem-solving, mechanical, interpersonal, organizational

What are my interests?

(from Career Planner: Choosing an occupation)

This question is easy to answer—interests are the things you like. You know what music you like to listen to, what food you like to eat, and what games you like to play. You may also know what you like about work.

Examples of interests include:

- + hiking
- + collecting
- + gardening
- + fishing
- + golfing
- + reading.

My interests

Read each sentence. Does it describe you? Select Yes, Sometimes or No.

	Yes	Sometimes	No
I like to be active			
I like to listen to music			
I like to drive			
I like to fix things			
I like to draw pictures			
I like to work with plants			
I like to work with animals			
I like to do things with my hands			
I like to shop			
I like to do housework			
I like to go to the theatre			
I like to play sports			
I like to garden			
I like to walk			
I like to watch nature programs on TV			
I like to coach sports			
I like to talk on the telephone			
I like to learn about the environment			
I like to handle money			
I like to use small hand tools			
I like to operate machines and equipment			
I like to cook			

	Yes	Sometimes	No
I like to sew			
I like to style hair			
I like to keyboard			
I like to use the computer			
I like to go on the Internet			
I like to arrange flowers			
I like to paint houses			
I like photography			
I like to make things from different materials (e.g. crafts, sculpting, woodworking)			
I like to act, sing or dance			
I like to play a musical instrument			
I like to make people laugh			
I like to teach adults			
I like to teach children			
I like to help people with their problems			
I like to serve people			
I like to sell things			
I like to be the boss			
I like bookkeeping			
I like to work with numbers			

Other things that I like:

Now go back over the whole list. Pick out the five things you like best and list them here.

My main interests are:

1. _____
2. _____
3. _____
4. _____
5. _____

Page 2



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What are my skills?

(from Career Planner: Choosing an occupation)

Skills are things you have learned to do.

Examples of skills include:

- + writing
- + sewing
- + welding
- + filing
- + listening
- + painting.

My skills

Read each sentence. Does it describe you? Select Yes, Sometimes or No.

	Yes	Sometimes	No
I can speak more than one language			
I can cook			
I can sew			
I can add numbers			
I can follow plans or patterns			
I can follow directions when someone tells me what to do			
I can use a tape measure			
I can give clear directions to someone			
I can get other people to do what I want them to do			
I can make good decisions			
I can start something on my own before the boss tells me what to do			
I can lead a group			
I can make a budget			
I can remember details			
I can help other people with their problems			
I can work as part of a team			
I can stay calm in an emergency			
I can do the same thing again and again and not get bored			
I can lift heavy objects			
I can sell things			
I can organize people			
I can plan a party			
I can entertain people			

	Yes	Sometimes	No
I can clean			
I can grow plants			
I can do tax forms			
I can build a fence			
I can build furniture			
I can style hair			
I can fix car engines			
I can fix small appliances			
I can install computer software			
I can care for small children			
I can keyboard			
I can help people who are upset			
I can use a computer			
I can speak to a group of people			
I can paint a picture			
I can play a sport			
I can tell a story			
I can make a room look nice			

Other things I can do:

Now go back over the whole list. Pick out the five things that you do best and list them.

My main skills are:

1.

2.

3.

4.

5.

What are my traits?

(from Career Planner: Choosing an occupation)

Traits are who you are and how you act. They are a big part of your personality.

Examples of traits include:

- + risk-taker
- + outgoing
- + physical
- + organized
- + cautious
- + self-confident.

My traits

Read each sentence. Does it describe you? Select Yes, Sometimes or No.

	Yes	Sometimes	No
I am organized			
I finish tasks that I start			
I do many different things			
I do the same thing most of the time			
I need to see a finished job at the end of the day			
When I'm working on something, I'm careful			
I put lots of energy into work			
I work at a slow pace			
I am creative			
I am outgoing			
I am different from most other people			
I want to fit in with other people			
I need a lot of time by myself			
I think a problem through before I make a decision			
I go by my feelings when I make a decision			
When I make a decision, I stick to it			
I don't mind taking risks			
I am ambitious			
I am a leader			
I do things the way they have always been done			
I find new ways to do things			
I like working by myself			

	Yes	Sometimes	No
I like working with other people			
I live to work. Work is the centre of my life			
I work to live. Work is not the centre of my life			

Other things that describe who I am and how I act:

Now go back over the whole list. Pick out the five traits that best describe you and list them here.

My main traits are:

1.

2.

3.

4.

5.

What are my values?

(from Career Planner: Choosing an occupation)

Things that are important to you are called values. Maybe you value helping other people solve computer problems. Or maybe you value making customers happy. Values are very personal. They belong to you and nobody else. You may have picked some of them up from people close to you, but you alone know what is most important to you.

Examples of values include:

- + being part of the community
- + being secure
- + making the world a better place
- + being healthy
- + having friends
- + making money.

My values

Read each sentence. Does it describe you? Select Yes, Sometimes or No.

I think that...	Yes	Sometimes	No
It's important to have good health			
It's important to learn new things			
It's important to grow personally			
It's important to have time and energy for my life away from work			
It's important to meet new people			
It's important to have a lot of friends			
It's important to have a steady job			
It's important to have a boss who is fair			
It's important to have a boss who is easy to get along with			
It's important to work in a comfortable place			
It's important to work in a safe place			
It's important to work with people I like			
It's important to know exactly what to do			
It's important to make the world a better place			
It's important to do something that I feel is important			
It's important to make a lot of money			
It's important to see the results of my work			
It's important to have an important work title			
It's important to have good family relationships			
It's important to be responsible for other workers			
It's important to protect the environment			
It's important to grow spiritually			

	Yes	Sometimes	No
It's important to do physical work			
It's important to have a chance for movement (related job & more pay)			
It's important to make the world more beautiful			
It's important to finish a difficult task			
It's important to do a job well			
It's important to make decisions together with other people			
It's important to be my own boss			
It's important to be creative and come up with new things or new ideas			
It's important to set my own hours of work			
It's important to plan my work			
It's important to control the order in which my work is done			
It's important to use my brain			
It's important to show my best abilities			
It's important to have a few close friends			
It's important to have interesting work			
It's important to have challenging work			
It's important to have exciting work			
It's important to have easy work			

Other things that are important to me:

Now go back over the whole list. Pick out the five things that are most important to you and list them here.

My main values are:

1. _____
2. _____
3. _____
4. _____
5. _____

My significant experiences

(from Radical Change in the World of Work: The workbook)

Take a moment to think back to things that you have done that you are proud of. These experiences could have been quite recent or they may have happened some time ago. They might be from almost any area of your life: work, home, school or leisure activities. Choose the experiences where you did something and were proud of the result. It does not matter what anyone else thought about it or even if anyone else knew about it. The important thing is that you did it and it made you feel proud.

Make a list of as many of these pride experiences as you can think of. If a bunch of these experiences don't immediately leap to mind, don't worry. When you list one, it may remind you of another. Go back as far as you like or as recently as you like, but make the list as big as you can. Record your pride list in the following table.

Significant experiences table

What did I do?	When did this occur?	What was the result?	Why did it make me feel proud?

After you have completed the significant experiences table, take a moment to reflect on how you felt as you were doing it.

Describe your feelings below.

My significant future

The previous exercise was designed to get you thinking about past successes you have had. You will return to that information later, but for now shift your focus from the past to the future. Take a moment to think about doing something in the future that you would be proud of. In the chart below, record your next three accomplishments—three things that you would like to do and feel proud of. Do not worry about obstacles at this time. Simply record what you would like to accomplish.

My next three accomplishments

What will I do?	What will the result be?	Why will I feel proud?

Once again, take a moment to reflect on how it felt to complete the chart.

Make a note of your feelings.

Remember the positive feelings you expressed and to find a way to use them in some of the action steps you will be taking later. Attend to any negative feelings. They likely represent obstacles you will need to overcome during the action phase of your career planning.

Page 2

My vision of the future

(from *Radical Change in the World of Work: The workbook*)

Visualization—using our imagination to form a mental image—is something we all do. Professional athletes and musicians use visualization to improve their performance. They see themselves in their mind winning the race or playing a flawless piece of music.

In career planning, visualization helps identify potential occupations.

Read the following script to help you visualize your ideal future. When you're finished thinking about your future life, record your thoughts. If you have a tape recorder, it might be useful for you or a friend to record the following directions in a slow, relaxed voice (the dots...indicate long pauses). You can then play the tape to yourself.

It's quite some time from now, maybe 10 years, maybe 20 years, and you're just waking up from a good sleep. As you wake up, you remember that your life has gone almost exactly the way you've wanted it to... You get out of bed and begin noticing what's around you. You take notice of where you're living and what your home is like...You look outside and notice where you're living—the town or city, the province or state, the country...You pay attention to your immediate surroundings as you get ready for the day, taking special notice of who you're living with—a spouse, partner, children?...You also attend to your lifestyle—your home, furniture and hobby equipment—as you walk around your place getting ready for the day...Now you take a moment to think about the upcoming day, examining what you will be doing, who you will be with, and what you will enjoy most that day...Then, as you go outside for the first time, you come across a friend you haven't seen in a long, long time, and the friend asks about what you've been doing. You answer, describing your life and the things you've been doing since the last time you saw this friend...You describe your hobbies, your relationships, your work and your lifestyle to this friend...and you describe two or three things that you are especially proud of...

When you have finished describing your life to this friend, you can return back in time to right now. Take some time now to record your thoughts.

- ♦ I look around my home and I see...
- ♦ I'm living in...
- ♦ I'm living with...
- ♦ I will likely spend today with...
- ♦ Today, I look forward to doing...
- ♦ Since I last saw my friend 10 or 20 years ago, I have been...
- ♦ My hobbies include...
- ♦ My work is...
- ♦ I am living a lifestyle that could be described as...
- ♦ The things that are really important to me are...
- ♦ The things that I am most proud of are...

Significant Life Skills and Beliefs

Being successful includes doing well in your school subjects, making and keeping friends, being involved in school life (sports, drama, etc.), managing your changing relationship with your parents and earning and managing your economic resources.

Successful people are not always the smartest, the wealthiest, or the hardest working. Research (Glenn and Nelsen 49–50) has shown that successful people possess the following significant perceptions and life skills:

1. a belief in their ability to learn and to work
2. a belief that they are important
3. a belief they have the ability to change their lives
4. the ability to understand their emotions and to control their behaviour
5. the ability to communicate with others
6. the ability to take responsibility for their actions and adapt to situations
7. the ability to make decisions based upon universal values and principles

Group Task:

As a group read and discuss each of the **significant life skills and beliefs** and, for each, develop a list of practical examples or definitions of what these mean to you.

Sample list of answers for each of the significant beliefs and life skills:

1. confidence, put in an effort
2. belong to something, feel loved
3. control, power, talented, skilled
4. self-control, self-disciplined
5. find out how others feel, respect, listen, valued
6. stand up for what they believe, consequences, rewards, flexibility
7. moral life, believe in what they do and say, respect others and their views

Individual Task:

On the following sheet, assess your significant life skills and beliefs on a scale of 1 to 5 (1 being that you are starting to develop the skill or belief and 5 being that you exhibit the skill or belief on a daily basis). These are highly personal and individual assessments, and you are not required to share them with others.

Reference: Glenn H. Stephen, and Jane Nelsen *Raising Self-Reliant Children in a Self Indulgent World: Seven Building Blocks for Developing Capable Young People*. Rocklin, CA: Prima Publishing and Communications, 1989.

Significant Life Skills and Beliefs (2)

Individual Assessment of the Significant Life Skills and Beliefs

Name _____ Date _____

For each, rate your current level using the following scale:

1. Starting to develop
2. Developing
3. Developed
4. Use on occasion
5. Use on a daily basis

Skill:

Rating:

- | | | | | | |
|--|---|---|---|---|---|
| 1. a belief in your ability to learn and to work | 1 | 2 | 3 | 4 | 5 |
| 2. a belief that you are important | 1 | 2 | 3 | 4 | 5 |
| 3. a belief that you have the ability to change your life | 1 | 2 | 3 | 4 | 5 |
| 4. the ability to understand your emotions and control your behaviour | 1 | 2 | 3 | 4 | 5 |
| 5. the ability to communicate with others | 1 | 2 | 3 | 4 | 5 |
| 6. the ability to take responsibility for your actions and adapt to situations | 1 | 2 | 3 | 4 | 5 |
| 7. the ability to make decisions based upon universal values and principles | 1 | 2 | 3 | 4 | 5 |

Reflection:

Portfolios

Module 3

Module 3: Portfolios

Overview: (5- 15 hours)

Portfolio: *a collection of evidence or tangible materials that reflects a student's interests, abilities, accomplishments and learning.*

As a collection of information, a portfolio is an excellent organizational tool during the career planning process. The information will be useful when the student applies for a job, a scholarship, post secondary entrance, and career planning.

Portfolio building will be an ongoing process throughout Career and Work Exploration that will be a part of the student's course evaluation. In some schools, it may have been started in the Middle Years Guidance and Career and Work Exploration can build on this process.

*There is a **Portfolio Update** sheet in this module that can be used to structure the update of student's portfolios if the portfolio was started earlier. Portfolio activities can also extend into other secondary courses as well.*

The personal Career Portfolio is a school, career, life and work instrument that highlights the student's achievements and accomplishments. 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.

A personal Career Portfolio can have many different formats:

Paper copy: stored and organized in a binder

Electronic copy: stored and organized on a computer

Hint: Whatever method you choose to use, provide a sample of a personal career portfolio for the students to examine.

Activity One:

Introduction of Employability Skills

Have an employer come in and talk to the students about what skills are most important in the workplace.

and/or

Have students interview a working person to see what skills are most important in the workplace.

Give the students the Handout Employability Skills 2000. Have them compare their findings to the list.

Activity Two:

Portfolio Construction

This will have to be adapted to your school. If students have started their portfolios in earlier grades, then have them do a *Portfolio Update*.

As a teacher, decide whether to use an electronic or paper portfolio.

Remember: Portfolio building is an ongoing process that will run throughout the entire course. As you complete an activity you can encourage them to put it in their portfolios in the appropriate section.

Paper Portfolios

What is a Career Portfolio?

A portfolio is a place for you to organize information about yourself. It is a place to keep items that are important to you. A portfolio provides a complete assessment of your strengths and weaknesses and shows your growth and development over time as well as your potential. Creating a portfolio is the beginning of a life long process that needs to be updated. Through the process of creating a portfolio you will learn about yourself, values, interests, skills, goals, strengths, and dreams. It allows you to prove that you possess the skills and abilities to achieve success.

Suggestions of what to put in a portfolio:

- Photographs (events, hobbies, special projects...)
- Newspaper clippings
- Certificates (TOKW, Athlete of the Month, Music Awards, First Aid, Babysitting...)
- Medals (pictures of)
- Badges (pictures of)
- Report cards/progress reports
- Samples of school work (writing, reports,...)
- Travel brochures
- Video or audio tapes of performances
- Cards
- Speeches
- Notes
- Transcripts
- Resume
- Cover letter
- Self assessments
- Letters of Reference
- Goal setting

What you will need?

- A 2 inch binder with a clear pocket on the front
- Sheet protectors
- Subject Dividers
- File Folder (for collecting documents and keeping them organized before they are put in the binder)

The three steps for identifying items for a personal career portfolio are:

1. **Collect:** Talk to your parents or guardians to help you collect as many documents as possible. If you don't have documents, make your own documents and lists using the computer.
2. **Reflect:** Decide if the item is important enough to be included and why. Make sure that the item demonstrates your personality, strengths, skills and abilities.
3. **Select:** Put the items in to your portfolio in the proper section.

Tips:

- Review order of contents to make sure it flows well
- Make sure it is attractive yet easy to quickly scan.
- Use copies of original documents when possible. Do not hole punch original documents.
- Reflect on each entry by telling why you chose this article and what you learned.

Possible Sections:

Introduction	Personal Info	Personal Management	Learning and Work Exploration	Life/Work Building Skills
Cover Page Table of Contents	Resume Cover Letter Reference Letter(s)	1.Teamwork Skills Team Pictures with a description Awards Newspaper Clippings 2.Personal Skills Pictures Awards Self Assessments 3.Academic Skills Report Card Transcript Sample Work Academic Awards	Careers that you have explored Career investigations Career Cruising Matchmaker results Websites to find information Pictures of you at work Descriptions of previous jobs Certifications such as First Aid and WHMIS	Volunteer Work Universities and colleges of interest Related Extra Curricular involvement Goal Setting Activities

Or

Introduction	Personal Info	Academic Skills	Work Related Skills	Team Work Skills
Cover Page Table of Contents	Goals Self Assessments Future Plans	Report Cards Certificates Awards Workshops Special Training Sample Work	Cover Letter Resume Reference Letters Evaluations	Volunteer Work Teams Clubs Awards

Each entry that the student chooses should be accompanied by a reflection on why they chose that entry. This should be done using the **Employability Skills 2000 List** or the **Blueprint 4 Life Matrix** that follows.

Blueprint for Life/Work Designs

Competencies by Area and Level

COMPETENCIES	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
AREA A: PERSONAL MANAGEMENT				
1. BUILD AND MAINTAIN A POSITIVE SELF-IMAGE	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on one's life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
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 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
AREA B: LEARNING AND WORK EXPLORATION				
4. PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF LIFE/WORK GOALS	4.1 Discover "lifelong learning" and its contributions to one's life and work	4.2 Link life-long learning to one's life/work scenario, both present and future	4.3 Link life-long 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	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 and the community	6.2 Understand how work contributes to the community	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)
AREA C: LIFE/WORK BUILDING				
7. SECURE/CREATE AND MAINTAIN WORK	7.1 Explore effective work strategies	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 and improve 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 lifestyles to life/work building	9.4 Incorporate the "balanced life/work" issue in life/work building
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 scenarios	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 LIFE/WORK BUILDING PROCESS	11.1 Explore the underlying concepts of the life/work building process	11.2 Understand and experience the process of life/work building	11.3 Recognize and take charge of one's life/work building process	11.4 Manage one's life/work building process

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p>You will be better prepared to progress in the world of work when you can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p>You will be able to offer yourself greater possibilities for achievement when you can:</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>You will be better prepared to add value to the outcomes of a task, project or team when you can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <p>THE CONFERENCE BOARD OF CANADA</p>


Electronic Portfolios

An electronic portfolio is exactly the same as a paper portfolio, except that all the information is stored and organized on a computer.

This can be done using www.careercruising.com. Students need to create a portfolio once they log on. *To make things easy, encourage students to use the same password and username as they do to log into the school computer.*

Lesson plans for using electronic portfolios can be found at:

1. www.careercruising.com :

- Click  that is on the top items, farthest to the left.
- Click “*Classroom Activities and Resource Projects*” which will give you all the Career Cruising Lesson Plans and Portfolio Activities

OR

2. www.saskschools.ca/~portfolios

Portfolio Update

Your life/career portfolio was started in Grade _____. Please take some time to consider current entries and think about how to revise, edit, and update, etc., items in order to make your Employability Skills portfolio look more complete and polished. This is important for your work placement as well as for your future planning.

Please put some thought into items you wish to collect and add to your portfolio.

Personal Information: (place a check by what you must add)

_____ updated resume
_____ reference letters
_____ updated transcripts

Other:

Personal Management:

Is there anything in this section which needs to be removed, revised, or added? Make a list...

Learning and Work

Is there anything in this section which needs to be removed, revised, or added? Make a list...

Life/Work Building

Is there anything in this section which needs to be removed, revised, or added? Make a list...

Planning and Goal Setting:

Do what you can to update your portfolio today. Please make a plan to gather evidence. This may include collecting pictures, bringing certificates, gathering letters from employers/teachers and collecting assignments so you can add to your portfolio over the next few classes. BRIEFLY indicate your plan for today and next few days so we know you have a strategy for portfolio updates...

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Recognizing Transferable Skills

Module 4

Module 4: Recognizing Transferable Skills

Overview: (1 -2 Hours)

Transferable skills are key skills that can be used in any kind of work. They are called transferrable because they can be used in a variety of settings.

Personal Management Skills are the skills that you use every day to manage your life. Employers are looking for people who possess these skills.

Students need to realize that the skills they are developing in high school can easily translate into the world of work. Students also need to reflect on what skills they attain in their work placement that they can apply to future endeavours.

Activity One:

Personal Skills Identification

Have students fill out the chart on personal skills (**My Transferrable Skills Handout**) so that they can see what skills they already possess and what they need to improve. This will be useful when they start to create their resume in Module 8. They can also put this in their portfolio.

Ex: Skill	Activity	Behaviour
Ability to work Cooperatively	SRC	I listen attentively to other ideas

Activity Two:

School vs. Work

In groups of three or four, have students brainstorm what skills are developed in school that can be transferred to the work place. Ask them to think about employer expectations vs. teacher expectations. As a class, list them on the board and have a discussion. Hopefully students will come to the realization that they are related.

Invite a local employer to speak about the connection between school skills and workplace skills. Regular attendance, punctuality, and positive attitude may be discussed.

Journal Entry 2: Keeping in mind your plans after graduation, list your top 5 skills as well as 3 skills for improvement, and how you are going to go about doing this. What skills and abilities are you developing at school that will be useful away from school? List them.

Activity Three:

New Skills

Come back to this module after the student has completed their work placement to see what new skills they acquired that would benefit them in the future. Have them fill out the chart that they used in # 1 in terms of the skills that they used in their work placement and the behaviours that they exhibited.

My Transferable Skills

Skills	Activity in which I utilize this skill.	Behaviour that shows I have this skill?
INTERPERSONAL SKILLS: <i>Skills to work well with other people.</i>		
Ability to work cooperatively as part of a team.		
Confident enough to voice an opinion in a group		
Ability to negotiate to reach an agreement		
Ability to convince others to act/think in certain ways.		
Communication Skills: <i>Both verbal and written skills</i>		
Ability to explain concepts clearly		
Ability to explain things clearly in writing		
Computer Literacy: <i>ability to use a computer</i>		
Ability to use computer programs		
Keyboard skills		
Thinking Skills:		
Ability to gather , analyze and apply information		
Organizational Skills: <i>work in an organized manner</i>		
Well organized		
Money Management: Ability to manage money		
Time Management:		
Ability to set priorities		
Ability to predict how long things will take		
Ability to say no		
Managing Self:		
Ability to find creative ways keep learning		
Ability to build relationships and networks inside and outside of work		
Health and Lifestyle:		
Ability to rest, eat well and exercise.		

Employability Skills and the Changing World of Work Module 5

Module 5: Employability Skills and the Changing World of Work

Overview: (1-2 hours)

In this module students will focus on The Employability Skills Profile created by the conference Board of Canada. Use Employability skills 2000+ as a framework for dialogue and action. Students need to understand that these are the skills that are needed to enter, stay, and progress in the world of work. They need to make the connection between the skills they are developing now and how the skills will transfer to their future employment opportunities. This module reinforces transferable skills covered in Module 4.

Activity One:

Skill Assessment

Have students study the **Employability Skills 2000+ Chart** and then answer the questions that follow. Note: There is a website at the bottom of the handout where students can go to test their skills. Students should put this in their portfolio.

Activity Two:

Employability Skills Plan

Have students complete this handout. Students will learn what skills they have and skills for improvement. This will be a good exercise to help them sort out skills for their resume.

Journal Entry 3: Write a summary of 5 employability skills you already have and where you learned these skills. Touch on one skill you need to work on and develop a plan for doing that.

Activity Three:

Changes in the Workplace

Arrange for a panel of community people to come in to talk about the changes that have occurred and are occurring in the workplace.

Employability Skills 2000+

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These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p>You will be better prepared to progress in the world of work when you can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p>You will be able to offer yourself greater possibilities for achievement when you can:</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>You will be better prepared to add value to the outcomes of a task, project or team when you can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <p>THE CONFERENCE BOARD OF CANADA</p>

Name: _____

Date: _____

Hours Worked: _____

Employability Skills 2000+ are the skills employers say you will need to have to be able to enter, stay in, and progress in the world of work. These skills fall into three categories: fundamental skills, personal management, and teamwork skills.

1. Fundamental skills are those skills which will better prepare you to progress in any career. Review the fundamental skills on the previous page. Which of these three skills do you value most? Explain.

2. Personal management skills are those skills which enhance your potential for growth. Review the personal management skills on the previous page. Which of these skills do you value most? Explain.

3. Teamwork skills are those skills which you need in order to add value to any work team. Review the teamwork skills on the previous page. Which of these skills do you value most? Explain.

Optional: Rate your skill level against the employability skills at
<http://www.jobsetc.qc.ca/toolbox/checklists/employability.jsp>

Employability Skills Plan(1)

Skill Area	What evidence do I have that demonstrates these skills?	How can I acquire more evidence to demonstrate these skills?
Communicate		
Manage Information		
Use Numbers		
Think and Solve Problems		
Demonstrate Positive Attitudes and Behaviours		
Be Responsible		

Employability Skills Plan (2)

Skill Area	What evidence do I have that demonstrates these skills?	How can I acquire more evidence to demonstrate these skills?
Be Adaptable		
Learn Continuously		
Work Safely		
Work with Others		
Participate in Projects and Tasks		

OH&S

Labour Standards

WHMIS

&

Hazards

Module 6

Module 6: OH&S, Labour Standards, WHMIS, and Hazards

Overview: (15-20hours)

*This module introduces the rights and responsibilities that workers and employers have in the workplace for health and safety. **In class safety instruction should be completed prior to first day of placement.** Through interactive learning activities, students will have the opportunity to explore the Occupational Health and Safety act to acquire the knowledge and skills they need to act on their rights and responsibilities for health and safety in the workplace. Young workers will have the opportunity to develop the skills they need to recognize and manage hazards in their workplaces. They will also practise participating in health and safety decision making and understand the circumstances and procedures for refusing work that they consider to be unsafe. Students will have the opportunity to engage in determining and designing health and safety policies and procedures that are specific to the workplace.*

The Labour Standards section of this module will introduce young workers to fair work place practices and fair working conditions in the workplace. They will learn how the Labour Standards Act impacts the working conditions in a workplace.

During the WHMIS portion of this module, students will be made aware of the Workplace Hazardous Materials Information System so that they will know about the hazards that exist in the workplace.

NOTES: The Ready for Work Binder is a very valuable resource for this Module. One of these can be obtained by attending a workshop. These workshops are valuable for walking you through the binder and making you familiar with how to use all the wonderful resources in this huge binder. To find out more details about these workshops you can contact the Government of Saskatchewan or Carol Sedgewick at 964-1565 or carole.sedgewick@gov.sk.ca If you do not have a copy of the binder, the modules that deal with these topics are online at

<http://www.lrws.gov.sk.ca/ready-for-work>

This module has a lot of activities for the 4 components. You do not have to do them all; pick and choose the ones that fit with your timeline and grade level.

Occupational Health and Safety

Activity One:

Watch the following video that depicts real life scenarios to illustrate the impact of unsafe work practices.

“Lost Youth”: You tube video from BC Work Safe. (Make sure to choose the edited version)

<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?reportid=34311>

And/or

Have Curtis Weber (a Saskatchewan youth that was injured in an industrial accident) come in to speak to students about work safety. Contact **Carol Sedgewick** at **964-1565** or **carole.sedgwick@gov.sk.ca** Read his story at. <http://www.lrws.gov.sk.ca/resources-for-educators> . Scroll to the bottom of the page and click on the **Curtis Weber Story**.

Journal Entry 4: How life altering were the accidents in the videos? Reflect on how the accidents could have been prevented.

Activity Two:

“What Safety Means To Me”

Activity Three:

“Circle of Influence”

The above two activities will help students realize the effects of a workplace injury. Encourage students to think about a couple of scenarios. Ex: loss of a limb, paralysis, death, loss of vision, loss of hearing or deformation.

Activity Four:

Occupational Health and Safety: Rights and Responsibilities

Give students the information. After the students read and discuss the information, have them answer the accompanying questions.

Activity Five:

Case Studies

Have students read the case studies and have a class or group discussion using the questions that follow as a guide.

Activity Six:

Occupational Health and Safety: Harassment in the Workplace

Define HARRASSMENT and ask a couple of questions that can be used to guide discussion or check student knowledge of the subject.

Activity Seven:

Fast Facts about Young Workers and accompanying questions

This activity will give students some current stats. *Note: This fact sheet is updated yearly so check the following web site for an update.*

<http://www.lrws.gov.sk.ca/resources-for-educators>

Activity Eight:

Word Search on Safety

Activity Nine:

Don't Risk Your Life Video and follow up activity.

Video and Leaders Guide available at <http://www.lrws.gov.sk.ca/resources-for-educators>

Journal Entry 5: Write your personal comments on what the video “Don’t Risk Your Life” means to you.

Activity Ten:

Life Quilt Activity

Visit the following website <http://www.youngworkerquilt.ca> and complete the handout.

Activity Eleven:

Young Worker Readiness Certificate

<http://worksafesask.ca/Youth>

This course is for 15 year olds but it is a good reinforcement for the concepts in this module. At the end the students can also print out a certificate that they can put in their portfolio.

Activity Twelve:

Computer activities

The following activities are found on the following web site.

- a. <http://www.lrws.gov.sk.ca/resources-for-educators> **Safety Works**
Flashcards-students can work through these flashcards in pairs to test their knowledge on work safety.
- b. **OHS Interactive Quiz**- this is an interactive quiz to test students knowledge of OH&S.
- c. **Safety Works Overheads**- these can be used to do an in class teacher led presentation.
- d. **OH&S Tip Sheet for Young Workers**: Have students print this off and put it in their portfolio.

Activity Thirteen:

Decipher the instructions: Cryptogram

<http://www.livesafeworksmart.net/english/coop/activities.htm>. Click "Puzzles".

Activity 2: OCCUPATIONAL HEALTH AND SAFETY
What Safety Means to Me

In a survey of over 1800 Saskatchewan youth (15-24 years old), we learned that:

- * nearly all youth said they would definitely refuse to do something at work if they thought it would be a threat to their health and safety; however,***
- Only 50% felt they were thoroughly shown the safe way to do their work; and***
- only 40% of young workers felt they were thoroughly told about hazards in their workplaces.***

Many young workers may not recognize dangerous situations or tasks when encountering them in the workplace. Consequently, nearly 8,000 young worker in Saskatchewan are injured each year.

WHAT SAFETY MEANS TO ME ACTIVITY:

In the table below:

- 1. List 6 – 8 things you like to do in order starting with the activity you like to do the most.
(For example, you might like to play basketball with your buddies, watch videos, hang out at the mall, read, etc.)**
- 2. Put an “A” beside the things you like to do alone and an “O” beside those that involve other people.**
- 3. Put a # beside those you have done in the last 2 days.**
- 4. Put an X beside those you have done in the past week.**
- 5. Put a * beside those you haven’t done in the past month.**

List 6 things you like to do.	A	O	#	X	*

Now, think about the worst workplace accident you can imagine happening to you. This would be an accident in which your injury would be severe enough to hospitalize you for a period of time. In the space below, jot down the accident and what your injuries might be (a broken leg, burns, disfigurement, or loss of fingers/arms).

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Now think about how your life would be affected. From the table above, what activities would you no longer be able to do? What would you be able to do but in a limited way?

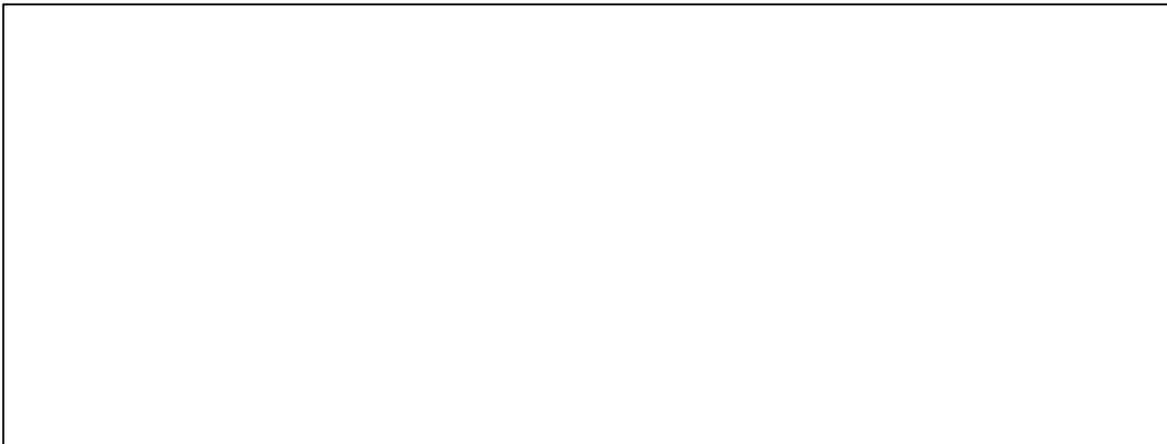
No longer able to do:

Now reflect on:

How do you think you would feel or think?

A large, empty rectangular box with a thin black border, intended for a person to write their reflection on how they would feel or think.

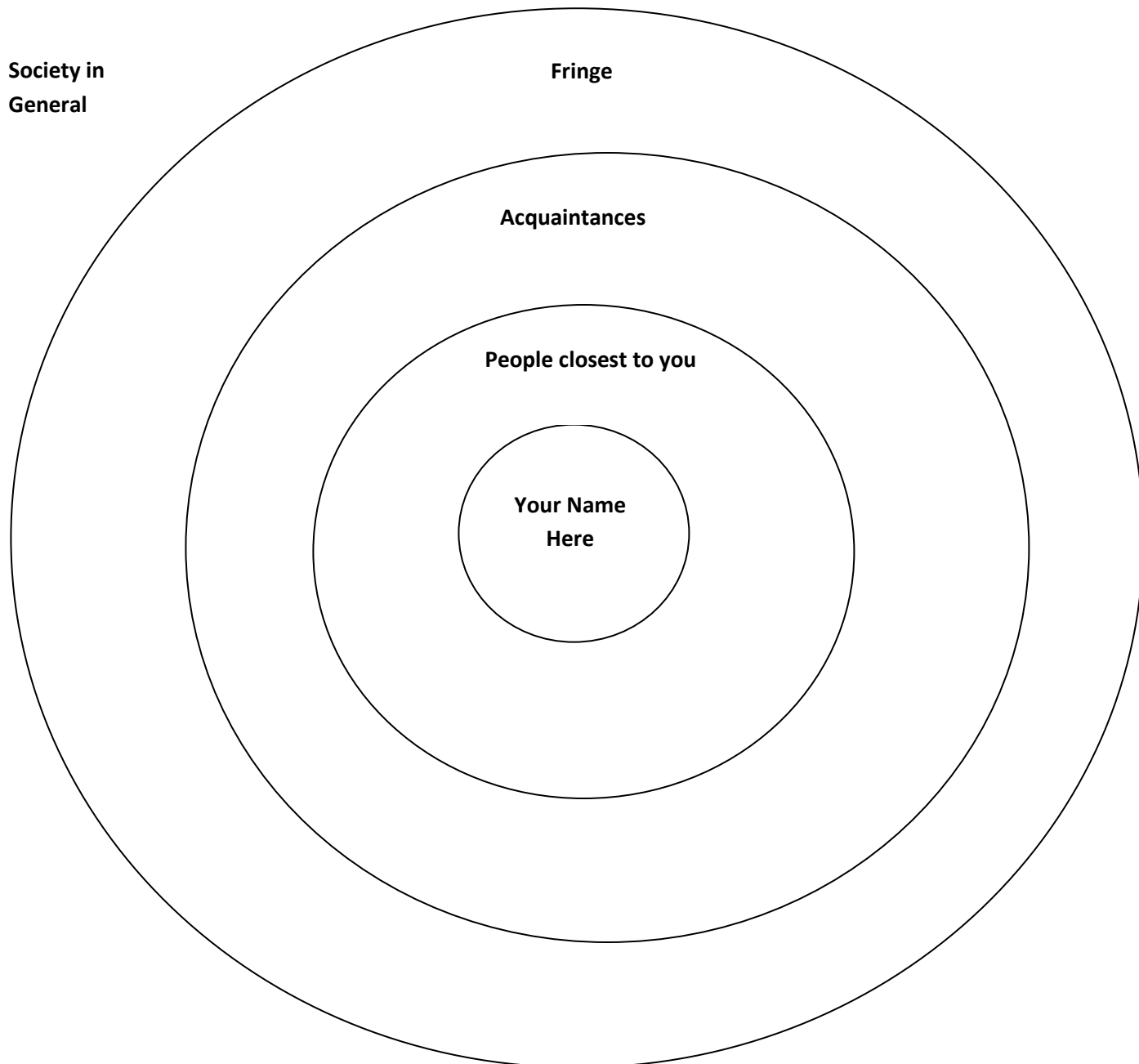
How do you think others might feel or think about you?

A large, empty rectangular box with a thin black border, intended for a person to write their reflection on how others might feel or think about them.

Activity 3: Circle of Influence – this activity builds on What Safety Means to Me

Circle of Influence

(See diagram and notes on next page)

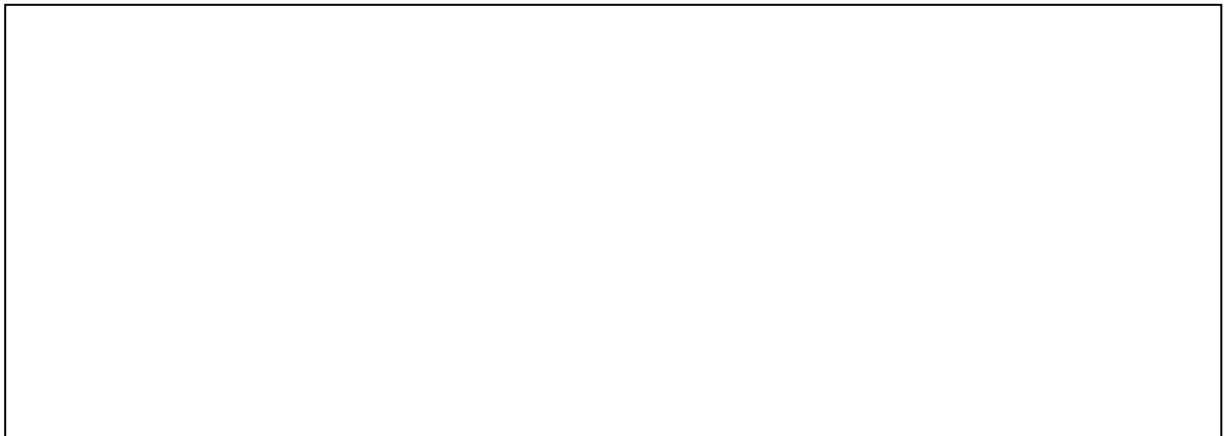


TO COMPLETE THE CIRCLE OF INFLUENCE:

- In the centre, print your **name**.
- In the first circle, insert the **people who are closest to you**. ie) mom, dad, brother, sister, uncle, friend, etc.
- In the **Acquaintances** circle, insert a list of those people who you consider acquaintances such as the worker at the gas station or a great-uncle you only see once in a while.
- In the **Fringe** circle, make entries representing types of people who are just on the fringe of your life. It might be the person who delivers pizza, the person who delivers mail, pharmacist at the drug store, etc.
- Also, think about how **Society in General** influences your life.

Now...

In the space below, tell how you think people in the first circle, those who are closest to you, might be affected by your injury.



In the space below, tell how you think the people in the other circles might be affected by your injury.

a. Acquaintances

a. Fringe

b. Society in General

Activity 4:

Information: Occupational Health and Safety: Rights and Responsibilities

Rights and Responsibilities: In this activity, you will learn more about your rights and responsibilities in the workplace in relation to Occupational Health and Safety Issues.




What is Occupational Health and SAFETY.....

Occupational Health and Safety Legislation




Saskatchewan workplaces are governed by *The Occupational Health and Safety Act, 1993*, and *The Occupational Health and Safety Regulations, 1996*. This Act and the Regulations specify the minimum standards for health and safety that apply to everyone in the workplace. Employers are required to have a copy of the Act and Regulation readily available to employees in the workplace.

Through their occupational health officers, Occupational Health and Safety, Ministry of Advanced Education, Employment and Labour helps those in the workplace understand and fulfill their responsibilities.

Occupational health officers:

-  Support the OHCs and the health and safety representatives in workplace;
-  Inspect workplaces; and
-  Enforce health and safety requirements.

OHS officers have the ability to:

-  Stop work that involves a serious risk to workers;
-  Specify corrective actions and their completion dates; and
-  Require a progress report.

The law in Saskatchewan guarantees workers **three** basic rights when it comes to **occupational health and safety**.

Right to know . . .

The first right is the right to know about possible hazards in the workplace. It is the responsibility of employees to be aware of the necessary steps to protect themselves. Being knowledgeable in WHMIS is part of the right to know.

Right to participate . . .

The second right is the right to participate. The worker has the right to participate in: making recommendations to the Occupational Health Committee or to the health and safety representative where one exists; and reporting to the supervisor on health and safety issues where no Occupational Health Committee or representative exists.

Right to refuse . . .

The third right of any worker is the right to refuse work that s/he believes to be unusually dangerous. With proper training in WHMIS the worker can recognize situations that involve hazardous materials that may be dangerous. The refusal to work must have reasonable grounds and involve an unsafe work condition. The employer cannot discipline or deny wages to a worker who refuses to do unsafe work.

Responsibilities of Employers, Supervisors, and Workers

Everyone has a responsibility

Everyone has a responsibility to work together to prevent occupational injuries and illnesses. The responsibility for a health and safe workplace falls on every person in the workplace, to the degree that each person has the authority and ability to do so. Employers have the greatest control over the workplace and the legal responsibility for health and safety. Supervisors and workers have a duty to cooperate in controlling workplace hazards and protecting themselves and others.

The *Occupational Health and Safety* Act supports every worker's right to a safe and healthy workplace. It recognizes that only workers who are informed and empowered can fulfill their responsibilities. To this end, the Act empowers workers with three rights – the right to know, the right to participate, and the right to refuse. The Act protects worker rights by forbidding employers from disciplining workers who use their rights or carry out their responsibilities.

Taken together, these parts are often called the internal responsibility system (IRS), or the workplace responsibility system for occupational health and safety. The OHS Division helps employers and workers keep their internal responsibility systems working properly.

Working together for Health and Safety

Getting people working together to identify and control hazards is the goal of an IRS. Its objective is to ensure that everyone integrates health and safety into their work. OHCs and health and safety representatives help workers and employers communicate and work together to identify and control hazards.

The philosophy of internal responsibility recognizes that employers have a legal and moral duty to provide a healthy and safe workplace. Worker participation, however, is critical. Only through worker participation can hazards be properly identified and controlled.

The philosophy of internal responsibility is based on the following concepts:

- ✚ **Personal responsibility** – each person is responsible for integrating health and safety into his/her work.
- ✚ **Inclusiveness** – everyone should be involved.
- ✚ **Cooperation** – workers and employers must work together to identify and resolve health and safety problems.
- ✚ **Sharing of information** – everyone has the right to receive the information they need to protect themselves from workplace hazards.
- ✚ **Accountability** – everyone is accountable for carrying out their responsibilities.

Employers	Supervisors	Workers
<ul style="list-style-type: none"> ✚ Providing a safe and healthy workplace ✚ Establishing a committee or designating a representative as needed an ensuring the committee or representative is effective. ✚ Consulting and cooperating with the committee or representative. ✚ Providing the information and training needed to protect the health and safety of workers. ✚ Ensuring that committee members or the representative obtain training in their duties. 	<p>Supervisors are “workers” and bear all the same health and safety responsibilities assigned to workers. However, they are also agents of the employer and are often assigned significant responsibility for carrying out the employer’s duties under the legislation.</p> <p>Supervisors have specific duties under the regulations for:</p> <ul style="list-style-type: none"> ✚ Ensuring that workers under their 	<ul style="list-style-type: none"> ✚ Taking reasonable care to protect their health and safety and that of other workers. ✚ Cooperating with employers, supervisors, committee members, and representatives. ✚ Using safe work procedures, safeguards, and personal protective equipment. (PPE) ✚ Reporting hazards to the employer immediately. ✚ Refraining from harassment. ✚ Participating in training and health and safety meetings. ✚ Knowing and complying with health and safety requirements.

<ul style="list-style-type: none"> ✚ Ensuring that supervisors are competent and those supervisors provide competent supervision. ✚ Arranging for the regular inspection of the workplace, tools, and equipment to ensure safety. ✚ Ensuring that tools, machinery, and equipment are properly maintained. ✚ Ensuring that workers are not exposed to harassment. ✚ Enabling the committee or representative to inspect the workplace regularly. ✚ Promptly correcting unsafe conditions and activities reported by the committee or representative. ✚ Ensuring that the committee or representative investigates reportable accidents and dangerous occurrences. ✚ Knowing and complying with health and safety requirements. 	<p>direction know and comply with health and safety requirements.</p> <ul style="list-style-type: none"> ✚ Ensuring that workers under their direction receive adequate supervision. ✚ Ensuring that workers know and follow health and safety requirements. ✚ Cooperating with the committee or representative. ✚ Knowing and complying with health and safety requirements. 	
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Employers Responsibilities

Employers have responsibilities to ensure a healthy and safe workplace in so far as it is reasonably practicable. For example, employers must:

- ✚ identify hazards and take steps to eliminate or minimize the risk to workers arising from those hazards to the extent that is reasonably practicable; for *example*, reviewing work processes, and scheduling regular inspections;
- ✚ inform and train workers on matters necessary to ensure their health and safety;
- ✚ ensure workers are adequately and competently supervised;
- ✚ establish an OHS committee in workplaces with 10 or more workers;
- ✚ ensure that the workplace and work complies with OHS and safety regulations – *such as* standards for using personal protective equipment, providing adequate sanitation, protecting workers from noise, eliminating air contamination, controlling chemical and biological hazards, operating equipment safely, preventing harassment and preparing emergency plans.

Workers Responsibilities

Workers have a responsibility to take reasonable care to protect their health and safety on the job and the health and safety of other workers who may be affected by what they do or fail to do. Workers are expected to participate in health and safety training.

Workers may not cause or participate in harassment as defined in the HOS Act. Workers are expected to participate in OHS and safety training.

Workers must also:

- ✚ follow safe work practices and procedures;
- ✚ use and take care of safety equipment properly;
- ✚ report OHS and safety concerns to their supervisor;
- ✚ ask questions if they are unsure about how to do their job safely; and cooperate with their employer.

Training for New Workers

All employers have responsibilities for ensuring the health, safety, and welfare of the employees in their workplaces. Employer must provide training to new workers about the safety policies, safe work procedures, and hazards specific to that workplace. The following topics need to be included in the orientation:

- ✚ Safety procedures and practices that are specific to the industry or type of work conducted at the workplace (eg. Hospitals, auto body shops, glass installation, wholesale bakeries, food preparation, and retail shops);

- ✚ Information about any hazards in the workplace and the procedures developed to address the hazard (may include policies about harassment and violence, as well as protection from physical, chemical or geological hazards);
- ✚ Use of the Workplace Hazardous Materials Information System (WHMIS) to identify hazardous materials in the workplace and the precautions to be taken when working with the materials;
- ✚ Location of first aid supplies and/or facilities;
- ✚ Procedures in the event of fire or other emergencies;
- ✚ Identification of prohibited or restricted areas;
- ✚ Personal protective equipment (training in its limitations and how to use and maintain it properly); and

"An employer shall ensure that no worker is permitted to perform work unless the worker:

- *Has been trained, and has sufficient experience, to perform the work safely; or*
 - *Is under close and competent supervision"*

(The Occupational Health and Safety Regulations, 1996, Section 19)

- ✚ Procedures for reporting hazards and accidents.

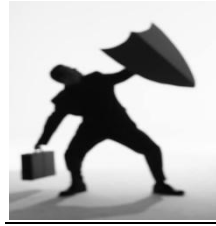
Training is defined as:

"The means to give information and explanation to a worker with respect to a particular subject-matter and require a practical demonstration that the worker has acquired the knowledge or skill related to the subject-matter."

(The Occupational Health and Safety Regulations, 1996, Section 2)

Steps in a Refusal Worker

The following information shows the steps that can be taken by a worker who feels that the work s/he is asked to do is unsafe.



1. Inform the supervisor.

- ✚ The worker should inform the supervisor that the refusal is because of a health and safety matter.

The worker shouldn't leave the work site unless s/he has the permission of the employer. During the refusal the employer can give the refusing worker other work to do (at no loss in pay or benefits)

2. Stay at the workplace. Your employer may assign you other work.

3. Involve the committee chairpersons (if the concern cannot be resolved with your supervisor).

- ✚ The co-chairs cannot rule on whether or not the disputed job is unusually dangerous. They can only help to resolve the concern.

4. If the refusing worker is not satisfied, have the full committee investigate, hold a committee meeting, and vote on the refusal.

- ✚ If the co-chairs cannot resolve the refusal, they should hold an emergency meeting of the whole committee.
- ✚ The committee investigates the incident and votes on whether or not the work is unusually dangerous. It takes a unanimous vote to rule against a refusal.
- ✚ The committee decides and advises the worker of the decision.

5. If the refusing worker is not satisfied, contact an occupational health officer at Occupational Health and Safety, Ministry of Education, Employment, and Labour.

- ✚ The officer will investigate and make a written ruling on the matter. The officer will inform the worker, OHC, and the employer.

Activity 4:

Questions: Occupational Health and Safety

Refer to the Occupational Health and Safety Act..... or information above to answer the following questions. (Use your own words please!)

1. List **three** basic rights when it comes to **occupational health and safety** within our province.
2. Who is responsible for ensuring health and safety in the workplace? Explain.
3. As a young worker, you have the right to refuse work you feel is unsafe without worrying about your job security. If you feel you are being asked to do something which is unsafe, what are the steps involved in the refusal of work?

Activity5: Read the following Case Studies and respond to the following questions.

Case Study 1:

You are a waitress working at a restaurant in your community. You are asked to wash the outside of the window of the building you work in. The window is sealed and cannot be opened from the inside. It can only be reached from the next window. You must sit on the edge of the next window and reach across it to wash the outside face of the sealed window. Another worker will hold your ankles to prevent you from falling. The window is on the 10th floor.

Case Study 2:

You work for a local hardware store. You are asked to shovel the snow off the roof of the storage shed. The roof has a slope of 45 degrees. Heavy ice is under the snow. The roof is not equipped with a lifeline or scaffold tie-in point. The roof of the nearby building collapsed recently because of heavy snow.

Case Study 3:

You have recently been hired to operate a plastic food packaging press. The press forms and stamps raw plastic sheets into rectangular cups to hold processed food. The gate of the press opens upwards to allow the operator to reach into the mechanism. The gate consists of a heavy aluminum frame around a large transparent Plexiglas viewing panel. The gate has a safety shutoff that cuts power to the machine when it is opened. The Plexiglas viewing panel shattered some months ago and has not been repaired. Glass from the broken panel has gotten into the press mechanism and the safety shutoff switch. Neither works reliability anymore. The press jams frequently. Sometimes it starts when the gate is open.

Case Study 4:

You have been hired to make sandwiches in a sandwich shop. This morning you have been told to slice meat using a high-speed slicing machine. You have not been given any training on the machine.

Case Study 5:

Employees threaten to refuse work as a group.

Case Study 6:

You work for a local construction company. You and a co-worker have been told to drive a flatbed truck into town to get a large amount of lumber and bricks for the job that is being worked on. Neither of you have driven before nor has any training in driving a heavily loaded vehicle.

Questions:

1. Do you think any of these work situations would be a good candidate for a refusal to work under section 23 of The Occupational Health and Safety Act?
2. State the reasons for your decisions.
3. Where would you go to get advice and assistance with any of these situations if you didn't know what to do?
4. If you decide to refuse the work as described in the situations, what should be your next step?
5. If the workers' concerns in any of these situations cannot be resolved, what further steps can they take?

ACTIVITY 6:

OCCUPATIONAL HEALTH AND SAFETY **Harassment in the Workplace**

**What is harassment as defined by the Occupational Health and Safety Act?
Harassment is:**

- a. directed at a worker**
- b. made on the basis of race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin**
- c. constitutes a threat to the health or safety of the worker**

Questions – please answer in your own words.

1. The prevention of harassment is one of the areas the OHS Act covers. Do you believe that all harassment issues are reported? Why or why not? (4)
2.
 - a. In our public school system harassment occurs in the form of bullying. What is done in the school system to prevent and to deal with bullying? Do you feel that bullying is dealt with in an effective manner? Explain. (4)

- b. Have you ever been bullied or know someone that has? Was this a form of harassment? Explain. (2)

- 3. If you were injured or harassed on the job, who might be affected? Do you know anyone who has experienced either of the above at a workplace? (4)

Activity 7:

Occupational Health and Safety: Fast Facts

FAST FACTS ABOUT YOUNG WORKERS – from <http://www.aeei.gov.sk.ca/ready-for-work>

You need more than a job to be Ready for Work



Did you know that in 2010 ...

- More than 6,000 (6,217) young workers (15-24 years old) were injured in Saskatchewan.
- This is 7% less than the number of young workers injured in 2009.
- No young workers died in workplace incidents.
- Nineteen per cent of all injured workers were between the ages of 15 and 24.
- Seventy-three per cent of those injured young workers were male.
- Injuries occurred in all industries, but particularly in the commodity-wholesale-retail, service and building/construction sectors.
- In the last five years, an average of three young people have died on the job per year (not including fatalities involving young people working in agriculture).
- Most young workers who were injured in 2010 worked in construction trades as helpers or labourers; or were retail salespersons or clerks in the service industry.
- The most frequent injuries occurred to the hands and wrists (35 per cent) and head (15 per cent; mainly to the eyes) and back (7 per cent).
- Contact with objects and equipment (such as being struck by moving or flying objects or getting caught in machinery) accounted for almost one-half (47 per cent) of all injuries.
- Twenty-four per cent of all injuries were caused by bodily reaction and exertion such as lifting, pushing, pulling or tripping.
- Nine per cent of all injuries were the result of exposure to harmful substances or environments.

Statistics are based on Saskatchewan Workers' Compensation Board 2010 claims.

If you have a concern...

- about **safety**, call: 1-800-567-7233 (Regina) or 1-800-667-5023 (Saskatoon) or visit www.worksafesask.ca
- about **labour standards**: 1-800-667-1783 (Regina)
- about **unions**, call: (306) 787-9106 (Regina)
- about Ministry programs visit our web site: <http://www.aeei.gov.sk.ca/ready-for-work>
- if you are **injured on the job**, call the Worker's Compensation Board at (306) 787-4370 (Regina) or (306) 933-6312 (Saskatoon); or visit their web site: www.wcbsask.com

Education and Training Services Unit

Saskatoon: (306) 933-5051

toll free: 1-877-419-3510

fax: (306) 933-7339

e-mail: prevention@lab.gov.sk.ca

Activity 7 Questions: Fast Facts about Young Workers

Questions - Answer in the blanks provided – in your own words please!

Occupational Health and Safety

(Refer to Fast Facts About Young Workers)



1. Why are such a majority of injured young workers between the ages of 15 and 24 most likely male?
2. Most injuries occur to the fingers, face and back in young people. What does this indicate about the nature of the work young people start out doing?
3. After reading the **Fast Facts About Young Workers**, state at least one fact that surprised you or stood out among the others, and explain why.



Activity 8

Word Sleuth (taken from Work Safely module)

TASK

Highlight or Draw a line through the safety-related words. Find these words in the grid below. You can go forwards, backwards, up, down and diagonally.

acid	current	ear	glue	loud	RCD	strain
bending	deaf	earplug	heavy	noisy	scaffold	switch
carry	decibel	frayed	hoist	poison	shock	tag
chemical	depth	fuel	ladder	power	slip	trip
climb	electrocution	gas	lift	roof	solvents	trolley

C	Y	R	R	A	C	E	A	R	P	L	U	G
H	E	A	V	Y	E	T	F	K	O	D	F	L
E	D	I	C	A	L	B	R	R	C	O	T	O
M	C	U	R	R	E	N	T	O	A	O	F	U
I	G	W	D	E	C	I	B	E	L	Y	H	D
C	H	O	I	S	T	R	A	I	N	L	E	S
A	D	H	E	F	R	C	D	B	F	A	E	D
L	L	P	I	S	O	L	V	E	N	T	S	Y
H	O	L	I	V	C	P	A	N	G	L	U	E
C	F	X	Q	R	U	M	O	D	E	P	T	H
T	F	U	E	L	T	U	K	I	D	T	A	G
I	A	Z	C	L	I	M	B	N	S	E	F	S
W	C	R	E	W	O	P	O	G	N	O	R	A
S	S	L	I	P	N	O	I	S	Y	T	N	G

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ACTIVITY 9

OCCUPATIONAL HEALTH AND SAFETY

Don't Risk Your Life Video – For this activity, you will have to first watch the Don't Risk Your Life Video provided by your teacher.

1. What would you have done differently if you were in the same workplace situation as the young people portrayed in this video? Have you encountered similar situation at work? At school?

2. Do you think there is pressure to do the work tasks you are told to do – even if you are not sure how to do them? How do you handle this pressure without getting hurt or fired? What could you say?

3. What could you actively to prevent similar tragedies in your workplace?

ACTIVITY 10

Life Quilt Questions

“ The Canadian [Life Quilt](http://www.youngworkerquilt.ca/)” is a unique and permanent memorial dedicated to the thousands of young women and men between the ages of 15 and 24, who have been [killed and injured on the job](#). The quilt commemorates 100 young workers killed on the job with individual, personalized quilted blocks. One hundred injured young workers are recognized on the centre panel.”

1. **BRIEFLY** summarize the **5 stories** you read about at the Life Quilt Website <http://www.youngworkerquilt.ca/>

2. What thoughts come to mind as you read these stories?

3. Do you think any of these accidents have been prevented? If so, how?

4. Why do you think young workers have an increased risk of injury over older and more experienced workers?

5. How do you plan to keep yourself safe in the workplace?

Hazards

Activity Fourteen:

Hazard Notes

Hand out the notes so students know what a hazard is and what to do when one is spotted.

Activity Fifteen:

Recognizing Hazards

This activity allows students to think about potential hazards in their scheduled workplace and to come up with solutions to eliminate them.

Activity Sixteen:

School Hazard Hunt

Now that students know what hazards are, assign them an area of the school and have them identify the hazards. They can answer the following questions about the Hazards they find:

- a. Why is it dangerous?
- b. What could potentially happen if the Hazard is not corrected?
- c. Two options for correcting the Hazard
- d. Have them Classify the hazard as A,B, C, or D

OR

Follow the Classroom Hazard Hunt at <http://www.aeei.gov.sk.ca/resources-for-educators>

Activity Seventeen:

Safety Puzzles

Click on <http://www.livesafeworksmart.net/english/coop/activities.htm> . Click "Puzzles".

Activity Eighteen:

Have students complete the improvisation activities at the end of this module to put into practice some of the things that they learned in this module thus far.

Journal Entry 6: In your opinion, why is it important to be able to identify potential hazards in the work place? Whose responsibility is it to keep you safe?

ACTIVITY 14:

Notes on Hazards

What is a Hazard?

Staying safe at work, means understanding hazards. What is a hazard?

A hazard is any activity, situation, or substance that can cause harm.

Hazards are divided into two broad categories: Health Hazards and Safety Hazards.

Some hazards are part of the work we do, for example, excessive noise, toxic chemicals, and mechanical equipment. Other hazards may be caused by the failure or misuse of equipment or machinery, electrical failure, or by chemical spills, and structural failures.

Some common hazards include:

- Slips, trips, and falls – including falling objects, or people falling from heights, slips and trips.
- Manual handling – overexertion or repetitive movement
- Extremes of temperature
- Excessive noise
- Psychological stress such as intimidation, violence, conflict, or time pressure.
- Hazardous substances such as acids, asbestos,
- Electricity – electrical current or lightning
- Shift work
- Machinery and equipment – being hit, hitting objects being caught in or between machinery or equipment.
- Biological agents such as bacteria and viruses.

It is important to be able to identify hazards and to work with your employer to control them. It is your employer's responsibility to train new people to recognize a danger or risk. A danger or risk is also called a hazard.

As a new worker, you might not feel comfortable asking your boss a lot of questions. If you don't ask questions and your employer doesn't train you to work safely, you won't be aware of the risks and will be more likely to have an accident. So, if you do not know or understand – ask!

Knowing what to look for in the workplace will prevent injuries. When you can identify the hazards of your work and know how to correct or control them, injuries can be avoided. When knowledge of hazards is combined with a safe attitude, accidents will happen less often.

Workplace Inspections/Controlling Hazards

Workplace inspections or “walkabouts” are an important part of a safety system. They help focus your attention on hazards in the work environment.

Employers/Workers Role in Inspections

OH&S legislation requires employers to regularly examine any workplace they control. Many employers realize that workers are the persons most familiar with the workplace hazards. They designate workers and check.

supervisors, after proper training, to carry out these inspections.

Workers should be encouraged to regularly inspect their tools, equipment and machinery. The operation of machinery should be preceded by a “pre-operational” safety check.

Types of Inspections

To ensure health and safety, inspect your workplace regularly using both daily and comprehensive inspections.

Comprehensive Inspection: A comprehensive inspection is a systematic examination of the workplace. It involves evaluating the safety of all work areas, machinery, tools, and equipment and work practices. Such inspections usually involve a checklist of some sort.

The “walkabout” is a comprehensive inspection. It should be used often to protect the health and safety of employees.

Daily Inspection: These inspections are task-specific. They should include pre-operational safety checks on all the machinery to be used that day or that work period.

Basic Safety Rules and Checklists

It's the law...

- Health and safety laws help protect you from workplace injury and illness.
 - According to the law, it's your employer's responsibility to provide you with
 - A safe and healthy workplace
 - General orientation and training
 - Training for your specific workplace and job, and
 - Initial and ongoing supervision.
- Working safely is your responsibility too. You must
 - Attend the workplace orientation;
 - Follow required safety procedures and report hazardous conditions; and
 - Use personal protective equipment required by your employer.
- In occupational health and safety legislation, employees have the right to
 - Know potential and actual hazards in the workplace and how to deal with them;
 - Participate in health and safety activities; and
 - Refuse work you believe is unusually dangerous.

General Workplace Safety

Be aware of your own safety and that of others who work around you.

Here is a general list of safety precautions you must observe *in most work* areas.

The *right way* of doing your job is the safe way.

Follow instructions

If you don't know or understand, ASK!

Hazard Awareness and Recognition

- Be in tune with your work environment. Watch for hazards.
- Develop good housekeeping habits. Keep your workplace organized and eliminate clutter (for example, garbage, tools, electrical wiring, boxes that should be in storage) before it results in a trip or fall.

- Learn and follow safe procedures when handling or using electrical equipment and power cords.
- Do not distract a person using a machine or equipment or interfere with its operation.
- Use, store and dispose of hazardous materials or substances in a safe way. (for example, office supplies with a chemical base, other chemicals, paints, pesticides, wood or metal finishing compounds, asbestos, oily rags, biohazards such as used medical supplies or contaminated food products).
- Do not smoke in areas that are posted as no-smoking areas. There may be a fire or explosion hazard.
- Do not go to work if you are under the influence of medication, drugs or alcohol. You are a hazard to yourself, your co-workers, and everything around you.
- Walk, don't run, in work area.

Personal Protective Equipment

- Make sure your clothing is appropriate for the tasks you have to do.
- Use personal protective equipment (PPE) if the job you're doing requires it. Ensure the PPE fits properly and is maintained.

Safe Manual Practices and Ergonomics

- Do your work in a way that minimizes stress on your body.
- Develop your *way of working* so that you:
 - Handle and use tools and equipment properly
 - Use correct posture
 - Work at a reasonable pace
 - Take suitable breaks
 - Use appropriate lifting aids (lifts, dollies, and so forth) to prevent back strain.
 - Get training to do our job before you do it.

Develop your individual *workspace* so that you

- Have optimal body support when you work for an extended period of time (for example, adjustable chair when seated, suitable footwear if standing or walking)

- Can control ventilation, temperature, and lighting to meet your needs.
- Can organize your workspace to do your job effectively

Use safe practices when lifting and transferring objects from one place to another.

Take regular breaks when doing tasks that require repetitive movements.

Open Operation/Maintenance of Equipment

- Understand the correct operating procedures and safety precautions before operating a piece of equipment or machinery. Use protective guards.
- Report defective or unsafe equipment to a responsible individual. Avoid the injuries faulty equipment can cause.

Fire Regulations and Equipment

- Learn the locations of all fire extinguishers, fire-pull stations and fire exits.
- Learn the fire drill procedures.

First Aid

- Locate the nearest first aid facility and find out who the first aid attendant is.
- Report all accidents occurring in school to your teachers and report workplace accidents to your supervisor and the Workers' Compensation Board.

Lockout Procedures

You may work in an area where maintenance procedures are being carried out on powered machinery. At these times, detailed lockout procedures are essential to prevent anyone from operating a machine that is being worked on and to prevent the unexpected energizing of a machine.

Lockout must involve more than merely disconnecting the power source. Workers have been killed by machinery that is dead electrically but whose hydraulic systems were still functioning. The machines must be assessed thoroughly, and all energy sources – electrical, pneumatic, hydraulic, or gravitational – must be made in-operational, a state often called zero mechanical state. Each maintenance worker should have his or her own lock and key. The machine operator should be informed of maintenance plans, and the lock should be tagged to identify the maintenance worker who has locked out the machinery.

These procedures apply not only to stationary industrial equipment but also to mobile equipment, including truck equipment, and heavy construction equipment.

*Keep an eye out for hazards 24
hours a day, every day!*

A Hazard Control System

In Saskatchewan, anyone with responsibilities for health and safety must take every precaution reasonable in the circumstances to avoid harm or an offense to the law. This is called due diligence. It includes and goes beyond what the legislation covers. It is a principle of common law that describes a very high standard to take responsible care: One aspect of due diligence is recognizing and controlling hazards in the workplace.

The following steps are a simple, practical and effective way to recognize, assess, and control hazards. The steps are useful for daily or comprehensive workplace inspections.

Step 1: See it!

A hazard is any situation, activity, procedure or equipment that may result in harm to a person. When spotting hazards, focus on all workplace tasks, equipment, substances and work procedures.

To help you see hazards in the workplace; keep the following in mind:

- Information about working conditions from your family, neighbours, co-workers, employer (eg workplace standards)
- Common sense;
- Look for hazardous substances and unsafe conditions in the workplace;
- Read any product literature and information from suppliers; and
- Check out old, new, or unfamiliar equipment before using it.

Step 2: Think it!

You should next determine the risk of harm from these hazards. This will help to decide which hazards should be taken care of immediately. Risk mainly depends on two factors:

- The likelihood of an incident – Is it likely or unlikely
- The severity of the incident – Could it cause death, serious injury, or minor injury

	Likely	Unlikely
Death and Serious Injury	A	B
Minor Injury	C	D

Classify ALL hazards you see as A, B, C, or D. Eliminate or control A hazards first!

Hazards can vary in their risk, depending on the experience, training, and physical and mental abilities of the individual.

Make sure you tackle the high-risk hazards with more urgency than the low-risk hazards.

Step 3: Do it!

There are several ways to control a hazard. You may be able to take care of some hazards right away – wipe up water spilled on the floor, put trash in the garbage bin, put supplies back in their proper storage spot.

You may not be able to take care of other hazards immediately. They will need to be reported to your supervisor or employer. In some workplaces, hazards are also reported to the Occupational Health and Safety Committee (OHC) or the worker health and safety representative. You can also point out hazards to the Committee or your employer when they do workplace inspections.

The employer will need to implement the most effective way to control the hazard. The employer will also need to provide workers with training about the hazard.

Three main ways to control hazards:

Hazard Control should involve the following: Try 1 before 2, and 2 before 3

1. Eliminate Hazards!

Eliminate hazards posed by equipment and work processes at the source. For example, replace faulty equipment.

Eliminating hazards is the most desirable step in making the work environment safe!

2. Prevent or Minimize Exposure to Risk!

Prevent or minimize exposure to risk by:

- A. **Substitution:** Substitute a less hazardous material, process, or piece of equipment to do the same task. For example, an employer could substitute a safe chemical for a hazardous chemical.
- B. **Redesign:** redesign the workplace, the equipment or work processes.
- C. **Isolation:** isolate the hazard. For example, in a deli the blade of a meat slicer has a metal guard.

These measures may include engineering controls. For example, use noise buffers or enclosures, ventilation to dilute the concentration of hazardous substance, guards to protect from cuts and puncture wounds.

3. Protect the Workers!

Protect the workers if other controls are not feasible. Protect them through:

- a. **Administrative Controls:** For example, training, supervision, changing the pace of work; job rotation. All workers should be trained in safe work procedures
- b. **Personal Protective Equipment (PPE):** You should use proper clothes and masks for handling dangerous chemicals or biohazards.

HIERARCHY OF CONTROL	
Most effective	Eliminate!
Less effective	Prevent or minimize exposure to the risk! *substitution *redesign *isolation
Least effective	Protect the worker! *Administrative Controls *Personal Protective Equipment (PPE)

The Steps	What they Mean
See it!	What is the hazard
Think it!	Why is this a hazardous situation
Do it!	What can be done to prevent an accident or injury

Activity 15: Recognizing Hazards

Think about what your first job in this area of work could be like. In your mind, make a picture of your work placement and what it looks like. Think about how you could answer the following questions. Use your imagination! Be creative!

See it! Think it! Do it!		
Questions	Activity	Situation
Write down one unsafe activity and one unsafe situation you might find at your work placement.		
Why is this a hazardous activity or situation? What is the potential for injury? What injury or health problem could result?		
What would you do to deal with the hazard? How could you prevent an accident from happening?		

Activity 18: Improvisation

. . . a tool to enhance student learning

(while teaching the *Ready for Work* Program)

By Chris Beingessner, B.Ed.

General Fools (Improvisational Theatre)

The Sad Reality

More than 7,000 young workers (15-24 years old) are injured on-the-job each year in Saskatchewan. 20 % of workplace injuries reported to the Workers' Compensation Board involves a worker under 25 years of age. Young workers are also more likely to experience unfair working conditions than older workers.

Three of the main causes for young worker injuries are:

Lack of supervision or training

Minimal knowledge of rights and responsibilities

Lack of experience in recognizing hazardous situations

These shocking statistics are reason enough to use the *Ready for Work* Program with your students. Improvisation is one tool that can be used to help your students become more actively involved in learning about Occupational Health & Safety and Labour Standards.

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Why Improvisation?

Educators know that “hands-on” activities enhance students’ learning. By using improvisation and role-play, educators can help students to work through situations they may encounter in their working career. By placing students in hypothetical situations before they experience them in the workplace, students are given time to think through the decisions they make and practice using their choices. The pressure is removed, and students are free to make mistakes – mistakes they will hopefully not make when they are in the real workplace.

Where do I start?

The improvisational component of the *Ready for Work* Program uses the teacher in the role of employer or co-worker. The teacher then engages students in scenarios or situations that address issues covered in the resources in the *Ready for Work* Program.

This resource has two types of scenarios: scripted (Part I) and improvised (Part II). Ready for Work

Part 1: Scripted Scenarios

The scenarios that follow are entirely scripted. If you, as a teacher, do not feel totally comfortable improvising with your students, the scripted scenarios will help to bridge that gap. After you become comfortable with using scripted scenarios, you may want to try some of the scenarios found in Part 2: Improvised Scenarios.

In the improvised scenarios, you will need a student volunteer to play the other character. These scenarios could be used as a preview or review exercise, to see what students already know or what they have learned. After each scene is played, discuss with students the concepts that were covered in the scene.

Each scenario covers a different aspect of Occupational Health & Safety or Labour Standards. The content of the scenarios is often humorous; sometimes it borders on the ridiculous. This is intentional. By keeping the content light and non-threatening, the students are more likely to pay close attention without feeling preached to or attacked by the teacher.

The following scenarios include information covered by the *Ready for Work* Program and other situations that new and young employees often encounter.

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Scenario #1: First Day at the Hatchet Factory

Employer: Well congratulations, Joanne. You are hired to be the new hatchet header at Mr. Smith's Hatchet Factory. I know I haven't shown you anything about the job, but don't worry, you'll figure it out when you hit the factory floor!

Joanne: Speaking of hitting the factory floor, are you going to clean up all of this hatchet wax? The floor is so slippery!

Employer: Well, ah...

Joanne: Another thing – where's the first aid kit?

Employer: Ah, well...

Joanne: What safety training will I receive?

Employer: Well, we believe in safe work.

Joanne: What hazards are there in the workplace?

Employer: Hazards? Well, the fatty foods in the vending machine could lead to a clogged artery! Ha ha.

Joanne: Is there an Occupational Health and Safety Committee in the workplace?

Employer: Well, not exactly...

Discussion related to *RFW* Program

Many young people do not get enough health and safety training when they start their job. There are specific questions a new employee should ask their employer when they start a job. These include: "When will I be trained to do the job safely?" and "What are the hazards or risks I should be aware of in this job?"

You have the right to participate in finding and controlling workplace hazards.

You can become involved in health and safety at work. Every Saskatchewan workplace with 10 or more workers must have a worker/management occupational health committee. High hazard workplaces with 5 to 9 workers must have an occupational health and safety representative.

An occupational health committee is to:

- handle the workers' concerns
- inspect the workplace and investigate accidents
- investigate when someone refuses work they believe is unusually dangerous

If your supervisor is unable to help with your safety concerns, discuss them with your occupational health committee or your occupational health and safety representative. The Occupational Health and Safety Division gives training courses to help committee members learn what to do.

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Scenario #2: Co-workers on a Construction Site

Johnny: Hey Tony New Guy, grab onto this cable, and swing down into the pit to grab that live electrical wire and bring it back to me.

Tony: Is that safe?

Johnny: Sure, I do it all the time.

Tony: That seems unusually dangerous, and I am choosing to exercise my right to refuse this unsafe work.

Johnny: You're what?

Discussion related to *RFW* Program

You have the right to refuse work that you believe is unsafe. Workers have the right to refuse work they believe is unusually dangerous to themselves or others. There are specific steps that must be followed by workers who exercise their right to refuse. These steps are described in the OH&S Act & Regulations. If you are asked to do a job that you think is dangerous, you have the right to know if someone before you has refused to do it. If your employer doesn't tell you, ask.

You have the right to know the hazards at work and how to control them. You have the right to get information about hazards in the workplace. Find out where potential hazards are at your workplace.

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Scenario #3: Working in a Restaurant

Employer: Hey Tanya, I know you just worked a full 8-hour shift, but Marky the dishwasher just called in sick. Could you work another 6-hour shift?

Tanya: I would love to – as long I am paid overtime.

Employer: But you only work part-time.

Tanya: That doesn't matter. If I work over 8 hours in a day, or 40 hours in a week, I am entitled to overtime pay.

Employer: Okay. How about if I asked you to come in tomorrow for two hours over lunch?

Tanya: Only if I am paid a minimum call-out...

Employer: Geeze, you're really on the ball. I wish all my employees knew their rights like you!

Discussion related to *RFW* Program

Minimum Wage

As of May 1, 2009, minimum wage in Saskatchewan is \$9.25 per hour.

What is minimum call-out?

In most work situations, you will get a “minimum call-out” each time your employer requires you to report for work even if it turns out there is no work for you. If you are a student in grade 12 or lower, you are exempt, except during the summer holidays. Minimum call-out pay is \$27.75 (May 1, 2009).

Overtime

For most workers, overtime starts after eight hours per day or 40 hours per week. In a week with a public holiday, you get overtime pay after 32 hours (not including the hours worked on the public holiday). Some employers may have special permission from the Director of Labour Standards for flexible hours. Overtime pay is one and one-half times your regular, hourly wage.

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Scenario #4: Gas Station Blues

Employer: Travis, why aren't you working?

Travis: I am taking my 15-minute coffee break.

Employer: You don't get a 15-minute coffee break – you are entitled to a ½ hour unpaid break after working 5½ hours of a 6-hour shift.

Travis: Oh, at my other job I got two paid 15-minute coffee breaks! I will return to work immediately.

Employer: Sorry for the misunderstanding.

later that day...

Employer: Travis, I can no longer afford to keep you on as an employee. This is your formal notice. I no longer require your services.

Travis: I have been working here for 10 months – you are required to give me one week's notice, or pay for that week instead of notice.

Employer: Right. You may continue working your regular shifts for a week. Sorry about this.

Discussion related to RFW Program

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Meal and Coffee Breaks

When you are scheduled to work six hours or more, you get a 30-minute, unpaid meal break within every five hours of work. Coffee breaks are not required under *The Labour Standards Act*. However, if they are provided, they must be paid breaks.

If you are laid-off, you may be entitled to notice or pay in lieu of notice.

Length of notice required when being laid off is:

- 1 week: 3 months to 1 year employment
- 2 weeks: 1 – 3 years employment
- 4 weeks: 3 – 5 years employment
- 8 weeks: 5 – 10 years employment

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Scenario #5: New Job at a Restaurant

Employer: Welcome to Fast Freddie's Fries. Congratulations on your employment with us.

Caroline: Thank you.

Employer: Your work shift is from 5:00 PM to 1:00 AM. Here is a uniform, complete with a Fast Freddie's logo. Because it has a logo, we cover the cost of your uniform, but you have to launder it. Your schedule will be posted at least one week in advance.

Caroline: Okay. Will I be provided transportation home after my shift?

Employer: Of course.

Caroline: Sounds great! Let me run the deep fryer.

Employer: Not until you are trained!

Discussion related to RFW Program



Age

The minimum age at which you can be employed in Saskatchewan is 16. Fourteen and 15 year olds can work if they have written permission from one of their parents or guardians and a *certificate of completion* from the Young Worker Certificate Course.

Fourteen and 15 year olds cannot work after 10 p.m. on a day before a school day; before the start of school on any school day or more than 16 hours during a school week.



Uniforms, Shift Work, Minimum Age for Employment, Transportation Home

If you work in a restaurant, hotel, educational institution, hospital or nursing home, there are some special rules that apply to you.

.

If you are working shifts, you only have to work two shifts in any 12-hour period.

If you are required to wear a uniform, your employer is responsible for providing, repairing and laundering the uniform free of cost to you.

If you finish work between 12:30 AM and 7:00 AM, you must be provided free transportation home.



There are specific questions a new employee should ask their employer when they start a job. These questions are referred to in the RFW Q-cards. They include:

When will I be trained to do the job safely?

What are the hazards or risks I should be aware of in this job?

What health and safety procedures do I need to follow?

What safety gear do I need to wear?

Who do I talk to if I have a health or safety question?

If I get hurt, whom do I tell?

Ready for Work

Part 2: Improvised Scenarios

Purpose

These scenarios place students in situations that young employees often encounter in the workplace. Students have an opportunity to think through the problem and practice problem solving to determine a solution.

As the teacher, you will call on students and act as the employer or as a co-worker. Also, in your role as the employer or co-worker, you will initiate the direction of the scene. If you aren't comfortable with doing this then you can start with Part 1: Scripted Scenarios. Teachers are not limited to using the suggestions below. You can modify or add scenarios as you see fit.

Scene Suggestions

Note: The teacher simply presents the situation that is happening within the context of a scene. It is up to the student to assert their rights. Debrief after each scene.

1. Employee is paid less than minimum wage because of tips.

Issue: Employee must be paid minimum wage before tips.

2. Minimum call-out

Issue: Students in grade 12 or less are exempt from minimum call-out pay \$27.75 (May 1, 2009) during the school term. The exemption does not apply to non-students. All students get minimum call-out during the summer holidays.

3. Table leaves without paying.

Issue: Is the server expected to cover the cost of the bill?

4. Employee suffers injury at work (cuts hand).

Issue: Does s/he fill out a Workers' Compensation form?

5. Worker suffers injury while scraping snow off roof.

Issue: Does s/he fill out a Workers' Compensation form?

6. Employee has to buy black pants for work.

Issue: Is this a uniform and does the employee have to pay for them?

7. Worker is asked to clean out the fryer without being told how.

Issue: Does the employee refuse to do work they do not know how to do?

8. New employee's first day.

Issue: Does s/he ask the right questions?

9. Overtime – working part-time but more than eight hours in a day.

Issue: When is overtime paid?

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About General Fools

What is General Fools?

General Fools is Regina's longest running improvisational comedy troupe. From its humble beginnings at the Royal Saskatchewan Museum in May 1997, General Fools has become a highly respected theatre company with nationally aired spots on CBC radio and television.

What does General Fools do?

Interactive Comedy Sketches

General Fools performs interactive sketch style comedy shows that take on the flavour of the audience – the show is comprised of things that are on the audience's mind. The cast of General Fools has performed at board meetings, conventions, office parties, Christmas parties, birthday parties, house parties, and weddings.

Improvisational Comedy

At the Royal Saskatchewan Museum in Regina.

Theatre Sports

Theatre Sports is competitive improvisation that pits teams against each other. Members of the audience judge the teams. Also held at the Royal Saskatchewan Museum.

How can I contact General Fools?

Telephone: (306) 721 FOOL (3665)

Email: bookings@generalfools.com **10 Improvisation: A Tool to Enhance Student Learning (RFW 2008-4)**

WHMIS

Journal Entry 7: Have you heard about the Workplace Hazardous Information System? If yes, what do you know about it? If no, what do you think it might be?

Activity Nineteen:

Watch the Steve Irwin WHMIS Video on You Tube.

<http://www.youtube.com/watch?v=CHtey45WJ7w>

OR WHMIS WORKSAFE B.C Video on you tube. (5 parts)

<http://www.youtube.com/watch?v=TvjpwYOsTvQ>

WHMIS Overview (1 of 5)

WHMIS Classification (2 of 5)

WHMIS Labels (3 of 5)

WHMIS Safety Data Sheets (4 of 5)

Making WHMIS Work- Education and Implementation (5 of 5)

Activity Twenty:

Independent Project Activity

Have students do research and come up with a project to share their knowledge of WHMIS. See handouts.

Activity Twenty One:

MSDS Information Handout and Questions.

These handouts explain what an MSDS is and how to read it. Copy any MSDS sheet that your caretaker would have in their room and use it for this activity.

Activity Twenty Two:

WHMIS Responsibility and Labels.

Information is given on who is responsible when it comes to WHMIS and the different types of labels. The questions that follow can be used to check student knowledge on this subject.

Activity Twenty Three:

WHMIS: Product Classification and Hazard Symbols.

Information on hazard symbols so that students can recognize them. The questions that follow can be used as a quiz or evaluation tool.

Activity Twenty Four:

WHMIS: Control of Hazardous Materials.

Information and questions on ways to control the hazard based on the type of hazard.

Journal Entry 8: Write about two new things that you learned. How do you believe this information will be beneficial to you in the workplace?

Activity Twenty Five:

Word Search Puzzle

Hazard Symbols

<http://www.livesafeworksmart.net/english/coop/activities.htm> . Click "Puzzles".

Activity Twenty Six:

WHMIS Quizzes

3 levels <http://www.livesafeworksmart.net/english/coop/activities.htm>. Click "Quizzes".

Activity Twenty Seven:

Online WHMIS Training: <http://www.worksafesask.ca/> This costs \$10.00.

or <http://www.gshi.ca/> and click “*Free WHMIS*”. You can take the course for free but must pay \$10.00 for a certificate.

ACTIVITY 20:

Independent Project

WHMIS: What is WHMIS?

1. Read information on the WHMIS website at the Canadian Centre for Occupational Health and Safety Website at http://www.ccohs.ca/oshanswers/legisl/intro_whmis.html (You may also want to refer to the WHMIS notes found below.) You may also want to perform some of your own searches for additional WHMIS related information.
2. Complete the following outline in order to discuss with your teacher how you are going to showcase your WHMIS learning's.

For instance, you may want to create a power point, web 2.0 video, word document, pamphlet, website, poster, OR some other production to demonstrate your knowledge of WHMIS. Communicate with your teacher to discuss the details of your approach by completing the completing a proposal:

Your project should showcase your knowledge of WHMIS in such areas as:

1. What is WHMIS?
2. What are the main parts of WHMIS?
3. Why was WHMIS created?
4. What are the WHMIS classifications? (You may want to show picture for each category and provide a short explanation)
5. Why is WHMIS training and education important?
6. Why is WHMIS important for young workers in Saskatchewan to be aware of? (You will learn more about MSDS in the next activity)

Project Outline:

Project:

Proposed Content:

Plan for Completion:

How I feel I should be evaluated:

The following WHMIS notes may also be helpful

WHMIS (pronounced "wimis") stands for Workplace Hazardous Materials Information System. It is a Canada-wide information system set up to protect all Canadian workers and employers. A hazardous material is any substance that can cause illness, disease or death to unprotected people. Sometimes hazardous materials are called "hazardous products", "controlled products" or "dangerous goods".

WHMIS provides vital information about any materials that pose a risk or hazard in the workplace.

WHMIS provides employers and workers with information about the hazardous materials they work with on the job. This information is necessary to protect the health and safety of everyone in the work place.

The WHMIS information system is based on a law in Canada that came into effect in October 1988. It states that everyone has a right to know about the hazardous substances that are being used in their workplace. It requires suppliers, employers and workers to use the system to identify and handle hazardous materials safely. WHMIS rules apply in every province and territory of Canada.

People who do not follow the laws on hazardous materials can be charged with an offense and, if convicted, can be fined or jailed.

Why is it needed?

In our daily lives there are hundreds of materials and chemicals, which have been developed to make our work easier and to allow us to make better products. In this process there are substances that are used or produced that can be dangerous to people if handled improperly. WHMIS lets us know a) which materials are dangerous, and b) how we can protect ourselves when we handle them.

The danger of hazardous materials can come from explosion, fire, skin contact, inhalation or ingestion. How bad the danger is will usually depend on one or more of the following:

- the amount of pressure there is (gases)
- how easily the material burns or explode
- the amount of material there is
- how toxic it is
- how it enters the body
- its concentration

Who developed WHMIS?

Once the need for a national information system was recognized, joint committees of employers, unions and governments developed WHMIS.

What problems does WHMIS try to solve?

- unlabelled chemicals in workplaces
- lack of awareness by employers about the identity and hazards of the chemicals they are using
- inadequate information provided by suppliers to employers and workers, about the hazards of the chemicals they are using
- differences between provinces and territories in the way hazardous materials are handled

The three main parts of WHMIS:

WHMIS has three main parts to help identify and handle hazardous materials safely:

1. **Labels:** They are applied to the containers with materials inside. The labels supply vital warning information.
2. **Material Safety Data Sheets (MSDS):** Sheets of information store separately from the material. These sheets give details for handling emergencies, clean-ups, and controls for the safe use of the hazardous materials. The law requires the employer to have a MSDS available for every hazardous material in the workplace.

3. **Worker Education:** Employers must provide instruction to each worker on how to use WHMIS, what hazardous materials are on site, and how to handle them properly.

Employee Responsibility:

Workers have the responsibility to use the system to protect themselves from hazardous materials by:

- recognizing labels
- checking the hazards
- following recommended procedures

Employer and supplier responsibilities will be discussed in other activities.

Exemptions of Products from WHMIS

Some products are already covered by other legislation. These have been partially exempted from having to follow WHMIS requirements for labels and MSDSs. Employers must still follow WHMIS laws for these products by educating workers in the safe handling of the products and by using labels when the contents are transferred. These products include consumer products, cosmetics and drugs, explosives, pesticides and radioactive substances.

Some products are covered by other laws and are completely exempted from WHMIS. These include wood and products of wood, tobacco and products made of tobacco, hazardous wastes and manufactured articles.

Activity 21:

WHMIS: Material Safety Data Sheets (MSDS) and Control of Hazardous Materials

Material Safety Data Sheets (MSDS):

MSDS is an important part of WHMIS.

The Material Safety Data Sheet is a very important technical document.

There is a MSDS for every hazardous material on site. The MSDS is the second level of the right to know.

Federal law requires that a supplier provide a MSDS for each controlled product. Saskatchewan law requires the employer to have a MSDS available for every hazardous material in the workplace. The MSDS must be readily accessible to all workers, worker representatives and members of the occupational health committee.

Every MSDS must be current (up to a maximum of 3 years is allowed between updates). The MSDS must be revised within 90 days after new hazard information becomes known about the material.

The MSDS has 9 main sections containing information, which the employer should be aware of. None of these sections should be left blank, but their order may vary.

- 1. Product Identification and Use:** the product name, identification number and use, as well as information on how to contact the supplier or manufacturer.
- 2. Hazardous Ingredients:** the identity of the ingredients, their concentrations and estimates of immediate and severe health effects.
- 3. Physical Data:** a physical description of the product.

4. **Fire and Explosion Data:** information on the ability of the product to catch fire or explode, and the means of extinguishing a fire.
5. **Reactivity Data:** the ability of the product to react dangerously.
6. **Toxicological Properties:** information on how materials enter the body and what the short and long-term health effects are.
7. **Preventive Measures:** information on control measures including ventilation, personal protective equipment (gloves, respirators, etc.) and work procedures.
8. **First Aid Measures:** information on immediate treatment in case of contact with the product.
9. **Preparation Information:** information on who prepared the MSDS and when.

The MSDS can contain more information than the required 9 sections. For example, some MSDSs will include information about how to safely transport the product. This will be listed under “TDG” or “Transportation of Dangerous Goods”.

Exemptions

Some companies do not want to disclose information on the MSDS because they would be giving away trade secrets. Some cleaners and soaps are examples of this. Those companies submit a request to a committee that approves or turns down the company’s request. Other situations arise where consumer products fall under other laws; when this occurs, the MSDS does not have to have all parts completed.

Please see MSDS handouts below. They will look a little overwhelming to begin with, but you will become more comfortable with them.

Handout: MSDS Sheets

Material Safety Data Sheet (MSDS)					
Section 1: Hazardous Ingredients					
Chemical Identity	Concentration	CAS#	PIN#	LD50 Species & Route	LC50 Species & Route
Section 2: Preparation Information					
Prepared by (Group, Department, etc.)		Phone #		Date of Preparation	
Section 3: Product Identification					
Product Identifier					
Manufacturer's Name			Supplier's Name		
Street Address			Street Address		
City	Province		City	Province	
Postal Code	Emergency Telephone		Postal Code	Emergency Telephone	
Section 4: Physical Data					
Physical State		Odour & Appearance		Odour Threshold	
Specific Gravity		Co-efficient of Water/Oil Distribution		Vapour Pressure	
Boiling Point		Freezing Point		pH	

Evaporation Rate	Percent Volatile (by volume)	
Section 5: Fire or Explosion Hazard		
Conditions of Flammability		
Means of Extinction		
Explosion Data: Sensitivity to Mechanical Impact Sensitivity to Static Discharge		
Flashpoint & Method	Upper Flammable Limit%	Lower Flammable Limit %
Auto ignition Temperature	Hazardous Combustion Products	

Section 6: Reactivity Data
Stability
Incompatible Materials
Conditions of Reactivity
Hazardous Decomposition Products
Section 7: Toxicological Properties
Route of Entry _____ Skin Contact _____ Skin Absorption _____ Eye Contact _____ Inhalation _____ Ingestion
Effects of Acute Exposure to Product

Effects of Chronic Exposure to Product		
Exposure Limits	Irritancy of Product	Synergistic Products
Evidence of Carcinogenicity, Reproductive Toxicity, Teratogenicity or Mutagenicity?		
Sensitization to Product		
SECTION 8: Preventative Measures		
Personal Protective Equipment		
Gloves (specify)	Respiratory (specify)	
Eye (specify)	Footwear (specify)	
Other Equipment (specify)		
Engineering Control (eg. Ventilation, enclosed process, specify)		
Leak and Spill Procedures & Equipment	Waste Disposal	
Handling Procedures & Equipment	Storage Requirements	
Special Shipping Information		
Section 9: First Aid Measures		
Inhalation	Ingestion	

4. How often must a MSDS be updated?

Using Material Safety Data Sheets

The following questions pertain to a product you may be familiar with – _____

Please refer to the MSDS sheet supplied by the teacher to answer the questions.

Name of Material: _____

What is the WHMIS classification for this product?	
Based on this classification, what precautions will you have to take with this product?	
What may happen if this product is breathed in?	
What personal protection may be needed when using this product?	
What handling and storage precautions are required with this product?	

ACTIVITY 22:

WHMIS: Responsibilities and Labels

Responsibilities

The responsibility for safely handling hazardous materials is shared by three parties:

- the employer
- the worker
- the supplier

The Employer

- The employer must tell you what hazardous materials you may come into contact with on the site.
- He must make sure that all the hazardous materials on the job site are marked or labeled properly in accordance with WHMIS rules.
- Employers must have safe procedures for the use, handling, storage and disposal of hazardous materials that are in use on the site. They must also have procedures for handling emergencies involving hazardous materials.

The employer is required to provide you, the worker, with training on:

- How to use WHMIS labels and Material Safety Data Sheets. You must also be told where MSDSs are kept. Workers should have easy access to Material Safety Data Sheets either through the use of posters, computers or binders containing the sheets.
- Procedures for the safe use, storage, handling and disposal of the hazardous materials on the work site.
- Procedures to follow in the case of an emergency involving the hazardous materials.
- The codes that are used and that are specific to that work site. Those codes may be colours, letters or numbers. As the codes may change from one work site to another, the employer must make sure that the employee is trained for his particular work site. Pipes, pumps, large containers, or vessels that carry hazardous materials should all be marked with these codes.
- The employer is responsible for supplying and replacing all safety equipment related to hazardous materials and substances.

The Worker

You have responsibility to:

- receive information and be informed about hazardous materials on the work site;
- learn how to use WHMIS. (This part of the Ready for Work Program allows you to work towards meeting this responsibility.)
- follow recommended procedures to protect yourself and others; and
- inform your employer of hazards and/or damaged and missing labels.

The Supplier

The supplier must provide labels and the information on the Material Safety Data Sheets. The information on labels and MSDSs are the foundation for the safe handling of hazardous materials.

Labels

The Workplace Hazardous Materials Information System has labels that are used to identify hazardous materials. The purpose of the labels is to alert workers to the main hazards of products and provide procedures for working with them, as well as to direct workers to the second part of the information system, the Material Safety Data Sheet.

There are three main types of WHMIS labels:

- **Supplier Labels** which are placed on the container by the manufacturer or distributor. The materials are then shipped to the workplace.
- **Workplace Labels** which are placed on hazardous materials where needed on the job site. When any hazardous material is taken out of its supplier container and put into another container, workplace labels must be applied to the new container.
- **Other means of identification** in the workplace: pipes, tubes, pumps or vessels may be used to transport hazardous materials from one place to another. Since each work site may be different, the employer has to develop ways of warning the worker that there are hazardous materials present. Sometimes coloured flags or tapes are attached or the containers are coloured. As each employer has developed his/her own system for warning

employees, it is necessary that the employee be trained to recognize this 'other means of identification' used by the employer.

Supplier Labels

When hazardous materials enter the workplace, the supplier label is the first warning sign that hazardous materials are present. The label may be placed on the container of hazardous materials by the supplier before shipping, or the supplier label may be included with the shipment and placed on the containers by the receiver when the shipment arrives at the workplace. The supplier label has a special "hatch" border to draw attention to it. The label will signal that hazardous materials are present.

Suppliers must provide supplier labels on containers of products sold or imported into the workplace.

The supplier label provides these 7 types of information:

Product identifier	the name of the hazardous material
Supplier identifier	the name and address of the supplier
MSDS statement	a statement indicating that a Material Safety Data Sheet for that material is available in the workplace
Hazard symbols	one or more of 8 WHMIS hazard symbols relevant to the hazardous material
Risk phrase	a brief description of the hazard and the effects of exposure on the body
Precautionary measures	brief instructions for the safe use of the materials
First aid measures	how to treat persons who have been exposed to the material

There is no specific rule for the size, shape or colour of the label, but it must contrast with the background colour of the container. In other words, a yellow label is not allowed on a yellow drum or a blue label on a blue bottle, and so forth.

A problem arises when the container with the hazardous material is small. It is difficult to fit a label with all the above information on a small bottle. When the container is less than 100 millilitres, or one third of a can of pop, only the following information is required on the supplier label:

- product identifier
- supplier identifier
- a statement making reference to a MSDS
- hazard symbols showing the dangers associated with the material.

Sample Supplier Label

TOLUENE SULPHONIC ACID 70%, LIQUID
ACIDE SULFONIQUE TOLUÈNE À 70%, LIQUIDE

RISK PHRASE(S)
Highly Irritating to skin, eyes and nose.
HEALTH HAZARD DATA:
Strong Acid: Treat as per sulphuric acid.
EFFECTS OF OVEREXPOSURE: ACUTE
OVEREXPOSURE: Skin and eye.

PRECAUTIONARY MEASURES
SPECIFIC PERSONAL PROTECTIVE EQUIPMENT
EYE: Face shield and goggles.
GLOVES: Rubber.
OTHER CLOTHING AND EQUIPMENT: Rubber apron, rubber boots.

FIRST AID MEASURES:
EYES: Flush with copious quantities of water for 15 minutes. Consult physician.
SKIN: Flush with water as per sulphuric acid.
INGESTION: Treat as per sulphuric acid. Consult physician.



RISQUE(S) POSSIBLE(S)
Extrêmement irritant pour la peau, les yeux et le nez.
RENSEIGNEMENTS SUR LES DANGERS POUR LA SANTÉ
Acide fort: Traiter comme pour l'acide sulfurique.
EFFETS D'UNE SUREXPOSITION
SUREXPOSITION AIGUË: Peau et yeux.

MESURES DE PRÉCAUTION
ÉQUIPEMENT DE PROTECTION SPÉCIFIQUE:
YEUX: Écran facial et lunettes
GANTS: En caoutchouc.
AUTRES VÊTEMENTS ET ÉQUIPEMENT: Tablier en caoutchouc; bottes en caoutchouc.

PREMIERS SOINS:
YEUX: Bien rincer à grande eau pendant 15 minutes. Consulter un médecin.
PEAU: Rincer à l'eau comme pour l'acide sulfurique.
INGESTION: Traiter comme pour l'acide sulfurique. Consulter un médecin.

REFER TO MATERIAL SAFETY DATA SHEET FOR FURTHER INFORMATION
POUR PLUS D'INFORMATIONS, CONSULTER LA FICHE SIGNALÉTIQUE

Henkel Canada Ltd.
162 Ward Ave., Hamilton, Ontario L8N 3M8
(416)525-4660

Workplace Labels

These labels must be placed on a) hazardous materials produced in the workplace, or b) on hazardous material moved out of its original container into a new container. The workplace label is supplied by the employer and contains less information than the supplier label. It does not need to show a hazard symbol, and it is required to give only 3 of the 7 kinds of information:

- Product Identifier – name of the product
- Precautionary measures – how to handle it safely; and
- A statement telling the reader that a Material Safety Data Sheet is available for the material.

There are no specific requirements for the colour, size or shape of the workplace label, and it has no special border.

Sample Workplace Label

Toluene Sulphonic Acid 70%, Liquid
<p>Wear protective gloves, apron, goggles, and face shield.</p> <p>USE IN WELL VENTILATED AREA</p>
<p>Refer to Safety Data Sheet</p>

Activity 22 Questions:

WHMIS Responsibilities and Labels

Questions - Answer in the blanks provided – use your own words please!

1. Who are the 3 main WHMIS participants?

2. Fill in the blanks by indicating the employer's responsibilities with an "E" and the worker's responsibilities with a "Me".
 - a. _____ provide training on how to use WHMIS.
 - b. _____ learn how to use WHMIS
 - c. _____ provide training on procedures for the safe use, storage, and handling of the hazardous materials on site.
 - d. _____ learn and follow procedures for the safe use, storage, and handling of the hazardous materials on site.
 - e. _____ recognize special colour, number or letter codes on pumps, pipes, and vessels carrying hazardous materials.
 - f. _____ develop emergency procedures and supply training to follow them.
 - g. _____ clearly mark or label pumps, pipes and vessels carrying hazardous materials.

3. Write the letter of the employer's responsibility in the blank that BEST MATCHES the way in which the employers can meet the requirement.
- a. *Identify all hazardous materials on site.*
 - b. *Make sure materials are labelled.*
 - c. *Provide information.*
 - d. *Develop procedures.*
 - e. *Train workers.*

Letter Code (a, b, c, d, e, or f)	Ways employers can meet the requirements...
	Check materials as they arrive from suppliers.
	Keep MSDSs handy on site.
	Provide step-by-step training on the use, handling, storage, or disposal of hazardous materials.
	Explain how to do things at a safety or staff meeting.
	Place WHMIS posters on the job for easy reference.
	Show and practice what to do in an emergency.
	Post a list of all hazardous materials on the site.

ACTIVITY 23:

WHMIS: Product Classification and Hazard Symbols

WHMIS Product Classification and Hazard Symbols

On the supplier label introduced in the last activity, there is a picture or symbol, which shows the type of hazard the material, presents in the container. In total, there are eight different symbols used to indicate the type of hazard of the material in the container.

These **eight symbols** are organized into 6 different classes of hazardous materials. The classes are lettered A through F. Class D, which is poisonous and infectious materials, has 3 divisions for different types of poisons. Each of these divisions has a symbol.

Class A – Compressed gas

Class B – Flammable and combustible material

Class C – Oxidizing material

Class D – Poisonous and infectious materials

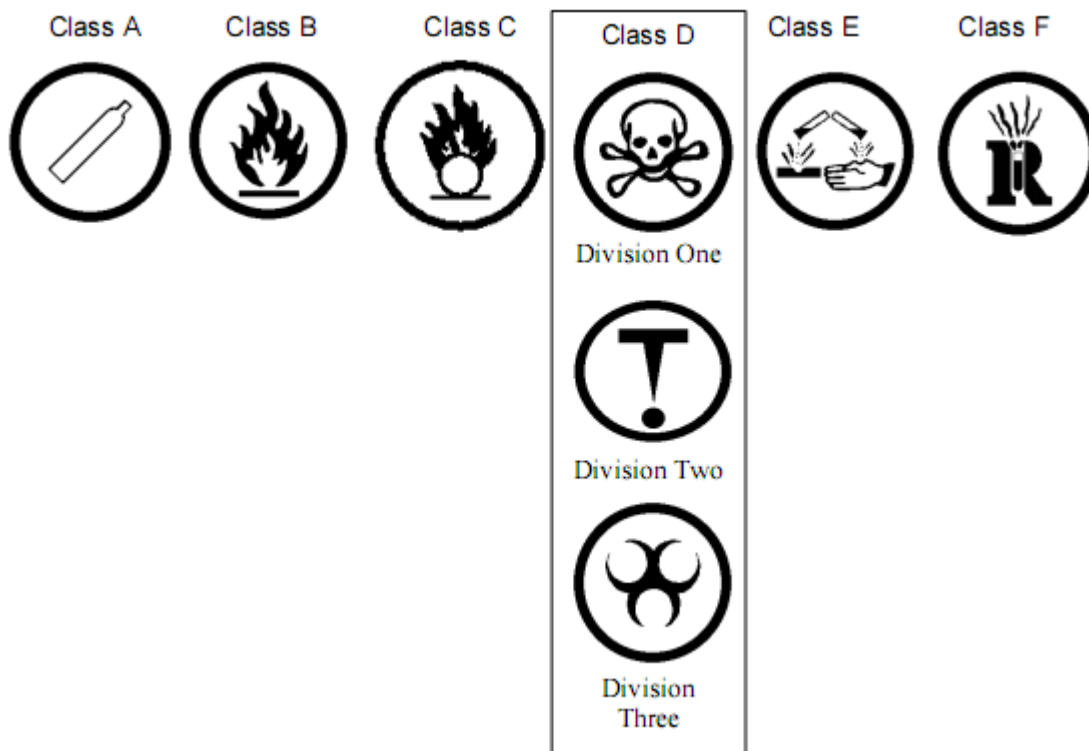
Division 1 Materials causing immediate and serious toxic effects

Division 2 Materials causing other toxic effects

Division 3 Biohazardous infectious material

Class E – Corrosive material

Class F – Dangerously reactive material



Note: Class B, flammable and combustible material, is also divided into subclasses or divisions. Unlike Class D, however, it does not have symbols for each of its divisions.

Class B subclasses or divisions are:

Division 1 - flammable gas

Division 2 - flammable liquid (flash point below 37.8 2C)

Division 3 - combustible liquid (flash point greater than 37.8 2C)

Division 4 - flammable solid (can be ignited by heat or friction)

Division 5 - flammable aerosol (small drops of a liquid suspended in air)

Division 6 - reactive flammable material (flammable in air)

What is a flashpoint?

When a liquid evaporates it gives off a vapour. The vapour combines with air to form a mixture. If enough vapour is present and mixed with air, the mixture can be ignited. A flashpoint is the lowest temperature at which a liquid gives off enough vapour to form a mixture that can produce a flame.

Colour Coding and Symbols

Sometimes the symbols are colour coded into three main groups: red for fire, blue for poison and yellow for "change". Symbols in red would be Class B: flammable and combustible material; symbols in blue would be Classes D and E; symbols in yellow would be those belonging to Classes A, C and F.

Exemptions

Some products such as pesticides, certain consumer products and explosives do not require the distinctive WHMIS label because they are already covered by other labeling laws. WHMIS requires employers to provide training to workers. If those products are transferred to smaller containers, WHMIS requires that workplace labels be applied.

Activity 23 Questions:

WHMIS Product Classifications and Hazard Symbols

1. View the 8 symbols below and indicate the proper WHMIS symbol using the class and division information listed below:

Poisonous Materials

Compressed Gas

Dangerously Reactive Materials

Flammable and Combustible Materials

Toxic Materials

Oxidizing Materials

Biohazardous/Infectious Materials

Corrosive Materials



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

2. Complete Part I by checking off (or highlighting) situations that apply to you. Then, complete the column in Part II by using the WHMIS classes provided earlier. (A, B, C, D, E, or F)

PART I
(check or highlight if yes)

PART II
(indicate
class)

_____ a. Do you have 'white-out' or liquid paper with you? _____

_____ b. Have you or your parents ever used rat poisoning? _____

_____ c. Have you ever used bleach? _____

_____ d. Have you ever used a propane barbecue? _____

_____ e. Have you ever used a Bunsen burner? _____

- _____ f. Have you ever picked up an old battery? _____
- _____ g. Have you ever filled your car with gas? _____
- _____ h. Have you ever painted with oil paints? _____
- _____ g. Have you ever sat in your car while it is running? _____
- _____ h. Have you ever used dry ice? _____
- _____ i. Have you ever touched raw chicken? _____

ACTIVITY 24:

WHMIS: Control of Hazardous Materials

When hazardous materials are on the work site, it is necessary to control them, so the health and safety of the workers is protected.

There are three routes that toxic substances may take to enter your body: inhalation, ingestion and absorption. Hazardous materials that enter the body may have acute and chronic effects, or a combination of both effects.

- **Acute effects:** occur immediately or shortly after exposure; immediate death sometimes results.
- **Chronic effects:** show up until years later. The worker, by this time, may have had many exposures. The period between the exposure to the hazardous material and the illness of the worker is referred to as the latency period.

Sometimes the body reacts strongly to defend against exposure. This is called sensitization. Examples of sensitization include rashes and asthma-like reactions such as wheezing and coughing. Sensitization is acquired over a period of exposures, but once sensitization occurs, low level exposure to the material will cause a strong reaction. Avoid exposure to the material is the only solution to sensitization.

A hazard control measure is something that is used to prevent workers from injury or from becoming ill. A control measure may involve the way something is done or where it is done. If you want to open a can, you use a can opener, not a hammer. If you do not want to get paint on furniture, you cover the furniture. These are examples of control measures.

On the work site there are many different ways in which control measures are used.

If a control measure is to be of benefit it must meet the following requirements:

- **It must adequately control the hazard.** If the hazard is lethal there should be no contact. The level of the hazard must be reduced, so there is no danger for the worker.
- **The control measure must create no new hazards.** For example, the cover on the furniture to protect it from paint should be arranged so no one can trip on it.
- **You must be able to do your job without unnecessary discomfort or stress.** Protective clothing should fit properly. It should not be too big or too small.
- **Every worker who comes into contact with the hazard must be protected by the control measure.** If a lab technician uses gloves, shouldn't the nurse (who takes the sample) do so as well?
- **The hazard must be eliminated from the surrounding community as well as in the workplace.** If a substance is harmful, why remove it from the work site and release it into the community?

Types of Control

There are three basic ways in which hazardous material can be controlled:

- **At the source:** The hazardous material can be eliminated or substituted with a less hazardous substance or material; for example, brake linings that do not contain asbestos can replace those that do.
- **In the pathway:** Barriers can be used to keep hazards away. For example, ventilation can be used to remove fumes or to dilute the concentration of the hazardous substance by mixing it with fresh air. Chemicals that react when mixed can be stored far away from each other.
- **At the worker level:** Personal protective equipment can be used and workers can be removed or rotated from hazard areas to keep exposure to dangerous chemicals below allowable limits.

As a worker involved in health and safety, you should always be aware of the effects of hazardous materials on you, your coworkers and the community. Your practices at work should prevent harm from coming to anyone. This involves knowing what is harmful.

WHMIS is one important tool used to recognize hazards present in the workplace and to learn how to deal with them safely.

ACTIVITY 24 Questions:
WHMIS Control of Hazardous Materials

Questions - Answer in the blanks provided – use your own words please!

1. What are the three ways chemicals can enter your body?

2. What are the two effects that hazardous materials may have on your body?

Explain what each type is.

3. What is sensitization?

4. What is a control measure?

5. What are the three methods by which a hazardous material can be controlled?

Labour Standards

Activity Twenty Eight:

Computer Activities

The following activities can be found at the following web site:

<http://www.aeei.gov.sk.ca/resources-for-educators>

- a. Labour Standards for Young Workers- True False Presentation: This can be used to introduce the Labour Standards Act. There is a teacher script as well to help you with the presentation.
- b. Labour Standards Flash Cards: Students can go through these in pairs to reinforce the information.
- c. Labour Standards Interactive Quiz: A final Quiz to see if they got it! Can use it as a mark if you wish.
- d. Labour Standards Tip Sheet for Young Workers. Have them print this off and place it in their portfolio.

Activity Twenty Nine:

“Rights and Responsibilities; A Guide to Labour Standards in Saskatchewan”

<http://www.aeei.gov.sk.ca/labour-standards>.

This is a good document to use with this section of the module.

Journal Entry 9: List and explain two things that you know about Labour Standards in Saskatchewan that you did not know before.

Workplace Ethics Human Rights And Equity Module 7

Module 7: Work Place Ethics, Human Rights and Equity

Overview: (3 -4 Hours)

This module focuses on preparing students to work with others in society. Students need to understand the relationship among work, society and the economy. It is important that the students have the knowledge so that they can be compassionate, empathetic, and fair minded. It is important that they respect themselves, others and their environment.

Workplace Ethics

Activity One:

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.

Discuss these definitions with the students and have them share their understandings and experiences of ethical and unethical behaviours. It is important for students to understand that all companies have a code of ethics that outline acceptable behaviour. These codes are not far off from the qualities of a “good morale person”.

Labour Legislation

Activity Two:

Contact: Saskatchewan Federation of Labour: (306)525-0197 or sfl@sfl.sk.ca to have someone come in to speak to the students.

Human Rights

Activity Three:

Here are a couple of important documents for students regarding Human Rights.

<http://www.shrc.gov.sk.ca/pdfs/HumanRightsforEveryone.pdf>

<http://www.shrc.gov.sk.ca/pdfs/applicationsinterviewsguide.pdf>

Have students read these articles and then have a discussion on Human rights. You might want to have someone to come in to talk about filing a complaint.

Contact information for the Human Rights Commission:

1 800-667-9249

Email: shrc@gov.sk.ca

Website: www.shrc.gov.sk.ca

Harassment

Activity Four:

Have students visit this site for information on defining and handling harassment. This topic was also covered in Module 6.

http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/hw-hmt/phw-bhmt1-eng.asp#_Toc515422953

Make sure that students know how to identify harassment and the correct procedure to follow if they feel that they are being harassed in the workplace.

Journal Entry 10: Why do you think it is important to have knowledge of Workplace Ethics and Human Rights?

Work Study Prep and Reflection Activities Module 8

Module 8: Work Study Prep and Reflection Activities

Overview: (5 – 10 hours)

*This module is set up to prepare students for their work placement and to have students reflect and learn from their work experiences. It is important that **students know their responsibilities** as well as the responsibility of the employer. Students will need to know what **skills** they have to offer their particular work placement. Students will work on **communication skills** when giving or receiving instructions or resolving conflict. Students will work on creating a **resume** and **cover letter** and prepare for **an interview**. For some students, it may be their first interview.*

*All forms that needed for registration, communication and evaluation during the work placement are located in **Appendix A**.*

Responsibilities

Activity One:

In order to establish a successful working relationship with all partners of involved in the work placement, it is important to define the expectations of each partner. Documents that are in ***bold italics*** are documents that are located in Appendix A.

Partner:	Responsibilities:
School Coordinator:	<ul style="list-style-type: none"> • Help students find a suitable placement. • Do an initial safety inspection of the site. Complete <i>Teacher health and Safety Orientation sheet.</i> • Monitor students progress as they complete their placement. • Help to resolve any concerns that students/employers may have during the placement. • Submit a final grade for the course based on the <i>Employer's Evaluation, Log Sheets,</i> attendance and in class component.
Student:	<ul style="list-style-type: none"> • Obtain <i>Written Parental Permission</i> to participate in the program. • Accept responsibility for completing missed assignments while away at work. • Complete <i>Career and Work Exploration Agreement.</i> • Evaluate the program at its conclusion. • Attend all classes and actively participate. • Complete all required assignments. • Participate in sharing work experiences. • Arrange for a pre-employment interview with the employer. • Provide employer with <i>Calendar of Work Days.</i> • Complete a <i>Daily Time Log Sheet</i> and have it signed by the supervisor. • Compile a Student Information File for the employer containing: <i>Introductory Letter, Student Information sheet, Work Day Calendar, Progress Reports(2), and Program Evaluation.</i> • Commit to achieve the level of expectations required at the work place. • Display a positive attitude and good habits. • Follow the rules and regulations of the work placement. • Monitor and analyze own job performance. • Respect the confidential nature of the job environment. • Accept responsibility for own learning. • Immediately report errors or accidents to the supervisor. • Notify employer and the school when unable to

	<p>attend work.</p> <ul style="list-style-type: none"> • Mutually discuss concerns with employer first to seek solutions. • If not able to resolve communicate concerns to school coordinator who will meet with student/employer to resolve concern. • Complete a Work Site Evaluation. • Send a Thank You Letter to Employer.
Parent:	<ul style="list-style-type: none"> • Be interested in the program. • Provide support to the participants in the program. • Give consent to program participation. • Cooperate with the school and the employer supervisor in the delivery of the program. • Participate in a Parent Evaluation of the program.
Employer:	<ul style="list-style-type: none"> • Conduct a mock interview with the student that would be similar to that of a potential employee. • Provide a thorough work orientation to the student. (Rules, expectations, staff introductions, and chain of authority) • Teach safety practices to the student. • Treat the student as a beginning employee with adequate training and supervision. • Encourage students to check his/her work and to ask questions to clarify instructions and duties. • Provide regular feedback to the student on his/her work performance. • Periodically discuss the student's job performance with the school coordinator. • Complete Student Progress Reports (2) and discuss these with the student on a one on one basis in order to encourage support and educate. • Notify school coordinator if a problem arises that the school needs to resolve. • Notify school coordinator if student is injured at the workplace. • Mentor students by providing Career Information in regards to their placement. • Provide as many "hands on" opportunities as possible. • Provide a variety of work experiences that will help students make career decisions. • Verify and sign Student Time and Log Sheet. • Complete a Program Evaluation Form. • Consider the student as a potential employee. • MAINTAIN SAFETY. • Maintain appropriate levels of Liability Insurance. • Responsible for adhering to all applicable Occupational Health and Safety, Labour Standards, and WHIMIS rules and regulations.

Transferable Skills: Activity Two: What skills do you bring to the workplace?

Transferable Skills

Activity Two: What skills do you bring to the workplace?

Name: _____

Date: _____

Transferable Skills are skills we develop and learn to use someplace else. These skills can come from many places including our studies, jobs and volunteer work.

1. Check all of the transferable skills listed below that apply to you.

Key Transferable Skills

- ☐ Meeting deadlines
- ☐ Planning
- ☐ Speaking in public
- ☐ Controlling budgets
- ☐ Supervising others
- ☐ Increasing efficiency
- ☐ Accepting responsibility
- ☐ Instructing others
- ☐ Solving problems
- ☐ Managing money or budgets
- ☐ Managing people
- ☐ Meeting the public
- ☐ Negotiating
- ☐ Organizing or managing projects
- ☐ Written communications

Other Transferable Skills

- ☐ Assemble or make things
- ☐ Build, observe, inspect things
- ☐ Construct or repair buildings
- ☐ Use complex machinery
- ☐ Operate tools and machinery
- ☐ Drive or operate vehicles
- ☐ Repair things
- ☐ Good with my hands

Using Words, Ideas

- ☐ Articulate
- ☐ Inventive
- ☐ Communicate verbally
- ☐ Logical
- ☐ Correspond with others
- ☐ Remember information
- ☐ Research
- ☐ Create new ideas
- ☐ Design
- ☐ Speak in public
- ☐ Edit
- ☐ Write clearly

Leadership

- ☐ Self-motivated
- ☐ Motivate others
- ☐ Solve problems/mediation
- ☐ Negotiate agreements
- ☐ Decisive
- ☐ Plan
- ☐ Delegate
- ☐ Run meetings
- ☐ Direct others
- ☐ Self-controlled
- ☐ Explain things to others
- ☐ Get results
- ☐ Solve problems
- ☐ Mediate others
- ☐ Take risks

Dealing with Data

- ☐ Analyze data or facts
- ☐ Keep financial records
- ☐ Budget
- ☐ Locate answers or information
- ☐ Calculate, compute
- ☐ Manage money
- ☐ Classify data
- ☐ Negotiate
- ☐ Compare, inspect, or record facts
- ☐ Count, observe, compile
- ☐ Research
- ☐ Detail-oriented
- ☐ Synthesize
- ☐ Evaluate
- ☐ Take inventory

Creative, Artistic

- ☐ Artistic
- ☐ Dance, body movement
- ☐ Perform, act
- ☐ Drawing, art
- ☐ Play instruments
- ☐ Expressive
- ☐ Present artistic ideas

Working with People

- ☐ Administer
- ☐ Patient
- ☐ Persuade
- ☐ Confront others
- ☐ Teach
- ☐ Interview others
- ☐ Tolerant
- ☐ Kind
- ☐ Counsel people
- ☐ Sensitive
- ☐ Demonstrate
- ☐ Sociable
- ☐ Listen
- ☐ Trust
- ☐ Diplomatic
- ☐ Supervise
- ☐ Tactful
- ☐ Insightful
- ☐ Understanding
- ☐ Outgoing
- ☐ Negotiate

Computer Skills

- ☐ Excel
- ☐ Access
- ☐ PowerPoint
- ☐ Word/Works
- ☐ Internet
- ☐ Email
- ☐ Additional computer experience

2. List and give examples of the transferable skills that you bring to your work placement that will prove to be beneficial to your placement.

Ex.: Transferable skill: communication skills

Example: - working with other members of the SRC

- Working on the student forum

Transferable Skill #1: _____

Example: _____

Transferable Skill #2: _____

Example: _____

Transferable Skill #3: _____

Example: _____

1. As you review the transferable skills you possess, what skills would you like to further develop? Why?

Optional: Complete the transferable skills quizzes at <http://www.nextsteps.org/career/transfer.html> and http://www.d.umn.edu/kmc/career_transfer_survey.html

Communication Skills

Students need to have a good understanding of skills for effective verbal and non-verbal communication.

Activity Three:

For an opening activity have students look at Destination 2020.

<http://www.tgmag.ca/byws/game.htm>

Have them click on the *Attitude button*. This activity will help them see how they can communicate ideas positively.

Tips for good communication:

1. Think before you speak
2. Stay focused on the topic
3. Listen Carefully
4. Use Eye Contact
5. Take responsibility
6. Use “I” messages
7. Use appropriate Volume or Tone
8. Look for Compromise
9. Take a time out
10. Don’t give up
11. Ask for help

Activity Four

Role Play Activities

Have students role play the following situations to practice their communication skills.

Role play using the following conflict scenarios. Have students play the different roles in front of the class and have the class provide feedback.

1. 3 months ago, you booked off a weekend for the wedding of your best friend. When the schedule comes out you are scheduled to work. You need to go to the boss to see if you can come up with a solution to this problem. Role play a scenario to work out this situation.
2. You are in charge of all the office supplies at work. As far as you know only you and one other person has a key to the supply room. Lately when coming to the supply room you often find the door left wide open and now upon taking inventory you realize supplies have gone missing unaccounted for. Role play how you are going to handle this situation.
3. You are the librarian at a large high school. Every day in first period you teach, so you lock up the library and teachers have been informed not to let students in there without direct supervision. Several times now when you return from teaching, there are students in the library unsupervised. In time you also learn that they have taken books without signing them out. You find out who is responsible for these students in period one. Role play the conversation you will have with this teacher to help resolve the problem.
4. You have been working at a company for 15 years. Just 4 years ago you got a new boss. He has changed the ordering process so much that customers and staff are all complaining bitterly about it. It also is done in such a way that customers sometimes do not get what they want but have to pick a substitution instead. You are the lead coordinator of ordering so it is your job to try and resolve the situation. Role play a conversation with your boss.
5. You have been working at a company for 15 years. Just 4 years ago you got a new boss. He has changed the ordering process so much that customers and staff are all complaining bitterly about it. It also is done in such a way that customers sometimes do not get what they want but have to pick a substitution instead. You are the lead coordinator of ordering so it is your job to try and resolve the situation. You had a conversation with your boss but he was not willing to listen to your concerns. Role play what your next step is going to be.
6. You are on the local Rec board Association and you are in charge of planning fundraising events. You plan an event for Halloween. It is an understanding of support that if an event is planned that all members of the rec board will contribute to helping with this event and be in attendance. The night of the event, two of your board members are missing and you later find out that they attended another Halloween function in another community. Role play your conversation with these two members to resolve this situation.
7. You are working in a building that is scent free due to the fact that one of your coworkers has an extreme allergy to scents. Lately the co-worker that has a locker right beside you puts on some perfume before she starts her shift. As a result your other co-worker with the allergy ends up going home sick. This happens for three days in a row. Role play how you will handle this situation.
8. You are the coach of the school golf team. You have set up a practice time to get the kids out on the course. You only do this once, other than that the kids practice on their own. This is the practice you use to make your team. When three of your perspective players notify their soccer coach that they will not be at practice for today because they are trying out for the golf team, he says that they can't miss practice. They then come to you and say that they can't try out for the golf team. Without these three golfers, you do not have a team. What are you going to do to try and resolve this situation.
9. You have been working at a company for 25 years and you have always been a model employee. You start noticing that one of the co-workers that has worked there for less than a year has been receiving privileges that you have never been privileged to even with your outstanding sales record. She has been taking longer lunches, missing staff meetings and going home during team building activities. The last straw is that she now was given access to an account that you were told no one had access to except the boss himself. How are you going to handle this?
10. You recently got a new boss at work. When he started you put in several hours of overtime to help him get familiar with things and to help him complete some tasks that were difficult for him to do without knowing all the people at the company. You were very helpful during this time so that he could start on the right foot because your company really needed some strong leadership. After this time your boss started making sexually inappropriate jokes around you that made you feel uncomfortable. After about the fourth incident something was said that made you feel so uncomfortable that you no longer felt that you could work with this person one on one. How are you going to handle this situation?

Resume Building

A resume is something that is required by employers. It is the tool that gets the employer interested enough to invite you for an interview and hopefully eventually land the job!

Activity Five:

This can be done on Career Cruising. Career Cruising has a “Resume Builder” component where students are offered categories in which they can input their information and create a resume. It offers three different looks.

Students should export this and save it as a Word document in order to make some final corrections.

Career Cruising Resume Instructions

1. Log on to www.careercruising.com
2. Enter your school username and password
3. Log in to your portfolio (if you do not have one – create a portfolio) Click “Portfolio”
4. On the left hand side of the screen click “Resume Builder”
5. Follow each of the steps to complete your resume

****Note:** Use correct grammar e.g. capital letters

****Note:** For each skill/activity that you add include a comment indicating how you have that skill

6. Click Format and View to choose which style of resume you prefer
7. Click Print/Export
 - Option 2: Microsoft Word
 - Right Click on “Save Your Resume” link above and choose “Save Target As”
 - Save under your name
 - Preview Resume and make any changes that you feel necessary

****Note:** check to make sure that one line from a section is not on a page by itself

Here is a great site for sample resumes and a Power Point on writing resumes.

<http://schools.chinooksd.ca/careered/modules/pages/index.php?pagenum=35>

What is a Resume?

It is an advertisement that summarizes your educational background, skills, work and volunteer experience that is used as a tool to get you an interview.

Types of Resumes:

1. **Chronological:** focuses on growth and achievements, order of content is most to least recent.
2. **Skill/ Functional:** Focuses on skill and accomplishments, emphasis on what you did and when you did it. Best for people with limited work experience.
3. **Combination:** combination of the above two styles. Best for those who have a couple of strong work experiences.

More Notes on Resumes: at www.futurepaths.ca. Click “Youth” and then scroll to the bottom and open the document “Your Future, Your Way”. The notes are on pgs. 28 – 30. Compares the 3 different types of resumes and provides examples of each.

Starting Your Resume:

The majority of high school students may not have a lot of work experience and that is okay. It is important for them to focus on their skills, extra-curricular activities and accomplishments that they are proud of. Please remember to have someone proofread your resume.

To get started on your resume, review your skills assessment or talk to parents, teachers, or friends to figure out your strengths

Then put all of your information into the outline so that you are ready to format it when the time comes.

Here are the most common headings:

Personal Information – only appropriate email addresses should be used, it is also important to leave only professional messages on your answering machine

Objective – purpose of the resume (optional)

Skills - Skills equal Possibilities (brainstorm and list as many as you can, you can then highlight the ones that fit the job description for the position you want)

Job Specific Skills – skills necessary to do a particular job (use of power tools, work processing, etc.)

Transferable Skills - skills that can be used in many different job settings (public speaking, solving problems, organization, etc.)

Self-Management Skills – part of a person’s temperament, personality or style,(e.g., interpersonal skills, honesty, sense of humor)

DESTINATION 2020 at <http://www.tgmag.ca/byws/game.htm>. This is a great resource to help you determine what skills you have. Click on the skills button. Print out a summary of skills.

Education- Start with the most recent school, include name, date, type of program; you can also include informal education as well such as workshops, certificates, first aid or CPR training

Work Experience – starting with the most recent work, include title, business, dates and duties

Volunteer Experience – community service, volunteer work at school, church, youth programming, etc.; treat like work experience

Awards and Accomplishments – very important to include, highlights your accomplishments, could include provincial championships, most improved student, etc.

Interests - this section should be short, listing no more than four interests you have outside of work

References – Include 3 references; use a variety of references ranging from teachers, employers, personal reference (an adult who is a family friend), priest, coach, volunteer coordinator, etc.; be sure to include their name, title, address and phone number. Make sure to contact them first.

General Tips:

- Short - 1 or 2 pages maximum
- Easy to read – be specific and accurate; only relevant information; point form
- Well organized -organize information under headings; bold/underline/italics; be consistent; bullets
- Attractive – white or light colored paper (no bright or colorful paper); use white space accordingly; make it clear and clean; keep it very neat
- Make sure to include accomplishments that demonstrate your skills and abilities
- Don't include a picture of yourself; it is not necessary.
- Don't include extra personal information (family history, nationality, etc.)
- Make sure you tailor your resume to highlight your skills, education and abilities for the job (be honest)
- Stay away from pronouns like "I"

Resume Worksheet

Complete the following worksheet to assist you in organizing your thoughts and resume content. After this worksheet, choose the best format for your resume.

Personal Information:

Name:

Mailing Address:

Telephone:

Cell:

Email:

Skills and Abilities

-

-

-

-

-

Education:

Year:

Place:

City:

Program:

Skills Acquired:

Courses Taken:

Year:

Program:

Skills Acquired:

Year: _____
Program: _____
Skills Acquired _____

Work Experience: (List work experiences in reverse chronological order with most recent first.)

Dates: _____ Position: _____

Company : _____ City: _____

Duties: (point form)

Dates: Position:

Company: City:

Duties :(Point form)

Volunteer Activities (Treat like work experience, date and titles)

Date: _____ Title: _____

Duties: _____

Date: _____ Title: _____

Duties: _____

Date: _____ Title: _____

Duties: _____

Awards/Accomplishments (Name and Date)

Interests and Hobbies

-

-

-

References (Try to have three)

Name:

Address:

Telephone:

Cell:

Name:

Address:

Telephone:

Cell:

Name:

Address:

Telephone:

Cell:

List of skills and abilities you can use for ideas:

- Able to communicate and work co-operatively with others.
- Able to take instruction and work with limited supervision
- Good organizational and time management skills
- Experience dealing with the public in a courteous and efficient manner
- Utilized most electrical hand powered tools
- Experience in dry-walling, plastering, and painting
- Ability to deal with a variety of clients, be discrete and maintain confidentiality
- Good typing, word processing, and formatting skills
- Mig and Production welding experience
- Ability to operate a wide variety of machinery including fork-lift, loader and backhoe
- Trucking experience
- Extensive experience relating to mechanical skills
- Office skills such as photocopying, filing, reception and scheduling
- Ability to set and design displays at trade shows
- Able to accept payments and make proper change
- Extensive cleaning experience
- Ability to retain and apply information readily
- Patient disposition
- Enjoy working either inside or outside
- Punctual, reliable and hard working
- Managerial skills
- Physically fit, good health, and safety habits
- Well developed problem solving skills
- Ability to acquire new skills easily
- Excellent command of the English language
- Supervised and scheduled staff
- Able to do physical labour
- Greeting, assisting and being courteous to customers

The following pages provide tips on how to state things positively in your resume:

YOUR HIDDEN SKILLS

Do you think you're too compulsive? too loud? too sensitive?

Do teachers accuse you of talking too much? Do your parents tell you you're lazy?

Here's a surprising fact. What you think is a major fault could be a strength and just what employers need to get the job done.

IF YOU THINK YOU ARE...

THE BIG BOSSSES

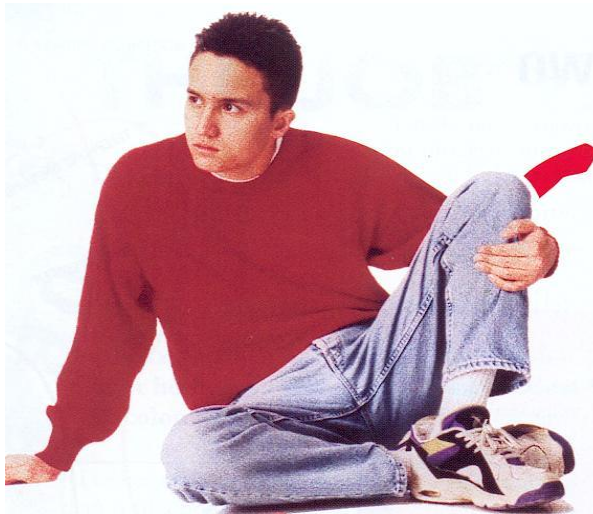
WE WANT YOU!

Too compulsive: Your friends think you're nuts because you're nuts because everything in your locker is in alphabetical order.	Too lazy: You always start essays the night before they're due. If there's a reason not to do something, you'll find it.	Too stubborn: You hate to back down and don't like to admit when you're wrong.	Too weird: You dance to a different beat and do things your own way.	Too sensitive: You take everything to heart.	Too extreme: You always overreact — every event in your life seems to be out of a soap opera.
Too argumentative: You always tell people exactly what you think and feel — even if it's about them!	Too loud: When you talk, people can't help but hear you — you love being the centre of attention.	Too talkative: No one can get a word in when you're in the conversation — you are the conversation!	Too indifferent: You never seem to have a strong opinion and just can't get excited about anything.	Too serious: Everything is important. You never seem to relax.	Too shy: Meeting new people makes you really nervous — you end up doing most things alone.

THEN SAY THIS TO AN EMPLOYER...

Too compulsive? I have strong organizational skills and an ability to plan ahead. I always do a thorough job.	Too lazy? I can work with short deadlines and under pressure.	Too stubborn? I'm persistent. I always carry a project through to the end.	Too weird? I'm innovative and can always offer a fresh perspective. I enjoy taking the initiative.	Too sensitive? I'm a caring, perceptive person with strong people skills and a desire to please others.	Too extreme? I'm imaginative. My creativity leads to good ideas.
Too argumentative? I'm very confident and deal with issues directly. I enjoy taking on a challenge.	Too loud? I'm enthusiastic and outgoing. I interact easily with groups.	Too talkative? I'm articulate and enjoy public speaking. I'm persuasive and present my ideas well.	Too indifferent? I'm adaptable and can be counted on to stay calm in stressful situations.	Too serious? I'm a careful and reliable person. I'm good at considering all the options.	Too shy? I'm self-motivated. I work well independently and need little supervision.





Here's how...

BE POSITIVE!

SAY "I'll find out."
"I'll try it."

MAKE commitments.
decisions.

STICK WITH IT.
SEE WHAT HAS TO BE DONE
AND DO IT.

If

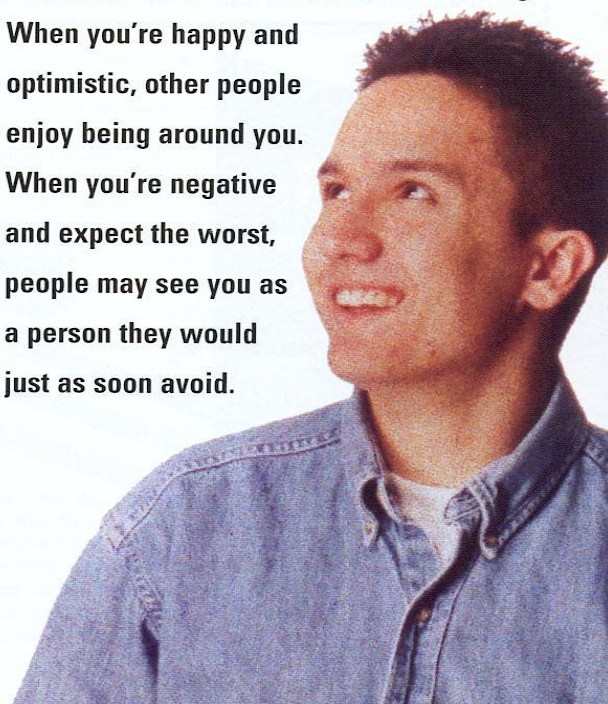
negative stuff is cluttering up your head, it's time for some serious re-thinking. Here are some strategies for turning your negative thoughts into positive ones:

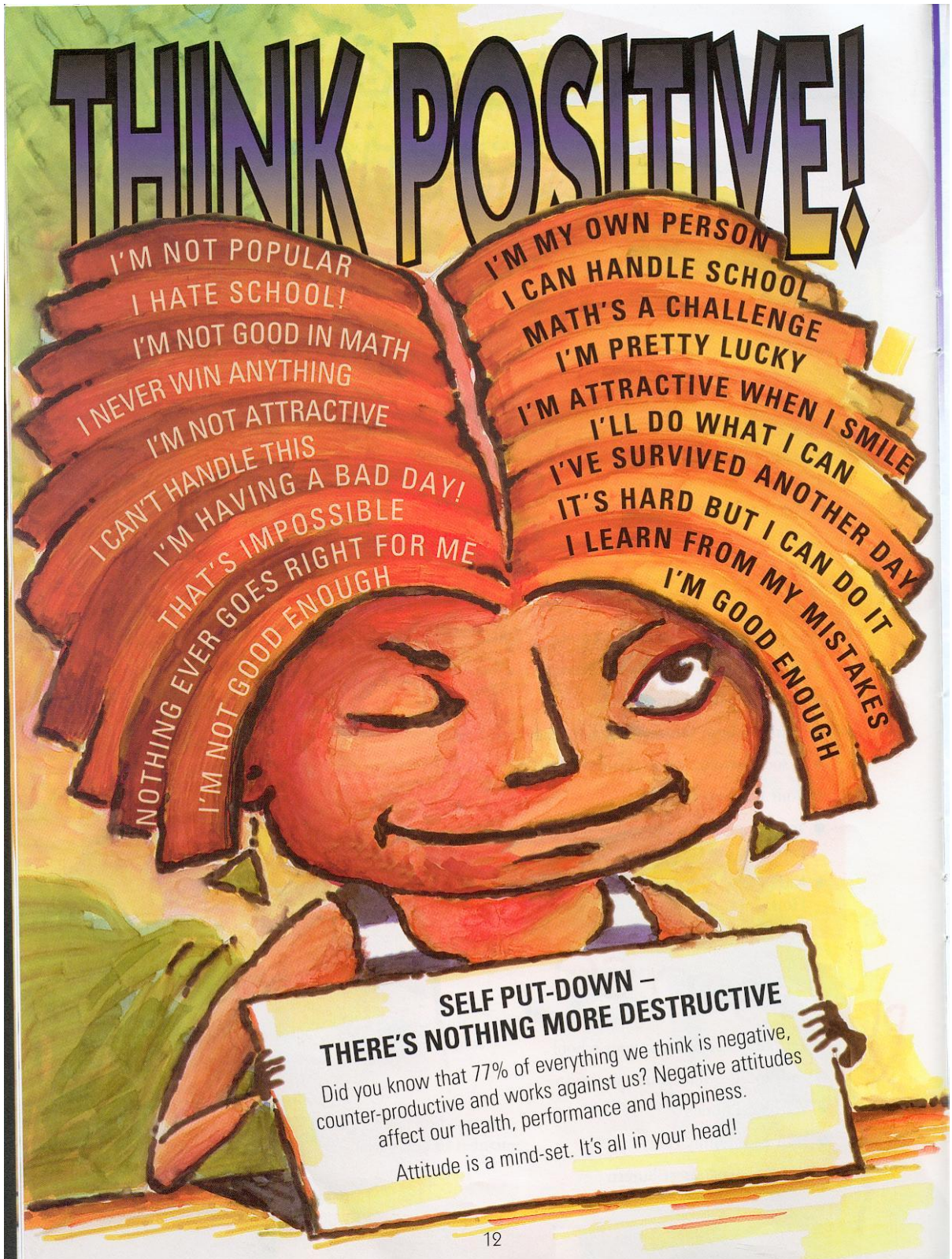
- **Think of all the things you do well.** Remember the successes you've had – even those stars your teacher gave you in grade school. They count, too!
- **Identify your strengths.** Think of ways you could put them to work. "I'm great with little kids. I'm going to volunteer as a counsellor for our community summer camp."
- **Talk things out.** Your friends, family and teachers can help you get through the tough times.
- **Be realistic.** You can't change everything at once. Maybe you should concentrate on getting organized first before you attack those bad study habits.
- **Life is about learning.** We all learn from our mistakes.

YOUR ATTITUDE is showing!

When you're happy and optimistic, other people enjoy being around you.

When you're negative and expect the worst, people may see you as a person they would just as soon avoid.





Activity Six:

Cover Letters

Examples of cover letters and a Power Point on cover letters:

<http://schools.chinooksd.ca/careered/modules/pages/index.php?pagenum=35>

What is a Cover Letter?

A cover letter is an introduction of yourself and an attention grabber so that the employer reads your resume. A cover letter should speak directly to a particular position or company. It is an opportunity to match your qualifications with the qualifications of the position that you are applying for. You want to make a positive impression! Your cover letter should explain why the employer should hire you and point out why, above all other applicants, the employer should read your resume and contact you for an interview.

Types of Cover Letters

1. Letter of application or response to an advertisement: Use this type if you are applying for a job that was advertised. It is important to highlight the skills and qualifications that you have that highlight the job description.
2. Letter of Inquiry: Use this type if you are contacting a business to ask about potential job openings. Focus on how your skills and abilities meet the company's needs.

Guidelines for Writing a Cover Letter

- Address it to a specific person
- Include your personal contact info
- Limit it to approximately three or four short paragraphs
- No more than a page long
- Typed
- Keep it simple and to the point
- Describe the skills, qualities and personality traits that you want to stand out and that are most suited to the job
- Remember to sign your name
- PROOFREAD carefully

Basic Format of a Cover Letter:

First paragraph: *Introduction:* tell why you are writing, where you heard about the position.

Second/Third paragraph: *Body of the Letter:* focus on the skills and qualifications that you have that fit the job, tell the employer what you can do for him/her and refer to your resume

Last paragraph: *Closing:* Thank the employer for taking the time to read your resume, restate your contact information the employer is to use to contact you for an interview.

Cover Letter Outline

Your Name

Your address (Use the same one as on your resume)

Phone Number

E-mail Address

Date

Mr./Mrs. First and Last name of Employer

Title of Employer

Company/Organization

Address

Dear Mr./Mrs. Last Name of Employer:

Your opening paragraph should arouse the interest on the part of the reader. Introduce yourself and state the reason for writing. Name the specific position or type of work that you are interested in. Explain how you heard of the opening or potential position. Give information to show your specific interest in the organization.

Your middle paragraph(s) should highlight your qualifications. Give details of your background that will show the reader why you should be considered as a candidate. Describe your relevant educational and employment history. Be sure to touch on key experiences and skills, but do so without recounting your entire life history or resume.

You could have another paragraph to go into more experience that will highlight your qualifications. Emphasize your skills, abilities and personal traits that relate to the job for which you are applying. Be sure to do this in a confident manner. Remember that the reader will view your letter as an example of your writing skills.

In your closing paragraph, thank the reader for taking the time to read your application and let them know that your resume is enclosed. Repeat your contact information in regards to an interview and tell them when you are available.

Sincerely,

(Sign your name)

Your Name typed

Enclosure (this means that your resume is attached)

Activity Seven:

Interview Preparation

Now that the students have created a dynamite resume and cover letter, they need to prepare for the interview that is going to follow.

Tips for a successful interview:

1. **Prepare for the interview:** Practise commonly asked questions beforehand. (Activity sheet)
Research the company to find out as much as you can
Bring a copy of your resume, references, and samples of work if appropriate
2. **Look your best:** Your clothes should be neat and appropriate for the working environment

No heavy perfume or cologne

Modest Jewellery
3. **Arrive Early:** Make sure you know how to get to the interview and arrive 15 minutes early
4. **Explain Your Examples in Detail:** Use the **S.T.A.R** method to answer questions
Situation→ Explain the situation
Task→ Explain your Task or Role
Action→ What action did you take?
Results→ What resulted from your action?
5. **Body Language:** Use eye contact appropriately

Sit up straight

Don't chew gum

Smile when appropriate
6. **Be Enthusiastic:** Show genuine interest in the job
7. **Use Discretion:** Be honest in your answers but steer away from troublesome areas and avoid talking

about faults of previous employers, personal problems, financial problems, salary and benefits.
8. **Ask Questions:** At the end make sure to ask at least one intelligent question.
9. **Thank the interviewer:** Thank the interviewer for taking the time to interview you and shake his/her hand firmly.

INTERVIEW PREPARATION QUESTIONS

Instructions: Prepare yourself for the interview by going over potential questions that employers will ask.

1. What are your career and/or educational goals?
2. Why do you want this job?
3. What do you do when people disagree with your ideas?
4. Give an example of a problem that you faced on the job or some other situation and how you solved it.
5. Tell me about a situation when it was important to listen to details and how you handled it.
6. What do you want to accomplish/learn in the position?
7. Explain a time when you went above and beyond the call of duty to get a job done.
8. What skills or experiences do you have that would help you in this job?
9. What are your greatest strengths? Explain.
10. Tell me about a time when you worked on a project as a team member and what you contributed.
11. What do you see yourself doing in the next three to five years?
12. What are your weaknesses? or What are some areas you see yourself wanting to improve?

(Always be prepared to turn a weakness into a positive – ex: if you don't like public speaking you can state that it is a weakness but that you are practising at school in class and are thinking of joining a Toast Masters program)

13. Where have you worked previously? What skills did you learn?
14. What leisure time activities do you enjoy? Describe your participation in each.
15. Tell me about yourself?
16. Tell me about a goal you had set and how you went about reaching it.
17. If you had a difficult decision to make, how do you go about making it?
18. What were your most rewarding experiences in school?
19. Do you have any questions? (Make sure you have a few questions to ask about the position or the company)
 - What are the main duties of this position?
 - Who are the people I would be working with?
 - What hours are expected?
 - Is there safety training?
 - What makes you proud to work for this company?

INTERVIEW DO'S

1. Dress appropriately and be well groomed.
2. Know where you're going and allow extra time to get there 15 minutes early.
3. Research the company and know what they do, also prepare some questions for the end of the interview.
4. Know your strengths and weaknesses.
5. Have extra copies of necessary papers (extra cover letter and resume for the interviewer and yourself) and bring a pen so that you can fill out any forms or take notes.
6. Have a positive attitude.
7. Be aware of your body language.
8. Be honest, professional, courteous and respectful.
9. Exhibit poise, self-control, and confidence (believe in yourself).
10. Try to overcome nervousness and be calm.
11. Act naturally and maintain eye contact.
12. Be pleasant and friendly.
13. Thank the employer for the opportunity and have a firm handshake.
14. Listen very carefully and speak clearly (avoid one-word answers).
15. Appear genuinely interested.
16. Focus on the job and on your positive qualities.
17. Listen carefully to the interview so that you understand the questions.
18. Prepare relevant questions that you will ask the interviewer.
19. Remember to smile!
20. Thank the interviewer for his or her time as you leave, holding out your hand for a handshake.
21. Send a thank-you note after the interview.

INTERVIEW DON'TS

1. Bring other people to the interview.
2. Be late.
3. Don't come unprepared.
4. Don't chew gum or smoke before or during your interview.
5. Don't fidget your hands or an object.
6. Don't lounge in your chair.
7. Interrupt the interviewer while she or he is talking.
8. Criticize former employers.
9. Mention personal, domestic or financial problems.
10. Don't be too critical of yourself, apologize for your weakness or blame others for them.
11. Don't appear overanxious.
12. Use negative body language.
13. Limit your time for the interview.
14. Talk too much.
15. Be overconfident.
16. Don't be impatient.

Activity Eight:

Have students practice these skills by partnering up and going through some of the above questions.

Activity Nine:

Have students come up with 1 or 2 questions that they would ask at the end of the interview.

Activity Ten:

Have Mock interviews in class for positions in which the students are interested.

1. Have students apply for a mock job.
2. Bring some professionals or community members in to conduct a mock interview. (Handout for example questions to follow.)
3. Have the interviewers provide feedback to the students in terms of communication skills. (Handout to follow.)

Interview Questions



Please record employee (student) responses in the spaces below. Once the interview is completed, please check off additional information on the attached Mock Interview Checklist. Thank you for your cooperation! This will provide students with some much needed interview practice.

Begin by greeting employee with a handshake and smile. Direct him/her to the interview area and invite him/her to be seated. (The interviewee should wait to be seated until instructed to do so.).

Questions: Please adhere as closely to the script as possible. Thanks!

1. Tell me about yourself.

2. Why are you interested in working for our business as your career and work exploration placement? If the operating of a motor vehicle is required, now would be a good time to ask whether or not the student holds a valid driver's license and ask question to determine student abilities.

3. What are your greatest strengths?

4. What do you consider to be your biggest weakness? How do you deal with this weakness?

5. You are currently a high school student. What are your long range goals?

6. Tell me about a project you completed either at school, work, or with a volunteer organization that you are proud of. Describe in detail the steps you took to complete/accomplish it and why it makes you proud.

7. Tell me about a time when you started a project or activity only to realize it wasn't going as you planned. (Describe the situation and how you dealt with it. What was the outcome? What did you learn from this experience?)

8. Situation Questions specific to each employer. (These situation questions will give students a chance to think on their feet!)

9. That concludes our interview; do you have any questions at this time? (Students should respond with some type of question to show they are prepared).

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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.	Closing: thanks, handshake, smile etc			

Comments:

Journal Entry 11: How do you feel about your interview skills? What are your strengths and weaknesses? What are you going to do to improve on your weakness (es)?

Activity Eleven:

Forms

Spend time going through the forms needed for registration, communication, and evaluation of each student's placement. These are located in **Appendix A**. Provide each student with a package and explain the completion process in detail. There are also forms in this Appendix for the employer.

Activity Twelve:

Reflection Activities

The following are activities that can be done with the students during and after their placements. These activities get them to reflect on their experience and ask them to apply some of the things that were learned in the classroom portion of the program.

There are more evaluation reflection activities in Appendix A.

Student Reflection

The Interview

Name: _____

Date: _____

Hours Worked: _____

1. List 4 of the questions your employer asked you during your interview.
2. How did you answer these questions? How could you improve your answers? Did your answers display your enthusiasm, positive attitude and reliability?

Question 1: _____

My Answer _____

and Reflection: _____

Question 2: _____

My Answer _____

and Reflection: _____

Question 3: _____

My Answer _____

and Reflection: _____

Question 4: _____

My Answer _____

and Reflection: _____

Optional: Complete: The Interview Assessment Checklist at
<http://www.jobsetc.gc.ca/toolbox/checklists/interview.jsp>

Student Reflection

Initiative

Name: _____

Date: _____

Hours Worked: _____

Employer's comment:

"Experience overall has been positive. But it must be realized that the students may not get the full supervision they requires or deserves when things get too busy, so they must show some initiative on their own. Ex: pick up a broom, clean a window, take out trash."

1. How are you demonstrating initiative at your work placement?

2. How will you continue to prove that you are an employee with initiative?

3. Why do employers value initiative?

Student Reflection

Career Awareness

Name: _____

Date: _____

Hours Worked: _____

1. List some of the occupations that presently appeal to you.

2. List 5 reasons why these occupations appeal to you (hours, environment, independence, location, challenging, financial, etc).

3. Why might you like or dislike having a future job at your present work placement?

STUDENT REFLECTION SHEET

WORK EXPERIENCES

Name: _____

Date: _____

Hours Worked: _____

1. Describe the specific duties and tasks you have experienced to date at your placement.

2. What experiences have you valued the most?

3. What are you learning about the work world?

Student Reflection

Blueprint for Life/Work Designs

Personal Management

Name: _____

Date: _____

Hours Worked: _____

Blueprint for Life/Work Designs is Canada's national learning outcome framework of the competencies (skills, knowledge and attitudes) that citizens of all ages need to prosper in career and life in the 21st century. This program, adopted by Saskatchewan's Ministry of Education, identifies various career development competencies that individuals will do well to master. These competencies are grouped into three broad areas: personal management, learning and work exploration, and life/work building.

1. Complete column 2 in the following chart.

Competency	Questions
1. Build and maintain a positive self concept.	Identify a characteristic/quality you possess and explain how it has contributed positively to your work placement.
2. Interact positively and effectively with others.	Provide and explain an experience from your work placement in which your interactions contributed positively to the work life of your colleagues.
3. Change and grow throughout one's life.	At your work placement how do employers/employees effectively manage changes and transitions?

Student Reflection

Blueprint for Life/Work Designs

Learning and Work Exploration

Name: _____

Date: _____

Hours Worked: _____

Blueprint for Life/Work Designs is Canada's national learning outcome framework of the competencies (skills, knowledge and attitudes) that citizens of all ages need to prosper in career and life in the 21st century. This program, adopted by Saskatchewan's Ministry of Education, identifies various career development competencies that individuals will do well to master. These competencies are grouped into three broad areas: personal management, learning and work exploration, and life/work building.

1. Complete column 2 in the following chart.

Competency	Questions
4.. Participate in lifelong learning supportive of life/work goals.	Identify one lifelong skill, ability, and/or insight that you've gained during your work placement. How will it transfer to future work roles and/or environments?
5. Locate and effectively use life/work information.	Describe your work placement in regards to its typical form of employment (i.e. full time, part time, multi-tracking, contracting, consulting, entrepreneurship, etc.) When you leave high school what will be your preferred form of employment? Why?
6. Understand the relationship between work and society/economy.	How does the work in which you participated in during your work placement contribute to society's needs and/or functions?

Student Reflection Sheet

Blueprint for Life/Work Designs

Life /Work Building

Name: _____

Date: _____

Hours Worked: _____.

Competency	Questions
7. Secure/create and maintain work.	Identify and explain how your personal skills contribute to your work conditions and environment?
8. Make life/work enhancing decisions.	Explain how your work placement supports/does not support your personal goals, values, and/or financial means.
9. Maintain balanced life and work roles.	Reflect upon your work placement and employer expectations in addition to your leisure activities. Were you able to maintain a balanced life during your work placement? Explain how this balance could be improved.
10. Understand the changing nature of life/work roles.	Would you describe your work placement and assigned tasks as traditional or non-traditional? (traditional- sweep floors, non-traditional- create a word document) Explain.
11. Understand, engage in, and manage one's career building process.	Is your work placement a career you plan to pursue? Explain.

Optional: Complete the Blueprint for Life/Work competency quiz at

http://www.jobsetc.gc.ca/eng/blueprint/categories.jsp?category_id=1101&root_id=1080&call_id=127

STUDENT REFLECTION SHEET

PORTFOLIO

Name: _____

Date: _____

Hours Worked: _____

One of the modules in the CWEX courses is the completion of a personal career portfolio. Prairie South School Division student portfolios contain 4 sections:

- Introduction
- Academic/Technical Skills
- Personal Management Skills
- Teamwork Skills

1. Identify and explain 3 additions/deletions/revisions which you plan to make to your portfolio as a result of your work placement.

- 2) What changes do you plan to make to your resume as a result of your work placement?

STUDENT REFLECTION SHEET

CAREER CRUISING

Name: _____

Date: _____

Hours Worked: _____

The following questions are to be completed when using the online Career Cruising program.

1. List five occupations which require skills similar to those you have used during your work placement.

2. Using Career Cruising occupation profiles, locate and provide the following information regarding your work placement.

a. Job description

b. Working conditions

c. Earnings

d. Education and training requirements

3. Based upon the above information, is your current work placement a career you wish to pursue further? Explain.

STUDENT REFLECTION SHEET

CHANGE IS CONSTANT

Name: _____

Date: _____

Hours Worked: _____

The High 5

The High 5 career development philosophy was created by Canadian Career Practitioners. It is comprised of 5 key messages to enable individuals to achieve career success.

The first *High 5* is Be Open to Change. As the world around us is constantly changing, we must continually stay open to change.

1. In your workplace what changes are the employees facing?

2. What changes might employees need to face with in the future?

3. What changes have you made to ensure your experience is successful?

Example: I get up at 6:30, so that I am able to be at my placement before 8:00 am.

STUDENT REFLECTION SHEET

LEARNING IS LIFELONG

Name: _____

Date: _____

Hours Worked: _____

The High 5 (continued)

The second *High 5* is Keep on Learning. We need to stay motivated by learning new skills and developing new talents.

1. In your workplace, what new skills are employees able to learn?

2. How could you demonstrate to your employer your motivation to learn?

Ex. I could memorize the menu list.

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STUDENT LOG SHEET

FOLLOW YOUR HEART

Name: _____

Date: _____

Hours Worked: _____

The High 5 (continued)

The third *High 5* is Follow your Heart. To be truly content with our careers, we need to discover opportunities to combine our passions and interests with career opportunities.

1. What passions and interests do you have? What do you like to do in your spare time?

2. How might some careers/ jobs include some of your passions and interests?

STUDENT LOG SHEET

ACCESS YOUR ALLIES

Name: _____

Date: _____

Hours Worked: _____

The High 5 (continued)

The fourth *High 5* is Access Your Allies. Rely on the support of your family, mentors and peers. Make your career successes a team effort. In turn, be allies for others.

1. Identify some of your potential career allies. List anyone who could refer you to someone who could provide information and advice.

2. How can these people assist you along your career journey?

STUDENT LOG SHEET

THE JOURNEY

Name: _____

Date: _____

Hours Worked: _____

The High 5 (continued)

The last *High 5* is Focus on the Journey. Your career journey will be life-long. Don't focus on one destination. Appreciate each and every experience along the way.

1. What memorable experiences have you had at your placement? In CWEX class?

2. What have you learned about the world of work?

3. What improvements would you suggest for the CWEX program?

Career Information Module 9

Module 9: Career Information

Overview: (3-5) Hours

It is very important that students have the knowledge of the career information resources that are available to help them gather information about perspective career choices. Along with the knowledge, they need the ability to utilize and access these resources so that they are meaningful tools. In this module students will explore different resources to help them obtain these skills.

Have students visit: www.sasknetwork.gov.sk.ca for the first 5 activities in this module

Click “Youth”, then “Resources for Youth” and complete the following activities.

Activity One:

Destination 2020

Complete this quiz for students to see the careers for which they are best suited.

Activity Two:

Vector

Explore the “*Career Video Library*”

Search this library by Industry, Interests, Skills, Income, Education, or Keywords.

Watch at least one video.

Journal Entry 12: What video did you watch? Mention 3 things that you learned or found interesting. Where was this video shot and would you consider working in that setting?

Activity Three:

Occupation Comparison

Go back to the home page and click “*Sask Job Futures*”. Then click “*Compare Occupations*”. Compare at least 2 jobs of interest. (max 5).

Print this comparison and put it in the portfolio.

Journal Entry 13: What did you discover by doing this comparison and what does this information mean to you?

Activity Four:

Saskatchewan Outlook

Go back to the home page, click “*Sask Job Futures*”, “*Job Seekers*”, “*Careers in Saskatchewan*”. Find the chosen careers and complete the Saskatchewan Outlook Chart (Handout 1) using the info on the website. Put this in the portfolio.

Activity Five:

iQuizzes

Return to the homepage and click “*Sask Job Futures*”. Click “*iQuizzes*” to do more self exploration.

- i. Create an account
- ii. Take quizzes
- iii. Print the results to put them in your portfolio.

Activity Six:

Have students visit: www.careercruising.com

Complete My Top 3 Occupational Chart (Handout) using the “*Career Tab*”. Put this in the portfolio.

Journal Entry 14: Were there any differences in the information from the two different websites? What were the differences and why do you think these differences exist? Did you find out anything that made you change your mind about this career choice? If so, what was it?

Handout #1

Top 3 Careers: Saskatchewan Outlook

	#1	#2	#3
Occupation			
Trends and Outlooks			
Related Occupations			
Main Industry of Employment			
Average Earnings			
Where they work			

My Top 3 Occupations

	#1	#2	#3
Occupation			
Duties			
Working Conditions			
Traits, Values, Interests, Personality etc.			
Why does this occupation Intrigue you?			
Educational Requirements			
Location of Educational Programs			
Employment Outlook			
Salary and wage			
Related Occupations			

**Labour Market
Information
And
Exploring Educational
And
Career Pathways
Module 10**

Module 10: Labour Market Information, Exploring Educational and Career Pathways

Overview: (4-7Hours)

In this Module, students will become familiar with career clusters. They will examine Labour Market Information and learn how it can be used to make informed decisions about career planning. They then will explore the different educational and career pathways that are available to them.

Activity One:

Career Clusters

Have students go to Career Cruising www.careercruising.com and look at the career clusters there. Career Cruising has 13 sectors listed. Have them divide into 13 groups and create a poster for each cluster and present it to the class. In their poster, they should come up with a definition for the sector as well as the array of jobs that can be found in that sector. They should also make a list of jobs from these sectors that are performed within their community.

Labour Market and Labour Market Information

Labour Market is a broad term that is used to describe a region's entire work force. Labour Market Information includes information about trends, projection, industry, sectors, occupations, and educational qualifications.

This is information that students need to take into consideration in order to make good career planning decisions. Knowing what is happening with the Labour Market will help in choosing a career.

Activity Two:

Labour Outlook for Canada

Have students read the summary for the 10 year Labour outlook for Canada.

http://www.hrsdc.gc.ca/eng/publications_resources/research/categories/labour_market_e/sp_615_10_06/page03.shtml#highlights

As they read through this document ask them to mark 3 things that they found interesting and one thing that they did not know. Have them get together in small groups and share their points of interest. After they have had a chance to do that, ask them to come up with a list of what this report means in terms of career planning for them. Come together as a class at the end to have a class discussion.

Activity Three:

Labour Market information on a specific Occupation:

- Go to Saskatchewan Job Futures at:

<http://www.saskjobfutures.ca/index.cfm?event=page.index&site=graphic>

Click *“Job Seekers”*, then *“Careers Saskatchewan”*. Students can now enter any occupation or do alphabetical searches through the occupations to find their choice and have students build an occupational profile for at least two careers that they are considering. Students can record their findings in the **Occupational Profile** Handout that follows. To answer all the questions students will have, visit the labour market information site that is listed next.

If they are fairly set on only one occupation, they can do a comparison for two different geographical areas by using the site below as well.

Students can also connect to the same Labour market info through www.futurepaths.ca by clicking on the Youth tab and then on the Labour information part of the cycle. Note: Their career needs to be in the Construction, Mining, Manufacturing, or Health Care Sector.

- To find information for other geographical areas besides Saskatchewan and other information in Occupational Profile use:

<http://www.labourmarketinformation.ca>

Note: Not all occupations will have information for every category on this site.

Steps:

- Click *“What can this site do for me?”*
- Click *“Judy “a student thinking about a career in_____.”*
- Click *“Job Descriptions”*- Fill out the information needed here to do the search. Note: Remember to hit the **“Go”** button after choosing the province or territory and search by **Occupation Title**.
- When students get to the search page, they can scroll down to *“Quick Links”* box and click *“Build Your Own Occupational Profile”*. This will bring up all the information required to complete the assignment. If this link does not work ask them to click on the topics individually under the Quick Link.

Journal Entry 15: Reflect in your journal on the Labour Market information that you discovered in this Module in terms of your career planning. Did the information change your outlook or reinforce it? Why?

Activity Four:

Educational Pathways

Have students access Career Cruising at www.careercruising.ca; click “Careers”, and then choose a “Career Cluster”. Focus on the educational requirements for those jobs in that sector.

H-High school

C-College or Vocational School

U- University

They will notice that some occupations have more than one option. Discuss reasons for the options. Through discussion, students will come to the conclusion that there are different pathways that people can choose to get to occupation. Have them look at a few different clusters to see the differences in pathways. Which clusters require mostly University Education? Which ones require mostly College education?

Have students click on a few of the jobs that have an H and look at the Education and Training section in detail. Have them do this for a couple of different sectors. What does it mean when it has an H beside an occupation?

1. No specific post secondary training required but some form of training is recommended.
2. Apprenticeship is an option.

Have students design a diagram that illustrates their options after high school for their chosen occupation.

Activity Five:

Post Secondary Education Options

Have students go to

<http://www.sasknetwork.gov.sk.ca/html/Learners/educationtraining/postinstitutions.htm#saskatchewan>

This is a web site that lists all the post secondary educational institutions in Saskatchewan. Students would be surprised about how many options exist in Saskatchewan. Have them take a guess at a number before they log on to this site. Have them browse through some of these lists to familiarize themselves with the options available.

Activity Six:

Career Pathways

It is important that students know what their options are after high school.

- Post Secondary Education
- Apprenticeship
- Work/Entrepreneurship
- Volunteering/Travel (Gap Year)

Have students visit www.futurepaths.ca. Click on the Youth Tab, scroll down to the bottom and open the document “Your Future, Your Career”. Pages 17 -20 allow students to explore the different pathways.

Activity Seven:

Apprenticeship

Contact Apprenticeship Saskatchewan to come in and speak to the students about apprenticeship opportunities: <http://www.saskapprenticeship.ca> under “Contact Us”.

Activity Eight:

Visit this site below for great information on Apprenticeship. This is a document that provides a **summary on apprenticeship**, talks about high school programs like the **Saskatchewan Youth Apprenticeship Programs** as well as the **Apprenticeship Scholarship Programs**. It has a list of **designated trades in Saskatchewan** as well as a brief **explanation for each**.

http://www.saskapprenticeship.ca/siteimages/SYA/2010-11_HighSchoolCompletionAndYourFutureIntermediateSkilledTrades_w_bookmarks.pdf

Activity Nine:

For students that are interested in the trades, have them visit the link below called MEASURE UP. It is a hands on website that allows students to see the types of skills are used in the trades and how they measure up and what skills they need to improve on.

<http://measureup.towes.com/english/index.asp>

Activity Ten:

Have the students watch this 7 min video on apprenticeship.

http://www.saskapprenticeship.ca/YOUTH_APPRENTICES/

Journal Entry 16: What are the benefits of Apprenticeship? Is this something that you are interested in? Why or why not?

Activity Eleven:

Work/Entrepreneurship

It is important for students to understand that Entrepreneurship is always an option that students can explore at any point in their Career Plan.

Have a presentation about Entrepreneurship.

YBEX: T -1-888-586-9855

SYPE: <http://www.sype.ca>

Activity Twelve:

Have students see what it takes to be an Entrepreneur. Have students visit this website:

<http://www.canadabusiness.ca/eng/125/>

Have students explore the following links: *“Is Entrepreneurship For You”, “Entrepreneurship”, “Self Assessment”, “Developing Your Ideas”, and “Developing Your Business Plan”*.

Activity Thirteen:

Have students examine the other websites under Entrepreneurship at www.futurepaths.ca . Click *“Youth”* then *“Gateways to your Future”*. Under Entrepreneurship there are more quizzes as well as other info on how to go about starting your own business.

Activity Fourteen:

Have students in groups brainstorm ideas for a business that could run at the school level. Have them create a business plan and maybe even execute it.

Journal Entry 17: Do you feel that you are cut out to be an Entrepreneur? Why or Why not?

Activity Fifteen:

Volunteering/Travel

www.futurepaths.ca . Click *“Youth”*, then *“Gateways to your Future”*. Scroll down to *“Volunteer Opportunities Travel Opportunities”*.

Journal Entry 18: Why is volunteering so important. Did you find any places that you would be interested in volunteering? What were they? Why?

Occupational Profile

Occupation:

Geographical Area:

Main Duties:

Terms and conditions:

Employment Prospects:

Potential and Trends:

Wages and Salaries:

Who Hires? (3)

Training: (2)

Job Search Skills

Tools

and

Strategies

Module 11

Module 11: Job Search skills, Tools and Strategies

Overview: (2-8 hours)

This module focuses on job search techniques and where to find job search information. Students will look closely at ideas like networking and application completion. Students will also learn how to use their portfolio in a job interview.

Activity One:

Job Search Techniques

Have students brainstorm places to search for jobs.

Help wanted signs

Classifieds

Internet Sites

Networking

Students need to be aware that sometimes a business may not be advertising but they may still be looking to hire promising candidates. It is always important to do the following:

Networking: Make sure that they are talking to people and letting them know that they are looking for work. Remember to ACCESS YOUR ALLIES. Contact people that you know that might be able to help you find your preferred job.

Cold Call: Drop a resume off at a potential place of employment. Ask to speak with the manager or the person in charge of hiring.

The most important thing about job hunting is that you want to make sure that you get yourself noticed in a positive light. You want to stand out from all the others that are also on the hunt for a job.

Here is a site that has a number of good ideas to keep in mind when job searching:

<http://www.net-temps.com/careerdev/career-tools/career-advice.html>

Have students start with looking at Dial A Job under Job Tips. Then have them search through the topics and print off a couple tips that they might want to put in their portfolio for future reference. This sight has information on interviews, resumes and job hunting.

To follow is a list of places to start the job search in terms of jobs that are posted. Please keep in mind though that not all potential jobs are posted. Sometimes if you want a job bad enough you have to make it happen.

Student Opportunities

Go online to SASKJOBS.CA, read the paper, look for help wanted signs.

French Employment Opportunities

[Bonjour!](#)

A Government of Saskatchewan website with employment opportunities in every sector.

[Quichet Unique](#)

Another Saskatchewan French site that offers tons of employment information.

Government of Saskatchewan – Summer Employment Opportunities

[Saskatchewan Public Service Commission](#)

Career Centre and summer job opportunities all over the province.

[Student Summer Works \(SSW\) Advanced Education and Student Services](#)

This program is designed to connect students to quality part-time and full-time employment. The SSW program continues to be focused on students with disabilities and Aboriginal students who continue to be under-represented in our growing workforce.

Government of Canada – Summer Employment Opportunities

[Federal Student Work Experience Program](#)

Summer employment opportunities, and internships offered by the Government of Canada.

Great Sites for Saskatchewan Employment Opportunities

[Saskjobs.ca](#) – Electronic listing of jobs all across Saskatchewan.

[Job Bank – Service Canada](#) – Electronic listing of jobs all across Canada.

[Local Job Shop. ca](#) – Western Canada’s only local employment website.

[Moose Jaw Job Shop .ca](#) - A site that allows you to read job postings and post your resumé.

[Regina Job Shop.ca](#) – A site used for job seekers and employers to connect.

[Saskatoon Job shop.ca](#) – A site used for job seekers and employers.

[AlbertaFirst Job Resources](#) - A list of government and general employment links.

[Workopolis.com](#) – Jobs listed by sector, including IT, engineering, education, finance, sales and many more.

[Monster.ca](#) – Search for jobs based on province and region.

[Jobboom.com](#) – Offers thousands of jobs every day along with employment and career news.

Activity Two:

Job Application

Have students fill out a job application form for practice. Use a form you have access to or the one at:

www.futurepaths.ca. Click “Youth” and then scroll to the bottom and open the document *“Your Future, Your Way”*.

See pages 35-37 for a sample application form and some tips on how to fill it out. Remind students that neatness is very important and that they should list employment in chronological descending order. They should also check with their references to make sure that they have all the necessary information.

Activity Three:

Using a portfolio in an interview

Remind students that their portfolios can be a very useful tool in an interview if used properly. Students should have an interview portfolio back up the skills that are needed for the job. This would be a portfolio that has been put together especially for a specific job interview and it focuses on entries that support the skills needed for that job. After all, the best indicator of future behavior is past behavior. When using a portfolio, students should state the skill, point out the example in their portfolio and state why this is a good example of the skill.

See www.futurepaths.ca. Click “Youth” and then scroll to the bottom and open the document *“Your Future, Your Way”*. The portfolio information is located on Pages 38 and 39.

Students could practice using their portfolio in an interview with their peers or have it be a component of their Mock Interview.

Career Decisions Module 12

Module 12: Career Decisions

Overview :(10-15 hours)

In this Module, students will apply the information that they have learned in other modules and start making some career decisions. They will look at the self assessment tools that they completed in Module 2 and see what they mean in terms of making career decisions. They will compare their occupational choice to their lifestyle and see how well they match up. Working conditions related to lifestyle roles and occupational choices will be explored.

1. Career Decision Making:

Career Decision Making is 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.

Activity One:

Review the following definitions from Module One so that students are clear on the differences.

Job- the tasks or duties a person performs at the workplace.

Occupation- a group of similar jobs found in various organizations

Career- all the roles and work experiences that one has experienced during a lifetime.

Activity Two:

Have students complete the *"Career Planning Quiz"* at www.futurepaths.ca. Click "Youth" and then scroll to the bottom and open the document *"Your Future, Your Way"*. This quiz is on Page 4. This quiz will let them know if they have the information to make informed career decisions. If they score low in one of the areas they should acquire this information before moving forward. If this is a weakness for the whole class, it may be beneficial to revisit this information.

Activity Three:

Now that they have the information that they need they are able to start making some plans. Have them now fill out *"Planning for My Preferred Future"* at www.futurepaths.ca. Click "Youth" and then scroll to the bottom and open the document *"Your Future, Your Way"*. This document is on Page 5. After they complete this they will be able to complete one of the plans that follows (Pgs. 6-9) according to how they want to carry out their plan.(ex: Gap Year, Work, Education, or Apprenticeship)

2. Self Assessment:

This was touched on in Module two.

Activity Four:

As a reflection activity, have students fill out the page called “*Self Assessment Roadmap*” at www.futurepaths.ca. Click “*Youth*” and then scroll to the bottom and open the document “*Your Future, Your Way*” on Page 4. By completing this page, students will be able to reflect to see if they know enough about themselves to make well informed career decisions. If they need more information on any of the categories, this page will direct them to the other self assessments on futurepaths.ca. It would be a good idea, to have students complete one more for each category, depending how many were done in Module two.

3. Relating Occupational Choice to Lifestyle Choices:**Activity Five:**

Have students once again visualize their future. Questions could include: Where do they see themselves living? What type of family do they have? What type of a house do they live in? What sort of car do they drive? Where do they work? For this activity you might want to use the visualization handout from Module two and alter it slightly. After doing this, have the students reflect to see if their chosen occupation fits into their visualized lifestyle.

Activity Six:

Have students complete their *Needs and Wants Self Evaluation* to see how their job fits in with their lifestyle.

Journal Entry 19: How does your job fit into your future lifestyle? Explain if it is a good fit.

Activity Seven:

Go over the following terms with students so that they are aware of their options when they are choosing their occupation. Have students discuss the benefits of the different types of positions.

Career Planning

When individuals are determining a suitable career path using knowledge of personal interests, skills and preferred futures (dreams). Career planning involves researching the educational and skill requirements of a variety of potential work and life roles.

Types of positions:

Full-time: 40hrs per week

Part-time: less than 40hrs per week

Seasonal: work available only in certain seasons Ex: greens keeper works only in the summer in Saskatchewan

Contract: sign an agreement to get a certain job accomplished

Casual: only work when needed. Ex: covering for other employees on holidays, sick time etc.

Volunteer: unpaid work

Job sharing: one position is shared between two people.

Consulting: an independent job where you work with other companies.

Entrepreneurship: self run business venture.

Activity Eight:

Career Matchmaker

Have students revisit www.careercruising.ca and re-examine their “*Career Match Maker*” that they completed in Module 2. Now have them look at the occupations that were suggested. How do these fit who you are and what you want to do with your life?

Activity Nine:

Career Research

Have students conduct an interview in the same occupation that they are considering pursuing. (**Career Research Interview Questionnaire Handout**) Upon completion of this activity have them answer the following questions in order to reflect.

1. Are you still thinking that this job is for you? Why or Why Not?
2. What did you find to be the most surprising response?

Needs and Wants Self-evaluation

Purpose:

- to identify your top career needs and wants.

Instructions:

- think of the 10 career needs and wants below in terms of their importance to you.
- Circle the answer that best describes its relevance to you.
- Look at your choices in the “Very Important” column. Choose the 2 that you view to be the MOST important.
- Write these two career needs and wants in the blanks below:

MOST IMPORTANT Need/Want _____

MOST IMPORTANT Need/Want _____

	LESS IMPORTANT	IMPORTANT	VERY IMPORTANT
MONEY - a need for extras beyond what you live on			
RESPECT - the prestige that some occupations provide (ex: doctor)			
FREEDOM - being able to work independently with little supervision			
STABILITY – occupations that have little turn-over or that offer job security			
VARIETY – occupations that expose you to diverse experiences and locations			
LEISURE – occupations that provide you with ample time for family and hobbies			
LEADERSHIP – occupations with responsibility for others and for planning			
SERVICE – occupations that help people and society in a very direct way			
INTEREST – working in a field that you find stimulating			
CHALLENGE – a field that repeatedly tests your skills and abilities			

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Career Research Interview Questionnaire

Student Name	
Employer/Mentor Name	
Name of Company	
Job Title	

Suggested Questions

- What are the daily routines and responsibilities of this occupation? Could you describe a typical day on the job?
- Is every day basically the same or is there a lot of variety?
- How much of your day is spent working with other people?
- What specific education or employment experience is necessary to work in this occupation?
- Why did you choose this occupation? Why are you still in it?
- What changes have you seen in this occupation over the past five or ten years?
- Did you have experience in other occupations or volunteer positions that assisted you in advancing to your present position? Please explain.
- What opportunities for other positions or advancement are there in this occupation?
- What qualities and skills do you possess that make you successful in your present position?
- What other qualities and/or skills do you think will be necessary in the future?
- What are the working conditions and personal benefits in this position (e.g., salary scale, dress code, hours of work, pension plans, health care plans)?
- Are you required to travel? work evenings and weekends?
- Many occupations have mundane duties or some unpleasant working conditions. What are some if any of the duties and working conditions you dislike about this occupation?
- What procedures does this organization follow in the hiring of new employees for this position?
- What personal qualities and abilities is your organization looking for in someone starting out in this occupation?
- How do you see this occupation changing in the next five years? Will demand for workers increase or decrease?
- What advice do you have for a young person considering this occupation?

Please include at least **three** additional questions that you would like to ask.

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Appendix A

Work Experience

Forms

Appendix A: Work Experience Forms

Following are forms that can be modified to suit your situation. Feel free to add/ delete or personalize any of these forms. Once again you must pick and choose the forms that fit your situation. There are forms for registration purposes as well as evaluation of the student as well as the program. Some of the following documents could be used to provide information to students and/ or employers.

The Career and Work Exploration Agreement Document can be produced in triplicate copy so that the student, employer and school could all have a copy. This method also makes it more official.

Application for Career and Work Exploration Program

Student Name: _____ School: _____

Student Age: _____ Date of Birth: _____

Home Address: _____

Home Phone Number: _____ Cell Phone Number: _____

Driver's License: Yes: _____ No: _____ Number: _____

Student Vehicle: _____ License Plate: _____

Email Address: _____

What is your favourite subject: _____

Why: _____

Hobbies and Extra Curricular Interests: _____

Have you had any jobs: Yes: _____ No: _____

List: _____

Explain your career plans: _____

What type of career exploration would you prefer? Why? _____

Do you have a specific worksite in mind? _____

Do you have a connection within that business? _____

Contact Person: _____ Contact Number: _____

Have you discussed this course option with your parents/guardian? Yes: _____ No: _____

Parent/Guardians Printed name: _____

Parent/Guardians Signatures: _____

INSURANCE COVERAGE AND EMPLOYER'S RESPONSIBILITIES

The Career and Work Exploration Program is an approved school program. It is therefore included under the Board of Education's liability insurance policies. It must be remembered that this is third party public liability insurance--personal injury and property damage. The policies respond therefore only when the Board or its students, teachers, etc., are legally liable, i.e. there is negligence involved. Where an accident involving property damage happens, we would expect the employer to treat the situation in the same way he/she would treat an accident where one of his/her regular employees were involved. This may involve an insurance claim under the employer's property or liability insurance policy with the assumption of any applicable deductible. We would expect the employer to exhaust its claims under its insurance policies before making any claim against the Board. Where the Board (student, teacher, etc.) has been involved in an accident, a claim may be submitted to the Board. It is the courts and/or the insurer and not the Board that determines whether the claim will be paid.

Where a student is injured in the work situation, he/she is covered under the Board's student accident program. As well, the student is covered by the Workers' Compensation Board without any premium cost to the employer, assuming that the business is also covered by the Worker's Compensation Board. In the event of an accident involving injury to the student, the school coordinator should be notified immediately so that the necessary form can be completed and submitted.

The employer should ensure that there are no limitations on the student of which the employer is not aware. If the duties of the student include operating a motor vehicle, for example, it is the responsibility of the employer to ascertain that the student holds a valid driver's license. We recommend that the employer interview the student as he/she would any other potential employee to be aware of the student's abilities.

Keys to a Successful Work Placement

Before your Interview:

1. Call your employer to confirm your interview time, or set up a time if your schedule is an open –ended one where you and your employer decide what your work times will be. Your employer will have a calendar of the dates and times that you will be at work. In a few cases, some of you will have a schedule when you will work with dates and times that you arrange with your employer.
2. When you call, ask about any things that you might need to know before the interview. These things could include where to park, dress code, etc.
3. Take care with all forms. When forms are clean, unwrinkled, and neatly completed, it indicates that you care about them. If you care about them, you care about your job in general, and this indicates something positive about you to the employer.
4. Fill out all the forms with the appropriate information. It is not the employer's responsibility to do this for you. It is your class, your credit, and your work placement. You need to take responsibility for it.

During the Interview:

5. Ensure that you bring your contract with you to the interview. It must be signed by you and your parents before you bring it in. Give it to your employer to sign, and then bring it back to school and give it to your Career and Work Exploration Teacher.
6. Before and after the interview, be polite and thank the employer for his or her time.
7. Ask questions at the interview. Ask questions if you need to know things about the business or job. The list of the items that you need to know may be numerous, depending on the job you have. Here are some samples to think of:

What are the day to day expectations and responsibilities of this position?

What is the one thing that I could do on the job that would benefit you most?

What will my typical day be like?

What is the most challenging part of the job?

When you are at Work:

8. Show up on time, and show up on the days that you have agreed to be at work. If you have to miss for reasons of illness, medical, appointments, or other good reasons, you must call your employer and your Career Work Exploration teacher.

9. At work, pay attention when instructions are given, and ask questions when you don't know something.

10. Take initiative. Never stand around waiting for something to happen. There is nearly always something to do if you are looking to stay busy. Nothing is more annoying to an employer than an employee who sits around doing nothing, particularly when there is something to do. If you are in the kind of job where you don't have something obvious to do, you should get a list of things to do from the employer. You would be demonstrating good initiative to your employer if you could come to work for a day or two on a weekend if that works for the employer, or after school, or a full day when you have no school. Going above and beyond is what all employers are seeking in their employees, including you.

11. Write down instructions for yourself if needed. There is no shame in writing down instructions if you can't remember a large number of tasks. Sometimes employers don't have enough time to answer questions about the next task once you have completed the previous task.



Prairie Spirit School Division No. 206

Date: _____

CAREER AND WORK EXPLORATION PROGRAM

School: _____

CAREER AND WORK EXPLORATION AGREEMENT

Ph. No.: _____

A. PARTIES TO THE AGREEMENT

1. Board of Education: ***Prairie Spirit School Division No. 206***
2. Student _____
3. School Coordinator/Career Facilitator _____
4. Work Site _____
Address _____
Supervisor: _____ Phone No.: _____

B. DESCRIPTION OF THE WORK PLACEMENT

1. Duration: Dates: From _____ to _____
Hours: From _____ to _____
2. Duties which the student may perform during the work placement:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

C. INSURANCE COVERAGE

1. Liability and Property Insurance:
 - a) The Prairie Spirit School Division maintains insurance with respect to its liability under the Career and Work Exploration Program.
 - b) The employer carries a reasonable level of third party liability insurance.
2. Workers' Compensation Board - The student is covered under The Workers' Compensation Act within the scope of this Agreement if the employer also pays into the WCB program.
3. Property Damage - The employer carries a reasonable level of property insurance or self insurance and will assume responsibility for accidental damage to property in the students care, custody and control. This includes the deductible portion of the Insurance Policy.

D. SIGNATURES OF THE PARTIES OF THE AGREEMENT

Student: _____ School Coordinator/Career Facilitator: _____

Employer: _____

Parent/Guardian: _____

☐ As employer, I understand that PSSD recommends that we carry WCB coverage and a reasonable level of third party liability insurance. (Please initial.)

Please initial.

☐ We do carry Workers' Compensation Board Coverage.

☐ We do carry a reasonable level of third party liability insurance.

White Copy – School

Yellow Copy - Employer

Pink Copy - Student

GENERAL CONDITIONS

1. Nature of Arrangement: The student agrees to work as a learner for the purpose of coverage under the Workers' Compensation Act, and the employer agrees to supervise the student.
2. Duties: The student agrees to perform for the employer the duties assigned by the employer in consultation with the school coordinator/career facilitator.
3. Supervision: While the student is in the place of employment, the employer agrees to supervise the student and to permit the school coordinator/career facilitator to supervise the student.
4. Evaluation: The employer agrees to supply the school coordinator/career facilitator with an evaluation of the student's performance in such forms as the school coordinator/career facilitator may request.
5. Workers' Compensation: The student is defined as a learner for the purpose of the application of The Workers' Compensation Act.
6. Remuneration: The student will not receive any remuneration from the employer in respect to his/her presence as a learner under the terms of this work experience agreement.
7. Responsibility of the Board The Board is obligated to provide adequate supervision of the student through the school coordinator/career facilitator, but the Board is not liable for any damage or other claim arising out of any act or omission of any other party to this agreement.
8. Termination: Any party to this agreement may terminate it by giving notice to the other parties.
9. Employee Tenure: The employer agrees that the presence of the student as a learner shall in no way affect the job security of any employee, nor the employer's hiring practice with regard to full or part-time employees.
10. Insurance: In addition to the coverage under The Workers' Compensation Act, the Board maintain insurance with work study program. The employer has the right to inspect the insurance policy in effect from time-to-time. The employer is recommended to have Workers' Compensation Act coverage and a reasonable level of third party liability insurance.
11. Effective Period: This agreement, unless terminated sooner, shall be in effect from _____ until _____.
12. Hours of Work: Working hours for the student shall be flexible and usually within the school hours.
13. Exception: If the employer employs the student outside the scope of this agreement, the student shall be deemed to be a normal employee or worker for the purpose of the application of the statutes of Saskatchewan.
14. Guidelines:
 - a) This is a training program designed to prepare the student to become a worker rather than to train for a specific job.

- b) The student may have several placements, over a period of time, with cooperating employers.
- c) The student will receive no salary during any placement.
- d) The student's work will be evaluated and he/she will receive credit toward graduation.
- e) The student will have periodic supervision by school personnel while on the job.
- f) Liability insurance coverage for the student is provided by the Prairie Spirit School Division Board of Education, we also recommended the employer have a reasonable level of third party liability insurance, as well as Workers' Compensation Act coverage.
- g) It is the parent's responsibility to notify the school and place of employment in the case that their son/daughter is going to be absent.

Career and Work Exploration Program

Student Contract of Responsibilities

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. As a work experience student you are an ambassador for your school and community.

ATTENDANCE

As a student "employee", your attendance record is to be exceptional. The company is counting on you. If, for a valid reason, the student is not able to attend a work session, he or she must **contact the workplace, the school, and the work placement teacher** to notify the parties of the absence. If you miss a placement for any reason, you will have to make up for lost time at a time convenient to your teacher and your employer.

PUNCTUALITY

Students are expected to arrive on time for all workplace sessions and stay for the FULL time required. Students are expected to demonstrate maturity at all times.

DRESS CODE AND PERSONAL GROOMING

Dress must be appropriate to the workplace and must meet the employer's expectations. Safety may be a factor and appropriate attire is required.

EVALUATION

Students will be visited at work regularly by your coordinator. 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.

JOB PORTFOLIOS

Students are expected to keep a daily log in their job portfolios. These portfolios are to remain at the worksite at all times so I can view information as needed. The student and the workplace supervisor are to review and initial the log sheets on a regular basis.

Students, please review the expectations and sign below to indicate your cooperation and agreement to follow the stated requirements.

Enjoy the workplace experience! Ultimately your success or failure in all aspects of your life is your own responsibility☺

I have read and agree to the above list of responsibilities. I recognize that I will be expected to adhere to the responsibilities outlined.

Student's Signature

Date

Parent's Signature

Date

Code of Confidentiality

Please read and consider carefully this Code of Confidentiality. As a participant in the Prairie Spirit Career and Work Exploration Program at _____, it is necessary that you understand and comply with both parts of it.

Volunteer Code of Confidentiality

As I participate with supervisors, staff and clients I will always respect their right to total privacy concerning the details of their personal lives and their business affairs. As a student worker I must limit my discussion to the specific duties and responsibilities outlined in my duty description. That is, I can talk about what I do but not with whom I do it. I fully understand that my confidentiality continues even after I cease to serve as a student worker with _____.

As a participant in the Prairie Spirit Career and Work Exploration Program I will respect its right to be presented in a positive, favourable light to others. As a student I am a responsible representative of the Prairie Spirit School Division and have the potential to be a powerful force in the community. If I have any problems or concerns with my commitment, I will look first to my supervisor and/or teacher for support and resolution. In this way my advocacy will be thoughtful, accurate and supportive.

NOTE TO STUDENTS

If you are submitting a report or journal in relation to your volunteer experience, please consult with your program supervisor. Actual names of clients must not be used and details of any case cannot be revealed. The workplace supervisor and school coordinator should receive a copy of your submission.

Date: _____

Student: _____

Worksite: _____

Student Signature

Employer Signature

Career and Work Exploration PROGRAM

STUDENT INFORMATION SHEET

(For the Employer)

Name: _____ Date of Birth: _____

Address: _____ Postal Code: _____

Parent's/Guardian's Name: _____

Home Phone: _____ School Phone: _____ Grade: _____

Hospitalization No.: _____ Driver's License No. _____

Social Insurance No.: _____

Eligible to drive in Saskatchewan: Yes _____ No _____

Limitations: _____

Physical Description:

Weight: _____ Height: _____ Glasses: _____ Hearing: _____

Allergies: _____

Medical conditions that may affect your
placement: _____

Activities/Involvements: (During/Outside school hours) _____

Previous Work Experience:

1. _____

2. _____

3. _____

Class: _____ School Coordinator: _____

Career and Work Exploration

Contact Information For the Employer

Procedures

1. First Line of Communication:

Please contact the Career and Work Exploration Teacher if you have ANY questions, comments, or concerns regarding our work exploration program.

2. Second Line of Communication:

If for some reason you must cancel a placement time, contact the career exploration student. Please contact the school directly and follow up with the teacher in a reasonable and timely fashion.

Contact Information

Work Exploration Teacher

Teacher Name	
Location (School)	
Cell Number	
Email Address	

School

School Address	
Principal's Name	
Secretary's Name	
Fax Number	



Career and Work Exploration Program

EMPLOYER HEALTH AND SAFETY ORIENTATION CHECKLIST

For Employers to conduct with students at the beginning of a work placement.

Are these covered in the student's orientation?		Yes	No
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 Material Information System (WHMIS)			
Workplace policies and procedures			
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			

Career and Work Exploration Program

EMPLOYER WORKPLACE HEALTH AND SAFETY HAZARD CHECKLIST

(For school supervisors to conduct with potential employers at the beginning of a work placement.)

✓	Equipment	Questions	Yes/No	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?		
✓	Work Environment			
	Lifting	Will the student be doing excessive lifting of heavy or awkward loads?		
	General	Will the student have to work in untidy or		

	housekeeping	cluttered work areas?		
	Walkways, stairs, roadways	Will the student have to work in passageways that are cluttered or slippery?		
	Entrances and exists	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?		
✓	Equipment	Question		
	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?		

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

Other Hazards? How is the student protected?

List any other hazards the student might encounter in this work placement and how he/she is protected. Attach an additional sheet if necessary.

Career and Work Exploration Program

MOCK INTERVIEW CHECKLIST

Student: _____

Community Site: _____ Contact: _____

Address: _____ Telephone: _____

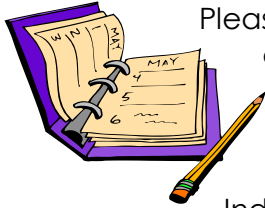
Date: _____ Time: _____

		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:

Career and Work Exploration

DAILY LOG



Please keep a log of daily activities. This log is to be completed at the end of each work-placement shift.

Reflect on your experiences regularly on the back side of the page.

Please have employer review and initial.

Indicate any missed shifts for record-keeping purposes.

WHAT DID I DO TODAY?

DATE/ Example: Monday, Nov. 1	SCHOOL DAY Day 3	ACTIVITIES (List duties performed during the work placement experience)	TIME SPENT # of hours	INITIALS	
				Student	Employer
TOTAL HOURS					

ADDITIONAL COMMENTS

(Remember, you must contact your teacher, school, and employer in the event of an absence. Please phone in advance if at all possible.)

_____ Missed shifts this period? How do you plan to make it up?

New Knowledge or Skills Learned

List and describe any problems/challenges that occurred and how you dealt with them:

Additional Information: (Example: Favourite part of work placement experience so far, list points you want to remember, etc. This will help when updating your resume)

Student's Signature

Date

Employer's Signature

Date

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Career and Work Exploration

Monitoring Checklist

Student Name:

Worksite:

Date:

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?

**Career and Work Exploration
Monitoring Checklist for Teachers**

Student Name: _____

Employer Name: _____

Teacher Name: _____

Date: _____

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.

- | | | |
|---------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Safety | <input type="checkbox"/> Finances |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Equipment | <input type="checkbox"/> Compatibility with Staff |
| <input type="checkbox"/> Dress Code | <input type="checkbox"/> Facilities | <input type="checkbox"/> Variety of tasks performed |
| <input type="checkbox"/> Satisfaction | <input type="checkbox"/> Daily log | <input type="checkbox"/> Samples of student work |
| <input type="checkbox"/> Goals met | <input type="checkbox"/> Problems | <input type="checkbox"/> Discussions with employer |

Student's Comments:

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

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Safety | <input type="checkbox"/> Attitude toward work |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Equipment | <input type="checkbox"/> Compatibility with Staff |
| <input type="checkbox"/> Dress Code | <input type="checkbox"/> Facilities | <input type="checkbox"/> Variety of tasks performed |
| <input type="checkbox"/> Quality of Work | <input type="checkbox"/> Daily Log | <input type="checkbox"/> Use of time |
| <input type="checkbox"/> Initiative | <input type="checkbox"/> Problems | <input type="checkbox"/> Quantity of work |
| <input type="checkbox"/> Strengths | <input type="checkbox"/> Weaknesses | <input type="checkbox"/> Work area organization |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Self-control | <input type="checkbox"/> Accepts criticism |
| <input type="checkbox"/> On-going Evaluation Form to be Completed by Employer Supervisor | | |

Employer Supervisor Comments:

Action taken by Teacher:

Teacher's Signature

Date

Career and Work Exploration Program

SCHOOL COORDINATOR'S MONITORING CHECKLIST, STUDENT

Student: _____

Supervisor: _____

Placement: _____ Address: _____

Phone No.: _____

Duties: _____

Key: VG - Very Good G - Good A - Average F - Fair P - Poor

Contact Date	Suitability of Placement	Supervision by Employer	Variety of Work Duties	Treatment by Employer/Employees	Attendance/Punctuality	Quality of Work	Asks for Help	Shows Initiative	Attitude/Enthusiasm	Follows Safety Rules	Log Book

COMMENTS:

Career and Work Exploration Program

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: _____

Work Site: _____ 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

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

- If you have any further comments regarding positive aspects or potential problems of this work situation, 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 Self Evaluation

Name: _____ Date: _____

Work Site: _____

	Always	Most of the Time	Sometimes	Never
I was on time.				
I looked neat and well groomed.				
I followed suggestions about my work.				
I followed directions.				
I did my best on the Job.				
I got along well with others.				
I was polite and Courteous.				
I used my time wisely.				
I worked carefully and accurately.				
I observed safety rules.				
I enjoyed this placement.				
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 teacher _____ days.

Comments: _____

Grade I think I deserve: _____

Career and Work Exploration Program
EVALUATION CHECKLIST for Employer

Student _____

Employer _____

Coordinator _____ Phone No. _____

Term _____

1. ATTENDANCE

- _____ Never absent except for unavoidable emergency
- _____ Dependable
- _____ Usually dependable
- _____ Not regular in attendance
- _____ Too frequently absent for continued employment

2. PUNCTUALITY

- _____ Never late
- _____ Good, but could improve
- _____ Too frequently late for continued employment

3. PERSONAL APPEARANCE

- _____ Exceptionally pleasing
- _____ Neat, dresses appropriately
- _____ Tidy, but could make effort to improve
- _____ Untidy, often neglects appearance

4. FOLLOWS DIRECTIONS

- _____ Is keen and alert
- _____ Usually quick to learn and understand
- _____ Grasps instructions with average ability
- _____ Requires more than average instructions
- _____ Little or no ability to follow instructions

5. ACCURACY AND WORK

- _____ Seldom makes errors. Work is good quality.
- _____ Makes a few errors, but is careful, thorough, and neat.
- _____ Is frequently inaccurate and careless
- _____ Is extremely careless

6. ATTITUDE TOWARDS CONSTRUCTIVE CRITICISM

- _____ Accepts suggestions and tries to do better
- _____ Does not profit from suggestions
- _____ Shows resentment towards suggestions

7. ATTITUDE TOWARDS CO-WORKERS

- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Poor interaction
- ☐ Does not get along

8. COURTEOUSNESS

- ☐ Is considerate and courteous
- ☐ Usually polite, but not always considerate of others
- ☐ Is not particularly courteous in action or speech
- ☐ Has been discourteous to public and/or staff

9. USE OF TIME

- ☐ Is industrious, concentrates well
- ☐ Seldom wastes time
- ☐ Wastes time occasionally
- ☐ Frequently wastes time, needs close supervision

10. QUANTITY AND QUALITY OF WORK

- ☐ Fast and accurate, well above average productivity
- ☐ Above average productivity. Careful, thorough and neat
- ☐ Average productivity, speed, and thorough-ness
- ☐ Works slowly. Below average productivity and accuracy

11. CARE OF WORK AREA AND EQUIPMENT

- ☐ Exceptionally clean, orderly and careful
- ☐ Clean, orderly and careful
- ☐ Careless, could be better
- ☐ Untidy, rough and dangerous

12. OVERALL RATING AS A POTENTIAL WORKER

- ☐ Very good potential
- ☐ Good potential
- ☐ Average. Room for improvement
- ☐ Below average
- ☐ Unsatisfactory

13. COMMENTS

Signature _____

OUR THANKS FOR YOUR PARTICIPATION AND COOPERATION!

Career and Work Exploration Program

Employer Supervision's Rating Scale

The evaluation by the business of the student's on-job performance assists in rating the student's progress on the Work Education Program. When rating the student, we would suggest that he or she be considered a beginning employee, and be evaluated as such.

STUDENT: _____ DATE: _____

EMPLOYER: _____ TELEPHONE: _____

Circle the category that most closely describes the student's performance, using the following rating system:

1- Inadequate 2- Below Average 3- Average 4- Above Average 5- Excellent

I. WORK SKILLS

- 1) Ability to follow instructions
- 2) Learned the skills necessary for the job
- 3) Quality of work
- 4) Quantity of work
- 5) Ability to use tools and equipment properly

II. WORK HABITS

- 1) Notified employer when absent
- 2) Attendance
- 3) Punctual, and did not abuse breaks
- 4) Accepts advice and improves performance
- 5) Followed safe practices
- 6) Dependable, worked on own to complete task
- 7) Asked proper questions if unsure
- 8) Flexibility in adjusting to new tasks or problems
- 9) Self Motivated. Took initiative on the job
- 10) Careful handling of material and property

III. Personal and Social Qualities

- 1) Had positive relations with colleagues
- 2) Honest and trustworthy
- 3) Personal appearance was appropriate
- 4) Courteous and respectful
- 5) Conscientious in completing tasks

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

IV. Overall Evaluation of Student

1	2	3	4	5
---	---	---	---	---

V. Placement:

Was this an appropriate placement for this student?

YES	SOMEWHAT	NO
-----	----------	----

If you answered **SOMEWHAT** or **NO** please explain your reasoning:

VI. Additional Comments: (List outstanding qualities of the student and what they need to work on most)

VII. Signatures

It is suggested that the supervisor discuss the student's evaluation with him or her at the end of the assignment. Having the business supervisor discuss the evaluation with the student gives the student a better understanding of the qualities that a business considers most important and to what extent they possess those qualities. Students are then able to do something about improving their work habits and skills.

This report has been discussed with the student: Yes _____ No _____

EMPLOYER: _____

STUDENT: _____

Career and Work Exploration Program

PROGRAM EVALUATION (Optional)

(Completed by Employer)

Your feedback is very important in improving our Career and Work Exploration Program. Please complete this form and return it to the school. Thank you for your time and feedback.

Business: _____

Employer Supervisor: _____

Date: _____

Question	AGREE	NOT SURE	DISAGREE
1. Did you receive adequate information about the operation of the program?			
2. Were expectations of employers clearly communicated to you?			
3. Was the student clearly aware of his/her responsibilities in the program?			
4. Did the student accept his/her responsibilities on the job?			
5. Was there adequate supervision from the school monitor?			
6. Are you satisfied with the amount of forms employers are asked to complete?			
7. Would you accept another student?			
8. What suggestions would you make to help us strengthen/improve the Career and Work Exploration Program?			
9. Other Comments:			

Career and Work Exploration Teacher Evaluation

Student: _____ Date: _____

Work Site: _____

	Always	Most of the Time	Sometimes	Never
Was on time.				
Looked neat and well groomed.				
Followed suggestions about work.				
Followed directions.				
Did his/her best on the Job.				
Got along well with others.				
Was polite and courteous.				
Used time wisely.				
Worked carefully and accurately.				
Observed safety rules.				
Enjoyed placement.				
Liked this type of work.				

Tasks that student did very well on:

- 1.
- 2.
- 3.

Tasks that the student needs to improve on:

- 1.
- 2.
- 3.

Student was absent _____ days. Student notified his/her employer _____ days.

Student notified his/her school and teacher _____ days.

Comments: _____

Classroom Grade : _____ Placement Grade: _____ Final Grade: _____

Appendix B:

Assessment

and

Evaluation

Activities

Appendix B: Assessment and Evaluation

Continuous assessment is essential to student learning. Consider the following assessment ideas and tools for Career Work Exploration 10/20/30.

- Assessment of student work should be based on personal effort put into attempting to gain mastery in each module.
- Remember to use a variety of Forms of Evaluation:
 - Self Evaluation
 - Peer Evaluation
 - Teacher Evaluation
 - Formal
 - Informal

Assessment for Learning:

1. **Journal Entries and reflection activities:** Evaluate using the following scale

4- Complete, excellent effort

3- Complete, satisfactory effort

2- Complete, minimal effort; does not answer the question

1- Incomplete

Assessment of Learning:

1. The OH &S, WHMIS, and Hazard activities with questions could be marked.

2. Labour Standards Quiz, OH&S and WHMIS quizzes could be used as evaluation of knowledge.

3. Use the Rubrics for the final draft of the Poster, Portfolio, Cover Letter, Resume and Job Application. (Included at the end of this section)

4. Mock Interview Evaluation (Handout in Module 8)

5. Several evaluations are included in the handouts for the work experience portion of the course. There are self evaluations and employer evaluations as well as teacher evaluations.

Summary of Journal Entries

Journal Entry#1: Reflect on what the information in this video means to you and what you found interesting. (Module 1)

Journal Entry#2: Keeping in mind your plans after graduation, list your top 5 skills and 3 skills that you need to improve on and how you are going to go about doing this? What skills and abilities are you developing at school that will be useful away from school? List them. (Module 4)

Journal Entry#3: Write a summary of 5 employability skills you already have and indicate where you learned these skills. Touch on one skill you need to work on and develop a plan for doing that. (Module 5)

Journal Entry#4: How life altering were the accidents in the videos *Work Safe B.C.*? Reflect on how you think the accidents could have been prevented. (Module 6)

Journal Entry#5: Comment on what the video: *Don't Risk Your Life* means to you. (Module 6)

Journal Entry#6: In your opinion, why is it important to be able to identify potential hazards in the work place? Whose responsibility is it to keep you safe? (Module 6)

Journal Entry#7: Have you heard about the Workplace Hazardous Information System? If yes, what do you know about it? If no, what do you think it might be? (Module 6)

Journal Entry#8: Write about 2 new things that you learned. How do you believe this information will be beneficial to you in the workplace? (Module 6)

Journal Entry#9: List and explain two things that you know about Labour Standards in Saskatchewan that you did not know before. (Module 6)

Journal Entry#10: Why do you think it is important to have knowledge of Workplace Ethics and Human Rights? (Module 7)

Journal Entry#11: How do you feel about your interview skills? What are your strengths and weaknesses? What are you going to do to improve on your weaknesses? (Module 8)

Journal Entry#12: What video did you watch? Mention 3 things that you learned or found interesting. Where was this video shot and would you consider working in that setting?(Module 9)

Journal Entry#13: What did you discover by doing this comparison and what does this information mean to you? (Module 9)

Journal Entry#14: Answer the following Questions. Were there any differences in the information from the two different websites? If there was what were the differences and why do you think these differences exist? Did you find out anything that made you change your mind about this career choice? If so what was it? (Module 9)

Journal Entry#15: Reflect in your journal on the Labour Market information that you discovered in this Module in terms of what it means to you and your career planning. Did the information change you outlook or reinforce it? Why? (Module 10)

Journal Entry#16: What are the benefits of Apprenticeship? Is this something that you are interested in? Why or why not? (Module 10)

Journal Entry#17: Do you feel that you are cut out to be an Entrepreneur? Why or Why not? (Module 10)

Journal Entry#18: Why is volunteering so important? Did you find any places that you would be interested in volunteering? What were they? Why? (Module 10)

Journal Entry#19: Does your job fit into your future lifestyle? Why or why not? (Module 12)

Rubrics

Making A Poster: Who am I??

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1	Score and comments:
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.	
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.	

Portfolio Rubric:

Category	Exceeds the standard (4)	Meets the standard (3)	Partially meets the standard(2)	Does not meet the standard(1)	Total score and comments:
Overall Presentation	<p>Binder is cleanly presented</p> <p>Student name is on binder in a professional manner</p> <p>All sections separated by tabs</p>	<p>Binder is cleanly presented</p> <p>Student name is on binder</p> <p>All sections separated by tabs</p>	<p>Binder shows lack of attention to presentation</p> <p>Not all sections are separated by tabs</p>	<p>Binder is not organized.</p> <p>Shows little attention to format guidelines.</p>	
Samples	<p>More than 3 samples of their best work which highlights their abilities and interests</p>	<p>Has 3 samples of their best work which highlights their abilities and interests</p>	<p>Only has 1 sample of their best work which highlights their abilities and interests</p>	<p>No samples</p>	
Content/ Organization	<p>Contains all items on the suggested materials list.</p> <p>Well organized and easy to follow</p>	<p>Contains a variety of items on the suggested materials list.</p> <p>Well organized and easy to follow</p>	<p>Contains a wide variety of items on the suggested materials list.</p> <p>Some organization is present</p>	<p>Only have a few items on the suggested materials list.</p> <p>Poorly organized</p>	
Components	<p>Everything is in the portfolio</p>	<p>Missing 2 to 3 items.</p>	<p>Missing more than ½ of the items.</p> <p>1 or 2 sections are complete.</p>	<p>A few items in the binder</p> <p>No sections complete.</p>	
Spelling/ Proofreading	<p>No spelling or grammar mistakes</p>	<p>A couple of minor errors.</p>	<p>A few errors that are quite noticeable</p>	<p>Several spelling and grammatical errors.</p>	
Effort	<p>The best effort is always displayed.</p>	<p>Usually the best effort is displayed.</p>	<p>Lacking effort.</p>	<p>Shows no effort.</p>	
					Total:

Resume Rubric:

	Thorough Comprehension (10)	Satisfactory Comprehension (7)	No Comprehension (4)
Appearance	<ul style="list-style-type: none"> - All formats are consistent - Appropriate format/professional appearance - Appropriate font type/size - Length does not exceed 2 pages (name, page number on page 2) 	<ul style="list-style-type: none"> - Formats are mostly consistent - Appropriate format used most of the time/fairly professional appearance - Appropriate font type/size - Length may exceed 2 pages (or name, page number not on page 2) 	<ul style="list-style-type: none"> - Formatting is inconsistent - Appearance is unprofessional - Inappropriate formatting - Appropriate font is not used - Length is inappropriate (too long/ too short)
Language	<ul style="list-style-type: none"> - Job specific wording is used appropriately - Skills & accomplishments are well articulated - Appropriate verb tenses are used - Action word phrases used to effectively describe accomplishments - Quality of language is sophisticated & professional - Variety in wording is used - No spelling/grammar errors are evident - Punctuation is consistent & appropriate 	<ul style="list-style-type: none"> - Job specific wording is not used/not appropriately used - Skills & accomplishments are fairly well-articulated - Appropriate verb tenses are used most of the time - Action word phrases are use, but accomplishments not always described effectively - Language quality is average - Variety of wording could be improved - 3 or less spelling/grammatical errors - 3 or less punctuation errors /inconsistencies 	<ul style="list-style-type: none"> - Job specific wording is not used - Skills and accomplishments are not well-articulated - Verb tenses are inappropriate - Action word phrases are not used, accomplishments not described effectively - Language quality is below average - Variety in wording is poor - More than 3 spelling/grammatical errors - More than 3 punctuation errors/ inconsistencies
Header	<ul style="list-style-type: none"> - Name is largest item on resume - Includes address, phone number, email - Email address is appropriate - Current/permanent addresses included 	<ul style="list-style-type: none"> - Name is not large enough - Phone number, address, email included, email address is inappropriate - Both current/permanent addresses not included 	<ul style="list-style-type: none"> - Name is not large enough - Phone number, address, email address not included/not appropriate
Skills	<ul style="list-style-type: none"> - Highlights the individual's most marketable attributes - Is job specific - Is in bulleted format – maximum 6 points 	<ul style="list-style-type: none"> - Skills are listed, however not all are related to job - Is in bulleted format, but is either too long/too short - Vague or common skills are identified 	<ul style="list-style-type: none"> - Skills are not listed
Education	<ul style="list-style-type: none"> - Dates are indicated & education is listed in order - High school information - Dates are included 	<ul style="list-style-type: none"> - Incomplete High school information 	<ul style="list-style-type: none"> - Education is not included/or is at the end of the resume
Experience	<ul style="list-style-type: none"> - Section is broken down by type of experience (i.e.: related, volunteer) - Dates are indicated, & experiences listed in order - Each experience includes appropriate job title, organization name, city, province - Description of experiences are in bulleted format - Bullets use appropriate action word phrases - Bullets describe accomplishments & related attributes & focuses on job specific skills - Experiences are current/recent 	<ul style="list-style-type: none"> - Section is broken down by type of experience, but could be better organized - Dates are included, however may not be in correct order - Each experience includes appropriate job title, organization name, city, province/ - Description of experiences are in bulleted format - Bullets do not use action word phrases - Bullets focus on unrelated skills, do not effectively describe accomplishments - Experiences are not current/recent 	<ul style="list-style-type: none"> - Section is not broken down by type of experience, poorly organized - Dates are not included, or are inconsistent - Each experience does not include job title, organization name, city, province/ - Description of experience are not in bulleted format - Description does not describe accomplishments – focuses on the “obvious” - No experiences are listed

Cover Letter Rubric

Criteria	Excellent	Good	Satisfactory	Minimum	Score and Comments
Presentation/ Format	Computer generated Visually appealing Business letter format consistently used Business-like font, 10-12 point size used	Computer generated Clean and neat Business letter format Business like font, 10-12 point size used	Computer generated Clean and neat Business letter format Inappropriate font or point size	Computer generate Business letter format not used Inappropriate font and point size	
Points:	10	9	8	7	
Content: Introduction	Includes proper salutation Opening paragraph establishes a purpose for details position applying for	Includes proper salutation Opening paragraph establishes a purpose and states position being applied for	Includes salutation Opening paragraph states the position being applied for.	Salutation missing or improper Does not state position applied for	
Points:	10	8	7	6	
Content: Main Body	Elaborates on skills for position Explains how he/she will be valuable to the company Qualifications highlight education, experience, and training	Skills relate to position Explains how he/she will be valuable to the company Mentions education, experience, and training	Skills relate to the position Mentions education, experience, and training	Skills do not relate to the position Does not mention education, experience, or training	
Points:	10	9	8	6	
Content: Closing	Includes well written statement of appreciation Request for interview with specific contact details Mentions resume	Includes statement of appreciation Request for an interview with contact details Mentions resume	Includes statement of appreciation Request for interview with contact details No mention of resume	No statement of appreciation No request for an interview No mention of resume or contact details	
Points:	10	8	7	6	
Spelling and Grammar	No spelling or grammar errors	1-2 spelling errors 1-2 grammar errors	3-4 spelling errors 3-4 grammar errors	5-6 spelling errors 5-6 grammar errors	
Points:	10	8	6	5	
					Total :

Job Application Rubric

Category	Excellent (4)	Good (3)	Satisfactory(2)	Poor(1)	Score and Comments
Overall appearance	Very neat	Quite neat	Neat overall but has a few areas that could use improvement.	Very messy and difficult to read	
Organization	All areas that need to be are organized logically			No recognizable form of organization	
Spelling	No spelling errors	1-2 spelling errors	3 spelling errors	More than 3 spelling errors	
					Total:

Appendix C:
Quick
Reference Guide
And
Checklist
for
Career and Work
Exploration

Appendix C: Quick Reference Guide and Checklist

Work Placement Overview

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 career 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.

Checklist: No matter which level of Career and Work Exploration a student is working on, it is important to make sure that the following things are completed:

- ☐ The student has filled out a *Career and Work Exploration Agreement* (See attached agreement)
- ☐ A safety inspection has been done by the supervisor of the potential work placement.(See attached)
- ☐ The supervisor has met with the potential employer.
- ☐ The student has had the required number of hours for classroom instruction. In these hours the following **MUST** be completed:
 - ☐ The student has to complete a safety module that makes them well prepared for situations that may arise at work. (Consult the *Career and Work Exploration Document* online at www.futurechoice.ca under CWE for lesson ideas)
 - Occupational Health and Safety Training (OH&S)
 - Workplace Hazardous Materials Information System Training (WHMIS)
 - Labour Standards Training
 - Hazard Training
 - ☐ The student has created or revised their resume and cover letter.
 - ☐ The student has had an opportunity to practice their interview skills.
- ☐ The student has contacted their employer and arranged a time for an interview before they start their placement.
- ☐ The employer conducted an orientation with the student before they began their placement.(See attached)
- ☐ The supervisor visited the student at their work placement 2 times in the first 25 hours and 1 time for every 25 hours following. (See attached Monitoring Checklist)
- ☐ Students completed a daily log at the end of each shift. (See attached)
- ☐ The employer completed an evaluation of the student. (See attached)
- ☐ The student completed a self evaluation. (See attached)
- ☐ The student completed some reflection activities upon completing the placement. (Consult the *Career and Work Exploration Document* online at www.futurechoice.ca under CWE for ideas)
- ☐ The supervisor completed a final evaluation for the student upon completion of the placement. This should be a combination of the in class component as well as the work placement component. (See attached)

Note: For more classroom materials and other helpful forms consult the *Career and Work Exploration Document* online at www.futurechoice.ca under CWE



Prairie Spirit School Division No. 206

CAREER AND WORK EXPLORATION PROGRAM

CAREER AND WORK EXPLORATION AGREEMENT

Date: _____

School: _____

Ph. No.: _____

A. PARTIES TO THE AGREEMENT

1. Board of Education: ***Prairie Spirit School Division No. 206***
2. Student _____
3. School Coordinator/Career Facilitator _____
4. Work Site _____
Address _____
Supervisor: _____ Phone No.: _____

B. DESCRIPTION OF THE WORK PLACEMENT

1. Duration: Dates: From _____ to _____
Hours: From _____ to _____
2. Duties which the student may perform during the work placement:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

C. INSURANCE COVERAGE

1. Liability and Property Insurance:
 - a) The Prairie Spirit School Division maintains insurance with respect to its liability under the Career and Work Exploration Program.
 - b) The employer carries a reasonable level of third party liability insurance.
2. Workers' Compensation Board - The student is covered under The Workers' Compensation Act within the scope of this Agreement if the employer also pays into the WCB program.
3. Property Damage - The employer carries a reasonable level of property insurance or self insurance and will assume responsibility for accidental damage to property in the students care, custody and control. This includes the deductible portion of the Insurance Policy.

D. SIGNATURES OF THE PARTIES OF THE AGREEMENT

Student: _____ School Coordinator/Career Facilitator: _____

Employer: _____

Parent/Guardian: _____

☐ As employer, I understand that PSSD recommends that we carry WCB coverage and a reasonable level of third party liability insurance. (Please initial.)

Please initial.

☐ We do carry Workers' Compensation Board Coverage.

☐ We do carry a reasonable level of third party liability insurance.

White Copy – School

Yellow Copy - Employer

Pink Copy - Student

GENERAL CONDITIONS

1. Nature of Arrangement: The student agrees to work as a learner for the purpose of coverage under the Workers' Compensation Act, and the employer agrees to supervise the student.
2. Duties: The student agrees to perform for the employer the duties assigned by the employer in consultation with the school coordinator/career facilitator.
3. Supervision: While the student is in the place of employment, the employer agrees to supervise the student and to permit the school coordinator/career facilitator to supervise the student.
4. Evaluation: The employer agrees to supply the school coordinator/career facilitator with an evaluation of the student's performance in such forms as the school coordinator/career facilitator may request.
5. Workers' Compensation: The student is defined as a learner for the purpose of the application of The Workers' Compensation Act.
6. Remuneration: The student will not receive any remuneration from the employer in respect to his/her presence as a learner under the terms of this work experience agreement.
7. Responsibility of the Board: The Board is obligated to provide adequate supervision of the student through the school coordinator/career facilitator, but the Board is not liable for any damage or other claim arising out of any act or omission of any other party to this agreement.
8. Termination: Any party to this agreement may terminate it by giving notice to the other parties.
9. Employee Tenure: The employer agrees that the presence of the student as a learner shall in no way affect the job security of any employee, nor the employer's hiring practice with regard to full or part-time employees.
10. Insurance: In addition to the coverage under The Workers' Compensation Act, the Board maintain insurance with work study program. The employer has the right to inspect the insurance policy in effect from time-to-time. The employer is recommended to have Workers' Compensation Act coverage and a reasonable level of third party liability insurance.
11. Effective Period: This agreement, unless terminated sooner, shall be in effect from _____ until _____.
12. Hours of Work: Working hours for the student shall be flexible and usually within the school hours.
13. Exception: If the employer employs the student outside the scope of this agreement, the student shall be deemed to be a normal employee or worker for the purpose of the application of the statutes of Saskatchewan.

14. Guidelines:

- a) This is a training program designed to prepare the student to become a worker rather than to train for a specific job.
- b) The student may have several placements, over a period of time, with cooperating employers.
- c) The student will receive no salary during any placement.
- d) The student's work will be evaluated and he/she will receive credit toward graduation.
- e) The student will have periodic supervision by school personnel while on the job.
- f) Liability insurance coverage for the student is provided by the Prairie Spirit School Division Board of Education, we also recommended the employer have a reasonable level of third party liability insurance, as well as Workers' Compensation Act coverage.
- g) It is the parent's responsibility to notify the school and place of employment in the case that their son/daughter is going to be absent.

Career and Work Exploration Program

EMPLOYER HEALTH AND SAFETY ORIENTATION CHECKLIST

(For Employers to conduct with students at the beginning of a work placement.)

Are these covered in the student's orientation?	Yes	No
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 Material Information System (WHMIS)		
Workplace policies and procedures		
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		

Career and Work Exploration Program

EMPLOYER WORKPLACE HEALTH AND SAFETY HAZARD CHECKLIST

(For Supervisors to conduct with employers at the beginning of a work placement.)

✓	Equipment	Questions	Yes/No	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?		
✓	Work Environment			
	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?		
✓	Equipment	Question		
	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?		

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

Other Hazards? How is the student protected?

List any other hazards the student might encounter in this work placement and how he/she is protected. Attach an additional sheet if necessary.

Career and Work Exploration

DAILY LOG



Please keep a log of daily activities. This log is to be completed at the end of each work-placement shift.

Reflect on your experiences regularly on the back side of the page.

Please have employer review and initial.

Indicate any missed shifts for record-keeping purposes.

WHAT DID I DO TODAY?

DATE/ Example: Monday, Nov. 1	SCHOOL DAY Day 3	ACTIVITIES (List duties performed during the work placement experience)	TIME SPENT # of hours	INITIALS	
				Student	Employer
TOTAL HOURS					

ADDITIONAL COMMENTS

(Remember, you must contact your teacher, school, and employer in the event of an absence. Please phone in advance if at all possible.)

_____ Missed shifts this period? How do you plan to make it up?

New Knowledge or Skills Learned

List and describe any problems/challenges that occurred and how you dealt with them:

Additional Information: (Example: Favourite part of work placement experience so far, list points you want to remember, etc. This will help when updating your resume)

Student's Signature

Date

Employer's Signature

Date

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Career and Work Exploration

Monitoring Checklist

Student Name:

Worksite:

Date:

Discuss with the student:

11. Is the work experience going well?

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

13. Are there any concerns regarding the work site?

14. Are you satisfied with the treatment you are receiving?

15. Are you keeping up with your log sheets?

16. Are there any changes you would like to request?

17. Do you feel you are being adequately supervised?

18. Do you feel you are doing a good job?

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

20. Do you have any concerns?

**Career and Work Exploration
Monitoring Checklist for Teachers**

Student Name: _____

Employer Name: _____

Teacher Name: _____

Date: _____

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.

- | | | |
|---------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Safety | <input type="checkbox"/> Finances |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Equipment | <input type="checkbox"/> Compatibility with Staff |
| <input type="checkbox"/> Dress Code | <input type="checkbox"/> Facilities | <input type="checkbox"/> Variety of tasks performed |
| <input type="checkbox"/> Satisfaction | <input type="checkbox"/> Daily log | <input type="checkbox"/> Samples of student work |
| <input type="checkbox"/> Goals met | <input type="checkbox"/> Problems | <input type="checkbox"/> Discussions with employer |

Student's Comments:

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

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Safety | <input type="checkbox"/> Attitude toward work |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Equipment | <input type="checkbox"/> Compatibility with Staff |
| <input type="checkbox"/> Dress Code | <input type="checkbox"/> Facilities | <input type="checkbox"/> Variety of tasks performed |
| <input type="checkbox"/> Quality of Work | <input type="checkbox"/> Daily Log | <input type="checkbox"/> Use of time |
| <input type="checkbox"/> Initiative | <input type="checkbox"/> Problems | <input type="checkbox"/> Quantity of work |
| <input type="checkbox"/> Strengths | <input type="checkbox"/> Weaknesses | <input type="checkbox"/> Work area organization |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Self-control | <input type="checkbox"/> Accepts criticism |
| <input type="checkbox"/> On-going Evaluation Form to be Completed by Employer Supervisor | | |

Employer Supervisor Comments:

Action taken by Teacher:

Teacher's Signature

Date

Career and Work Exploration Program

SCHOOL COORDINATOR'S MONITORING CHECKLIST, STUDENT

Student: _____
 Supervisor: _____
 Placement: _____ Address: _____
 Phone No.: _____

Duties: _____

Key: VG - Very Good G - Good A - Average F - Fair P – Poor

Contact Date	Suitability of Placement	Supervision by Employer	Variety of Work Duties	Treatment by Employer/Employees	Attendance/Punctuality	Quality of Work	Asks for Help	Shows Initiative	Attitude/Enthusiasm	Follows Safety Rules	Log Book

COMMENTS:

Career and Work Exploration

Student Self Evaluation

Name: _____ Date: _____

Work Site: _____

	Always	Most of the Time	Sometimes	Never
I was on time.				
I looked neat and well groomed.				
I followed suggestions about my work.				
I followed directions.				
I did my best on the Job.				
I got along well with others.				
I was polite and Courteous.				
I used my time wisely.				
I worked carefully and accurately.				
I observed safety rules.				
I enjoyed this placement.				
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 teacher _____ days.

Comments: _____

Grade I think I deserve: _____

Career and Work Exploration Program

Employer Supervision's Rating Scale

The evaluation by the business of the student's on-job performance assists in rating the student's progress on the Work Education Program. When rating the student, we would suggest that he or she be considered a beginning employee, and be evaluated as such.

STUDENT: _____

DATE: _____

EMPLOYER: _____

TELEPHONE: _____

Circle the category that most closely describes the student's performance, using the following rating system:

2- Inadequate 2- Below Average 3- Average 4- Above Average 5- Excellent

I. WORK SKILLS

- 6) Ability to follow instructions
- 7) Learned the skills necessary for the job
- 8) Quality of work
- 9) Quantity of work
- 10) Ability to use tools and equipment properly

II. WORK HABITS

- 11) Notified employer when absent
- 12) Attendance
- 13) Punctual, and did not abuse breaks
- 14) Accepts advice and improves performance
- 15) Followed safe practices
- 16) Dependable, worked on own to complete task
- 17) Asked proper questions if unsure
- 18) Flexibility in adjusting to new tasks or problems
- 19) Self Motivated. Took initiative on the job
- 20) Careful handling of material and property

III. Personal and Social Qualities

- 6) Had positive relations with colleagues
- 7) Honest and trustworthy
- 8) Personal appearance was appropriate
- 9) Courteous and respectful
- 10) Conscientious in completing tasks

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

IV. Overall Evaluation of Student

1	2	3	4	5
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V. Placement:

Was this an appropriate placement for this student?

YES	SOMEWHAT	NO
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If you answered **SOMEWHAT** or **NO** please explain your reasoning:

VI. Additional Comments: (List outstanding qualities of the student and what they need to work on most)

VII. Signatures

It is suggested that the supervisor discuss the student's evaluation with him or her at the end of the assignment. Having the business supervisor discuss the evaluation with the student gives the student a better understanding of the qualities that a business considers most important and to what extent they possess those qualities. Students are then able to do something about improving their work habits and skills.

This report has been discussed with the student: Yes _____ No _____

EMPLOYER: _____

STUDENT: _____

Career and Work Exploration Teacher Evaluation

Student: _____ Date: _____

Work Site: _____

	Always	Most of the Time	Sometimes	Never
Was on time.				
Looked neat and well groomed.				
Followed suggestions about work.				
Followed directions.				
Did his/her best on the Job.				
Got along well with others.				
Was polite and courteous.				
Used time wisely.				
Worked carefully and accurately.				
Observed safety rules.				
Enjoyed placement.				
Liked this type of work.				

Tasks that student did very well on:

- 1.
- 2.
- 3.

Tasks that the student needs to improve on:

- 1.
- 2.
- 3.

Student was absent _____ days. Student notified his/her employer _____ days.

Student notified his/her school and teacher _____ days.

Comments: _____

Classroom Grade : _____

Placement Grade: _____

Final Grade: _____

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Thank you to the following people and organizations that were so willing to share resources and ideas to include in this document. Your time that you set aside to meet and your willingness to help was greatly appreciated.

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Alberta Learning Information Service www.alis.gov.ab.ca

Janet Uchacz-Hart : SIEC <http://www.futurepaths.ca/>

Jordan Mann: Technical Support at Prairie Spirit School Division.

Susan Bayne: Warman High School

Web Resources

Manitoba Education <http://www.edu.gov.mb.ca/k12/cur/cardev/>

Occupational Health and Safety Branch of Ontario Ministry of Labour
<http://www.livesafeworksmart.net/english/coop/activities.htm>

Holy Trinity Catholic School Division <http://mj.pursueonline.com/>

Chinook School Division <http://schools.chinooksd.ca/careered/>

Government of Saskatchewan: Ready for Work <http://www.aeei.gov.sk.ca/resources-for-educators>

Notes:

