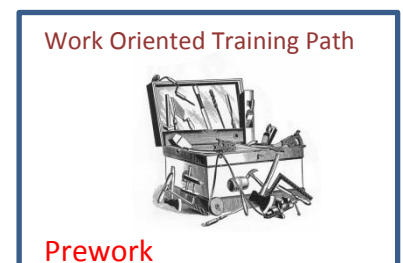
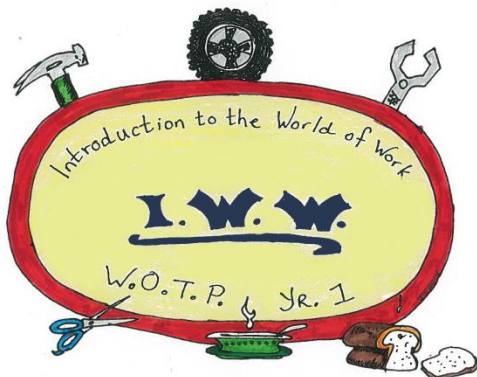
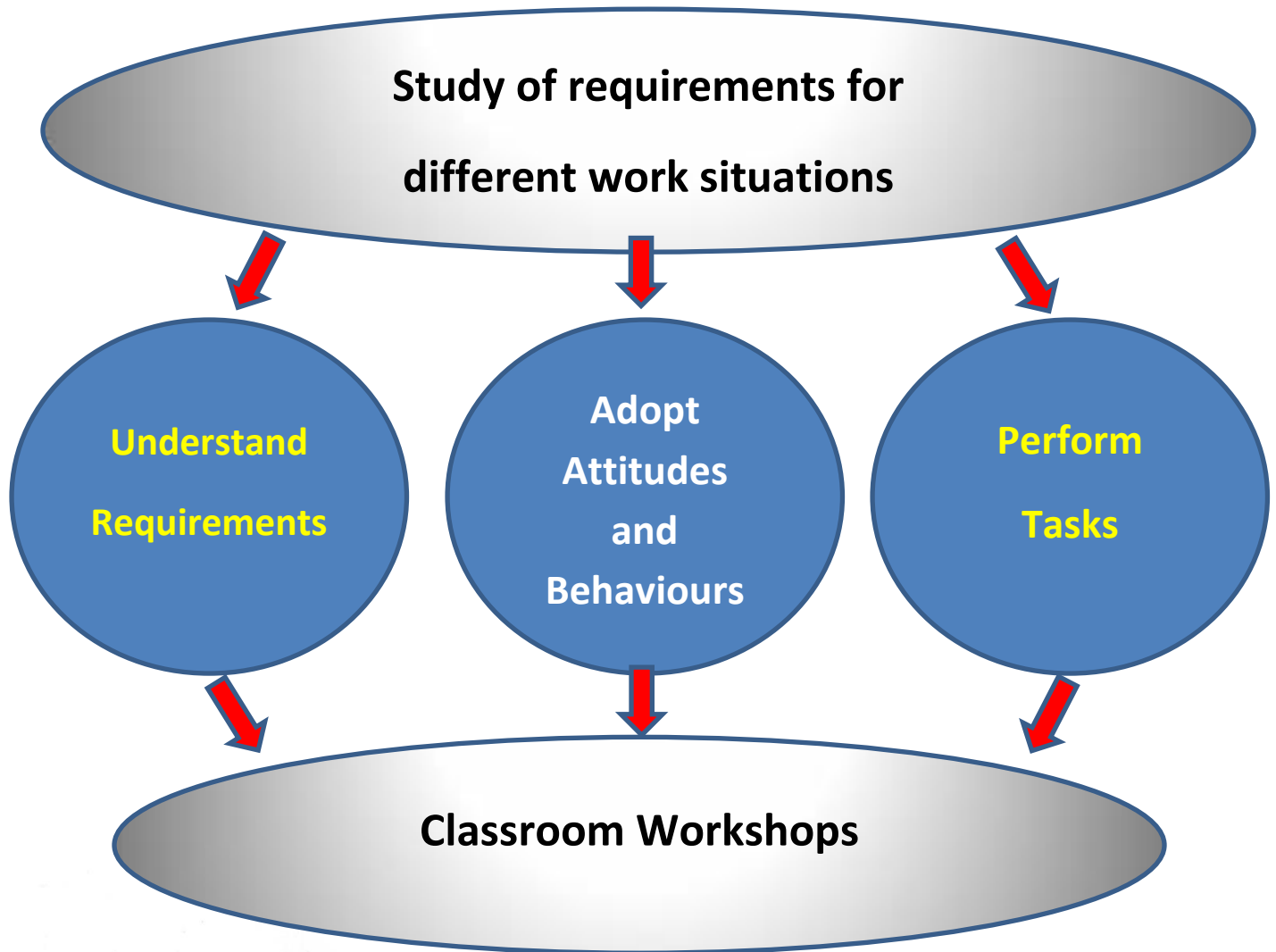
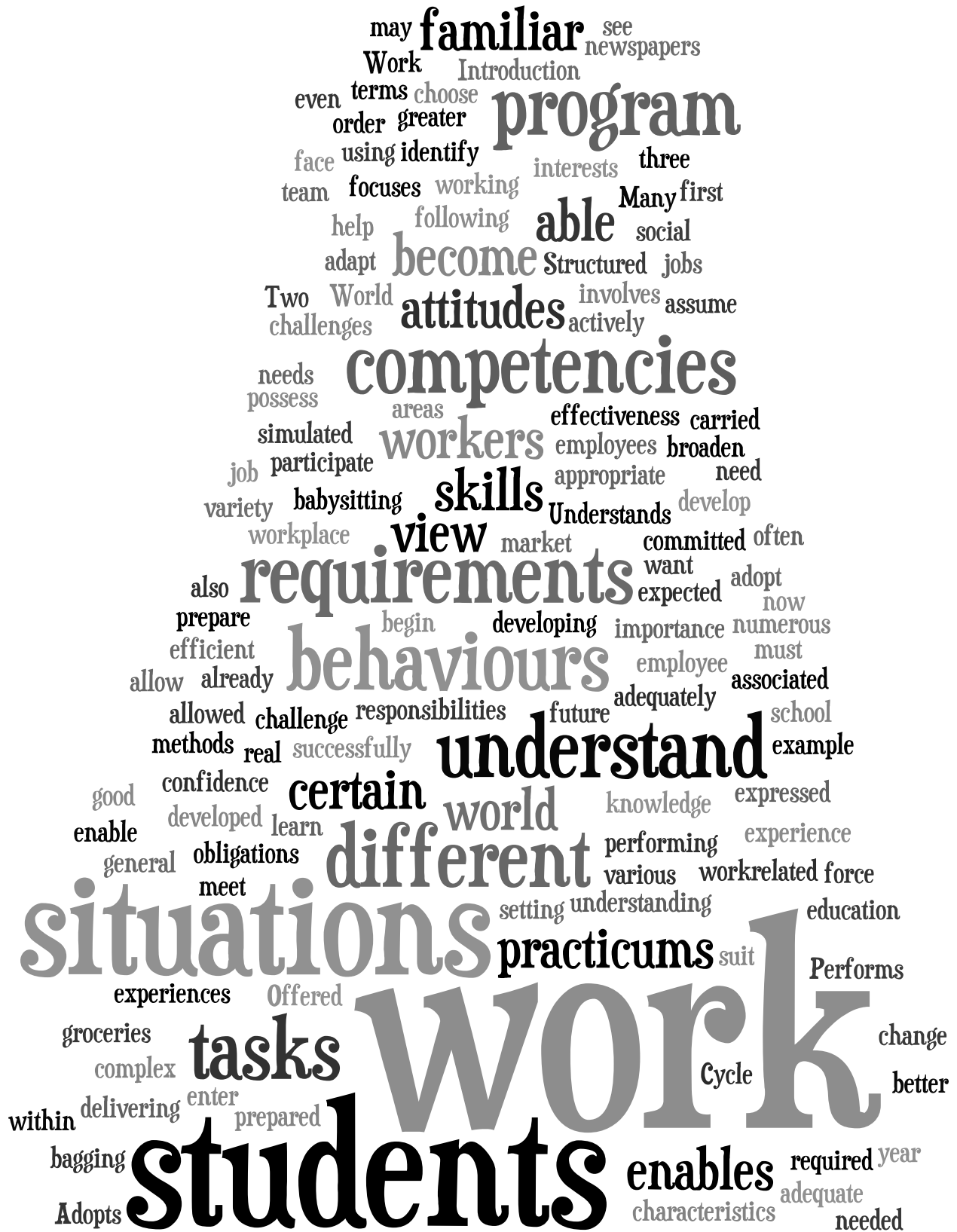


Introduction to the World of Work

Prework Year 1

Curriculum Map





Introduction to the World of Work

(150 h Year 1 only)

Enables students to become familiar with the characteristics and obligations of the working world and to develop competencies as workers. In Year I, students practice work tasks within the school setting.

Preparing them for Years II & III, when students work in the community and develop specific competencies associated with one or more semi-skilled trades.

- ❖ **Understands the requirements of different work situations**
- ❖ **Performs tasks associated with different work situations**
- ❖ **Adopts attitudes and behaviours appropriate to different work situations**

Introduction to the World of Work (IWW) is an important course required in Prework Training. The subject-time allocation for IWW is 150 hrs out of 900 hrs of instruction. This equals the amount of teaching time allocated for both Prework English and Math. Its' competencies are aligned with the evaluation for Work Skills which is their work placement evaluation in Year 2 and 3. As Work Skills is necessary to receive their certificate, IWW plays an important role in preparing these students before they go to their work placements.

This year one course uses simulated work situations to introduce students to the expectations and required attitudes and behaviours of the work world. It is designed to be a hands-on, experiential learning opportunity that will help to prepare these students and lay the groundwork for their success in work placements in year two and three and ultimately the work world. We examined the curriculum and using the Frameworks for the Evaluation of Learning, creating some resources and support documents for IWW teachers.

The resources we created are what we felt teachers could use to better understand the program and what Prework Year 1 students may need specific support with.

These resources address three separate areas or topics:

- 1) Attitudes and Behaviours appropriate to different work situations
- 2) The evaluation criteria and competencies in the work placement (Directory of Semiskilled Trades)
- 3) The Classroom Workshop

Attitudes and Behaviours appropriate to different work situations

Adopts attitudes and behaviours appropriate to different work situations is one of the competencies to be assessed in IWW. This may be the only time these important skills are addressed in a classroom environment. It is very important that students understand what these attitudes and behaviours are before they begin their work placements. Student success (graduation/certification) is based on their success during these work placements.

The work placement evaluations are based on two competencies:

1. Develops specific tasks associated with the work
and
2. Adopts attitudes and behaviours required in the workplace

These students need to achieve positive evaluations in BOTH these competencies. Some students can do the work and sometimes are very skilled at specific tasks but they do not understand the importance of the other competency (attitudes and behaviours).

Many of our students struggle in these areas and need strategies and help with these skills. Therefore it is important to address and teach specific attitudes and behaviours that are expected in the work world because it is a key competency leading towards their success in the pathway.

We used a list of 11 specific skills that are identified on a WQSB Work Placement Evaluation report for Work Skills , Competency 2. These include: Punctuality, Attendance, Relations with Supervisors, Relations with co-workers, Relations with customers, Following Directions, Interest in Work, Productivity, Motivation, Initiative, and Communication.

For each of these skills we created a Frayer Model (What it is /looks like, What isn't it, Why is it Important, and What happens when it is absent).

These were created in the form of a poster that could be displayed in the classroom and/or used as notes. Along with these posters we provided some suggested lessons, activities, discussion points and resources to address each of these skills.

Evaluation Criteria in the work placement

(The Directory of Semiskilled Trades)

The Directory of Semiskilled Trades is a list of job descriptions (Ex. Baker's Helper) that include specific competencies attributed to each job. These specific competencies are the basis for evaluation for one of the competencies evaluated when the student is at a work placement.

We chose to examine the Directory of Semiskilled Trades to better understand some of the more common and frequently occurring specific tasks that students are asked to do and are evaluated on.

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

Each trade has specific competencies that relate to the tasks specific to that job (Ex. Florist's Helper: **Help take care of cut flowers and plants**) but many of these specific competencies are much more general (Ex. Florist's Helper: **Serve customers**).

We felt that if IWW teachers were able to teach and support students with these most common specific competencies, then students would be more prepared for **many different** jobs and tasks required of them in the actual work placement. If work place scenarios included some of these more common specific tasks than students would not simply know how to set a table in a restaurant (specific to one trade) but also know how to maintain a work area ,serve customers, etc.(general to many trades).

We also felt that IWW teachers should have a working knowledge about The Directory and some of the specifics regarding what their students will be evaluated on during their work placements. With this knowledge and understanding of these tasks and expectations, teachers could then direct their focus with workshop scenarios and work activities.

To provide some of this background information about The Directory, we provided a sample trade with an explanation of all terms, such as performance criteria, code number, optional competency and task, etc.

Also included is a 2014 Summary Document that summarizes all the trades and specific competencies.

Note that The Directory changes from year to year and therefore this document is only accurate for 2014-15.

The Classroom Workshop

Introduction to the World of Work is meant to be taught using the classroom as a workshop. One of the reasons we wanted to create teaching resources for IWW was because many schools find this model challenging on a weekly basis.

The ideal workshop scenario may involve a complete, mock work environment with all tools, materials and space available and include a knowledgeable teacher able to lead and assess students in a specific trade. This is possible but not probable for many trades. Equipment, space and teacher knowledge regarding different trades and work tasks will vary also.

Because of this, we hoped to provide some ideas about how different activities could address and support work skills not necessarily associated with one or two trades, but with most work environments. We provided a few alternatives that could address some of more **common specific competencies** that students will encounter in their work placements.

Examples of these specific competencies are cleaning, preparing and maintaining the work area, etc.

We created a workshop scenario template, rubric and some examples to support teachers.

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IWW : The subject

We examined *Introduction to the World of Work* to gain a better understanding of the subject and how it could be taught. We wanted to understand how it differed from Preparation for the Job Market and what role it played with Work Skills in Year 2 and 3.

We also wanted to provide *IWW* teachers with some teaching resources and ideas for teachers who may not have available specific trade expertise and a classroom workshop.

The aim of *IWW* is for students to understand what is required in the workplace, the knowledge, skills and attitudes and behaviours. Students are being prepared for their work placements and ultimately future jobs. *IWW* is the Year 1 in-school equivalent to Work Skills (the work placements in Year 2 and 3). The curriculum suggests that classrooms are set up as workshops and structured like work situations. The teacher is recommended to play a dual role as educator and employer. They should also be well versed in the regional economy and jobs that are available in different economic sectors.

Evaluation: Even though the curriculum lists three competencies, only two are reported on the report card.

In I-GPI (GRICS), C2 becomes C1 and C3 becomes C2.

Curriculum and Framework	i-GPI (Teacher Reporting)
C1: Understands the requirements of different work situations	The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.
C2: Performs tasks associated with different work situations	C1: Performs tasks associated with different work situations
C3: Adopts attitudes and behaviours appropriate to different work situations	C2: Adopts attitudes and behaviours appropriate to different work situations

These two *IWW* competencies are similar to what the students will be evaluated on at the work placement in Year 2 and 3.

Work Skills:

C1: Develops specific competencies associated with one or more semiskilled trades

C2: Adopts attitudes and behaviours required in the workplace

Glossary of Terms

Introduction to the World of Work

The terminology used within the Work Oriented Pathway can become confusing. This is especially true if you only have exposure to one or two courses that you teach. This glossary will attempt to explain some of the many acronyms and terms including those used on the Directory of Semiskilled Trades.

Acronym	Meaning	Description
MELS	Ministere de l' Education , du Loisir et du Sport	The Ministry of Education, Recreation and Sport which is the provincial ministry responsible for the curriculum documents, evaluation and certification for Prework and Semiskilled pathways.
WOTP	Work Oriented Training Path	This is one of three pathways of education in the province; General, Applied and Work Oriented. It includes both Prework and Semiskilled programs.
PWT	Prework Training Pathway	This is a 3 year program that includes 8 different subjects with certification dependant on successful Work Skills evaluation (work placement).
IWW	Introduction to the World of Work	This course is only offered in Year 1 Prework. It is designed as an opportunity for students to better understand work environments and the expected attitudes and behaviours in the work world. It could include simulated work related tasks in a classroom set up as a workshop.
PJM	Preparation for the Job Market	This is a 3 year Prework course designed to prepare students for the work world. This preparation is based on exploration, observation, awareness and planning. The course is based on three themes; personal and occupational identity, the job market, and a sociovocational integration plan.
ASP	Autonomy and Social Participation	This is a 3 year Prework course that is based on 6 themes; health, society, housing, transportation, financial independence, and consumption. It is designed to help students understand the world around them and how to become an independent, self- sufficient member of a community.

GHC	Geography/History/and Citizenship	This is a 3 year Prework course that is based on 6 themes; housing, recreation, work, exercise of basic rights and freedoms, economic development and the roles of citizens and state. It is designed to help students understand their place within their community, province and country.
TSE	Technological and Scientific Experimentation	This course is only offered in Year 1 Prework. It is designed to enable students to find answers to questions about their everyday environment. The content is based on 4 major themes; the material world, the living world, the earth and space. Open ended situations associated with realistic tasks and problem solving involving hands-on activities are suggested.
SST or TSST	Semiskilled Training Pathway or Training for a Semiskilled Trade	This is a one year path that includes approximately half the school year focussing on Eng., Fr. and Math and the other half in the workplace. Certification is dependent on a successful evaluation in PJM SST and Prep. SST (work placement).
PJM SST	Preparation for the Job Market Semiskilled	This is a 1 year Semiskilled course that has the same aims and themes as the Prework course. Semiskilled students must pass this course to receive a Semiskilled certificate.
Prep.SST	Preparation for a Semiskilled Trade	This course is the Semiskilled students' workplace evaluation . Semiskilled students must receive a passing grade for their workplace evaluation. Certification is dependent on a passing grade for both PJMSST and Prep.SST. These students must be evaluated on all compulsory specific competencies listed for one specific trade from the Directory of Semiskilled Trades.

The following documents are:

- 1) The IWW curriculum document, Québec Education Program (QEP)
(page 5-29)
- 2) The IWW Framework for the Evaluation of Learning
(page 30-39)
- 3) A Summary of the IWW Framework
(page 40-42)
- 4) Highlighted parts of Ch.5 , WOTP Introduction , (QEP)
(page 43-48)
- 5) Highlighted parts of the IWW curriculum document that provide specific
direction for the subject
(page 49-54)

We have included the highlighted documents to support the direction we took in preparation of this Teacher Resource. We found these sections helpful in better understanding IWW.



Introduction to the World of Work

Prework Training

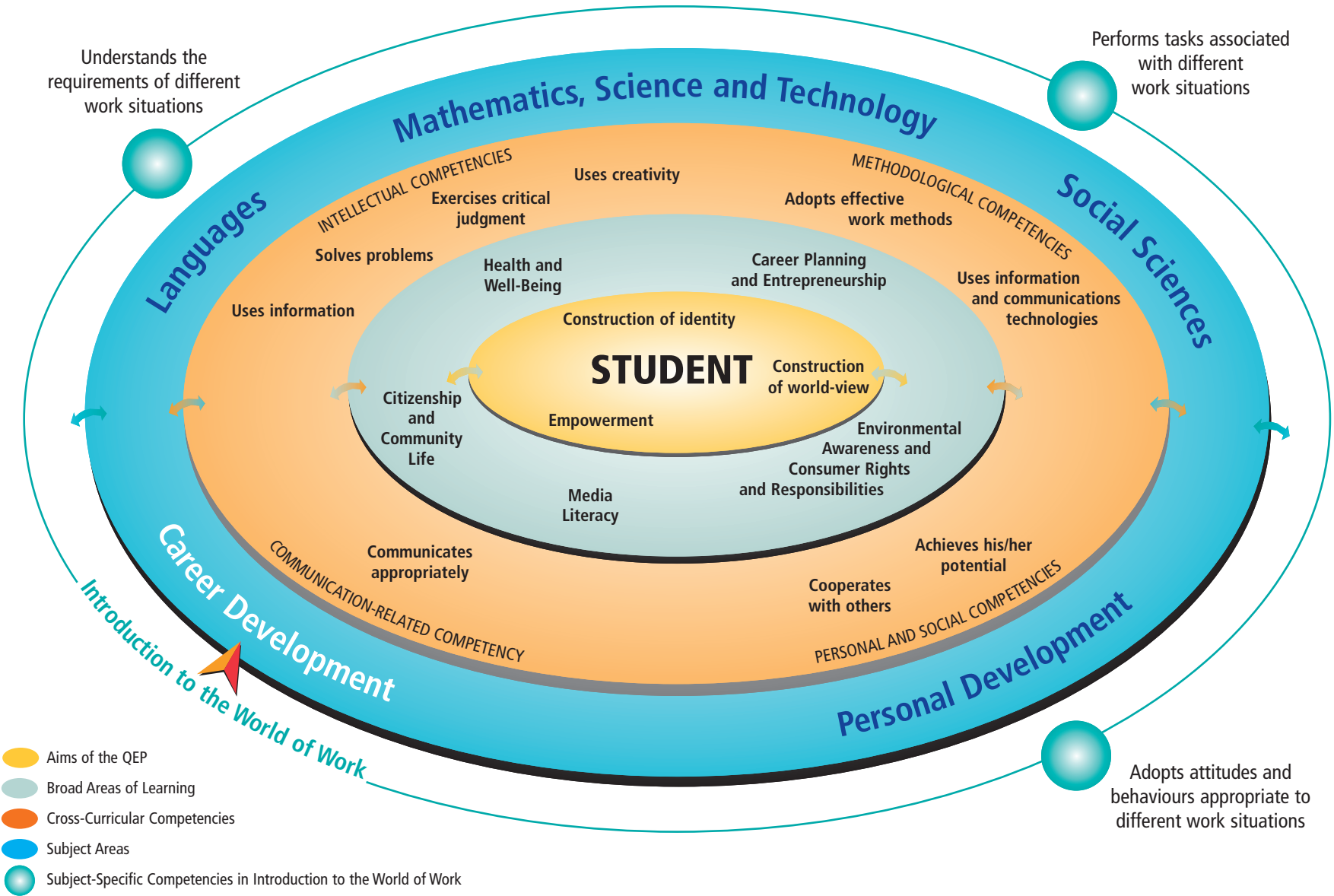


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Introduction to the World of Work

Making Connections: Introduction to the World of Work and the Other Subjects in Prework Training



Introduction to the Program

All knowledge stems from an idea, a thought, then experience confirms the idea.
Claude Bernard

The job market is complex and involves numerous requirements that students should be familiar with if they want to be adequately prepared for it. Offered in the first year of Cycle Two, the Introduction to the World of Work program enables students to become familiar with the characteristics and obligations of the working world and to begin developing the competencies they will need as workers, all within the school setting. By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, become committed to various work situations, understand what is required of them, and adopt the social behaviours needed to successfully

By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, understand what is required of them, and adopt the social behaviours needed to successfully enter the work force.

enter the work force. This program also enables students to identify their interests and skills, which will help them choose practicums that suit their needs.

For any employee, the challenge of the workplace is often expressed in terms of knowledge, skills, attitudes and expected behaviours. All employees must have a good understanding of the tasks to be carried out, possess adequate work methods, be efficient, participate actively in a team and be able to adapt to change. Many students have already been able to assume certain responsibilities and may even have had real work experience, delivering newspapers, babysitting, or bagging groceries, for example. These experiences allowed them to see

themselves as workers and to develop a certain view of the world of work. Structured work situations will now enable students to broaden this view

and to understand the importance of using the competencies developed in general education in order to meet work requirements. This will allow them to prepare to face the challenges of their practicums and future jobs with greater confidence and effectiveness.

The program focuses on the following three competencies:

- Understands the requirements of different work situations
- Performs tasks associated with different work situations
- Adopts attitudes and behaviours appropriate to different work situations

Making Connections: Introduction to the World of Work and the Other Subjects in Prework Training

When they are required to perform tasks in the school workshop, students apply many of the competencies they developed in other general education and practical training subjects. For example, they may have to calculate, take measurements and determine where they stand in space and in time, understand sequences of operations in certain processes, and evaluate their results. All of these are opportunities for students to apply their knowledge of mathematics, science and technology. They will also discover that using a methodical, rigorous and precise approach—which they are called upon to develop in mathematics and technological and scientific experimentation—will help them improve their performance.

The Introduction to the World of Work program also enables students to understand the importance of language skills in achieving the expected level of competency in Prework Training. How can they understand instructions transmitted orally or in writing, or communicate adequately with the teacher or the other students involved in the task if they have not developed the ability to read and communicate orally?

This program provides students with several opportunities to apply and consolidate the competencies developed in the other subjects in Prework Training.

The students can be encouraged to apply their knowledge of history, geography and citizenship education if they are asked, for example, to consider the economic disparities between regions or to recognize the impact of globalization on employment.

In general, students are required to cooperate with others to adjust their actions in order to perform certain tasks, which, to varying degrees, require teamwork. To this end, they will find the competencies in the Autonomy and

Social Participation program particularly useful. In fact, these competencies are essential in supporting the learning targeted in this program, and vice versa. The ability to act in a responsible and autonomous manner, to observe legal and regulatory provisions and to adopt the behaviours expected in the workplace is essential for entering the job market. It

must be taken into account in numerous learning and evaluation situations developed in other subjects in Prework Training.

Pedagogical Context

In order to help students develop competencies they will need in the job market, classrooms should be set up as workshops to reproduce some of the characteristics and requirements of the workplace. In these classroom workshops, students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades in a learning context that simulates two or three sectors. The content of the workshops must be determined by taking into account opportunities for applying competencies during practicums, in order to facilitate the transfer of learning.

The teacher must treat the students as workers-in-training and act as a guide and role model. He or she must put in place conditions that will help students acquire effective work habits, adopt attitudes and behaviours that conform to job requirements and develop their ability to adapt to the workplace. To do so, the teacher should, on the one hand, be well versed in the regional economy and the occupational activities that take place in it and, on the other, be familiar with the characteristics of different economic sectors and with employer expectations. He or she should also use the students' family and social backgrounds as potential resources with which to enrich classroom activities.

In order to provide differentiated teaching, the teacher must take into account the students' prior learning and experiences, concerns and interests, and suggest work situations of varying complexity that will allow each student to meet demanding yet attainable challenges. When choosing concrete work situations that focus on the production of a good or the delivery of a quality service—as would be required in the workplace—the

teacher must consider such variables as the type of clientele targeted, time constraints, the number and complexity of tasks involved, and the number of competencies to develop. All of the learning and evaluation situations must target the acquisition of work methods and techniques needed to perform a task, and the development of the students' ability to plan their work, use tools correctly, comply with health and safety rules, modify attitudes or social behaviours or react positively to change. These situations must also help students reflect on various aspects of their learning and the way in which they acquire learning related to different work functions.

The teacher must also provide support and supervision that is not only flexible, helpful and reassuring, but thorough and demanding as well. Care

must be taken to ensure that the students are not left on their own but are given the information and strategies needed to perform a task. Thus, the teacher assumes the dual role of educator, concerned with the development of competencies, and employer, concerned with productivity and efficiency standards. He or she must help the students develop their creativity and critical thinking skills, while helping them acquire effective work methods. As required,

the teacher must give students time to reflect on what they are doing and highlight concepts, techniques or strategies that may be useful in performing a task. For all these teaching strategies to be effective, the teacher must establish a relationship of trust with each student.

Classrooms are set up as workshops in which students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades.

1. The *Directory of Semiskilled Trades* is a valuable resource that can help teachers structure the workshops and define the tasks to be performed in a given sector. Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de l'adaptation scolaire, *Directory of Semiskilled Trades* (Québec: Gouvernement du Québec, 2007).

As for the students, it is imperative that they adopt the same attitudes and behaviours in class that they would during a practicum or in the workplace. It is the only way they will be able to benefit from the simulated activities proposed and determine their level of interest in and aptitude for certain types of tasks. They must therefore participate fully in the performance of each task, which presupposes that they are able to actively listen and reflect on things, that they participate as needed in discussions of how to perform

the task, and that they plan their work before undertaking it. Similarly, they must develop the attitudes required in the workplace, insofar as they actively contribute to create a stimulating learning climate imbued with mutual trust, respect and openness to individual differences. The development of competencies in this program therefore depends not only on individual work, but also on collective effort, cooperation and mutual assistance.

COMPETENCY 1 Understands the requirements of different work situations

He that would perfect his work must first sharpen his tools.
Confucius

Focus of the Competency

The job market calls for a multitude of skills. The specific requirements that workers must meet vary depending on the products or services to be delivered. To prepare for a job, students enrolled in Prework Training try out a variety of work situations in the classroom workshop before participating in a practicum. They learn what is expected of them in each situation, become familiar with the characteristics of different tasks, consider the legal and regulatory aspects involved, determine the methods to use in order to accomplish tasks and reflect on their ability to adequately meet expectations. This way, they learn how to provide quality work.

Through their experiences in their family, social or other environments, the students have learned that all tasks come with certain expectations. In previous cycles, the students developed their ability to recognize the important elements of a learning and evaluation situation and to plan the steps involved in performing a task. In order to help students improve their ability to meet the requirements of different types of tasks, the teacher presents increasingly complex situations and helps the students identify the contextual, technical, sequential and relational aspects involved. Thus, students gradually acquire appropriate methods, techniques, knowledge and skills, which help them to mobilize effective strategies. They also learn how to identify the human and material resources required as well as the legal and regulatory provisions involved.

In order to help students improve their ability to meet the requirements of different types of tasks, the teacher presents increasingly complex situations and helps the students identify the contextual, technical, sequential and relational aspects involved.

This competency is made up of four key features: *Becomes familiar with the characteristics of each situation; Identifies the resources to mobilize; Considers legal and regulatory provisions; and Reflects on his/her ability to meet the requirements of each situation.*

Becomes familiar with the characteristics of each situation

Before undertaking a work situation in the classroom workshop, the students are asked to analyze the situation in order to identify its particular characteristics, i.e. what differentiates it from other situations and why it can change depending on the context. They must then identify the characteristics that appear to be determining factors. To do so, it is important for students to try to understand instructions and expected results, raise questions, ask for clarifications or rephrase instructions as needed. They are supported in this process by the teacher, who encourages them to use prior knowledge and establish connections with similar situations. The teacher helps students understand the importance of each of the tasks and see the relationships between them, so that they can recognize that there are specific requirements for each achievement context. For example, while certain maintenance tasks associated with the maintenance of the classroom, cafeteria or health services facilities are similar, others vary depending on the function of each setting.

Identifies the resources to mobilize

With the help of the teacher, the students must identify the different human, material or environmental resources that are likely to help them accomplish their work. While keeping within the limits of their level of responsibility, they must also identify appropriate strategies, determine the best methods to use and select useful resources for each task. They must understand the importance of wearing clothing that is appropriate to a situation and of using the required tools, equipment and instruments safely.

Considers the legal and regulatory provisions

The students must also become aware of the fact that certain laws and regulations govern different professional sectors. They must therefore learn about the rights and obligations associated with a situation, especially measures regarding their own safety and that of others, and reflect on how these provisions affect the way they behave. They must also learn how to interact with different people (coworkers, supervisors, employers, clients) and understand the roles and functions of each person.

Reflects on his/her ability to meet the requirements of each situation

It is by understanding the requirements of a situation that students are able to determine the skills they need to develop. As a result, it is important to help students clearly define a situation, identify not only their strengths but also their limitations, and consider what they can do to improve. They must also be encouraged to share their reflections with others, find new ways to successfully complete each task, examine avenues that are open to them in order to accomplish what is asked of them and establish a plan that will guide them in their work. Lastly, students must plan strategies that will allow them to evaluate themselves and make any necessary adjustments.

Key Features of Competency 1

Becomes familiar with the characteristics of each situation

Determines the nature of the work to be done • Considers each task
 • Examines the context in which the work is done

Identifies the resources to mobilize

Identifies whom they can ask for help • Identifies the methods and techniques to use • Determines the clothing and equipment required

Reflects on his/her ability to meet the requirements of each situation

Makes a connection between the obligations of the situation and his/her personal resources • Considers different ways of carrying out required tasks
 • Shares his/her reflections with others
 • Identifies ways of meeting the requirements of the situation

Understands the requirements of different work situations

Considers the legal and regulatory provisions

Obtains information about the legal and regulatory rights and obligations associated with a situation • Discerns the roles and functions of the main parties involved • Sees how legal and regulatory provisions affect his/her behaviour

Learning Targets

At the end of the program, the students are able to clearly understand the requirements of different situations presented in the classroom workshop. Before undertaking a task, they accurately analyze the work situation. They recognize certain contextual, technical, sequential and relational aspects of the tasks to be performed.

They find the human, material or environmental resources needed to complete the different tasks suggested and discern those that are most likely to assist them in their work. In order to observe safety standards and meet the requirements of future employers, the students become familiar with the legal and regulatory provisions that will govern their actions and identify some of the consequences of these provisions on their behaviour.

The students evaluate their ability to understand the requirements of different work situations and their ability to meet them. They know their strengths, limitations and areas that require improvement, and are thus better prepared to provide quality work.

Evaluation Criteria

- Accuracy of the analysis of each situation
- Relevance of the resources identified
- Realistic assessment of the impact of legal and regulatory provisions on his/her behaviour
- Relevance of reflections regarding his/her ability to meet requirements

COMPETENCY 2 Performs tasks associated with different work situations

One must never regret the time spent doing something well.
Joseph Joubert

Focus of the Competency

Although different work situations may share certain similarities, each situation comprises a series of tasks that are distinct in terms of their organization, their context and the sequence of actions involved. As a result, it is important to give students the opportunity to experiment with different types of tasks performed in the workplace.

Students who are preparing to undertake a practicum must be able to use proven work methods and recognize their importance. In the classroom workshop, learning and evaluation situations are designed in such a way as to allow students to concretely deal with some of the situations they will encounter in the workplace. The teacher should help students actively engage in simulated situations, and make sure that students clearly understand the tasks to be performed, take into account prescribed safety measures, and use appropriate resources to their fullest extent.

Students perform tasks with rigour, within prescribed time limits and according to future employers' or clients' expectations. They also learn to comply with legal and regulatory provisions.

In previous cycles, the students were made aware of the importance of using effective methods in order to successfully complete school assignments. The competencies thus acquired constitute a useful foundation for exploring this new learning context. In the classroom workshop, tasks are performed in a different setting and comprise specific requirements since they are taken from the *Directory of Semiskilled Trades* that the teacher uses to choose and plan work situations.

In concrete situations, students learn to perform tasks with rigour, within prescribed time limits, with a concern for efficiency and a sense of aesthetics, and according to future employers' and clients' expectations. They also learn to comply with the rules inherent in the production of goods and services, in particular health, hygiene and safety rules. By reflecting on their behaviour

and the strategies used, and by making adjustments along the way, students should be able to develop a sense of pride in a job well done.

This competency is made up of three key features: *Commits to each situation; Adjusts his/her behaviour in each situation; and Reflects on the value of his/her work experience.*

Commits to each situation

To commit to a work situation, students must take into account the specific context in which a task is performed, which varies depending on the elements of the situation. When carrying out a task, students must therefore ask themselves the following questions: Who will be using this product or service? What is the production schedule? Do we know how many customers we are targeting?

To make sure they are correctly performing the requisite tasks, students must call on various resources—human, material, organizational or documentary—depending on their needs. For example, they may ask a teacher or other school professional for help, seek the collaboration and cooperation of their classmates, or consult an instruction manual, if necessary. They must also develop the ability to use certain tools, instruments or other equipment.

As they perform their tasks, students must strive to follow instructions by using appropriate work methods and techniques. Under the teacher's supervision, they must follow the established sequence of operations, recognize its importance, learn to correctly use the work area and fully comply with the rules regarding the production of the good or service to be delivered. They must also learn to observe the requisite legal and regulatory provisions, especially those that pertain

to their own safety and that of others. Finally, when working in a team, they must understand the role of each team member and understand the importance of their personal contribution.

Adjusts his/her behaviour in each situation

It is important for students to reflect on how they perform tasks, learn to compare their methods with work requirements, and have the opportunity to establish relationships between the quality of their work and the use of sound work methods. With the help of their teacher and their classmates, they must also learn to assess their performance and identify areas that need to be improved in a classroom climate in which students do not feel pressured to know everything and can take their time to learn—conditions that are essential for their progress. Suggestions for improvements and adjustments must be offered as needed so that students can feel increasingly able to deal with situations on their own and take risks. As they progress in their learning, they should gain more assurance in their use of strategies, each new work situation becoming an opportunity to reinvest and develop their competencies.

Reflects on the value of his/her work experience

As the students progress through different situations, they must be made aware of the benefits of their work experience. This reflection, supported by the teacher, provides an opportunity to verify the students' level of interest as well as their ability to perform the required tasks and determine their motivation. To help students further develop their reflection, the teacher should promote exchanges among students so that they can discover new ways of profiting from work situations with which they have experimented and see new possibilities for experimentation.

Key Features of Competency 2

Commits to each situation

Takes into account the context in which a task is performed • Mobilizes relevant resources • Applies methods and techniques related to the situation • Follows the sequence for carrying out tasks • Observes the requisite legal and regulatory provisions

Adjusts his/her behaviour in each situation

Verifies whether his/her behaviour conforms with the requirements of the situation • Exchanges with others • Uses different means of improvement

Performs tasks associated with different work situations

Reflects on the value of his/her work experience

Understands the importance of his/her contribution • Assesses his/her interest in and aptitude for a given type of work • Shares his/her reflections with others • Considers exploring different types of work situations

Learning Targets

At the end of the program, the students are able to perform tasks associated with the different work situations they will encounter in the workplace. They are able to commit to each of the situations presented by taking into account the organization, context and sequence of operations, methods and techniques in which the tasks are to be performed.

They use human, material, organizational or documentary resources according to their needs, and comply with the requisite legal and regulatory provisions. Through frequent exchanges with their teacher and peers, the students assess their behaviour with respect to the requirements of each task, adjust it as needed and occasionally consider other means of improving. They take a step back and recognize the consequences of their experiences on their ability to perform tasks associated with a given situation. They are capable of stating their interests and skills, which helps them make the appropriate practicum choices. They feel increasingly capable of dealing with new work situations.

Evaluation Criteria

- Level of commitment to participating in each work situation
- Effectiveness of adjustments made with respect to the requirements of each task
- Emphasis on the impact of his/her experiences on his/her ability to handle a work situation

COMPETENCY 3 Adopts attitudes and behaviours appropriate to different work situations

In the confrontation between the stream and the rock, the stream always wins, not through strength, but by perseverance.
Jackson Brown

Focus of the Competency

The students enrolled in the program have already developed and adopted attitudes and behaviours that are socially useful—indeed, even necessary—for life in society. In order to increase their employability, the students must now develop the attitudes and behaviours expected in the workplace and improve their ability to work independently and behave responsibly. In particular, they must be able to organize their work, cooperate and communicate with others, and persevere to complete a task.

In this program, it is important for the students to behave in the classroom workshop as though they were workers in the workplace. Thus, they must address their teacher in the same way they would a superior, according to generally accepted social conventions, and maintain collaborative and cooperative relationships with their classmates, just as they would with coworkers or clients. Depending on the situation, they may be asked to treat other students, members of the school staff or their families as though they were customers, and address them using appropriate forms of address and language. They must learn to adapt to different work situations and cope with the stress that this may cause. They must also reflect on their attitudes and behaviours in order to make adjustments and improve. With the teacher's help, they can assimilate strategies that are necessary to the development of this competency.

This competency is made up of three key features: *Discerns desirable attitudes and behaviours; Demonstrates his/her ability to adapt to different situations; and Reflects on his/her attitudes and behaviours in a work situation.*

Students develop the attitudes and behaviours expected in the workplace and improve their ability to work independently and behave responsibly.

Discerns desirable attitudes and behaviours

In order to adopt attitudes and behaviours appropriate to different work situations, the students must be able to recognize socially desirable behaviours, such as knowing how to address someone, wearing appropriate clothing or even having a pleasant disposition. They must also understand that all employers expect certain behaviours, such as punctuality, courtesy, cleanliness and loyalty.

Finally, the students must also learn to recognize and avoid inappropriate behaviours.

In the classroom workshop, the students have the opportunity to experiment with social attitudes and behaviours suitable for work situations, as the teacher requires them to be punctual, attend class, observe work and break times, use appropriate language and adopt safe behaviours at all times. The teacher also encourages the students to maintain their composure, be attentive to the opinions of others and be receptive to constructive criticism. The teacher helps the students become aware of the importance of respecting their work environment and the people with whom they come into contact, so that they can see the relational issues in a given situation and recognize the importance of cooperation. Lastly, the teacher should help the students to understand the social elements that stem from the culture of the organization.

Demonstrates his/her ability to adapt to different situations

Employees of the future must be highly adaptable so that they are able to face the numerous changes they are likely to encounter throughout their working lives. Whether a team member is replaced, tasks are redistributed, working conditions are modified or new technologies are implemented, employees must be open-minded and flexible enough to accept such changes in order to fit harmoniously into a world in constant evolution.

In the classroom workshop, students must be able to verify and develop their ability to adapt to different situations in a variety of contexts. For example, they may be taught to operate a new woodworking tool correctly and safely, and then asked to refine their work in order to produce an object that is attractive enough to be sold. This allows the students to meet the requirement of producing a high-quality product, a task that requires additional patience, attention and thoroughness. The students will also be asked to think about the way they respond to changes, such as their ability to modify the rate at which they work, accept new coworkers, or react to a new context. To help the students improve their ability to adapt, the teacher makes sure that they look for suitable affective strategies, such as risk taking, positive self-talk, and stress management.

Reflects on his/her attitudes and behaviours in a work situation

The reassuring context of the classroom workshop must allow the students to evaluate themselves with confidence when they perform a task. It is important for the teacher to encourage the students to recognize the impact of their behaviours and attitudes and adjust them, as needed, so that they can become aware of their strengths, the difficulties encountered, and the resources and methods used to surmount these difficulties. In addition, by discussing their strategies with their classmates, they can mutually enrich their experiences and benefit from the comments or reactions of others in order to improve and better manage their own attitudes and behaviours at work. Finally, the teacher must encourage the students to find ways of applying what they have learned to new situations so that they can eventually become independent, responsible workers.

Key Features of Competency 3

Discerns desirable attitudes and behaviours

- Identifies issues related to the social behaviours in question
- Takes into consideration recognized workplace norms
 - Adopts attitudes and behaviours that have positive effects

Demonstrates his/her ability to adapt to different situations

- Is open-minded and flexible • Takes into consideration the specific requirements of each achievement context • Adjusts his/her actions accordingly • Is able to find ways to surmount the difficulties encountered

Adopts attitudes and behaviours appropriate to different work situations

Reflects on his/her attitudes and behaviours in a work situation

- Assesses the impact of his/her attitudes and behaviours • Determines the areas to improve
- Determines the effectiveness of the resources used
 - Shares his/her reflections with others
 - Adjusts his/her attitudes and behaviours as needed
 - Sets new challenges

Evaluation Criteria

- Relevance of attitudes and behaviours adopted
- Degree of adaptability to different situations
- Accuracy of the analysis of his/her attitudes and behaviours in work situations

Learning Targets

At the end of the program, the students are able to adopt attitudes and behaviours that are appropriate to the different work situations presented in class. They recognize social behaviours appreciated or required by employers, as well as behaviours to avoid when performing tasks related to a job function.

To facilitate their learning, the students must remain open-minded and flexible. Depending on the context, they must be able to modify an attitude, a habit or a behaviour. They must take the necessary means to adapt to different work situations, even the most difficult. They can also develop appropriate affective strategies to improve their ability to adapt.

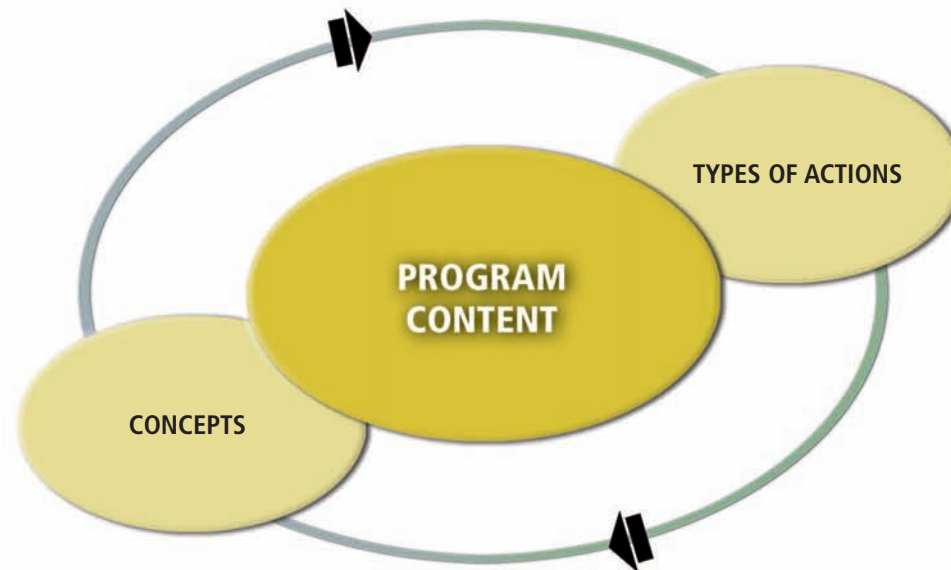
The context of the classroom workshop allows students to become aware of the extent to which they adapt to different situations and explain how they do so. Through frequent discussions, they are able to benefit from their experience, recognize their strengths and take up new challenges. They realize that their work has value and they are able to assess their progress in achieving their objective—to become independent, responsible workers.

Program Content

The program content of Introduction to the World of Work is made up, on the one hand, of concepts and associated types of actions and, on the other hand, of strategies. For information purposes, a list of possible resources is also provided.

The concepts and associated types of actions include the knowledge and skills that students should be able to acquire and use in various situations and transfer to a variety of contexts so that they can gain the confidence and ease they need to successfully enter the job market. Students will assimilate these concepts and actions as they experience different situations organized into workshops by the teacher, who takes into account the students' needs and abilities, the human and material resources available at the school and the opportunities for practicums in the region. The teacher will seek to diversify these situations by targeting different production and service sectors in the job market.

In order to solve problems, promote learning and successfully complete the activities suggested, students must learn to use different cognitive, metacognitive, affective and resource-management strategies. Cognitive strategies help students process information and make connections between new and prior knowledge, or between different items of newly acquired knowledge. Metacognitive strategies enable students to evaluate how they learn, understand what helps them learn and plan the steps they need to take to accomplish a task, modify their strategies or evaluate the effects of these modifications. Affective strategies are used to create a climate that is conducive to learning. They help students control negative emotions and impulses, focus and maintain their attention on the tasks at hand and reduce anxiety. Resource-management strategies enable students to manage their time, as well as available material, human and environmental resources in order to create conditions that promote learning.



Concepts and Types of Actions

Concepts	Types of Actions	Possible Applications
Nature of work situations	<ul style="list-style-type: none"> – Identification of the different tasks to be performed – Analysis of each of the tasks and the sequence in which to carry them out – Consideration of the different characteristics of the work context 	<ul style="list-style-type: none"> – In breadmaking, determining the tasks involved in making bread: preheating the oven, mixing the ingredients, kneading the dough and baking the bread – Performing, in the proper sequence, each of the tasks involved in making bread – Taking into account where the task is carried out, who will be using the product or service, what event is targeted, how much time is required to perform the task, etc.
Raw materials	<ul style="list-style-type: none"> – Identification of the elements required to perform the task (e.g. ingredients, materials) – Use, storage and recovery of materials, ingredients, etc. 	<ul style="list-style-type: none"> – Identifying: <ul style="list-style-type: none"> • in breadmaking: the type of flour required, the desired texture of the dough, the spices and herbs to use, etc. • in cabinetmaking: the different types of wood and their uses • In a kitchen, using ingredients appropriately; checking their quality; handling, correctly storing and recovering leftovers for reuse • In a painting shop, using and storing paint safely
Processes	<ul style="list-style-type: none"> – Assimilation and application of different methods to produce a good or deliver a service 	<ul style="list-style-type: none"> – Cutting an object by following a template, measurements and techniques (e.g. to make a garment, or a wooden or plastic object) – Sorting objects of different sizes and shapes (e.g. to store tools, cooking utensils) – Following directions for using an appliance or device (e.g. food processor, cell phone, planer) – Adapting a recipe to a situation (e.g. making 5 or 500 loaves of bread, preparing mortar using 3 or 6 elements) – Operating a cash register, checking purchase orders, filling out an invoice, etc. – Explaining a recipe, menu, technique or procedure to a superior, client, coworker, etc.

Concepts and Types of Actions (cont.)

Concepts	Types of Actions	Possible Applications
Equipment	<ul style="list-style-type: none"> – Choice of appropriate equipment – Proper use of equipment, in accordance with recommended techniques – Familiarity with and use of clothing required by or appropriate to the task 	<ul style="list-style-type: none"> – Identifying and understanding how to operate: <ul style="list-style-type: none"> • in breadmaking: a scale, blender, oven, etc. • in cabinetmaking: a saw, drill, sander, etc. • in horticulture: a spreader, garden hose, etc. – Using the tools, equipment and instruments specific to different tasks: <ul style="list-style-type: none"> • in cooking: using an electric knife or food processor safely • in cabinetmaking: using a band saw or drill according to directions – Determining the clothing required by or appropriate to the task: <ul style="list-style-type: none"> • in cooking: wearing an apron, hat and gloves to handle food • in table service: wearing clean clothes
Legal and regulatory provisions	<ul style="list-style-type: none"> – Familiarity with and observance of rights and obligations – Familiarity with different forms of supervision and authority 	<ul style="list-style-type: none"> – Identifying the sanitation, hygiene and safety rules applicable in different contexts – Applying sanitation rules when preparing food – Wearing a safety helmet, goggles or gloves in a woodworking shop – Reporting real and potential hazards – Referring to labour standards, as needed – Identifying persons in authority at home, at school or at the recreation centre, and being familiar with their level of responsibility – Understanding his/her role and responsibilities and the type of supervision required, e.g. greenhouse workers

Concepts and Types of Actions (cont.)

Concepts	Types of Actions	Possible Applications
Expected behaviours	<ul style="list-style-type: none"> – Identification of appropriate and inappropriate attitudes and behaviours in work situations – Observation of his/her behaviours and attitudes – Identification of necessary adjustments 	<ul style="list-style-type: none"> – Discussing desired behaviours with respect to authority figures, coworkers and customers (e.g. forms of address, pleasant disposition, respect, tolerance, courtesy, communication, regular attendance, punctuality, discretion) – In the classroom workshop: <ul style="list-style-type: none"> • observing his/her behaviour with respect to authority (e.g. complying with or disregarding rules, a supervisor's instructions) • observing how he/she relates to others (e.g. with respect, goodwill, courtesy, shyness, hostility) • evaluating his/her attitude with respect to attendance, punctuality, dress code – Identifying recurrent behaviour (e.g. systematically challenging authority or blindly submitting to it) – Finding ways of improving, following the teacher's comments regarding his/her lack of cooperation in a workshop activity
Teamwork	<ul style="list-style-type: none"> – Cooperation and mutual assistance 	<ul style="list-style-type: none"> – Giving a presentation with two or three classmates, following a company visit – Participating in role-playing highlighting the difficulties that arise when a teammate does not listen
Adaptation	<ul style="list-style-type: none"> – Identification of requirements associated with change – Assimilation of ways of dealing with new situations 	<ul style="list-style-type: none"> – Identifying his/her reactions to change (e.g. a new teammate, different working conditions, work setting, rate of production) – Discussing with his/her peers the insecurities that a major change can cause – Using stress management techniques (e.g. deep breathing, relaxation)
Organizational culture	<ul style="list-style-type: none"> – Assimilation of organizational culture 	<ul style="list-style-type: none"> – Exploring, through research and company visits, differences in organizational culture: management styles, types of interpersonal relations, customer service

Strategies

Strategies	Explanations
<p>Cognitive strategies</p> <p>These strategies help students process, organize, generalize and structure information.</p>	<ul style="list-style-type: none"> – Visualizing or writing down the steps involved in a task – Applying prior knowledge to a new task – Identifying determining factors in a situation – Verifying his/her understanding of the task: <ul style="list-style-type: none"> • asking questions • reformulating instructions • taking notes when instructions are given – Determining the resources needed to perform a task, based on the requirements and the context – Anticipating problems
<p>Metacognitive strategies</p> <p>These strategies help students monitor, control and evaluate the strategies used.</p>	<ul style="list-style-type: none"> – Evaluating his/her work and comparing it to the requirements of the task – Reflecting on what he/she learned – Examining his/her work: methods, techniques, equipment and strategies used – Reviewing his/her behaviours – Making adjustments as needed during the task – Considering different ways of improving – Considering his/her attitudes and behaviours, evaluating their consequences and making the necessary adjustments – Making connections between his/her personal resources, interests and aptitudes and the requirements of the task
<p>Affective strategies</p> <p>These strategies help students regulate and control their emotions, thoughts or attitudes toward learning.</p>	<ul style="list-style-type: none"> – Engaging in positive self-talk – Taking risks – Taking the time to learn and allowing himself/herself to make mistakes – Focusing on the task when he/she is less attentive – Rewarding himself/herself after accomplishing part of the task – Fighting negative thoughts – Adopting ways of controlling his/her anxiety
<p>Resource management strategies</p> <p>These strategies help students plan, monitor, control and evaluate internal and external resources.</p>	<ul style="list-style-type: none"> – Using a model to develop a work plan or schedule (time management) – Creating conditions in his/her life that are conducive to work – Being familiar with the available resources (e.g. people, documents, Web sites) – Asking for help (e.g. from teachers, classmates) when necessary and determining the best time to do so – Asking for the opinions of peers, parents, the teacher or another meaningful person in his/her life – Learning from other students' experience

Possible Resources	Examples
Resources	<ul style="list-style-type: none"> – Human resources: <ul style="list-style-type: none"> • teachers, guidance counsellors, other school staff, peers, family, friends, etc. – Material resources: <ul style="list-style-type: none"> • list of job functions, class notes, examples of work processes and plans, books and documents on trades and occupations, information and communications technologies (ICT), etc. – Public and private resources: <ul style="list-style-type: none"> • businesses, government agencies (e.g. CSST, local employment centres, Carrefour jeunesse emploi) and community organizations (e.g. youth centres, recreation centres)

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Framework for the Evaluation of Learning

Work-Oriented Training Path

Prework Training

Introduction to the World of Work

Secondary School Cycle Two

August 2011

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INTRODUCTION

Following the announcement of new orientations regarding the evaluation of student learning by the Minister of Education, Recreation and Sports, the *Basic school regulation for preschool, elementary and secondary education* has been amended to require that, as of July 1, 2011, evaluation be based on the *Framework for the Evaluation of Learning* produced for each program. The annual Directives specify that the evaluation of learning acquired within the context of Prework Training must also be based on the framework produced for each program. These frameworks provide guidelines for the evaluation of learning specific to each subject in the Québec Education Program in order to determine students' results, which will be communicated in the provincial report card.

The role of knowledge in evaluation

Knowledge is at the heart of student learning, since it provides the foundation for all school subjects. Knowledge gives students the means to reflect and to understand the world around them, and its acquisition is the first step in any learning process. Through the knowledge they acquire and through the connections they are able to make among different items of knowledge, students can develop an understanding of simple and complex concepts. In Prework Training, each program sets out the knowledge that teachers must choose from with a view to helping students develop from a personal, social and career development perspective. Knowledge must therefore be acquired, understood, applied and used thoroughly. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Organization of the evaluation frameworks

For each subject, the framework defines the criteria on which the student's results must be based. These evaluation criteria are based on the ones in the Québec Education Program.

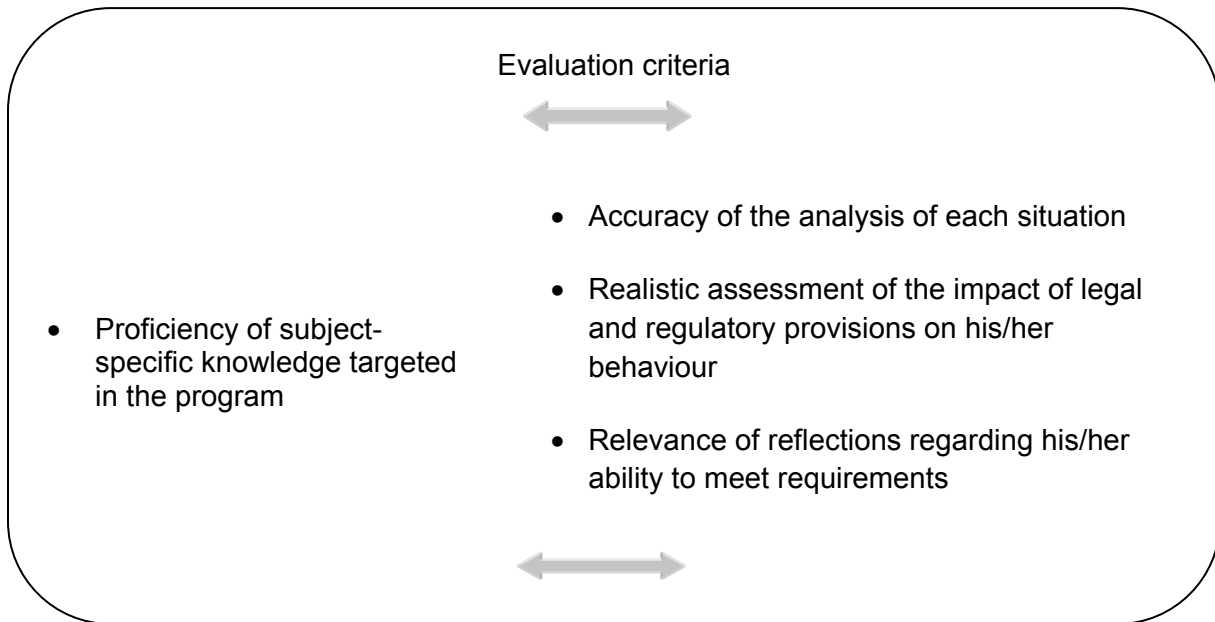
The framework also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

The teacher's role in evaluation

Section 19 of the *Education Act* stipulates that teachers are entitled "to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to [their] care." It is therefore up to teachers to choose the means of evaluating student learning.

Understands the requirements of different work situations*

Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

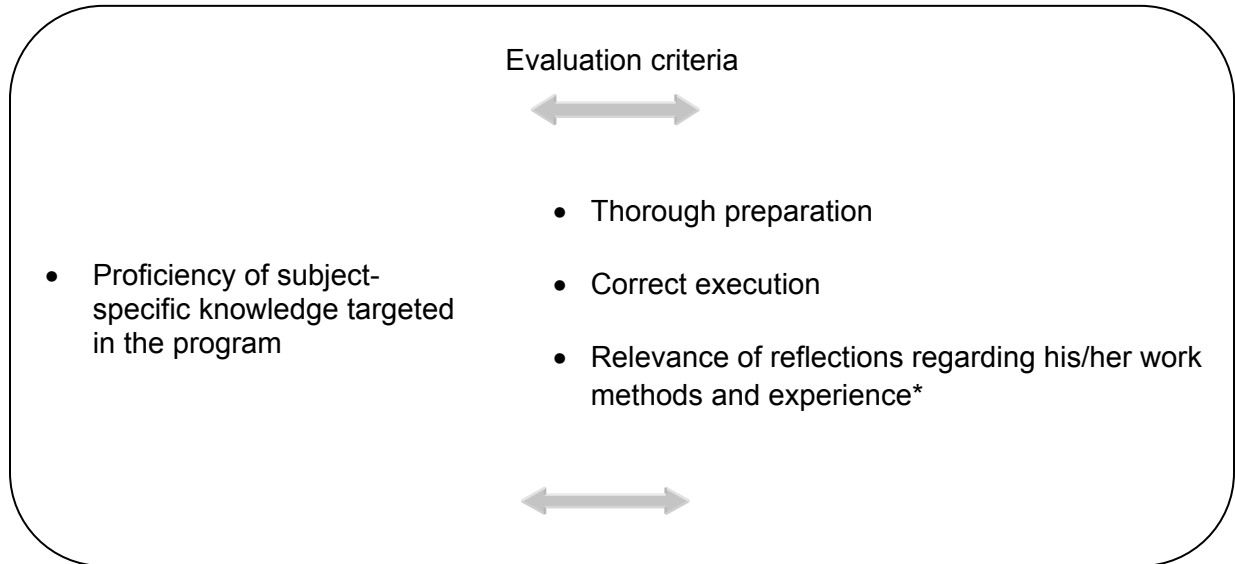
* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

←→ **This arrow** indicates that the evaluation of learning involves a process of going back and forth between the acquisition of subject-specific knowledge and the understanding, application and use of this knowledge. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Performs tasks associated with different work situations

Equivalent weighting in the calculation of the subject mark

Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

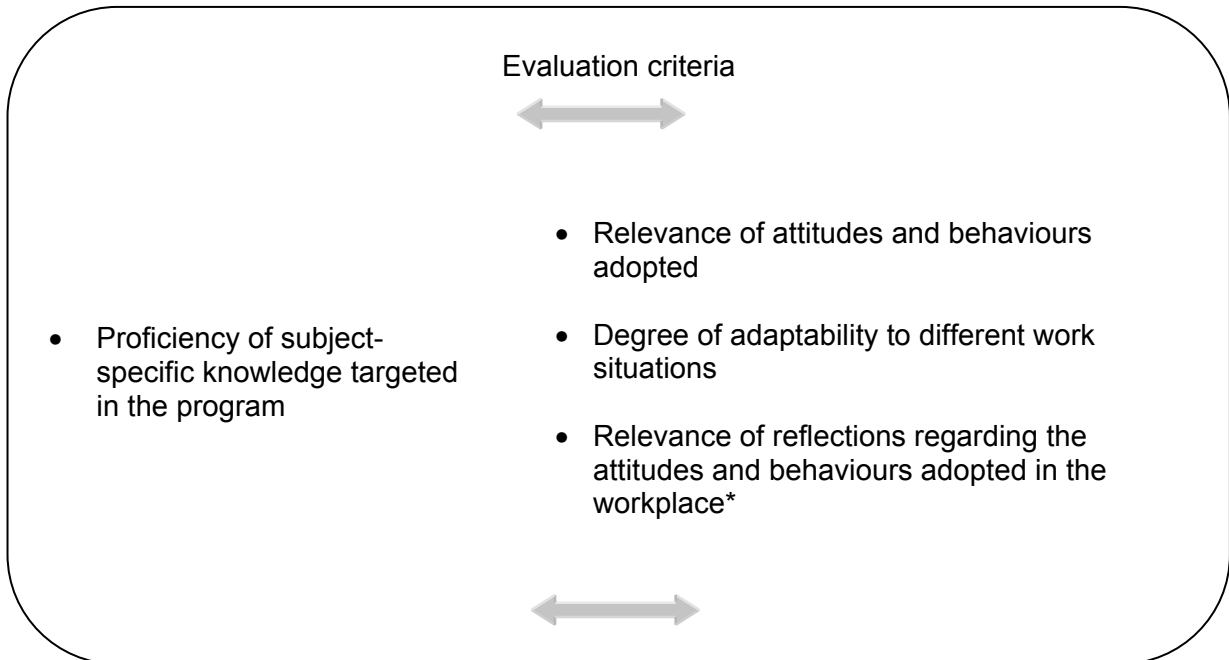
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Adopts attitudes and behaviours appropriate to different work situations

Equivalent weighting in the calculation of the subject mark

Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

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Appendix 1

Information Clarifying the Criteria

Accuracy of the analysis of each situation*

- Comprehension of instructions and expected results
- Identification of the characteristics of work situations depending on the context
- Anticipation of the requirements of the tasks
- List of resources (type, usefulness and variety)

Realistic assessment of the impact of legal and regulatory provisions on his/her behaviour*

- Knowledge of the rights and obligations associated with the work situation chosen
- Consideration of the roles and functions of the main parties involved
- Compliance with legal and regulatory provisions

Relevance of reflections regarding his/her ability to meet requirements*

- Connection between his/her abilities and the requirements of work situations
- Proposal of improvements (means, challenges, explanations, etc.)

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

Appendix 2

Information Clarifying the Criteria

Thorough preparation

- Consideration of tasks, their requirements and the resources needed
- Compliance with work methods and techniques

Correct execution

- Use of appropriate strategies
- Observance of performance criteria
- Compliance with legal and regulatory provisions
- Balance between productivity requirements and the protection of health and safety

Relevance of reflections regarding his/her work methods and experience*

- Appreciation for the importance of his/her personal contribution
- Assessment of his/her interest in and aptitude for a given type of work
- Proposal of improvements (means, challenges, explanations, etc.)

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

Appendix 3

Information Clarifying the Criteria

Relevance of attitudes and behaviours adopted

- Consideration of issues, attitudes and behaviours (appropriate or inappropriate) adopted in a work situation
- Adoption of attitudes and behaviours related to personal goals set

Degree of adaptability to different work situations

- Adjustment of attitudes and behaviours to the work context
- Ability to deal with change or unforeseeable situations
- Use of strategies and resources appropriate to the situation

Relevance of reflections regarding the attitudes and behaviours adopted in the workplace*

- Assessment of the resources and means used
- Proposal of improvements (means, challenges, explanations, etc.)

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

Pre-Work Training Program: Intro. to the World of Work

This subject has three competencies. C2 and C3 have equivalent weighting

C1 is not evaluated on the report card


C1: Understands the requirements of different work situations

C2: Performs tasks associated with different work situations

C3: Adopts attitudes and behaviours appropriate to different work situations

Evaluation criteria :

C2: Performs tasks associated with different work situations

<i>Subject specific Knowledge targeted in the program</i>		<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
Proficiency of subject specific knowledge targeted in the program		<i>Thorough preparation</i>	Consideration of tasks, their requirements and the resources needed
			Compliance with work methods and techniques
		<i>Correct execution</i>	Use of appropriate strategies
			Observance of performance criteria
		Compliance with legal and regulatory provisions	
		Balance between productivity requirements and the protection of health and safety	
The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.		Relevance of reflections regarding his/her work methods and experience	Appreciation for the importance of his/her personal contribution
			Assessment of his/her interest in and aptitude for a given type of work
			Proposal of improvements (means, challenges, explanations, etc.)

Evaluation criteria :

**C3: Adopts attitudes and behaviours appropriate
to different work situations**

<i>Subject specific Knowledge targeted in the program</i>	<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
Proficiency of subject specific knowledge targeted in the program	<i>Relevance of attitudes and behaviours adopted</i>	Consideration of issues, attitudes and behaviours (appropriate or inappropriate) adopted in a work situation
	<i>Degree of adaptability to different work situations</i>	Adoption of attitudes and behaviours related to personal goals set
		Adjustment of attitudes and behaviours to the work context
		Ability to deal with change or unforeseeable situations
		Use of strategies and resources appropriate to the situation
The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.	Relevance of reflections regarding the attitudes and behaviours adopted in the workplace*	Assessment of the resources and means used
		Proposal of improvements (means, challenges, explanations, etc.)



Evaluation criteria :

C1: Understands the requirements of different work situations*

This competency must not be considered when determining the evaluation on the report card

<i>Subject specific Knowledge targeted in the program</i>	<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
Proficiency of subject specific knowledge targeted in the program	<i>Accuracy of the analysis of each situation</i>	Comprehension of instructions and expected results
		Identification of the characteristics of work situations depending on the context
		Anticipation of the requirements of the tasks
		List of resources (type, usefulness and variety)
	<i>Realistic assessment of the impact of legal and regulatory provisions on his/her behaviour</i>	Knowledge of the rights and obligations associated with the work situation chosen
		Consideration of the roles and functions of the main parties involved
		Compliance with legal and regulatory provisions
	<i>Relevance of reflections regarding his/her ability to meet requirements</i>	Connection between his/her abilities and the requirements of work situations
		Proposal of improvements (means, challenges, explanations, etc.)



Work-Oriented Training Path

Chapter 5

Prework Training Training for a Semiskilled Trade

Pework Training

Pework Training is for students at least 15 years of age whose competency report at the end of Secondary Cycle One shows that they have not achieved the objectives of the elementary-level programs of study for the language of instruction and mathematics.⁵ It is spread over a period of three years and leads to an official Pework Training certificate granted by the Minister; an annual summary of the student's learning is also provided by the school.

The purpose of Pework Training is to prepare students for the demands of life in society and the world of work. The training is based on programs in general education and practical training supplemented with content related to citizenship education and culture.

- The general education programs are the following: language of instruction; second language; Mathematics; Technological and Scientific Experimentation; Geography, History and Citizenship Education; Physical Education and Health; Autonomy and Social Participation. In most of these programs, the competencies targeted are essentially the same as those in the Québec Education Program for elementary education and Secondary Cycle One, but with greater emphasis on their concrete application in situations in everyday life.
- The practical training programs are the following: Preparation for the Job Market; Introduction to the World of Work; Work Skills. Through the use of simulated or real situations, these programs provide structured opportunities to develop specific competencies⁶ directly related to trades found in the *Directory of Semiskilled Trades*.⁷ Many students will be able to demonstrate new aptitudes and acquire skills different from those developed in previous activities at school. These students will be able to grasp the importance of subject-specific knowledge and cross-curricular competencies as they will have to use them in learning situations related to the world of work.

The content of the general education programs has been established by taking into account the students' characteristics and needs in order to allow them to progress at their own pace. None of the content is prescribed—a distinctive aspect of Pework Training—but teachers have to draw on the content of the various programs and make appropriate choices based on the students' individualized education plans, which contain information on their occupational

aspirations. In some cases, they should teach elements of content required by students who have the ability and are interested in going on to a higher level of training, such as for a semiskilled trade.

The practical training programs have been designed to develop students' employability. One part of the training takes place in the school; it aims to allow students to know themselves better, to learn about the world of work and to develop technical skills and desirable behaviours. The second part takes the form of practicums in the workplace. In both cases, exploration and experimentation play a major role, and academic and career planning is central to the targeted competencies and thus the elements of content.

Some students in Pework Training may go on to Training for a Semiskilled Trade if they have completed the Work Skills program (taken in their second year of training) and they meet the requirements for the trade of their choice. Where appropriate, they may take the Preparation for a Semiskilled Trade program in their third year during the time prescribed for Work Skills. This bridge will allow them to obtain a training certificate in a semiskilled trade if they meet the certification requirements for it. It is up to the school to make students aware of the possibilities that exist for them to pursue their education as far as possible.

The following diagram provides an overview of Pework Training.

5. This means that they have not gone beyond the first level of competency development in these subjects according to the scales of competency levels for Secondary Cycle One.

6. Tasks related to the specific competencies in the *Directory of Semiskilled Trades* will be used to structure the learning and evaluation situations and draw up the training plan for the practicums.

7. See the Web site www.mels.gouv.qc.ca/sections/metiers/index_en.asp.

Career Planning and Entrepreneurship

This area has particular importance in the Work-Oriented Training Path, since the purpose of the path is to enable students to undertake training aimed at personal development and successful integration into society and the job market.

In the Introduction to the World of Work program, for example, students are encouraged from the first year to carry out tasks similar to those required in various jobs. Activities in the Preparation for the Job Market program are designed to help them know themselves better, define their tastes, interests and aptitudes, and learn more about the world of work, social roles and the requirements of different trades. They will also be able to learn various affective, cognitive and metacognitive strategies that will help them carry out a project. This may enable them to integrate into the job market and remain in it.

Throughout their training, students should become aware of the importance of further developing the competencies they need to deal with a broad range of situations. In the language of instruction and second language programs, for example, they discover the importance of communication skills—particularly in oral language but also in writing—in order to understand instructions or procedures in the workplace. They should realize that they need at least a basic ability to use a second language.



Environmental Awareness and Consumer Rights and Responsibilities

The Work-Oriented Training Path offers many opportunities for students to consider their choices of products and to adopt thoughtful, responsible behaviour with regard to the environment and consumption.

In the Autonomy and Social Participation program, activities around consumption, which is highly valued by adolescents, may encourage students to question the appropriateness of making consumer choices that are beyond their means. In Geography, History and Citizenship Education, students increase their understanding of the territory where they live and their place in society, and may consider the social, economic and ethical aspects of consumption. The Technological and Scientific Experimentation program enables them to become aware of changes in consumer habits resulting from technological progress, to place these issues in their social and historical context and to step back and adopt responsible consumer behaviour. Teachers should also encourage students to be particularly careful when disposing of waste from their experiments.

In the language of instruction program, analyzing advertising, information texts and on-line presentations on subjects related to consumption or the environment may help students look critically at their consumer habits and the values underlying them. In Mathematics, learning and evaluation situations on personal finances should prepare them to make better-informed choices in





Connections With the Cross-Curricular Competencies

The inclusion of the cross-curricular competencies in the curriculum for the Work-Oriented Training Path gives students tools that will help them become responsible, autonomous workers capable of self-evaluation and adaptation to different situations. These competencies are recognized as essential in the world of work, regardless of the worker's level of responsibility. Employers are increasingly interested in competencies involving cooperation, communication and problem solving. The acquisition of these competencies improves students' chances of successful integration into society and the job market.

The cross-curricular competencies are essential tools that help students meet challenges and continue to learn throughout their lives. Their development takes place gradually, beginning in elementary school and continuing through secondary school and in the job market. These competencies broaden the scope of learning in the practicum and in class, because they require students to draw on a greater range of resources. To develop these competencies, students should be placed in situations in which they need them to solve problems, carry out plans and projects, and critically assess their actions, process and results.

Several examples of connections between cross-curricular competencies and subject-specific competencies in different programs in Prework Training are provided below. However, it should be noted that all the subjects enable students to develop and use all the cross-curricular competencies.

In the case of Training for a Semiskilled Trade, examples of connections with the different subjects are found in the Québec Education Program for Secondary Cycle One. In addition, some examples of connections between cross-curricular competencies and practical training are provided below.

Intellectual competencies

There are many opportunities for students to develop and use intellectual competencies. In the language of instruction and second language programs, for example, when students are asked to discuss a possible purchase, they must first form an opinion, and in order to do so, must use information from various written, oral or media sources. They must then exercise critical judgment in choosing the most pertinent information and judging the validity of information found on the Internet, in magazines or in advertising. Finally, they have to make connections among the various elements of information, form arguments to justify their choices and then make the choices. They carry out this task in order to solve a problem, and they have to use creativity to find the most appropriate means (poster, newspaper article, flyer, etc.) for presenting the results of their research in class.

The Autonomy and Social Participation program and the Introduction to the World of Work program lend themselves particularly well to learning to cooperate with others and exercise critical judgment, because working life involves collaborating with coworkers, following established work plans, finding safe work practices for oneself and coworkers, etc. Students also have to exercise critical judgment in Physical Education and Health, for example, when they consider products for slimming, bodybuilding, improving athletic performance, etc.

Methodological competencies

Whatever tasks they have to carry out, in school or in the workplace, students must function effectively while dealing with constraints. They need to learn to strive for precision, to plan their work, to establish sequences of activities, to anticipate the resources available, to assemble the materials they need and to manage their time when carrying out tasks. All school activities can help students to adopt effective work methods, and it is important to consider this when providing learning support to students.

The ability to use information and communications technologies is another important asset for young people who will soon be in the job market. It can help them function more autonomously at work as well as in everyday life. All the subjects allow them to develop and apply this competency. In the language of instruction program or the second language program, students may be asked to use information and communications technologies to explore different subjects, for example, occupations or trades. They will consult Web sites, use CD-ROMs, communicate by e-mail with businesses and prepare a short multimedia presentation for their fellow students. These situations also allow them to develop their competencies in reading and writing different types of texts, using information and using information and communications technologies.

In the Technological and Scientific Experimentation program, students develop the precision associated with scientific and technological procedures. They learn to respect standards and conventions, as required in many of these procedures, which will help them develop all the employment-related competencies. Since information and communications technologies have contributed significantly to recent advances in science, using them can help prepare students for the world of work.

The ability to use information and communications technologies allows students to access an abundance of information. However, students have to learn to sort, assess and assimilate this information in order to extract useful knowledge from it. This cross-curricular competency is important in the Preparation for the Job Market program, because it enables students to acquire various kinds of knowledge through computerized simulations. It also allows students to share information, consult experts on-line, exchange data, communicate the results of their work and compare them with those of their fellow students.

Personal and social competencies

Students in the Work-Oriented Training Path should be encouraged to question themselves and their capacities and aptitudes, to recognize their personal resources and to take action to develop new ones to meet their personal and work-related needs as best they can. They should also develop their social competencies, recognize the resources offered by society and become aware of their own contribution to society. Finally, it is important that they be placed in situations in which they have to collaborate to carry out school or work tasks. **The many opportunities in this training path for students to achieve their potential and to cooperate with others should be used to good advantage.**

In all the subjects, it is possible to create learning and evaluation situations that demand cooperation. In Geography, History and Citizenship Education, for example, students can be asked to recommend films for a group of young newcomers to Québec. They will have to discuss and agree on which films best represent Québec's society, territory, important personalities and values. They should plan their work and set rules to ensure that they all contribute harmoniously. The Physical Education and Health program makes a special contribution to the development of personal and social competencies. Students have to recognize their potential and cooperate with others when they set rules of conduct with their partners, play a role in a team activity or take part in evaluating a strategy, performance or results. The same is true when they organize projects such as sports competitions, which require them to become aware of their personal qualities, use their resources in working collectively and take their place among others.

The personal and social competencies are essential for successful integration into society and the job market. The Introduction to the World of Work, Work Skills and Preparation for a Semiskilled Trade programs provide excellent opportunities to develop and use them to advantage. By participating in various work-related activities in the workshop class or the workplace where they do their practicum, students will be able to recognize some of their personal qualities and develop cooperation skills that are valued in the workplace.

Communication-related competency

Communicating appropriately is crucial in order for students to assert themselves, express and compare opinions constructively, interact within their family, with friends, in class, at work or in the community, and integrate successfully into society and the job market. This competency is closely connected to the ability to think in a structured way; it is needed to share thoughts, feelings and values, and is an important way of expressing identity. Students in the Work-Oriented Training Path should constantly be encouraged to develop this competency. Every program of study aims to allow them to become familiar with the language specific to the subject, and it is important that teachers encourage them to use precise vocabulary for objects, strategies and techniques in the field. This will also contribute to their awareness of social, ethnic and cultural diversity.

In the language of instruction and second language programs, students have to produce and transmit messages, regulate their communication, broaden their repertoire of language resources and respect the rules and codes of usage. The language programs enable them to express themselves with ease and thus to more easily take their place in society as individuals, citizens and workers.

In the Introduction to the World of Work program, the Work Skills program and the Preparation for a Semiskilled Trade program, students should be encouraged to recognize the importance of developing their communication skills, which are especially useful in dealing with clients, reporting to employers, transmitting information to colleagues, etc. Making oneself understood and understanding others is the basis of harmonious relationships, both in personal life and working life.

The decompartmentalization of the subjects allows teachers to contextualize learning and evaluation situations and address the needs of all students.

Connections Among the Subjects

The Work-Oriented Training Path is based on a systemic approach, that is, the components of the program are interdependent and are intended to provide a comprehensive education for students. It is essential to make connections among the subjects in order to enrich and contextualize the learning and evaluation situations in which the students develop their competencies. Thus each subject is enriched by the contributions of the other subjects and in turn enriches them.

The school should go beyond the boundaries between subjects to embrace common aims, and should monitor students' development throughout their training, while aiming for their integration into the job market in the short term. Both learning options should enable students to become open to the complex reality of the world and the connections among the various types of knowledge, their complementarity and interdependence. Teachers in the Work-Oriented Training Path should therefore support the integrated development of competencies by occasionally organizing interdisciplinary activities in the class and the school. Examples of connections between the subjects are presented in each of the programs to show that the decompartmentalization of the subjects can be a natural basis for teachers to use in planning meaningful learning and evaluation activities.



Introduction to the World of Work

Pework Training

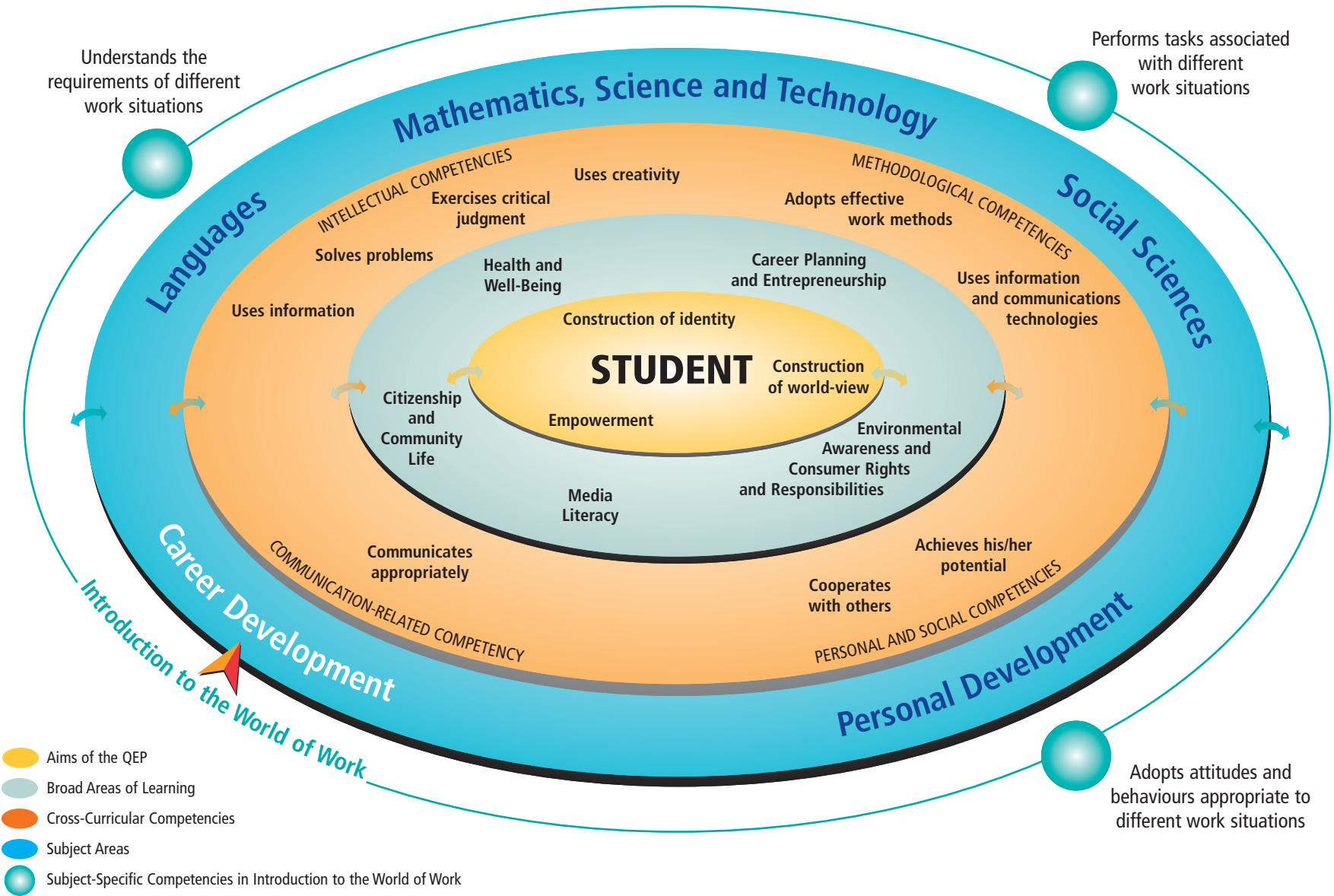


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Introduction to the World of Work

Making Connections: Introduction to the World of Work and the Other Subjects in Prework Training



Understands the requirements of different work situations

Performs tasks associated with different work situations

Adopts attitudes and behaviours appropriate to different work situations

Introduction to the Program

All knowledge stems from an idea, a thought, then experience confirms the idea.
Claude Bernard

The job market is complex and involves numerous requirements that students should be familiar with if they want to be adequately prepared for it. Offered in the first year of Cycle Two, the Introduction to the World of Work program enables students to become familiar with the characteristics and obligations of the working world and to begin developing the competencies they will need as workers, all within the school setting. By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, become committed to various work situations, understand what is required of them, and adopt the social behaviours needed to successfully

By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, understand what is required of them, and adopt the social behaviours needed to successfully enter the work force.

enter the work force. This program also enables students to identify their interests and skills, which will help them choose practicums that suit their needs.

For any employee, the challenge of the workplace is often expressed in terms of knowledge, skills, attitudes and expected behaviours. All employees must have a good understanding of the tasks to be carried out, possess adequate work methods, be efficient, participate actively in a team and be able to adapt to change. Many students have already been able to assume certain responsibilities and may even have had real work experience, delivering newspapers, babysitting, or bagging groceries, for example. These experiences allowed them to see

themselves as workers and to develop a certain view of the world of work. Structured work situations will now enable students to broaden this view

and to understand the importance of using the competencies developed in general education in order to meet work requirements. This will allow them to prepare to face the challenges of their practicums and future jobs with greater confidence and effectiveness.

The program focuses on the following three competencies:

- Understands the requirements of different work situations
- Performs tasks associated with different work situations
- Adopts attitudes and behaviours appropriate to different work situations

Making Connections: Introduction to the World of Work and the Other Subjects in Prework Training

When they are **required to perform tasks in the school workshop**, students apply many of the competencies they developed in other general education and practical training subjects. For example, they may have to calculate, take measurements and determine where they stand in space and in time, understand sequences of operations in certain processes, and evaluate their results. All of these are opportunities for students to apply their knowledge of mathematics, science and technology. They will also discover that using a methodical, rigorous and precise approach—which they are called upon to develop in mathematics and technological and scientific experimentation—will help them improve their performance.

The Introduction to the World of Work program also enables students to understand the importance of language skills in achieving the expected level of competency in Prework Training. How can they understand instructions transmitted orally or in writing, or communicate adequately with the teacher or the other students involved in the task if they have not developed the ability to read and communicate orally?

This program provides students with several opportunities to apply and consolidate the competencies developed in the other subjects in Prework Training.

The students can be encouraged to apply their knowledge of history, geography and citizenship education if they are asked, for example, to consider the economic disparities between regions or to recognize the impact of globalization on employment.

In general, students are required to cooperate with others to adjust their actions in order to perform certain tasks, which, to varying degrees, require teamwork. To this end, they will find the competencies in the Autonomy and

Social Participation program particularly useful. In fact, these competencies are essential in supporting the learning targeted in this program, and vice versa. The ability to act in a responsible and autonomous manner, to observe legal and regulatory provisions and to adopt the behaviours expected in the workplace is essential for entering the job market. It

must be taken into account in numerous learning and evaluation situations developed in other subjects in Prework Training.

Pedagogical Context

In order to help students develop competencies they will need in the job market, classrooms should be set up as workshops to reproduce some of the characteristics and requirements of the workplace. In these classroom workshops, students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades in a learning context that simulates two or three sectors. The content of the workshops must be determined by taking into account opportunities for applying competencies during practicums, in order to facilitate the transfer of learning.

The teacher must treat the students as workers-in-training and act as a guide and role model. He or she must put in place conditions that will help students acquire effective work habits, adopt attitudes and behaviours that conform to job requirements and develop their ability to adapt to the workplace. To do so, the teacher should, on the one hand, be well versed in the regional economy and the occupational activities that take place in it and, on the other, be familiar with the characteristics of different economic sectors and with employer expectations. He or she should also use the students' family and social backgrounds as potential resources with which to enrich classroom activities.

In order to provide differentiated teaching, the teacher must take into account the students' prior learning and experiences, concerns and interests, and suggest work situations of varying complexity that will allow each student to meet demanding yet attainable challenges. When choosing concrete work situations that focus on the production of a good or the delivery of a quality service—as would be required in the workplace—the

teacher must consider such variables as the type of clientele targeted, time constraints, the number and complexity of tasks involved, and the number of competencies to develop. All of the learning and evaluation situations must target the acquisition of work methods and techniques needed to perform a task, and the development of the students' ability to plan their work, use tools correctly, comply with health and safety rules, modify attitudes or social behaviours or react positively to change. These situations must also help students reflect on various aspects of their learning and the way in which they acquire learning related to different work functions.

The teacher must also provide support and supervision that is not only flexible, helpful and reassuring, but thorough and demanding as well. Care

must be taken to ensure that the students are not left on their own but are given the information and strategies needed to perform a task. Thus, the teacher assumes the dual role of educator, concerned with the development of competencies, and employer, concerned with productivity and efficiency standards. He or she must help the students develop their creativity and critical thinking skills, while helping them acquire effective work methods. As required,

the teacher must give students time to reflect on what they are doing and highlight concepts, techniques or strategies that may be useful in performing a task. For all these teaching strategies to be effective, the teacher must establish a relationship of trust with each student.

Classrooms are set up as workshops in which students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades.

1. The *Directory of Semiskilled Trades* is a valuable resource that can help teachers structure the workshops and define the tasks to be performed in a given sector. Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de l'adaptation scolaire, *Directory of Semiskilled Trades* (Québec: Gouvernement du Québec, 2007).

Attitudes and Behaviours appropriate to different work situations

Adopts attitudes and behaviours appropriate to different work situations is one of the competencies to be assessed in IWW. This may be the only time these important skills are addressed in a classroom environment. It is very important that students understand what these attitudes and behaviours are before they begin their work placements. Student success (graduation/certification) is based on their success during these work placements.

The work placement evaluations are based on two competencies:

1. Develops specific tasks associated with the work
and
2. Adopts attitudes and behaviours required in the workplace

These students need to achieve positive evaluations in BOTH these competencies. Some students can do the work and sometimes are very skilled at specific tasks but they do not understand the importance of the other competency (attitudes and behaviours).

Many of our students struggle in these areas and need strategies and help with these skills. Therefore it is important to address and teach specific attitudes and behaviours that are expected in the work world because it is a key competency leading towards their success in the pathway.

We used a list of 11 specific skills that are identified on a WQSB Work Placement Evaluation report for Work Skills , Competency 2. These include: Punctuality, Attendance, Relations with Supervisors, Relations with co-workers, Relations with customers, Following Directions, Interest in Work, Productivity, Motivation, Initiative, and Communication. An example of this Competency 2 evaluation document is included.

For each of these skills we created a Frayer Model (What it is /looks like, What isn't it, Why is it Important, and What happens when it is absent).

These were created in the form of a poster that could be displayed in the classroom and/or used as notes. Along with these posters we provided some suggested lessons, activities, discussion points and resources to address each of these skills.

Attitudes and Behaviours

Teacher resources

These resources were based on 11 attitudes and behaviours that are expected in the work world.

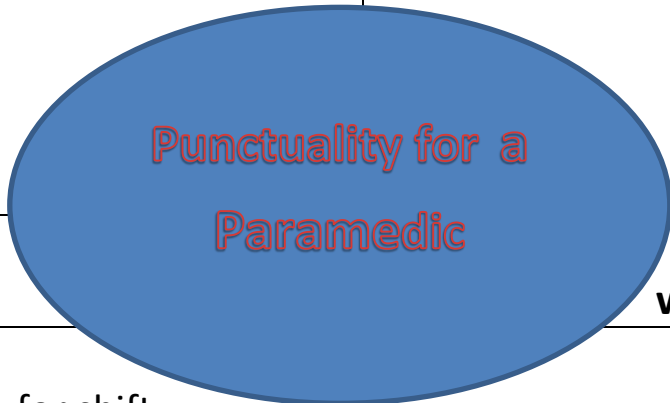
These include: Punctuality, Attendance, Relations with Supervisors, Relations with co-workers, Relations with customers, Following Directions, Interest in Work, Productivity, Motivation, Initiative, and Communication.

The following materials are broken into packages that include a definition poster, suggested activities and class discussion topics, and also web and video resources.

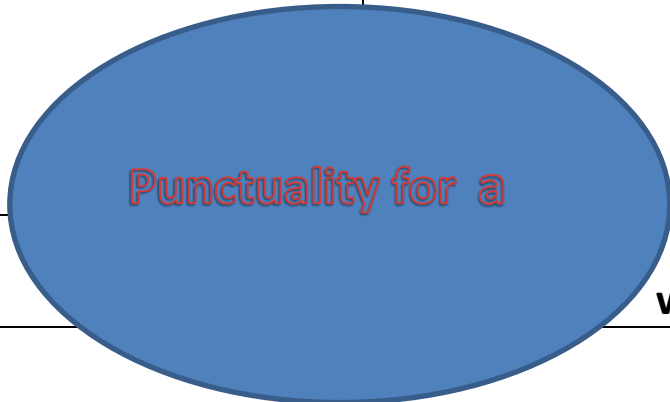
What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Ready to work at agreed time • Ready to work at end of agreed break • Having a device to tell time • Planning to be early • Organized and management of time • e.g. plan for bad weather (leave 10 minutes early) 	<ul style="list-style-type: none"> • Others rely on you (co-workers, employer, client) • Being punctual allows you to be mentally prepared • Specific tasks are set for specific times and/or events • Lowers stress and improves mental health • Allows proper time to complete tasks which affect quality and productivity and safety
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Getting there "just in time" • Rushing in the door • Taking extended breaks • Scattered, disorganized • Missed appointments 	<ul style="list-style-type: none"> • Fall behind in work tasks • Give a bad impression • Looks like you don't care or value the opportunity • Could affect productivity, quality or customer satisfaction • Can cause disgruntled co-workers • Can be disciplined (docked wages, demotion, firing) • Can result in rushing and creating an unsafe situation

Punctuality

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • In the ambulance at the start of shift • Ready to respond to an emergency call • Be ready to leave break in an instant/early 	<ul style="list-style-type: none"> • Lives of others depend on it <ul style="list-style-type: none"> • Need to be mentally prepared (not rushed) • Coworkers shift can't end until you arrive and this could be dangerous (respond to a call tired)
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Not ready for shift • Rushed and not mentally prepared • Extended breaks 	<ul style="list-style-type: none"> • Lives are at risk • Coworkers are put in difficult or dangerous situations <ul style="list-style-type: none"> • May lose your shifts and possibly your job



What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••



Activity Sheet: Punctuality

Choose one of these jobs/professions and place this in the middle of the Frayer Model.

Think about the importance of punctuality specifically for a person doing this job/profession.

1. Teacher
2. Hairdresser
3. Line cook/food prep. in a kitchen
4. Referee
5. Police officer
6. Baker
7. Landscaper
8. Crossing guard
9. Mechanic
10. Waiter/server
11. Roofer's helper (holding ladder, carrying materials, ...)
12. Soldier (in a war)
13. Superhero
14. Goalie

Attitudes and Behaviours Required in the Workplace

Teacher Resources

These resources are meant to support the eleven different Definition Posters created for expected attitudes and behaviours in the workplace; Punctuality, Attendance, Relations with Supervisors, Relations with coworkers, Relations with customers, Following Directions, Interest in work, Productivity, Motivation, Initiative, and Communication. These posters used the Frayer Model to describe what it is and isn't, why it is important and what happens when it's absent.

Topic: Punctuality

Suggested activities:

1. Class discussion/brainstorm/share "Once when I was late....."
-Discussion about a time when the students were late for something and it had a consequence.
Example: Late for the bus, missed school on fun activity day, late for a date, late for a sports event, late for a movie.
Discuss what were the consequences of being late? Did it change your enjoyment of an activity? Did it impact other people? Did you miss out all together?
2. What does punctuality look like in different workplaces?
Discuss with class the example Frayer Model for Punctuality for a Paramedic. (**Sheet A**).
Ensure that the class knows what a paramedic is and does; ambulance, first responder for emergencies, works shift work day and night. Discuss different parts of the Frayer model.

Student activity: In pairs or small groups, complete a similar Frayer Model for another work environment. (**Sheet B**) Share results with the class. Could also use Graffiti .

Graffiti is a creative brainstorming process that involves collecting the wisdom of all or most of the students in the class.

Method:

You may wish to begin by introducing the concept of Graffiti. It may help make the process more meaningful for the students. Place students into groups of three or four .Provide a large sheet of paper for each group (station). Each piece of paper has a topic / question in the middle (can be the same or different for each group). Students get a reasonable amount of Wait Time to think . They are then given a specified amount of Record Time to write down their answers on the sheet. Then the group stands up and goes to another station and adds their information to the information already there. They should NOT read info already there. Duplication is irrelevant, and often can simply indicate that info is important. The process continues until all groups have visited all stations. When they return, they now have the collective wisdom of the class.

3. Create a skit showing what may happen someone was not punctual at work.
This could be a hook for students **before** filling out the Frayer Models.
Could use jobs/professions from Sheet B or brainstorm as a class examples of jobs.

EX: Three person skit: A(paramedic), B(heart attack victim), and C(witness).

Person A is sleeping, Person B is having a heart attack, Person C exclaims (to B):"Stay calm, I'm calling the ambulance, they'll be here soon...". A has overslept and is late for his shift. In the meantime both B and C start to panic because the ambulance is not showing up. When A finally arrives, B has already died. Now, replay the skit where Person A **IS** punctual; what has changed?

Activity extension or modification: Make a photo montage or video of a similar scenario.

4. Brainstorm about techniques that workers can use so that they are not late.
Being prepared at home, plan travel, time device tricks, being informed, communication techniques, etc.
See sheet " 17 Tips to be on Time" .
Students can create a personal tip sheet that will help them be on time. Strategies that could work with their home environment and habits.
5. Video or Skit ideas:
 - Create a Public service Announcement style video or skit explaining the importance of punctuality.
 - Create a video or skit that gives tips to workers about how to make sure you are on time.
(How not to and How to comparison video/skit)

Video and Web Resources:

Video: [Future You: Punctuality](#)

Video: [Workplace etiquette](#)

17 Tips to be on Time: <http://personalexcellence.co/blog/17-tips-to-be-on-time/>

Wikihow with pictures: <http://www.wikihow.com/Be-Punctual>

Professionalism(being on time, following directions and initiative): Soft skills to pay the bills video

<http://www.youtube.com/watch?v=7dPWVjQSad4>

17 Tips To Be On Time

Celestine Chua, May 24, 2009, Personal Excellence,
<http://personalexcellence.co/blog/17-tips-to-be-on-time/>

1. **Calculate the time taken to commute to the location.** Don't just give a hazy time estimation – calculate the full time taken to travel, including walking, transiting, waiting, traveling and locating. Sometimes you may arbitrarily assign a 30 minute travel time when it may actually take 1 hour.
2. **Be conservative in your calculation.** One of the biggest reasons why I used to be late was because I would grossly underestimate the time needed. I would assume the lower rung of all variances and end up being terribly late. In times when there might be a variance in the time taken, such as waiting time for a bus or the traveling time, always take the highest end of the variance. Do that for all the different segments during the travel to get the total traveling time. Then, add 15 minutes on top of that as buffer for any contingency scenarios or gaps you may have missed out. This will definitely boost your punctuality rates.
3. **Get a central organizer.** Record all your appointments, locations, time taken to travel, etc in a centralized location. This can be your personal organizer or your mobile phone. Nowadays, technology has made this really easy – if you own a third generation (3G) device, you can sync your calendars across your mobile phone and computer. This keeps you abreast of all your engagements.
4. **Be clear on the location you need to go to and how to reach it.** If it's a new place you have never been to before, you can either a) go there before the appointment to familiarize yourself with the place b) schedule in ample buffer time to find the place on the day itself and/or c) check street directories and maps to pinpoint the exact location. People are often late because they have a hard time finding the place – they assume they will find the spot immediately once they reach. In the end, they reach the place late, flustered and annoyed which sets the wrong mode and tone for the appointment.
5. **Get everything ready beforehand.** This includes your attires, your bag, your materials, etc. This prevents delay from trying to look for things in the last minute. Sometimes, I would set off, only to have to return home a few minutes later because I realized I forgot to bring something. For attire, possible delays come from looking for matching clothes or you can't find a certain shirt because it's in the laundry bag. I had been late before because I couldn't find the right outfit and wasted time switching across 2-3 outfits or hunting around for one of my clothes in my wardrobe. If you are planning to wear new clothes, make sure to try it on first the day before to check that it fits the way you want.
6. **Wake up immediately when your alarm rings.** Have you been late before due to oversleeping? Wake up immediately when the alarm rings – don't give yourself any chance at all to renegotiate yourself to sleep! Oversleeping usually results from not having enough sleep – Be sure to give yourself sufficient sleep-time the night before. For some power boosters, check out [21 Tips To Wake Up Early](#).
7. **Bring something to engage you during the trip.** There are plenty of options – MP3 player with music/podcasts, book, video player, laptop, or even your mobile phone. Makes the commuting more worthwhile and lets you look forward to traveling. I just purchased a Nokia E63 a week ago which enables me to write articles and check emails while on the go. It is pretty much a godsend because now my commuting time can be fully maximized – and I commute a lot to meet with my coachees for coaching and potential clients / partners on speaking engagements. Not only that, it keeps you occupied if the person you are meeting is late.

17 Tips To Be On Time

Celestine Chua, May 24, 2009, Personal Excellence,
<http://personalexcellence.co/blog/17-tips-to-be-on-time/>

8. **Synchronize all your devices to the same time.** All the clocks in your house, your computer, phone, etc should all be set to the same time. This minimizes confusion and illusions on your time buffers.
9. **Plan enough time for the task you are doing before.** Usually, tardiness is a result of the domino effect – where the previous activity (or activities) overran. Be realistic in your time allocation – don't set just 30 minutes for an important meeting prior to your appointment if you know that meeting is probably going to require 1 hour for a quality discussion. Use previous times taken as a good benchmark.
10. **Set an alarm to inform you when u need to leave.** Sometimes, it's possible to lose track of time even when you are trying to be conscious of it (tip #8). Having an alarm lets you be more timely. Once the alarm rings, leave immediately without delay.
11. **Don't drag on with your task when it's time to leave.** If your prior appointment or task cannot be finished in time, start wrapping it up and preparing follow-up plans. It doesn't matter which stage you are in – just end off the task there and then and make plans to continue later on. Be clear on where you are ending off so you can continue on at a different time later on.
12. **Keep your keys and travel necessities in the same place.** In the past, I was often late from not being able to find my keys or my travel card. Put these travel necessities in the same spot every day. When you return home in the evening, place them there. In the morning when you depart, get them from that spot. Better still, put them in your bag you use so you don't have to keep shifting them around.
13. **Use reliable forms of transport.** This means transport that adheres to a strict time schedule, such as trains and maybe buses, depending on the quality of bus transportation service where you live. You want to reduce the variances in your commuting path as much as possible to reduce chances of being late.
14. **Travel in non-peak hours where possible.** This prevents you from being delayed by traffic jams, crowds, queues, etc. If it is not possible to avoid that, include a generous amount of buffer time accordingly (see tip #2).
15. **Have backup plans.** In case you do become late for some reason. The backup plan can be taking a faster but costlier mode of transport (e.g. taxi), picking out an alternative mode of travel, and so on.
16. **Do a time check at every stop while traveling.** Our commuting usually comprises of different parts. Do a time check at every intermission. If you're running behind time, start to roll out your contingency plans from tip #15.
17. **Be early.** Undoubtedly, the most effective tip for me. I realize all my failed efforts in being on time stems from trying to arrive on the 'dot'. Truth is, there are so many unpredictables that it's impossible to arrive at the exact time. Chances are, I become overoptimistic in my estimation and I end up late. It's much easier to arrive earlier and engage myself with my stuff while waiting for time to pass.

If you know you are definitely going to be late or have a good probability of being late despite all efforts to be on time, contact the person immediately as a form of good etiquette. This gives the person lead time to plan his/her schedule accordingly, rather than dropping him/her with the news at the last minute and wasting his/her time in the process. Make plans to reschedule if needed.

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Trying to be at work as often as possible. • Letting your boss/supervisor know, as soon as possible, if you have to miss a day. • Eliminating unnecessary absences (whenever possible schedule personal appointments outside of work hours). 	<ul style="list-style-type: none"> • Sets a good impression • Builds a good reputation • Demonstrates responsibility • Others rely on you (co-workers, employer, client) • Workplace requires a certain number of employees to complete the work • Can impact the work environment (quality, productivity and safety)
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Taking time off without justification/reason • Taking time off without informing work. • Showing up with a severe illness / communicable disease (flu / measles) 	<ul style="list-style-type: none"> • Fall behind in work tasks • Looks like you don't care or value the opportunity • Could affect productivity, quality or customer satisfaction • Can cause disgruntled co-workers • Can be disciplined (docked wages, demotion, firing)



Attitudes and Behaviours Required in the Workplace

Teacher Resources

These resources are meant to support the eleven different Definition Posters created for expected attitudes and behaviours in the workplace; Punctuality, Attendance, Relations with Supervisors, Relations with coworkers, Relations with customers, Following Directions, Interest in work, Productivity, Motivation, Initiative, and Communication. These posters used the Frayer Model to describe what it is and isn't, why it is important and what happens when it's absent.

Topic: Attendance

Suggested activities:

1. Class discussion/brainstorm/share " Once when I didn't show up....."
 - Discussion about a time when the students didn't attend something and it had a consequence. Example: sports team, school activity, group of friends on an outing(movie,etc.), work, family event
 - Discuss what were the consequences of not showing up?
 - How did it impact you or other people?

2. The Impact of Attendance

Present a scenario to the class , highlighting what would happen if a certain employee was absent. What impact does that have on the functioning of the workplace and other workers?

Discussion points:

 - The effect on customer experience
 - The effect on co-workers tasks/job and stress levels
 - The effect on your own stress levels (if a co-worker doesn't show up)
 - The effect on work hours (low priority on schedule)
 - The effect on people's perception of you as a worker (reliability, loss of reference)
 - The effect on safety (others need to cover the shift that are not trained, not having proper equipment, rushed due to increased workload...)

Give one as an example then get the students to come up with their own to discuss (think/pair/share; class discussion).

Example:

Restaurant scenario:

It may be important for students to understand what each team members' role is.

<i>Owner/Manager</i>	Person responsible for whole restaurant, all staff , service , and customer concerns from when customers enter the restaurant to when they leave.
<i>Hostess/Maitre D'</i>	"First face" of the restaurant; greets customers, shows them to table, highlights specials, presents menus, introduces server.
<i>Server</i>	Takes orders for meals, brings meals out, ensures good dining experience.
<i>Bus person</i>	Can be server's assistant, cleans tables, sets tables for next customers.
<i>Assistant Cook</i>	Can be in charge of a station (pasta, grill,etc.) prepares food for cooking, garnishes.
<i>Chef</i>	Can create menus, manages kitchen, oversees food production, orders food for kitchen
<i>Dishwasher</i>	Washes, dries, and puts away dishes.

3. Other points of discussion/class lesson

- Discuss group-work projects where one partner has promised delivery on a particular aspect and fails to deliver: Did the project get done? Was it as good as it should have been? What happened?
- Problem Solving:
 - Different work environments (doctor, teacher, referee,etc.)
 - "What would happen if person X doesn't show up?"
 - Role playing "You have shown up for work and person X doesn't, how does this affect you?"

4. *The Impact of Attendance Garage Assignment:*

This activity makes students schedule work tasks to employees in a garage. It highlights the impact of tasks needed to be completed daily and weekly and the impact of absenteeism on other employees, lost income for the business and potential loss of job.

Video and Web Resources:

1. Website with attendance lessons and ideas: Paula's Spec. Ed. Resources : Punctuality and Attendance

<http://www.paulabliss.com/stw2.htm>

2. Good worker Character Traits: Dependability, Honesty, Positive Attitude and Willingness to work,

<http://www.paulabliss.com/stw4.htm>

3. Career Soft Skills : Attendance

http://dedo.delaware.gov/dedo_pdf/BusinessServices_pdf/WorkforceDevelopment/softskills/ATTENDANCE_2002FE.pdf

4. Career Soft Skills : Dependability

http://dedo.delaware.gov/dedo_pdf/BusinessServices_pdf/WorkforceDevelopment/softskills/DEPENDIBILITY_2002FE.pdf

5. Attendance Lesson Plan :Module 13 The Professional Personnel Development Center, Penn State University.

<https://www.ed.psu.edu/ppdc/resources/caps/13caps-pdf>

6. Attendance Lesson Plan : Dalton State

Google : dalton+state+edu+attendance+lesson+plan

The Workplace: Alright Tire

There are four mechanics who work at Alright Tire , Mathew, Bill, Russell and John.

Each mechanic works 8 hours /day, with a one hour lunch.

Every day there are the same tasks that need to get done. (These are the same each day)

Daily Tasks and time needed					
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Change clutch and transmission on busted old Ford Focus (5 hours)					
Install lo-ride suspension kit on sweet 1964 Impala (5 hours)					
Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)	



Your Task

You are the garage supervisor and you need to schedule the jobs for the mechanics each day.

- All tasks listed must get done each day.
- If any jobs are not completed, money is lost, customers are angry and will not return.
- If mechanics work late you will have to pay double time and they may be very mad.
- If mechanics work through lunch they are also mad.

You must schedule every one's tasks for the whole week, Monday to Friday.

Some days, not everyone is in the garage.

So this means that you will have to decide how the work for the day will get done

(overtime, lunch hour or possibly moving this task until the next day).

Schedule each day (Monday to Friday) using the daily chart and checking off each task that needs to be completed.

Monday tasks: Keep track of any tasks not completed and add them to the next day.

Daily Tasks and time needed					
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Change clutch and transmission on busted old Ford Focus (5 hours)					
Install lo-ride suspension kit on sweet 1964 Impala (5 hours)					
Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)	

Tuesday tasks: Keep track of any not completed and add them to the next day.

Daily Tasks and time needed					
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Change clutch and transmission on busted old Ford Focus (5 hours)					
Install lo-ride suspension kit on sweet 1964 Impala (5 hours)					
Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)	

Wednesday tasks: Keep track of any not completed and add them to the next day.

Daily Tasks and time needed					
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Change clutch and transmission on busted old Ford Focus (5 hours)					
Install lo-ride suspension kit on sweet 1964 Impala (5 hours)					
Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)	

Thursday tasks: Keep track of any not completed and add them to the next day.

Daily Tasks and time needed					
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Change clutch and transmission on busted old Ford Focus (5 hours)					
Install lo-ride suspension kit on sweet 1964 Impala (5 hours)					
Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)	

Friday tasks: Keep track of any not completed and add them to the next day.

Daily Tasks and time needed					
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)	Oil change (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)	Install new tires (0.5 hours)
Change clutch and transmission on busted old Ford Focus (5 hours)					
Install lo-ride suspension kit on sweet 1964 Impala (5 hours)					
Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)		Emergency: find the problem (1 hour)	

End of the Week Questions:

Did you get all your jobs done?
(circle one)

YES / NO

If not, list any jobs you did not manage to complete.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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A new mechanic named Diane has applied for a job with Alright Tire. If you choose to hire her, you must fire one of your other mechanics (Matthew, Russell, Bill and John). Which mechanic do you fire to make way for Diane? Explain your reasons for this decision.

Mechanic Fired: _____

Explain your reasons:

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Being friendly, but not buddies • Being courteous and respectful in communication • Work appropriate interactions, conduct, and language • Understanding workplace conventions • If you have a problem, talk about it tactfully • Doing your share of the work 	<ul style="list-style-type: none"> • Improves work conditions • Respect is reciprocal (goes both ways) • Builds trust • A good impression is valuable • Can be an opportunity to learn from co-workers
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Being overly familiar • Talking back • Having conversations including inappropriate topics such as parties/personal issues/sex • Being resistive to authority • Being aggressive • Gossiping about co-workers • Lying 	<ul style="list-style-type: none"> • Co-workers may complain about you • Co-workers will not want to work with you. • Makes work more difficult • Harder to gain respect / trust • May lose learning opportunities • Could make work unpleasant



What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Being friendly • Being courteous and respectful in communication • Being honest • Asking respectfully for clarifications • Having appropriate conversation 	<ul style="list-style-type: none"> • Improves work conditions • Respect is reciprocal • Builds trust • Can use supervisor as a reference, first impressions count • Supervisors will evaluate you • May get a promotion or more / better shifts
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Talking back • Resisting authority • Being actively aggressive • Speaking ill about your employer to other people • Lying 	<ul style="list-style-type: none"> • Can cause a difficult work environment • Harder to gain respect/trust • May lose an ally, mentor or reference • Could ruin your experience

Relations with Supervisors

Attitudes and Behaviours Required in the Workplace

Teacher Resources

These resources are meant to support the eleven different Definition Posters created for expected attitudes and behaviours in the workplace; Punctuality, Attendance, Relations with Supervisors, Relations with coworkers, Relations with customers, Following Directions, Interest in work, Productivity, Motivation, Initiative, and Communication. These posters used the Frayer Model to describe what it is and isn't, why it is important and what happens when it's absent.

Topic: Relations with Supervisors and Co-Workers

Suggested activities:

Role playing:

- Appropriate and inappropriate responses to a request from the supervisor/co-workers:
 - Dealing with an demanding boss
- Appropriate conversation topics with co-workers
 - Role play types of conversations held inside work versus outside of work
 - Time and place for different levels/tone/familiarity of conversation
- Asking for favours (time off), clarification on a task.
- Approaching a supervisor about a problem with a co-worker

Discussion:

- What could make it difficult to have a good relationship with a supervisor or co-workers
- What does a "good relationship" look like?
- How could you fix a relationship gone bad? (repair a broken relationship)
 - Why would you want to do this?
- Have a guest speaker (a supervisor for a company, restaurant, shop...) come in and discuss the importance of proper interpersonal relations.

Video and Web Resources:

1. Lesson ideas: Mastering soft skills for the workplace: Professionalism

<http://www.dol.gov/odep/topics/youth/softskills/Professionalism.pdf>

2. Lesson ideas: Mastering soft skills for the workplace: Teamwork

<http://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf>

3. Team Player: Lesson and Scenarios PDF:

http://dedo.delaware.gov/dedo_pdf/BusinessServices_pdf/WorkforceDevelopment/softskills/TEAM_PLAYER_2002FE.pdf

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Being pleasant and helpful • Using eye contact and listening to the customer • Speaking clearly and dealing with the customers' needs right away • Offering help • Getting someone who can help 	<ul style="list-style-type: none"> • You represent the business • Many businesses rely on customer service • A great transferrable skill for many work places • A happy customer will bring more return business • A skill that is noticed by clients and employers
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Avoiding or ignoring customers • Being rude or disrespectful • Giving little or no help • Guessing information • Facial expressions that express that you are bored or uninterested 	<ul style="list-style-type: none"> • Can result in customer leaving and not returning • Can create a bad impression of the whole work place • Misinformation can cause problems for the business • Unhappy customers may tell others (not good for business)

Relations with Customers

Attitudes and Behaviours Required in the Workplace

Teacher Resources

These resources are meant to support the eleven different Definition Posters created for expected attitudes and behaviours in the workplace; Punctuality, Attendance, Relations with Supervisors, Relations with coworkers, Relations with customers, Following Directions, Interest in work, Productivity, Motivation, Initiative, and Communication. These posters used the Frayer Model to describe what it is and isn't, why it is important and what happens when it's absent.

Topic: Relations with customers

Suggested activities:

1. Discussion about what can be the challenges about dealing with customers? Is the customer ALWAYS right? Tactics for dealing with difficult customers. Stories from personal experience (things you have seen or interactions you have had).
2. Role-play different scenarios with dealing with customers. Focus on different types of workplace (ex. Restaurant, retail store, garage etc.) The students should have the opportunity to play both roles. Video of what NOT to do vs what TO do.
3. Critique good and bad examples of customer service. Many examples on YouTube.
4. Have students look at customer service from the opposite point of view. As a customer what have they noticed? Good things or bad things?

Video and Web Resources:

Customer care and etiquette

<http://content.moneyinstructor.com/1383/customer-etiquette.html>

Lesson plan Customer service

<http://www.learnnc.org/lp/editions/careerstart-grade7/4401>

Customer service tips

<http://sbinfocanada.about.com/od/customerservice/a/customerservicehowtohelp.htm>

Lesson plan with role playing

<http://www.cteonline.org/portal/default/Curriculum/Viewer/Curriculum?action=2&view=viewer&cmobjid=231209>

Lots of video clips all about customer service (with narration)

<http://www.kantola.com/The-Essentials-of-Great-Service-PDPD-22-K.aspx>

<http://www.kantola.com/Customer-Service-Counts-PDPD-442-K.aspx>

<http://www.kantola.com/Serving-Customers-Helping-People-PDPD-16-K.aspx>

Customer service video series

<http://www.youtube.com/user/tdmvideos>

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Listening attentively • Showing understanding • Asking questions • Following specific steps • Completing the task before moving on • Always thinking about safety 	<ul style="list-style-type: none"> • Others rely on specific tasks being done properly • Directions are created in order and are specific because of the needs of the business • Shows respect for authority <ul style="list-style-type: none"> • Is a skill that is valued by employers
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Not paying attention • Jumping to conclusions • Leaving jobs incomplete • Starting in the middle • Doing the task your own way without asking 	<ul style="list-style-type: none"> • Can make mistakes and mistakes must be fixed • Possibly lose money for the workplace • Could waste resources • Can reduce productivity • Can be disciplined (docked wages, demotion, firing) • Could cause dangerous safety situations

**Following
Directions**

Attitudes and Behaviours Required in the Workplace

Teacher Resources

These resources are meant to support the eleven different Definition Posters created for expected attitudes and behaviours in the workplace; Punctuality, Attendance, Relations with Supervisors, Relations with coworkers, Relations with customers, Following Directions, Interest in work, Productivity, Motivation, Initiative, and Communication. These posters used the Frayer Model to describe what it is and isn't, why it is important and what happens when it's absent.

Topic: Following Directions

Suggested activities:

1. Following directions test.
<http://blogs.scholastic.com/files/followdirection.pdf>
<http://www.brainbashers.com/follow.asp>
2. Discussion that could follow include:
 - A) Why following directions in a workplace would be important.
 - B) Does anyone have any experience of the results from not following directions properly?
 - C) Where do you currently have to follow directions (e.g. Sports, games etc.)? What happens if those directions are not followed properly?
3. In smaller groups give out board games instructing the students to play the game. Do not give them the instructions on how to play/set up the game. After some time give them the instructions and again have them play the game.
 Similar activity could be done using using Kinex or Lego etc. Students could be asked to build something (ex. a house). Slowly add directions and get them to re-do the house until enough directions are given and everyone can build an identical house. (size , colour, shape, specific features,etc.)
4. Giving Directions and Following Directions:
 Lego Activity: In pairs , students are given 2 small bags of Lego pieces. For each pair of students, the bags are identical and contain 4-5 lego pieces of different sizes, shapes and colours. With their backs to each other, one student (student A) creates a shape by connecting all the pieces. Student A then needs to give directions to student B so that he/she can duplicate the shape. Student B has exactly the same pieces so he/she must follow directions and cannot ask questions. They are back to back so student A cannot adjust his/her directions related to student B's creation.

This activity is repeated over and over until each pair gets a duplicate shape. Language can be discussed between each attempt and questions could be allowed. Discuss communication , clear instructions and listening skills. Many variations can be done with this activity and have students reflect on their skills (both giving and receiving instructions).

Video and Web Resources:

App for following directions

<https://itunes.apple.com/ca/app/following-directions-from/id722392303?mt=8>

Professionalism(being on time, following directions and initiative): Soft skills to pay the bills video

<http://www.youtube.com/watch?v=7dPWVjQSad4>

Following directions activities and lesson ideas

http://www.educationworld.com/a_lesson/lesson/lesson275.shtml

Monty Python Dumb guards not following instructions

<http://www.youtube.com/watch?v=OdKa9bXVinE>

Following instructions: Phil's Fish shop activity (create a handbook of instructions)

http://www.educationworld.com/a_lesson/02/lp275-01.shtml

FD more activities

http://olc.spsd.sk.ca/de/resources/6_9ela/7LessonPlans/7ListeningLessonPlans.htm

Listening Skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/138/Listening-Skills.aspx>

Memory skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/141/Memory.aspx>

Questioning skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/135/Questioning-Skills.aspx>

Workplace Duties : Using a checklist to ensure all work is done

<http://en.copian.ca/library/learning/cclb/language/lesson5/lesson5.pdf>

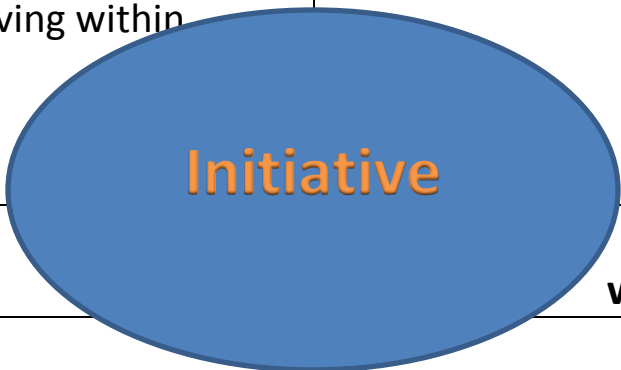
What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Paying attention when learning about your tasks • Asking questions about the work and the business • Showing interest in details about the work • Focussing on the task and ensuring a quality job 	<ul style="list-style-type: none"> • The day goes by faster • Can be easier to learn and get better at your job • Understand and learn more about what you are doing • Tend to care more about doing a good job • Gives employer a good impression
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Not asking questions and doing the minimum work • Showing or telling supervisors that you have no interest in learning more about the business or workplace • Looking like you do not enjoy the type of work 	<ul style="list-style-type: none"> • Days can be long watching the clock • Easy to not care about the quality of your work • May not get promoted • May not have opportunities to try different tasks/jobs



What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Energetic work habits • Positive attitude • Determined to complete a good final product • Asking questions • Being on task 	<ul style="list-style-type: none"> • Shows your interest in the work • When obstacles come up, you keep a positive attitude • Creates a positive outcome(product, task) • Leads to more autonomy • More likely to show initiative
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Negative attitude • Doing the minimum required • Being distracted • Being satisfied with an inferior product • Lack of energy and positive attitude 	<ul style="list-style-type: none"> • Shows employer that you don't like the work • Productivity will suffer • Work is less enjoyable



What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • When one task is done, actively looks for another task to complete • Always think of ways to do a better job • Do the right thing without being told • Volunteer to do something that needs to be done • Think ahead to save time with tasks • Problem Solving within capabilities 	<ul style="list-style-type: none"> • Shows your interest in the workplace • Is a transferrable skill that is very sought after in many work places • Indicates that you can work more autonomously • Shows that you are paying attention to the work place • Promotional opportunities
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Waiting to be told what to do after every task • Reacting to situations and problems only after something has happened • Not working simply because a task was finished • Always trying to do things differently 	<ul style="list-style-type: none"> • Tasks may take longer • Less likely to be given autonomy/responsibilities • Less chances for advancements • Can be labelled lazy • Lack of initiative can be mistaken for a lack of interest and ability



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Topic: Motivation, Initiative, Interest in work

Suggested activities and Discussion topics:

1. What makes an activity interesting? What can you do to show motivation or initiative at a job? What is the difference between showing initiative and over stepping your boundaries/doing something that is outside of your abilities and comfort level?
2. What would your dream job look like? What makes it interesting to you? Are there any other jobs that would excite you in the same way but are more realistic/available in your area?
3. What motivates you to do well? When you are motivated how do you see your performance/output change?
4. Role Play – What does someone who is motivated look like at work? Contrast that with an employee who does the bare minimum but is not motivated/does not show initiative.

Video and Web Resources:

1. Good worker Character Traits: Dependability, Honesty, Positive Attitude and Willingness to work,

<http://www.paulabliss.com/stw4.htm>

Professionalism(being on time, following directions and initiative): Soft skills to pay the bills video

<http://www.youtube.com/watch?v=7dPWVjQSad4>

Taking Initiative

<http://www.youtube.com/watch?v=ieIT4RG2zBo&list=PL0019FCB6723AE049>

Interest in work


<http://www.wikihow.com/Be-Interested-in-Your-Work>

Motivation skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/113/Motivation.aspx>

Enthusiasm and attitude: Soft skills to pay the bills video

http://www.youtube.com/watch?v=-vk-99seC_I

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Working continually without unscheduled breaks • Understanding what needs to be done and when • Being organized so there are no delays while working • Being ready for work: Sleep, nutrition, health • Following proper steps to complete a task 	<ul style="list-style-type: none"> • Helps the business and shows your value to employer • Others may rely on your job being done • Others may need to do your work if it is not done • Promotes a sense of accomplishment
	
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Taking unscheduled breaks • Remaining unsure about tasks and timeline • Not completing tasks before going to the next task • Being too tired to work • Finishing tasks and not leaving them for others 	<ul style="list-style-type: none"> • Others may need to do your work if it is not done. This may interrupt the work flow. • Can lose money for business • Can be disciplined for not being productive • Won't feel like a contributing member of a team/your work will feel like it has less value

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Topic: Productivity

Suggested activities and Discussion Topics:

1. What does "being productive" look like? Compare different work environments such as construction site trade, restaurant, grocery store, etc.
 - Is doing your job the same as being productive?

2. Choose one job that the students can relate to and Brainstorm all the required tasks that someone would do in this job. Discuss what this worker could do to be productive or increase their productivity.

Ex. Gas Station Attendant:

Tasks could be serving gas to customers, receiving money from customers, communicating with customers (directions, information, etc.), cleaning car windows and checking oil.

When not attending to customers the attendant could possibly be more productive by :
: refilling and organizing shelves in the gas station store, cleaning counters and inside customer areas, tidying and cleaning around pumps and outside of store, and taking inventory of items that need replacing or refilling.

3. Discuss:
 - How can you increase productivity? (Chunking your tasks, organizing time/energy, not taking unscheduled breaks, minimize distractions like cell phones and emails, etc.)
 - What are some ways that productivity can be impacted?

4. Introduce the concept of assembly lines or mass production.

5. Discuss what makes an assembly line work.

Research how the assembly line impacted productivity in industry.

(One person can build one car/week , with an assembly line 10 people could build 25 cars/week)

6. Role play/Activity : Assembly Line

Give a simple origami shape (or Lego , Kinex model) to build individually.

How many can you build within a time limit? What is the quality like?

Next , create an assembly line where everyone has a specific task, fold, etc.

Assemble the shape. How many were you able to build as a team? Were you able to get faster and better with the assembly? Make note of the number created and the quality of the product produced in the same time frame. Discuss how this is different than working alone.

What techniques and aspects of team work help the productivity in this task?

(repetitive nature, material ready to go for next step, encouraging that products are finished, etc.)

Video and Web Resources:

Introduction to Productivity : what makes assembly lines productive


<http://www.history.com/videos/this-month-in-smart-history-the-assembly-line#this-month-in-smart-history-the-assembly-line>

Time Management , North Dakota State: Lesson plan, Powerpoint , Handouts, etc.

<http://www.ag.ndsu.edu/money/for-educator-packaged-programs/ten-strategies-for-better-time-management>

Productivity : Lesson plans and Activities , Dalton University

https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCQQFjAC&url=https%3A%2F%2Fwww.daltonstate.edu%2Ffaculty-staff%2Fstalling%2Fwork_ethics%2FVol.%25202%2520-%2520Module%25206%2520Act.-%2520PRODUCTIVITY.doc&ei=h0AHVPiuOpG4ggSD7YHQAg&usg=AFQjCNHk8UIZQciwnJh40tPdkWzMzrixg

What is it? What does it look like?	Why is it important?
<ul style="list-style-type: none"> • Asking questions • Using appropriate language with co-workers, customers, and supervisors • Listening and letting others speak • Passing on information correctly • Speaking to someone about your concerns 	<ul style="list-style-type: none"> • Many problems are resolved with good communication • Provides an opportunity to learn about the workplace • Shows your understanding of the workplace • Develops good working relationships • Can help provide customer service
	
What Isn't it?	What happens when it's absent?
<ul style="list-style-type: none"> • Getting involved with gossip and rumours • Not listening to supervisors and co-workers • Keeping to yourself and working alone • Not asking questions and voicing concerns 	<ul style="list-style-type: none"> • A lack of communication can lead to many problems (productivity, safety, conflict) • Can lead to misunderstandings and cause issues between employers and employees • Can impact the business and customer service

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Topic: Communication

Suggested activities:

1. Game of Telephone: Lesson to be learned: importance of listening carefully, how easily a message can be confused/misunderstood
 Suggestions: Short phrases , specific work vocabulary, and directions, could be used
 Avoid longer sentences ,too difficult and unnecessary
2. Give examples of inappropriate language/ conversations/topics with each person: co-worker, supervisor, customer. Use specific examples that fit different situations with these people.
 Ex. Employee speaking to supervisor " Yo, Did you Party on the weekend! "
 Get students to change language or alter the topic to make it appropriate.
3. Group work skits or scenario/short story/comic strip or storyboard to demonstrate a breakdown in communication which can cause 1) problems with safety 2) problems with productivity 3) problems causing conflict 4) misunderstanding between employer and employee 5) impact on business and customer service
 Each group represents one of these problems because of a lack of communication.
4. Role playing : resolving a problem with good communication - Use problems created by activity #3 or other issues such as:
 - Young worker not explaining legitimate excuse for being late
 - Someone is upset about a friend's social media post
5. Names of Tools: toolbox with tools misnamed (mechanics tools, construction, kitchen, classroom, art supplies, garden tools)
 Could be done on chart paper or recipe cards (picture of tool with incorrect name)

(thingamajig, dohicky, whatchamacallit, thingy, thing, thinger, whatknot, doobry, dooflicky, thingamabob,) Lesson learned: precise language is important and helps with effective communication (proper tool proper usage)

-create a quiz with pictures of tools and list to identify (once with silly names, once with real names)

-pass the ____, time frame, modeling a work environment,

- Geometry Kit Activity: Geometry Kit + marker, pen, pencil Exercise

Step 1. Give instructions with improper names to do activity with kit.

Step 2. Repeat similar activity with labelled improper names on tools.

Step 3. Repeat similar activity with proper names on tools

Activity-put a pencil in the compass and use the ruler to measure compass to 4 cm and draw a circle using the compass

- Use the ruler to draw to a 5 cm line
- Pick up the isosceles triangle and trace the outside edge with a pen

6. Brainstorm solutions to these problems by using good communication :

-Friend gossips to you about someone you work with.

-You are asked to do a task that you are uncomfortable with.

-You think your employer is treating you unfairly.

Video and Web Resources:

Communication: Soft skills to pay the bills video

<http://www.youtube.com/watch?v=X0voPIW2pSs>

Effective Communication Funny animation

<http://www.youtube.com/watch?v=JwjAAgGi-90>

Who's on First Communication problems skit

<http://www.youtube.com/watch?v=7di5zAMMxal>

Advocates for Youth PDF Communication skills (Chapter 3) and Revised Life Planning Education

<http://www.advocatesforyouth.org/publications/1453?task=view>

Communication Lesson plan (listening and asking questions)

http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml

Workplace language Understanding the question

<http://en.copian.ca/library/learning/cclb/language/lesson10/lesson10.pdf>

Workplace language Clear workplace communication

<http://en.copian.ca/library/learning/cclb/language/lesson16/lesson16.pdf>

Questioning skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/135/Questioning-Skills.aspx>

Communication Skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/105/Communication-Skills.aspx>

Listening Skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/138/Listening-Skills.aspx>

Memory skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/141/Memory.aspx>

Body Language: Extensive material on different types of body language and it's importance

<http://www.skillsconverged.com/TrainingTutorials/BodyLanguage.aspx>

Evaluation Criteria in the work placement

(The Directory of Semiskilled Trades)

The Directory of Semiskilled Trades is a list of job descriptions (Ex. Baker's Helper) that include specific competencies attributed to each job. These specific competencies are the basis for evaluation for one of the competencies evaluated when the student is at a work placement.

We chose to examine the Directory of Semiskilled Trades to better understand some of the more common and frequently occurring specific tasks that students are asked to do and are evaluated on. http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

Each trade has specific competencies that relate to the tasks specific to that job (Ex. Florist's Helper: **Help take care of cut flowers and plants**) but many of these specific competencies are much more general (Ex. Florist's Helper: **Serve customers**).

We felt that if IWW teachers were able to teach and support students with these most common specific competencies, then students would be more prepared for **many different** jobs and tasks required of them in the actual work placement. If work place scenarios included some of these more common specific tasks than students would not simply know how to set a table in a restaurant (specific to one trade) but also know how to maintain a work area ,serve customers, etc.(general to many trades).

We also felt that IWW teachers should have a working knowledge about The Directory and some of the specifics regarding what their students will be evaluated on during their work placements. With this knowledge and understanding of these tasks and expectations, teachers could then direct their focus with workshop scenarios and work activities.

To provide some of this background information about The Directory, we provided a sample trade with an explanation of all terms, such as performance criteria, code number, optional competency and task, etc.

Also included is a 2014 Summary Document that summarizes all the trades and specific competencies.

Note that The Directory changes from year to year and therefore this document is only accurate for 2014-15.

The following example (Stock Handler, page 110--115)

is taken from the online version of the Directory.

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

This online version is the only official version that includes all of the specific information. There is no document version available. Teachers are required to go to the Ministry website and copy and paste the information or view it online.

Any other versions of the Directory (like the Summary document included) are created by individuals and are **subject to change every year**.

We have also included :

- 1) A diagram that highlights where the information is for each trade or job
(page116-117)
- 2) A Glossary of Terms to help decipher this document
(page 118-119)
- 3) A List of all Sectors and the jobs included.
Each job title has a hyperlink to the Ministry website
(page 120-123)
- 4) Summary of the Directory of Semiskilled Trades 2014-15
(page 124-164)

Sector : 01 - Administration, Commerce and Computer Technology 

8271 Stock Handler

M271

Field of application

Stock handlers work with clothing, sports and outdoor activity products, home accessories, health and personal care products, office supplies, toys and games, pet food and accessories, furniture or household appliances, building materials and supplies, in department or warehouse stores. Their work schedule is variable.

Other job titles

Yard clerk, warehouse clerk, materials handler, merchandiser, sales floor clerk, warehouse clerk, night clerk

Specific admission requirements for this trade

Section 256.2 of the Regulation respecting occupational health and safety stipulates that an operator of a fork lift truck must be at least 16 years old and have successfully undergone training recognized by the CSST.

827101 - Receive merchandise


[Add to my plan](#)

2 

Performance criteria

- Observance of occupational health and safety rules
- Observance of rules of hygiene, if applicable
- Observance of WHMIS rules, if applicable
- Compliance with work instructions
- Compliance with company policies
- Proper application of work techniques
- Proper use of handling equipment
- Accurate information
- Compliance with the storage plan
- Careful handling of merchandise
- Demonstration of the ability to work alone or in a team

Tasks

- Receive instructions from the person in charge about the delivery schedule and types of merchandise (dry goods, hazardous materials, plants, animals, building materials, etc.).
- Welcome the driver of the delivery vehicle.
- Read over the delivery documents: check the delivery location, date and time.
- Sign the shipping receipt.
- Help unload the delivery vehicle. 
- Cross-check the delivered merchandise against the ordered merchandise (type of merchandise, quantity).
- Check the condition of the merchandise: do a visual inspection of the packaging or boxes, open a container, count the items, etc.
- Apply the prescribed procedure if merchandise is damaged or does not comply.
- Use an optical scanner to record the entry of the merchandise.
- Fill out the administrative forms and send them to the department concerned or to the designated person.
- Move the boxes, bags, furniture, materials, etc. to the store's back room or warehouse.
- Detect problems and inform the person in charge.

827102 - Prepare merchandise for sale ⓘ[Add to my plan](#)

2 ⓘ

Performance criteria ⓘ

- Observance of occupational health and safety rules
- Observance of rules of hygiene, if applicable
- Compliance with work instructions
- Compliance with company policies
- Observance of rules respecting labelling
- Proper application of work techniques
- Proper use of the labeller
- Careful handling of merchandise
- Prevention of loss or theft of merchandise

Tasks ⓘ

- Receive instructions from the person in charge.
- Unpack boxes, unwrap furniture, open bags, etc.
- Check the condition of the merchandise: remove and put aside items that are not fit for sale and note the information on a form.
- Sort items by category and place them in bins; fold or hang garments; bag products; put together gift sets, assemble items, etc.
- Prepare the tags.
- Tag the items.
- Attach the antitheft devices. ⚙️
- Check the quality of the preparation.
- Put the prepared merchandise in the store's back room or warehouse.

827103 - Handle merchandise ⓘ[Add to my plan](#)

1 ⓘ

Performance criteria ⓘ

- Observance of occupational health and safety rules
- Observance of rules of hygiene, if applicable
- Observance of WHMIS rules, if applicable
- Compliance with work instructions
- Proper application of work techniques
- Proper use of handling equipment
- Concern for the safety of people and goods
- Careful handling of merchandise
- Demonstration of the ability to work alone or in a team
- Safe operation of lift truck, when needed

Tasks ⓘ

- Choose the materials-handling equipment in accordance with the form and weight of the merchandise.
- Check the condition of the materials-handling equipment (dolly, truck, harness, etc.).
- Lift boxes, bags, furniture, materials or any other cumbersome items and place them on the equipment.
- Move the boxes, bags, furniture, materials, etc. to the store's back room, warehouse or yard.
- Place the merchandise in the designated locations.

827104 - Arrange merchandise in the sales area ⓘ[Add to my plan](#) 2 ⓘ**Performance criteria** ⓘ

- Observance of occupational health and safety rules
- Observance of rules of hygiene
- Compliance with work instructions
- Compliance with the merchandising strategy
- Proper application of work techniques
- Proper time management
- Demonstration of good organizational skills
- Carefully arranged presentation
- Demonstration of the ability to work alone or in a team
- Prevention of loss or theft of merchandise

Tasks ⓘ

- Consult the display or set-up plan.
- Become informed about the products listed in the week's circular. ⚙️
- Wipe or dust the shelves.
- Move or assemble display cases, hangers, bins, etc.
- Fill the shelves, display cases, hangers, bins, etc.: remove expired, damaged or out-of-season products, open the boxes of items, place them on the shelves, hangers, display cases, etc.
- Pile up the bags.
- Arrange the merchandise in the sales area.
- Put certain items of merchandise under lock and key, place them in such a way as to avoid breakage or put up a "do not touch" sign.
- Check the presentation of the merchandise.
- Put the prices on the shelves, display cases, bins, furniture, materials, etc.
- Cross-check the prices indicated against the sales prices for the items (regular or sale prices).
- Assist staff in preparing promotional events (product display, theme decorations, dressing a window, etc.).
- Keep sales areas tidy: pick up items that have fallen or been moved, etc.
- Detect problems with respect to the safety of people and merchandise and inform the person in charge.

827105 - Answer clients' requests ⓘ[Add to my plan](#) 2 ⓘ**Performance criteria** ⓘ

- Observance of occupational health and safety rules
- Compliance with work instructions
- Within the limits of the occupation
- Accurate identification of the products sold by the retailer
- Relevant, accurate and clear information given to customers
- Concern for customer safety and satisfaction
- Presentation of positive image of the business
- Wearing of appropriate attire and identification tag if necessary
- Demonstration of attitudes such as respect, courtesy, patience and good humour

Tasks ⓘ

- Listen to the client's request or offer to be of assistance.
- Indicate where products, customer service, washrooms, cashes, cafeteria, etc. can be found.
- Accompany the client to his/her destination.
- Go and get items located in departments where the client cannot go or in the warehouse.
- Direct clients who want to obtain information on items to the sales associate.
- Ensure client satisfaction.

827106 - Help deliver orders ⓘ ⚙[Add to my plan](#) 2 ⓘ**Performance criteria** ⓘ

- Observance of occupational health and safety rules
- Compliance with work instructions
- Within the limits of the occupation
- Proper application of work techniques
- Demonstration of ability to work as part of a team
- Concern for company profitability

Tasks ⓘ

- Receive instructions from the person in charge.
- Read the order form (nature of the items purchased, client name and contact information, delivery time, etc.).
- Get the items and check their condition.
- Put the order together.
- Ensure that the order is complete.
- Wrap the order.
- Hand the order to the client, carry it to his/her vehicle or put it on the delivery dock.
- Fill in the administrative forms.
- Detect problems and inform the person in charge.

827107 - Keep the premises orderly and clean [Add to my plan](#)**1** **Performance criteria** 

- Observance of occupational health and safety rules
- Compliance with work instructions
- Proper application of work techniques
- Proper use of equipment
- Order and cleanliness

Tasks 

- Put away items left on the counter, in the dressing rooms, on the floors, at the cashes, etc.
- Pick up objects left in the aisles or sales area (materials-handling equipment, shopping carts, various objects, etc.).
- Vacuum or sweep the sales area, the store's back room or the warehouse.
- Put away the materials-handling equipment.
- Put away the wrapping materials, cardboard boxes and other types of containers.
- Recover recyclable materials.
- Empty the garbage cans.
- Detect problems and inform the person in charge.

522 - Operate a lift truck  [Add to my plan](#)**2** **Performance criteria** 

- Observance of occupational health and safety rules
- Compliance with lift truck shutdown and start procedures
- Observance of the maximum load capacity of lift truck and grasping attachments
- Observance of traffic rules
- Proper application of work techniques
- Accurate interpretation of signalling instructions
- Concern for pedestrian safety
- Careful handling of merchandise, materials, products, etc.
- Safe driving of lift truck

Tasks 

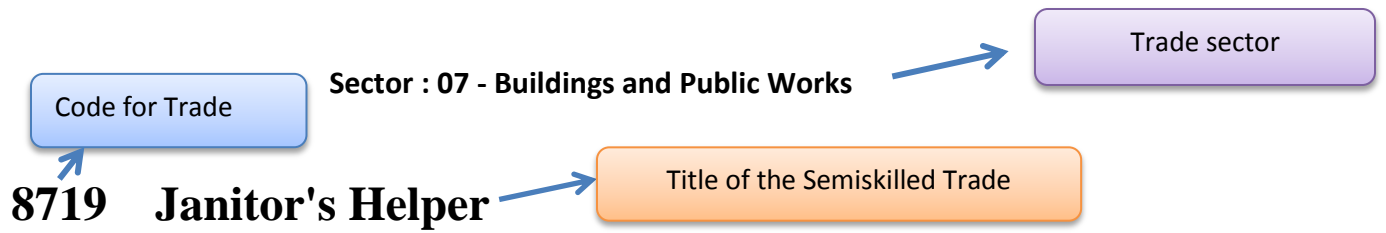
- Check that the lift truck and its accessories are working properly.
- Install or remove grasping equipment.
- Use the various driver safety devices: seat belt, screen doors, etc.
- Start the lift truck.
- Manoeuvre with the (loaded or empty) lift truck: move forward or backward, make forward or backward turns, verify blind spots, etc.
- Shut down the lift truck: put the engine in neutral, engage the parking brake, lower the loading device, etc.
- Park the lift truck.

414 - Intervene in the event of a minor incident or problem   [Add to my plan](#) 2 **Performance criteria** 

- Observance of occupational health and safety rules
- Compliance with work instructions
- Within the limits of the occupation
- Proper application of work techniques
- Adoption of behaviour appropriate to the situation

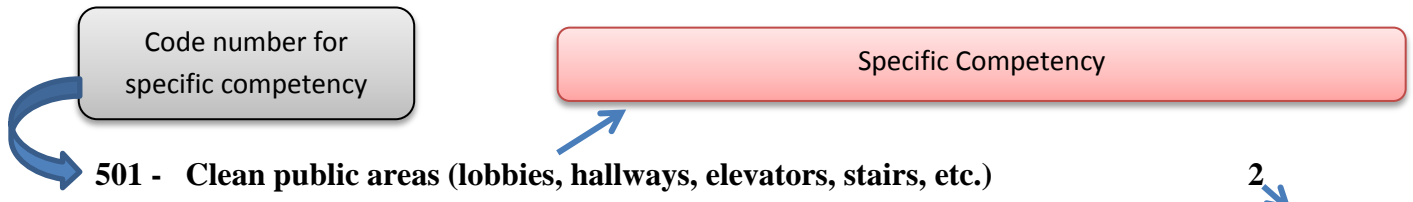
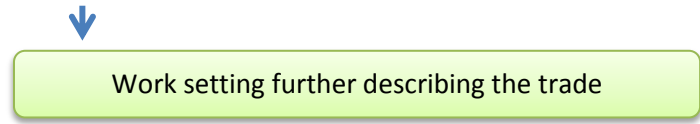
Tasks 

- Notify the person in charge if an incident or problem situation arises.
- Call the police or fire department.
- Call an ambulance.
- Administer first aid.
- Help maintain order.
- Help disperse a crowd.
- Fill out an incident report.



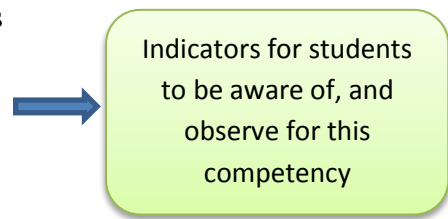
Field of application Assistant janitors work in apartment buildings, schools, daycare facilities, etc.

Other job titles Maintenance employee

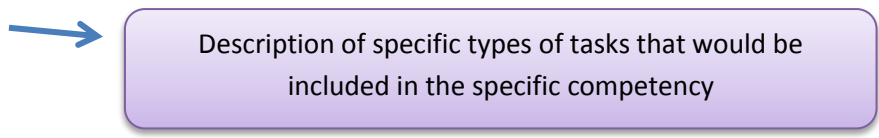


Performance criteria

Observance of occupational health and safety rules
 Observance of rules of hygiene and sanitation
 Compliance with work instructions
 Proper application of work techniques
 Proper use of equipment and cleaning products
 Order and cleanliness



Tasks



- Put tables, armchairs, chairs, magazine racks, and so on, back in their proper place.
- Dust furniture and pictures or signs on walls.
- Vacuum or sweep floors.
- Wet or dry mop floors and stairs.
- Wash windows and mirrors.
- Wash banisters and handrails.
- Wipe countertops, doors, doorframes and handles.
- Remove stains from baseboards and walls.
- Polish metal accessories and trim. ⚙️ → **Optional task for a compulsory competency**
- Empty garbage cans and recycling bins.
- Take lost and found items to the front desk, customer service, security, etc.
- Detect various problems (breakages, malfunctioning equipment, missing objects, etc.), and notify the person in charge.

Optional Specific Competency



502 - Clean washrooms 



2

Performance criteria



Observance of occupational health and safety rules
Observance of rules of hygiene and sanitation
Compliance with work instructions
Proper application of work techniques
Proper use of equipment and cleaning products
Order and cleanliness

Tasks

- Fill paper, soap dispensers, etc.
- Clean and disinfect sinks.
- Clean and disinfect mirrors.
- Clean and disinfect toilets (inside and out), toilet seats and urinals.
- Clean and disinfect walls and stalls.
- Clean and disinfect doors and handles.
- Wash floors.
- Unclog toilets.
- Empty garbage cans.
- Pour maintenance product in floor drains. 
- Clean showers. 

 Optional competency or task. Competencies or tasks marked with a  are not required in all workplaces. They could be included in a student's training plan if the practicum setting offers the opportunity for the student to apply them.

Directory of Semi-skilled trades		<p>This is the official list of trades (jobs) that students need to be evaluated from. Each trade (job) that is listed includes specific competencies that students work towards attaining. For Prework students, over two years of work placements, they can accumulate specific competencies from more than one trade (job). For Semiskilled students, they need to be competent in all of the compulsory specific competencies related to one trade, and this trade is specified on their certificate.</p>
<p>http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp</p>		
Directory terms		
Term	Example	Description
Code	A Number (Ex. 8771)	This is the number that identifies a specific trade. This is used ,along with the trade title, for certification purposes. It appears on SST MELS certificates only.
Title	Stock Handler	This is the name of the trade. This is used, along with the code, for certification purposes. It appears on SST MELS certificates only.
Field of Application	Stock handlers work with clothing, sports and outdoor activity products, home accessories, health and personal care products, office supplies, toys and games, pet food and accessories, furniture or household appliances, building materials and supplies, in department or warehouse stores. Their work schedule is variable. Yard clerk, warehouse clerk, materials handler, merchandiser, sales floor clerk, warehouse clerk, night clerk.	This is the work setting in which the semiskilled trade is usually practised. It can further explain what types of work may be included under the title (name of trade).
Specific Competency and code (number)	827101 - Receive merchandise	These are the specific competencies that the students are evaluated on in the workplace. Some of these specific competencies are compulsory and some are optional. Only the compulsory ones are required for SST certification but if the student is capable or the job offers an opportunity to be evaluated on the optional competencies than this is encouraged. The code is an identifying number for this specific competency. It is not used for MELS certification but can be used in evaluation documents

<p>Performance Criteria</p>	<p>Observance of occupational health and safety rules Observance of rules of hygiene, if applicable Observance of WHMIS rules, if applicable Compliance with work instructions Compliance with company policies Proper application of work techniques Proper use of handling equipment Accurate information Compliance with the storage plan Careful handling of merchandise Demonstration of the ability to work alone or in a team</p>	<p>The performance criteria define the requirements for a specific competency. They correspond to indicators such as the quality of a product or service, the codes, standards or rules to observe, the attitudes to demonstrate, etc. They are an overall indicator of some of the things a student would need to understand and observe in order to do these tasks. These mostly can be categorized into 3 main themes; health and safety, customer service and following procedures.</p>
<p>Task</p>	<ul style="list-style-type: none"> • Welcome the driver of the delivery vehicle. • Read over the delivery documents: check the delivery location, date and time. • Sign the shipping receipt. • Help unload the delivery vehicle.  	<p>These are the specific tasks that should be included for a student to complete a specific competency. It further describes the type of work expected for a student to be evaluated for this specific competency.</p>
<p>Sector</p>	<p>01 - Administration, Commerce and Computer Technology</p>	<p>This is the vocational training sector that a trade would be included in. They are sometimes referred to as trade clusters. These sectors help a student/teacher navigate the directory and find trades(jobs)that exist in the Directory and align with the students' interests.</p>
<p></p>	<p>Optional specific competency or task</p>	<p>This symbol is used to identify any specific competency that is considered optional. This is also used for tasks that could be optional for a specific competency that is compulsory. The reason for these optional competencies or tasks could be that the work placement may not provide an opportunity to complete this competency or task.</p>
<p>Competency complexity number</p>	<p>Number 1 or 2 Located in top right corner for each specific competency.</p>	<p>This number corresponds to what is determined to be a Level 1 or 2 specific competency. A level 2 specific competency requires that students call into play more of their resources than a level 1 competency. This number means nothing for evaluation or whether a student should work towards this competency or not.</p>

WOTP Semiskilled Trades

Source: Directory of Semiskilled Trades

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

01 - Administration, Commerce and Computer Technology
Trade Name:
Film Developer Video Store Clerk Door Greeter Tool and Equipment Rental Clerk Coat Check Attendant Dry Cleaner Counter Attendant Stock Handler

02 - Agriculture and Fisheries
Trade Name:
Garden Centre Worker Landscape Labourer Florist's Helper Livestock Worker Stable Hand Attendant-Pet Care Poultry Farm Labourer Wild Animal Attendant Grooming Assistant Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker Seafood Lander Maple syrup production labourer Indoor Plant Tender Production Horticulture Labourer Gatherer of Non-Timber Forest Products

03 - Food Services and Tourism
Trade Name:
Deli or Cheese Counter Clerk Fish Clerk Grocery Store or Supermarket Clerk Cook's Helper Butcher's Helper Baker's Helper Fruit and Vegetable Clerk Convenience Store Clerk Food Service Helper Food and Beverage Server in a Chain Restaurant Fast-Food Counter Attendant Food-Processing Worker Cheese Maker's Helper Industrial Butcher's Helper Food-Processing Equipment Operator Sports Equipment Rental Attendant Packer Stock Handler in a Distribution Centre Dishwasher Winter Sports Equipment Repairer Food Processing Handler Hotel Cleaner Bicycle Repair Attendant Wicket Clerk Hotel Bellhop Restaurant Host/Hostess Hotel Porter Public area maintenance attendant Ski Lift Attendant

04 - Arts
Trade Name:
Usher Assistant Ceramist-Moulder

05 - Woodworking and Furniture Making
Trade Name:
Solid Wood Preparation Worker Wood Panel Cutters Furniture or Cabinet Assembler Sewing Machine Operator - Furniture Coverings Furniture Pre-upholsterer PVC Window Assembler Sander Wood Door and Window Assembler

07 - Buildings and Public Works
Trade Name:
Public Building Cleaner Janitor's Helper House Cleaner Residential Cleaner Municipal Road Labourer Water and Sewer Labourer Outdoor Skating Rink Maintenance Worker

08 - Land Use Planning and the Environment
Trade Name:
Ecocentre Worker Sorting Equipment Operator Clothing Sorter/Labeller Reception Centre Clerk Fur Trapper

09 - Electrotechnology
Trade Name:
Electronic Component Assembler Electric or Electronic Equipment Assembler Electronic Equipment Recycling Clerk

10 - Motorized Equipment Maintenance
Trade Name:
Vehicle Cleaner Service Station Attendant Helper-Automotive Glass Repair and Installation ⚠ Auto Recycling Facility Worker ⚠ Tire Installer ⚠

11 - Mechanical Manufacturing
Trade Name:
Metal Fabrication Labourer Metal Grinding Worker Metal Polishing Worker Mechanical Assembler Plastic/Rubber Products Assembler Labourer-Plastic/Rubber Manufacturing Extruder Operator Helper Press Operator Helper Thermoforming Operator Helper Materials Handler in an Industrial Setting

12 - Forestry and Pulp and Paper
Trade Name:
Forester Sawmill Worker (2011 edition)

13 - Communications and Documentation
Trade Name:
Rotary Offset Printing Press Assistant Sheet-Fed Offset Printing Press Assistant Flexographic Printing Press Assistant Silk-Screen Printing Press Assistant Binder of Textbooks and Used Books Guillotine Cutter Operator Assistant Folding Machine Operator Assistant Perfect Binding Machine Operator Assistant Saddle Stitcher Operator Assistant Mail Preparation Machine Operator Mail Preparation Clerk Printer's General Helper in Finishing/Binding Copy and Print Centre Clerk

15 - Mining and Site Operations
Trade Name:
Assistant Driller (surface diamond drilling) Core Sample Worker Camp Assistant

17 - Transportation
Trade Name:
Warehouse Clerk Deliverer Helper Furniture Deliverer Helper Delivery Driver Mover Helper Parking Lot Attendant Parking Lot Patroller Parking Lot Maintenance Worker Crossing Guard

18 - Fashion, Leather and Textiles
Trade Name:
Laundry Room Operator Laundry Room Attendant Sewing Machine Operator (commercial production) Dry Cleaning Machine Operator Dry Cleaning Press Operator

19 - Health Services
Trade Name:
Food Services Worker

20 - Social, Educational and Legal Services
Trade Name:
Day Care Worker Assistant Childcare Educator Recreation Assistant

21 - Beauty Care
Trade Name:
Hair Salon Assistant

2014-15

WOTP DIRECTORY


Competencies of the Semiskilled Trades

SUMMARY

Source: Directory of Semiskilled Trades

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

Please make note:

This symbol  may appear next to the title of certain semiskilled trades in the Directory to indicate that they have not been revised or validated by the Comité sectoriel de main-d'œuvre (workforce sectoral committee) of the related sector. Once they have been thoroughly revised, some of these trades may be kept as is, modified or withdrawn from the *Directory of Semiskilled Trades*.

Competencies in *italics* are optional and not required in all workplaces. They could be included in a student's training plan if the practicum setting offers the opportunity for the student to apply them.

Appended to this is a document that highlights only the names of the semiskilled trades.

Sector 01 - Administration, Commerce and Computer Technology

8603 Film Developer

Film developers work for small photo labs (silver-based and digital) whose customer base is comprised of the general public and amateur photographers.

- 810301 - Assist customers at the photo counter
- 810302 - Develop film photos
- 810303 - Prepare digital photos
- 10 - Receive payment from customers
- 41 - Receive and store products, materials or raw materials
- 101 - Keep the work and sales areas in a store clean and orderly

8691 Video Store Clerk

- 819101 - Serve customers in a video store
- 10 - Receive payment from customers
- 819102 - Verify and process returned movies, video games and equipment
- 819103 - Provide telephone service
- 40 - Receive products
- 819104 - Organize movies and video games
- 81 - Display merchandise
- 819105 - Monitor the premises
- 101 - Keep the work and sales areas in a store clean and orderly

8692 Door Greeter

Door greeters work in superstores or warehouse stores. Individuals must be at least 16 years old to practice this semiskilled trade.

- 819201 - Serve customers
- 819202 - Keep the work area in order
- 819203 - Monitor the comings and goings of customers
- 819204 - Intervene when the theft detection system is set off

8717 Tool and Equipment Rental Clerk

Rental clerks work in tool and equipment rental centres. The tools are organized into various categories: woodworking, electricity, plumbing, ceramics, etc. The equipment can include generators, pumps and small motors, scaffolding equipment, welding equipment, mini-tractors, backhoes and log splitters.

- 821701 - Serve customers at a tool or equipment rental counter
- 821702 - Prepare the tool or equipment and give it to the customer
- 10 - Receive payment from customers
- 821703 - Check and register the tool or equipment upon return
- 821704 - Maintain tools or equipment
- 821705 - Install blades or accessories on tools or equipment
- 54 - Handle products
- 134 - Clean and tidy up the work areas

8723 Coat Check Attendant

Coat check attendants work in coatrooms of shopping centres, concert halls, museums, hotels, restaurants, sports centres.

- 822301 - Serve clients at coatroom counter
- 822302 - Provide coat check service
- 822303 - *Provide package check service*
- 822304 - *Manage loans or rentals of strollers and wheelchairs*
- 822305 - *Check and register strollers and wheelchairs upon return*
- 822306 - *Provide telephone service*
- 822307 - Keep coatroom clean and orderly
- 10 - *Receive payment from customers*

8748 Dry Cleaner Counter Attendant

Dry cleaner counter attendants work at a counter in a dry cleaning establishment.

- 824801 - Answer questions by customers at a dry cleaner's counter
- 824802 - Provide counter service in a dry cleaning establishment
- 10 - Receive payment from customers
- 824803 - *Wrap the clothing or other items that have been cleaned*
- 824804 - Provide telephone service in a dry cleaning establishment
- 81 - *Display merchandise*
- 824805 - *File the order forms*
- 101 - Keep the work and sales areas in a store clean and orderly

8771 Stock Handler

Stock handlers work with clothing, sports and outdoor activity products, home accessories, health and personal care products, office supplies, toys and games, pet food and accessories, furniture or household appliances, building materials and supplies, in department or warehouse stores. Their work schedule is variable.

- 827101 - *Receive merchandise*
- 827102 - Prepare merchandise for sale
- 827103 - Handle merchandise
- 827104 - Arrange merchandise in the sales area
- 827105 - Answer clients' requests
- 827106 - *Help deliver orders*
- 827107 - Keep the premises orderly and clean
- 522 - *Operate a lift truck*
- 414 - *Intervene in the event of a minor incident or problem*

Sector 02 - Agriculture and Fisheries

8634 Garden Centre Worker

- 813401 - Receive and handle merchandise in a Garden Centre
- 81 - Display merchandise
- 813403 - Prevent loss of merchandise
- 813402 - Clean the work areas and put away products in a Garden Centre

8637 Landscape Labourer

Landscape labourers perform a variety of tasks, with the exception of landscape maintenance, preparation of plants for the winter, protection of plants against insects and disease, and garden work.

- 813701 - Load and unload materials and equipment at a site
- 813702 - Help with landscaping activities
- 813703 - Help plant trees, shrubs and plants
- 813704 - Maintain the work areas and equipment

8638 Florist's Helper

Florist's helpers work in retail establishments

- 813801 - Serve customers
- 10 - Receive payment from customers
- 813802 - Help take care of cut flowers and plants
- 813803 - Help the florist prepare wreaths, floral arrangements and bouquets
- 813804 - Receive and display merchandise at the florist's
- 101 - Keep the work and sales areas in a store clean and orderly

8639 Livestock Worker

Livestock workers are employed on dairy farms, in beef, pork, or lamb processing facilities, or rabbit, horse or dairy goat farms. Driving a tractor on a public road requires a class 5 driver's license and a pass on the theory part of the class 8 license.

- 54 - Handle products
- 813901 - Drive a tractor
- 813902 - Prepare the fields
- 813903 - Help the producer harvest and store forage, grain or oilseed plants
- 813904 - Perform tasks related to caring for a herd
- 813905 - Perform tasks related to building maintenance
- 813906 - Help the producer with various dairy production tasks
- 813907 - Help the producer with various pork production tasks

8641 Stable Hand

Stable hands work in the stables of training centres, equestrian centres, riding centres, racetracks or breeding farms.

- 814101 - Maintain the stables and stalls
- 814102 - Attend to the basic needs of horses
- 814103 - Maintain the horses' equipment
- 814104 - Prepare the horses for training or riding
- 61 - Serve customers

8642 Attendant-Pet Care

Pet care attendants work in retail pet shops, animal shelters, short- or long-term boarding kennels, breeding kennels, dog training schools and veterinary establishments.

- 814201 - Maintain the living quarters of animals
- 814202 - Maintain public areas
- 814203 - Attend to the basic needs of dogs, cats or other small mammals
- 814204 - Attend to the basic needs of birds or reptiles
- 814205 - Attend to the basic needs of fish

54 - Handle products

40 - Receive products

81 - Display merchandise

814206 - Serve customers in a pet shop, training school, animal shelter, kennel, etc.

814207 - Help veterinarians and animal health technicians

8650 Poultry Farm Labourer

Poultry farm labourers are employed on farms specialized in chicken or turkey production or in consumer or hatching-egg production. They may also work on game bird farms (specialized in the production of quails, guinea fowls, partridges, pheasants, etc.).

54 - Handle products

815001 - Maintain the hen house

815002 - Maintain the equipment

815003 - Collect eggs

815004 - Participate in other related tasks

8674 Wild Animal Attendant

Wild animal attendants work in a zoo or a wild animal sanctuary. They may also work with a fur breeder.

817401 - Maintain the sites used by the animals

817402 - Attend to the basic needs of the animals

817403 - Participate in preparing and giving educational presentations

817404 - Receive or give information to colleagues or superiors

52 - Handle food and nonfood products

817405 - Help maintain buildings

817406 - Drive a small vehicle

8678 Grooming Assistant

Grooming assistants work in a grooming salon.

61 - Serve customers

817801 - Interact with animals

817802 - Provide the animals with basic hygiene care

817803 - Bath the animals

817804 - Maintain the cages and enclosures

817805 - Maintain the work and reception areas

54 - Handle products

81 - Display merchandise

8680 Fish Processing Worker

Fish processing workers are employed in fish processing plants (herring, halibut, cod, mackerel, flounder, ocean perch, etc.). The equipment used at these plants may be conventional or automated. Fish processing workers do not work in secondary or tertiary processing plants nor in fish stores.

31 - Receive seafood products

32 - Prepare for the work

818001 - Prepare fresh fish

140 - Operate the automated seafood processing equipment

818002 - Refrigerate or freeze the fish

19 - Package and label seafood products

511 - Record information related to production

103 - Clean and tidy up the work area

8681 Shellfish Processing Worker

Shellfish processing workers are employed in shellfish processing plants (northern shrimp, lobster, crab, etc.). The equipment used at these plants may be conventional or automated. Shellfish processing workers do not work in secondary or tertiary processing plants nor in fish stores.

- 31 - Receive seafood products
- 32 - Prepare for the work
- 818101 - Extract flesh from shellfish
- 818102 - Dismember the shellfish
- 140 - Operate the automated seafood processing equipment
- 250 - Cook the shellfish or mollusks
- 818103 - Refrigerate or freeze the shellfish
- 19 - Package and label seafood products
- 511 - Record information related to production
- 103 - Clean and tidy up the work area

8682 Mollusk Processing Worker

Mollusk processing workers are employed in mollusk processing plants (mussels, scallops, oysters, soft shell clams, etc.). The equipment used at these plants may be conventional or automated. Mollusk processing workers do not work in secondary or tertiary processing plants nor in fish stores.

- 31 - Receive seafood products
- 32 - Prepare for the work
- 818201 - Extract flesh from mollusks
- 140 - Operate the automated seafood processing equipment
- 250 - Cook the shellfish or mollusks
- 818202 - Refrigerate or freeze the mollusks
- 19 - Package and label seafood products
- 511 - Record information related to production
- 103 - Clean and tidy up the work area

8705 Seafood Lander

Seafood landers are employed by seafood processing plants that process fish, crustaceans or mollusks. Their tasks mainly take place on a commercial boat or on a wharf.

- 820501 - Prepare the commercial fishing boat (trawler, lobster boat, etc.) for landing its catch
- 820502 - Unload the commercial fishing boat (trawler, lobster boat, etc.)
- 522 - Operate a lift truck
- 523 - Help load and unload the truck
- 820503 - Wash the ship after landing the seafood products

8768 Maple syrup production labourer

Maple syrup production labourers work for maple syrup producers. Producers with more than 20 000 taps often employ labourers.

- 826801 - Carry out sugar bush maintenance
- 826802 - Take part in installing the maple sap vacuum collection system
- 826803 - Prepare and install the spiles
- 826804 - Take part in tapping and removing taps from maple trees
- 826805 - Check that the maple sap vacuum collection system is watertight
- 826806 - Wash, disinfect and rinse the maple sap vacuum collection system
- 826807 - Wash, disinfect and rinse syrup production equipment
- 826808 - Put the maple syrup into containers
- 826809 - Assist sugar bush staff in carrying out various tasks

8769 Indoor Plant Tender

Plant tenders work for companies that provide specialized horticultural services to government ministries, public bodies or companies in the private sector. They work alone.

- 826901 - Prepare to visit the customer for the first time
- 826902 - Prepare the plants for transportation
- 826903 - Ensure client service
- 826904 - Carry out regular maintenance of indoor plants
- 826905 - Keep the premises clean and maintain the equipment

8778 Production Horticulture Labourer

Production Horticulture labourers work in produce production enterprises in open fields or in greenhouses; for producers of potatoes, berries or apples; for wine production enterprises; for nurseries or lawn production companies; for florist suppliers. Their production methods may be traditional or environmentally responsible.

- 827801 - Prepare and sort horticulture products
- 827802 - Pack horticultural products
- 827803 - Handle horticultural and other products
- 827804 - Help install irrigation systems
- 827805 - Help with the seeding or planting of horticultural produce
- 827806 - Help with the work to enhance horticultural production
- 827807 - Help harvest horticultural produce
- 827808 - Help horticultural workers in carrying out various tasks

8779 Gatherer of Non-Timber Forest Products

Gatherers of Non-Timber Forest Products work for small- or medium-size businesses that process non-timber forest products, solidarity cooperatives, etc. They can also sell their products to restaurant owners or buyers or at a public market. They gather products on public or private land, on the territory of an Aboriginal community or on the territory covered by the James Bay and Northern Québec Agreement.

- 827901 - Prepare for harvesting
- 827902 - Gather berries (blueberries, strawberries, raspberries, blackberries, cranberries, cloudberry, saskatoon berries, highbush cranberries, etc.)
- 827903 - Gather mushrooms (boletes, lobster mushrooms, sheep's foot, morels, oyster mushrooms, chanterelles, shaggy mane, etc.)
- 827904 - Gather plants (soapwort, fiddleheads, Labrador tea leaves, cattails, seaweed, glasswort, etc.), branches or tree bark
- 827905 - Gather and prepare balsam fir gum
- 553 - Survival in a remote area
- 525 - React to an emergency situation in a remote location
- 524 - Drive an ATV, snowmobile or motorboat

Sector 03 - Food Services and Tourism

8609 Deli or Cheese Counter Clerk

Deli or cheese counter clerks work in deli or cheese shops, or at the deli or cheese counter in grocery stores or supermarkets. They do not make cheese.

42 - Receive food and nonfood products

52 - Handle food and nonfood products

810901 - Prepare deli meats and cheeses

20 - Package and label food and nonfood products

21 - Stock counters, stands, shelves and displays

810902 - Serve customers at the deli or cheese counter

10 - Receive payment from customers

102 - Clean and tidy up counters and work areas where food is prepared or sold

8610 Fish Clerk

Fish clerks work in fish shops or at the fish counter in grocery stores or supermarkets. They do not work in fish processing plants.

42 - Receive food and nonfood products

52 - Handle food and nonfood products

811001 - Prepare fish and fish products

20 - Package and label food and nonfood products

21 - Stock counters, stands, shelves and displays

811002 - Serve customers at the fish counter

10 - Receive payment from customers

102 - Clean and tidy up counters and work areas where food is prepared or sold

8611 Grocery Store or Supermarket Clerk

Grocery store or supermarket clerks work in grocery stores or supermarkets.

42 - Receive food and nonfood products

52 - Handle food and nonfood products

20 - Package and label food and nonfood products

22 - Stock refrigerated service counters, freezers and shelves with food and non-food products

811101 - Serve customers in a grocery store or supermarket

10 - Receive payment from customers

102 - Clean and tidy up counters and work areas where food is prepared or sold

8612 Cook's Helper

Cook's helpers work in the kitchen of restaurants, hotels, institutions, cafeterias, caterers, grocery stores or supermarkets.

42 - Receive food and nonfood products

52 - Handle food and nonfood products

255 - Prepare raw foodstuffs

811201 - Perform basic preparation techniques for dishes

811202 - Perform basic preparation techniques for desserts

251 - Prepare breakfasts

20 - Package and label food and nonfood products

21 - Stock counters, stands, shelves and displays

811203 - Serve customers at a prepared foods counter

102 - Clean and tidy up counters and work areas where food is prepared or sold

8613 Butcher's Helper

Butcher's helpers work in butcher shops or at the meat counter in grocery stores or supermarkets. They do not work in slaughterhouses.

- 42 - Receive food and nonfood products
- 52 - Handle food and nonfood products
- 811301 - Prepare meat and butcher products
- 20 - Package and label food and nonfood products
- 21 - Stock counters, stands, shelves and displays
- 811302 - Serve customers at the butcher counter
- 10 - Receive payment from customers
- 102 - Clean and tidy up counters and work areas where food is prepared or sold

8614 Baker's Helper

Baker's helpers work in bakeries, traditional bakeries or at the baked goods counter in grocery stores or supermarkets. They may also work in semi-industrial or industrial bakeries.

- 42 - Receive food and nonfood products
- 52 - Handle food and nonfood products
- 811401 - Set up for the day's production
- 811402 - Perform activities related to the preparation of baked goods
- 811403 - Bake baked goods
- 811404 - Perform activities related to the preparation of pastries
- 20 - Package and label food and nonfood products
- 21 - Stock counters, stands, shelves and displays
- 811405 - Serve customers at the baked goods counter
- 10 - Receive payment from customers
- 102 - Clean and tidy up counters and work areas where food is prepared or sold

8615 Fruit and Vegetable Clerk

Fruit and vegetable clerks work in markets, fruit stores or at the fruit and vegetable counter in grocery stores or supermarkets.

- 42 - Receive food and nonfood products
- 52 - Handle food and nonfood products
- 811501 - Prepare fruits and vegetables
- 20 - Package and label food and nonfood products
- 21 - Stock counters, stands, shelves and displays
- 811502 - Serve customers at the fruit and vegetable counter
- 10 - Receive payment from customers
- 102 - Clean and tidy up counters and work areas where food is prepared or sold

8616 Convenience Store Clerk

Convenience store clerks work in service station/convenience stores or convenience stores.

- 42 - Receive food and nonfood products
- 52 - Handle food and nonfood products
- 20 - Package and label food and nonfood products
- 22 - Stock refrigerated service counters, freezers and shelves with food and non-food products
- 811601 - Serve customers in a convenience store
- 811602 - Provide service at the gas pump
- 10 - Receive payment from customers
- 102 - Clean and tidy up counters and work areas where food is prepared or sold

8617 Food Service Helper

Food service helpers work in restaurants, institutions or cafeterias.

- 132 - Set tables in a dining room or bar
- 811701 - Serve water, condiments and various foods
- 400 - Clear tables
- 52 - Handle food and nonfood products
- 401 - Clean and tidy up the dining room or bar
- 402 - Clean and tidy up public areas

8618 Food and Beverage Server in a Chain Restaurant

These food and beverage servers work in chain restaurants or in restaurants where menus are standardized and repetitive.

- 132 - Set tables in a dining room or bar
- 811801 - Greet customers
- 811802 - Serve food and drinks
- 400 - Clear tables
- 10 - Receive payment from customers
- 401 - Clean and tidy up the dining room or bar
- 402 - Clean and tidy up public areas

8619 Fast-Food Counter Attendant

Fast-food counter attendants work in fast food restaurants, and their tasks vary depending on the type of restaurant. They may prepare a variety of sandwiches (submarine, Panini, pita, etc.) and serve them to customers, they may fry French fries and serve customers chicken nuggets and hamburgers that have already been cooked, or they may only take orders and prepare and serve beverages.

- 42 - Receive food and nonfood products
- 52 - Handle food and nonfood products
- 255 - Prepare raw foodstuffs
- 811901 - Prepare fast-food dishes
- 251 - Prepare breakfasts
- 21 - Stock counters, stands, shelves and displays
- 811902 - Serve customers at a fast-food counter
- 10 - Receive payment from customers
- 102 - Clean and tidy up counters and work areas where food is prepared or sold
- 402 - Clean and tidy up public areas

8620 Food-Processing Worker

Food-processing workers work in traditional or automated plants that process dairy, meat, fish, baked goods, fruits and vegetables or any other food product.

- 52 - Handle food and nonfood products
- 812001 - Assist food-processing equipment operators
- 812002 - Perform tasks related to product packaging
- 103 - Clean and tidy up the work area

8621 Cheese Maker's Helper

Cheese maker's helpers work in traditional, semi-industrial or industrial cheese factories.

- 52 - Handle food and nonfood products
- 812101 - Prepare the work
- 812102 - Prepare the equipment for making the cheese products
- 812103 - Shape the cheese products
- 812104 - Prepare the cheese for shipping
- 103 - Clean and tidy up the work area

8622 Industrial Butcher's Helper

Industrial butcher's helpers work in meat and poultry slaughtering, cutting and processing establishments.

- 812201 - Prepare the work materials
- 812202 - Prepare the animals to be cut up
- 812203 - Eviscerate the animals
- 812204 - Cut up carcasses
- 812205 - Perform primal cuts
- 103 - Clean and tidy up the work area

8625 Sports Equipment Rental Attendant

Sports equipment rental attendants' work in ski centres, golf clubs, tennis or racket sports clubs, arenas, outdoor centres, recreation centres and outfitting camps. They may also be employed in stores carrying sports equipment and outdoor recreation gear (bicycles, hunting and fishing equipment, etc.)

- 812501 - Serve customers at a rental counter
- 10 - Receive payment from customers
- 812502 - Inspect and process the returned equipment
- 410 - Maintain sports equipment
- 812503 - Clean and tidy up the work areas

8668 Packer

Packers work in grocery stores or supermarkets.

- 816801 - Pack groceries
- 816802 - Provide car order service
- 816803 - Help the cashier
- 816804 - Clean public areas in a grocery store
- 816805 - Participate in loading the delivery vehicle

8683 Stock Handler in a Distribution Centre

Stock handlers work in distribution centres.

- 818301 - Help unload the vehicle
- 818302 - Receive merchandise
- 818303 - Inspect merchandise
- 818304 - Store merchandise
- 818305 - Ship merchandise
- 818306 - Help load the vehicle
- 112 - Clean and tidy up the warehouse

8684 Dishwasher

Dishwashers work in restaurants, institutions or cafeterias.

- 818401 - Wash dishes, glasses and utensils
- 818402 - Clean pots and pans
- 818403 - Rub and polish silverware
- 52 - Handle food and nonfood products
- 818404 - Maintain the work area
- 818405 - Help other staff with simple tasks

8703 Winter Sports Equipment Repairer

Winter sports equipment repairers work in sports equipment stores. They may also be employed in ski centres, arenas, etc.

- 504 - Assist customers in a sports equipment store
- 820301 - Prepare, adjust and repair ski and snowboarding equipment
- 820302 - Sharpen skates
- 820303 - Maintain and repair snowshoes
- 10 - Receive payment from customers
- 505 - Clean and tidy up the work areas of a sports equipment repair workshop

8706 Food Processing Handler

Food processing handlers work in food processing plants that process seafood, meat, dairy, baked goods, fruits and vegetables, etc. Under section 256.2 of the Regulation respecting occupational health and safety, workers must be at least 16 years old and have undergone training recognized by the CSST to drive a lift truck.

522 - Operate a lift truck

523 - Help load and unload the truck

820601 - Receive unprocessed foods, finished products and other items

820602 - Store unprocessed foods, finished products and other items

820603 - Transport unprocessed foods, finished products and other items inside the plant

820604 - Help ship processed food products

112 - Clean and tidy up the warehouse

8707 Hotel Cleaner

Hotel cleaners work in hotels, motels, hostels, resorts, outfitting camps, spas, etc.

500 - Start and end a work shift

820701 - Clean rooms or suites

820702 - Perform periodic cleaning tasks

820703 - Serve customers

8718 Bicycle Repair Attendant

Bicycle repair attendants work in specialized bicycle or sports equipment stores, bicycle rental stores or self-service bike shops.

504 - Assist customers in a sports equipment store

821801 - Assemble a bicycle

821802 - Maintain a bicycle

821803 - Repair a bicycle

821804 - Provide mobile bicycle repair service

10 - Receive payment from customers

505 - Clean and tidy up the work areas of a sports equipment repair workshop

8745 Wicket Clerk

Wicket clerk's work at wickets located at the entrance of amusement parks, trade fairs, drive-in movie theatres, cinemas, museums, etc. A person usually has to be 16 years old to work in this semiskilled trade.

824501 - Control access to the site

10 - Receive payment from customers

824502 - Monitor customers at the entrance

824503 - Assist customers

414 - Intervene in the event of a minor incident or problem

113 - Keep the workstation clean and orderly

8760 Hotel Bellhop

Hotel bellhops work under the direction of the hotel's Reception Supervisor or Concierge.

554 - Start and end a work shift as part of the hotel lobby staff

826001 - Carry luggage

826002 - Provide baggage check services

826003 - Accompany clients to their guestroom

826004 - Do a room change

826005 - Take clients to the Reception Desk

826006 - Provide client services

826007 - Assist lobby staff in performing simple tasks

414 - Intervene in the event of a minor incident or problem

8761 Restaurant Host/Hostess

Restaurant hosts/hostesses work in restaurants that are part of a chain of restaurants with standard and repetitive menus.

- 826101 - Manage dining room reservations
- 826102 - Welcome clients
- 826103 - Show clients to their table
- 826104 - Assist the dining room staff
- 401 - *Clean and tidy up the dining room or bar*
- 10 - *Receive payment from customers*

8762 Hotel Porter

Hotel porters work under the direction of the hotel's Reception Supervisor or Concierge. Persons usually need to be 18 years old to work in this semiskilled trade.

- 554 - Start and end a work shift as part of the hotel lobby staff
- 826201 - Control comings and goings at the hotel door
- 826202 - Assist arriving or departing clients
- 826203 - *Assist the hotel bellhop*
- 414 - Intervene in the event of a minor incident or problem

8766 Public Area Maintenance Attendant

Public area maintenance attendants work in outfitting camps, inns, resorts, campgrounds, outdoor recreational areas.

- 826601 - Maintain the grounds of the main building, outbuildings and cottages
- 826602 - Ensure that equipment in the cottages is in good condition
- 826603 - *Maintain camping sites*
- 826604 - Maintain trails and culverts
- 826605 - Maintain watercraft and launch sites
- 826606 - *Prepare firewood*
- 826607 - *Maintain outdoor play areas*
- 826608 - Do minor repairs
- 61 - Serve customers

8767 Ski Lift Attendant

Lift attendants work in ski areas or sliding centres.

- 826701 - Open and close lifts
- 826702 - Control access to lifts
- 826703 - Assist clients in getting on surface lifts or chairlifts
- 826704 - *Assist clients in getting on gondola lifts*
- 826705 - *Assist clients in getting off chairlifts*
- 826706 - *Assist clients in going back down by chairlift*
- 826707 - Maintain loading and unloading areas
- 826708 - Monitor the slopes

Sector 04 – Arts

8764 Usher

Ushers work for a company or organization that operates venues dedicated to the performing arts (theatre, opera, concerts, ballet, etc.), for a company that operates movie theatres, or for a company that organizes corporate events. Persons usually need to be 18 years old to work in this semiskilled trade in places with liquor licenses.

- 826401 - Start and end a work shift as part of the venue staff
- 826402 - Control the entrance to the room
- 826403 - Respond to spectators at the entrance to the room
- 826404 - Accompany spectators to their seats (celebrities, seniors, handicapped people, groups of children, etc.)
- 826405 - Lead latecomers to their seats
- 826406 - Assist the reception staff in carrying out simple tasks
- 414 - Intervene in the event of a minor incident or problem

8765 Assistant Ceramist-Molder

Assistant ceramist-molders work in a fabrication workshop in the mass production of functional or decorative ceramic pieces such as dishes, flowerpots, pitchers, figurines, vases, tiles, etc. Cast moldings are the manufacturing process used.

- 826501 - Assist the ceramist in preparing the work
- 826502 - Make the molds
- 826503 - Prepare the slip
- 826504 - Pour and unmold the pieces
- 826505 - Pack and unpack the kiln
- 826506 - Apply glazes to the damp, dry or biscuit ware pieces
- 826507 - Package the ceramic pieces
- 826508 - Participate in shipping the ceramic pieces
- 826509 - Maintain the workshop

Sector 05 - Woodworking and Furniture Making

8749 Solid Wood Preparation Worker

Solid wood preparation workers are employed by companies that make small or medium-sized lines of solid wood furniture, cabinets, doors and windows etc. They prepare pieces of maple, oak, yellow birch, mahogany, pine, cedar, etc.

- 551 - Prepare to cut solid wood or wood-based panels
- 824901 - Cut solid pieces of wood into sections
- 824902 - Surface pieces of solid wood
- 547 - Trim the edges of the solid wood pieces or wood-based panels
- 824903 - Plane pieces of solid wood
- 824904 - Machine solid pieces of wood
- 548 - Maintain the work areas and equipment

8750 Wood Panel Cutters

Wood panel cutters are employed by manufacturers of furniture, cabinets or any other product made from wood-based panels in small- or mid-sized industries. They cut panels made from plywood, fiberboard, particle board or related materials.

- 551 - Prepare to cut solid wood or wood-based panels
- 547 - Trim the edges of the solid wood pieces or wood-based panels
- 825001 - Cut wood-based panels
- 825002 - Ensure that the vertical panel saw is working properly
- 548 - Maintain the work areas and equipment

8751 Furniture or Cabinet Assembler

Furniture or cabinet assemblers work for companies that produce small or medium lines of furniture or cabinets made from solid wood or wood-based panels. They assemble chairs, tables, armchairs, bookshelves, dressers, kitchen and bathroom cabinets, etc.

- 549 - Prepare the assembly (furniture, cabinets or doors and windows)
- 825101 - Assemble furniture or cabinets
- 825102 - Attach fittings (hinges, fasteners, track guides, etc.)
- 825103 - Attach fittings or decorative appliqués
- 825104 - Verify the assembly of furniture or cabinets
- 825105 - Prepare furniture or cabinets for prefinishing or finishing
- 105 - Maintain the work areas and equipment

8752 Sewing Machine Operator - Furniture Coverings

Sewing machine operators (furniture coverings) work for companies that make upholstered furniture, mattresses and seats for automobiles and aircraft; they may also work in furniture re-upholstery workshops.

- 825201 - Prepare the work station
- 825202 - Assemble covering materials with identical or different contours
- 825203 - Whipstitch patterns
- 825204 - Topstitch the assembled pieces
- 825205 - Maintain the work areas and equipment

8753 Furniture Pre-upholsterer

Furniture pre-upholsterers work for companies that make upholstered furniture, automobile seats, etc., or in furniture re-upholstering workshops.

- 825301 - Consult the assembly plan
- 825302 - Prepare the material and equipment for pre-upholstering
- 825303 - Attach the webbing
- 825304 - Position and attach the springs
- 825305 - Attach the pre-upholstery materials
- 825306 - Prepare cushions
- 105 - Maintain the work areas and equipment

8754 PVC Window Assembler

PVC window assemblers work in plants that manufacture PVC (polyvinyl chloride) windows, including vertical sash (guillotine), awning, casement and sliding windows.

549 - Prepare the assembly (furniture, cabinets or doors and windows)

825401 - Machine PVC profiles

825402 - Assemble PVC window frames or sashes

550 - Install doorlites or sealed units in window sashes

825403 - Mount fixed or operable sashes in PVC window frames

552 - Prepare the product for shipping

105 - Maintain the work areas and equipment

8755 Sander

Sanders work in plants that manufacture furniture or cabinets out of solid wood or wood-based panels in short or medium production runs. They perform prefinishing sanding and staining operations.

825501 - Prepare the sanding work

825502 - Correct minor defects on surfaces to be sanded

825503 - Sand components with even or uneven surfaces by hand

825504 - Sand components with even or uneven surfaces, using portable tools

825505 - Sand components with even surfaces, using machine tools

825506 - Check the quality of the sanding

825507 - Stain

105 - Maintain the work areas and equipment

8756 Wood Door and Window Assembler

Wood door and window assemblers work in plants that manufacture solid, aluminum-clad or PVC-clad wood doors and windows, including vertical sash (guillotine), awning, casement and sliding windows.

549 - Prepare the assembly (furniture, cabinets or doors and windows)

825601 - Machine parts or profiles made of wood or cladding materials

825602 - Assemble door and window frames or window sashes

550 - Install doorlites or sealed units in window sashes

825603 - Mount doors or window sashes in their frames

552 - Prepare the product for shipping

105 - Maintain the work areas and equipment

Sector 07 - Buildings and Public Works

8708 Public Building Cleaner

Public building cleaners work for cleaning companies that cater to public buildings (office buildings, shopping centres, airports and other terminals, financial institutions, hotels, etc.).

500 - Start and end a work shift

820801 - Clean work areas (offices, meeting rooms, etc.)

501 - Clean public areas (lobbies, hallways, elevators, stairs, etc.)

820802 - Clean eating areas

502 - Clean washrooms

820803 - Maintain floors using specialized equipment

503 - Perform tasks prescribed by the waste management program

8719 Janitor's Helper

Assistant janitors work in apartment buildings, schools, daycare facilities, etc.

501 - Clean public areas (lobbies, hallways, elevators, stairs, etc.)

502 - Clean washrooms

821901 - Assist the janitor in maintaining the building or connected structures

821902 - Assist the janitor in maintaining the outdoor play area

821903 - Deal with clients of the building

120 - Tend lawns, green spaces and grounds

128 - Clear snow from sidewalks, walkways, balconies, etc.

411 - Maintain a pool

503 - Perform tasks prescribed by the waste management program

8773 House Cleaner

Residential cleaners work for companies offering residential cleaning services on a regular basis. In some companies, a team does the work. The workplaces are varied and include such residences as single-family homes, condominiums, rental units in apartment buildings and cottages. Individuals may be required to consent to a judicial record verification.

570 - Prepare for the service visit to the client's residence

827301 - Clean the living room, dining room, hallway, stairway, etc.

827302 - Clean the bedrooms

827303 - Clean the kitchen

827304 - Clean the bathroom, shower room, laundry room

572 - Finish the work

8774 Residential Cleaner

Residential cleaners work for companies offering residential cleaning services that are commonly referred to as heavy cleaning. In some companies, a team does the work. The workplaces are varied and include such residences as single-family homes, condominiums, rental units in apartment buildings and cottages. Individuals may be required to consent to a judicial record verification.

570 - Prepare for the service visit to the client's residence

827401 - Clean walls and ceilings

827402 - Clean floors

827403 - Clean carpets or rugs

827404 - Clean upholstered furniture

827405 - Clean windows

827406 - Clean closets and cupboards

827407 - Clean the stove and refrigerator

572 - Finish the work

8775 Municipal Road Labourer

Municipal road labourers are employed by the Public Works departments of cities, municipalities or band councils. They work varied shifts: day, evening or night, weekdays or weekends. They assist qualified road workers in carrying out summer and winter maintenance work on roads and sidewalks. Their jobs mainly consist of preparing surfaces or paving roads and sidewalks with asphalt or other coverings. Municipal road labourers sometimes work alone. Signalers who work on a road construction site under the jurisdiction of the Ministère des Transports du Québec must have their signaler's competency card and be at least 18 years old. A valid Class 5 or Class 3 driver's license may be mandatory. To use a concrete saw, individuals must be at least 16 years old and work under supervision.

- 560 - Attend a municipal construction site meeting
- 827501 - Signal traffic on a municipal road construction site
- 561 - Lay materials (gravel, sand, earth, asphalt, etc.)
- 562 - Compact materials (gravel, asphalt, sand, etc.)
- 827502 - Break up materials (rock, concrete or asphalt)
- 563 - Cut materials (concrete, cast iron, cement, etc.)
- 827503 - Guide construction equipment operators during roadwork
- 827504 - Guide snow blower operators and truck drivers during snow removal
- 564 - Participate in cleaning the construction site
- 529 - React in an emergency situation

8776 Water and Sewer Labourer

Water and sewer labourers are employed by the Public Works departments of cities, municipalities or band councils. They work varied shifts: day, evening or night, weekdays or weekends. They assist pipe fitters who specialize in maintaining and repairing aqueducts and sewer lines and in connecting new residences to them. Water and sewer labourers sometimes work alone on sewer and storm water systems. A valid Class 5 or Class 3 driver's license may be mandatory.

- 560 - Attend a municipal construction site meeting
- 561 - Lay materials (gravel, sand, earth, asphalt, etc.)
- 562 - Compact materials (gravel, asphalt, sand, etc.)
- 563 - Cut materials (concrete, cast iron, cement, etc.)
- 827601 - Assist pipe fitters in maintaining, repairing and cleaning aqueducts
- 827602 - Carry out regular maintenance on fire hydrants
- 827603 - Assist pipe fitters in maintaining, repairing and cleaning sewer and storm water systems
- 827604 - Carry out regular maintenance of drains and sewer manholes
- 564 - Participate in cleaning the construction site
- 529 - React in an emergency situation

8780 Outdoor Skating Rink Maintenance Worker

- 828001 - Help prepare an outdoor skating rink with or without boards
- 828002 - Maintain an outdoor skating rink with or without boards and its accesses
- 828003 - Maintain the facilities
- 828004 - Serve customers
- 828005 - Supervise an outdoor skating rink
- 414 - Intervene in the event of a minor incident or problem

Sector 08 - Land Use Planning and the Environment

8667 Ecocentre Worker

Ecocentre workers work in ecocentres.

- 816701 - Help open and close the ecocentre
- 816702 - Control access to the ecocentre
- 10 - Receive payment from customers
- 816703 - Control the on-site activities at the ecocentre
- 816704 - Help monitor the site
- 816705 - Ensure that containers, recycling bins and waste disposal cells are available
- 816706 - *Help collect household hazardous waste*
- 816707 - Help with maintaining the premises and site

8710 Sorting Equipment Operator

Sorting equipment operators' work in recycling and sorting facilities.

- 821001 - Sort recyclable materials
- 821002 - Prepare materials for storing or transport
- 821003 - Handle the bales or bundles
- 821004 - Help maintain work areas
- 61 - Serve customers

8711 Clothing Sorter/Labeler

Clothing sorters/labelers work in second-hand stores, handling counters, clothing donation centers or any other organization involved in collecting and reselling clothing and other items.

- 821101 - Pre-sort clothing
- 821102 - Sort in-season articles of clothing
- 821103 - Sort household articles
- 821104 - Sort toys and stuffed animals
- 821105 - *Sort books, magazines and CDs*
- 821106 - Label clothing and other articles
- 10 - Receive payment from customers
- 113 - Keep the workstation clean and orderly

8747 Reception Centre Clerk

Reception centre clerks work at the entrances to wildlife reserves, provincial or federal parks, outfitters' camps or controlled harvesting zones. A person usually has to be 16 years old to work in this semiskilled trade.

- 824701 - Answer customer's inquiries at the reception centre or by phone or e-mail
- 824702 - Control access to the site
- 824703 - Rent boats or equipment
- 824704 - *Issue hunting, trapping or fishing license*
- 10 - Receive payment from customers
- 824705 - Monitor customers as they leave the site
- 824706 - *Help the staff carry out various tasks*
- 824707 - Keep the reception centre and the surrounding area clean
- 525 - *React to an emergency situation in a remote location*

8759 Fur Trapper

Fur trappers trap furbearing animals in order to market their pelts. They carry out their activities on public or private lands, on territories leased to them, on Aboriginal community territories, on territories covered by the James Bay and Northern Québec Agreement or on beaver reserves. Trappers also trap nuisance wildlife at the request of government departments, cities or municipalities, logging companies, farming businesses, outfitting operations, ZECs (controlled harvesting zones) or even citizens. They work in forest, rural, suburban or urban areas. The possession of a valid trapper's certificate and a valid trapping license is mandatory; the possession of a valid hunter's certificate and a valid hunting license is also mandatory for killing animals caught in traps (bears, foxes etc.).

825901 - Prepare for trapping activities

825902 - Maintain trapping equipment

825903 - Prepare lures or cages

825904 - Trap beavers, otters, minks or muskrats

825905 - Trap martens, fishers, raccoons, etc.

825906 - Trap foxes, coyotes or wolves

825907 - Trap Canadian lynx or bobcats

825908 - Trap black bears

825909 - Prepare the furs

525 - React to an emergency situation in a remote location

553 - Survival in a remote area

Working Document

Sector 09 - Electro Technology

8685 Electronic Component Assembler

Electronic component assemblers are employed in production departments of electric and electronic equipment manufacturing companies.

- 818501 - Consult the printed circuit layout plan
- 818502 - Prepare for the work
- 818503 - Perform manual soldering of through-hole components onto a printed circuit board.
- 818504 - Perform manual soldering of surface-mount components onto a printed circuit board.
- 818505 - Ensure the finishing of the printed circuits
- 818506 - Assemble the detachable parts and wires on the printed circuit boards
- 818507 - Operate the machine for placing components on printed circuit boards
- 818508 - Operate the soldering machine for printed circuit components*
- 511 - Record information related to production
- 99 - Maintain the workstation

8695 Electric or Electronic Equipment Assembler

*Assemblers work in electric and electronic equipment manufacturing companies. * Electric equipment includes coffee makers, toasters, hair dryers, household appliances, lawn mowers, tools, etc. Electronic equipment includes computers, printers, photocopiers, multipurpose equipment, audiovisual equipment, etc.*

- 819501 - Interpret assembly instructions
- 819502 - Prepare for the work
- 819503 - Assemble and attach the parts
- 819504 - Assemble the electric or electronic equipment
- 819505 - Verify the assembly of the electric or electronic equipment*
- 511 - Record information related to production
- 99 - Maintain the workstation

8709 Electronic Equipment Recycling Clerk

Electronic equipment recycling clerks work in electronic recycling facilities (i.e. computers, printers, monitors, keyboards, cell phones, televisions).

- 820901 - Verify the electronic equipment
- 820902 - Verify the disassembled parts and sort them
- 820903 - Prepare the electronic equipment for re-use*
- 820904 - Reconfigure a computer's logical components for re-use*
- 820905 - Disassemble electronic equipment
- 54 - Handle products
- 99 - Maintain the workstation

Sector 10 - Motorized Equipment Maintenance

8645 Vehicle Cleaner

Vehicle cleaners work in car washes, car detailing companies, used and new car dealers, as well as public transit and road transport companies.

814501 - Serve customers in an auto detailing company

814502 - Wash the exterior of a vehicle

814503 - Wash the interior of a vehicle

814504 - Wax and polish a vehicle

814505 - Prepare a vehicle for delivery

54 - Handle products

814506 - Clean and tidy up the premises

8646 Service Station Attendant

Service station attendants work in service stations that sell gas and diesel for automobiles, heavy vehicles and recreational vehicles such as motorcycles, snowmobiles and all-terrain vehicles.

814601 - Serve customers in a service station

814602 - Provide service at the gas pump

814603 - Do minor maintenance on vehicles

10 - Receive payment from customers

814604 - Provide emergency services

814605 - Assist the tow truck driver

54 - Handle products

814606 - Clean and tidy up the work areas of a service station

8655 Helper-Automotive Glass Repair and Installation

815501 - Serve customers in an auto glass and accessories shop

815502 - Repair a windshield

815503 - Replace glass

815504 - Help replace a windshield

815505 - Install covers and accessories

10 - Receive payment from customers

815506 - Clean and tidy up the premises

815507 - Help with inventory

8734 Auto Recycling Facility Worker

Auto recycling facility workers are employed by companies that salvage and recycle automotive parts. A valid class 5 driver's license is required.

823401 - Dismantle parts from vehicles located in the salvage yard

823402 - Retrieve dismantled parts from various storage locations

823403 - Cut vehicle bodies

823404 - Help with the upkeep of the salvage yard

823405 - Participate in inventory activities

823406 - Accompany visitors to the site

8735 Tire Installer 

Tire installers work in specialized tire installation and repair shops, car dealerships, tire store chains or fleet maintenance centres. Tire installers install tires on various types of vehicles: cars, trucks, buses and recreational vehicles.

823501 - Search for information on tires

823502 - Prepare to install the tires

823503 - Remove the wheels

823504 - Replace the tires

823505 - Balance the wheels

823506 - Put the wheels back on the vehicle

823507 - Repair tires

54 - Handle products

41 - Receive and store products, materials or raw materials

134 - Clean and tidy up the work areas

Working Document

Sector 11 - Mechanical Manufacturing

8669 Metal Fabrication Laborer

Metal fabrication labourers are employed in steel factories, heavy machinery manufacturing plants, boiler and plate work fabrication plants, sheet metal fabrication plants, shipyards, machine shops and other metal fabrication companies.

816901 - Prepare the materials and equipment for production

816902 - Perform machine shop tasks

816903 - Operate preset machines

105 - Maintain the work areas and equipment

8672 Metal Grinding Worker

Metal grinding workers are employed in metal fabrication, machine or industrial equipment plants. Metal grinding follows assembly and welding in the preparation of parts for a coat of paint or another surface treatment.

162 - Prepare for the work

817201 - Grind the parts

241 - Control the quality of the finish

105 - Maintain the work areas and equipment

8673 Metal Polishing Worker

Metal polishing workers are employed in metal fabrication, machine or industrial equipment plants. Metal polishing follows the grinding of certain components of parts not receiving a surface treatment.

162 - Prepare for the work

817301 - Polish the parts

241 - Control the quality of the finish

105 - Maintain the work areas and equipment

8688 Mechanical Assembler

Mechanical assemblers are employed in companies that manufacture metal products such as road or other vehicles, heat pumps, frames and cabinets for electronic equipment or for use in the telecommunications sector, industrial equipment such as conveyors, sawmill equipment, small metal objects, etc.

818801 - Prepare materials for assembly

818802 - Assemble parts and precast elements

818803 - Install parts

530 - Verify the assembly

105 - Maintain the work areas and equipment

8699 Plastic/Rubber Products Assembler

Rubber/composite materials/plastic products assemblers work in rubber, composite or plastic manufacturing plants.

819901 - Consult assembly instructions

819902 - Prepare the assembly

819903 - Assemble components

530 - Verify the assembly

105 - Maintain the work areas and equipment

8701 Laborer-Plastic/Rubber Manufacturing

Labourers in this group work with all types of manufacturing processes in rubber, composite or plastic manufacturing plants.

820101 - Stock workstations for production

820102 - Assist the operator with simple tasks

512 - Perform finishing operations

546 - Package products

105 - Maintain the work areas and equipment

515 - Grind nonconforming or other recyclable parts

8724 Extruder Operator Helper

Extruder operator helpers work in rubber, plastic or composite manufacturing plants that use sheet or profile extrusion, extrusion blow molding (EBM) or blown film processes.

- 510 - Prepare materials and tools for production
- 822401 - Prepare raw materials for extrusion
- 822402 - Assist the employees in charge of setting up and shutting down the extrusion line
- 822403 - Assist the press operator in manufacturing parts on an extrusion line
- 512 - Perform finishing operations
- 513 - Verify the quality of finished or semi-finished products
- 546 - Package products
- 822404 - Help maintain the work area and extrusion line
- 515 - Grind nonconforming or other recyclable parts

8725 Press Operator Helper

Press operator helper's work in rubber, plastic or composite manufacturing plants that use injection, compression or transfer molding processes.

- 510 - Prepare materials and tools for production
- 822501 - Prepare raw materials for molding
- 822502 - Assist the employees in charge of setting up and shutting down the press
- 822503 - Assist the operator in manufacturing parts on a press
- 512 - Perform finishing operations
- 513 - Verify the quality of finished or semi-finished products
- 546 - Package products
- 822504 - Help maintain the work area and press
- 515 - Grind nonconforming or other recyclable parts

8726 Thermoforming Operator Helper

Thermoforming operator helpers work in plastic manufacturing plants that use thermoforming processes.

- 510 - Prepare materials and tools for production
- 822601 - Prepare raw materials for thermoforming
- 822602 - Assist the employees in charge of setting up and shutting down the thermoforming equipment
- 822603 - Assist the thermoformer operator in manufacturing parts on a thermoformer
- 512 - Perform finishing operations
- 513 - Verify the quality of finished or semi-finished products
- 546 - Package products
- 822604 - Help maintain the work area and thermoforming equipment
- 515 - Grind nonconforming or other recyclable parts

8772 Materials Handler in an Industrial Setting

Materials handlers work in the warehouse of a plant, manufacture or a factory producing, for example, electrical appliances, mechanical parts, rubber products, clothing or furniture. Section 256.2 of the Regulation respecting occupational health and safety stipulates that an operator of a fork lift truck must be at least 16 years old and have successfully undergone training recognized by the CSST.

- 522 - Operate a lift truck
- 827201 - Load or unload the vehicle
- 827202 - Receive raw materials, semi-finished products and finished products
- 827203 - Visually inspect the products
- 827204 - Store raw materials, semi-finished products and finished products
- 827205 - Move raw materials, semi-finished products and finished products inside the plant
- 827206 - Prepare the merchandise for shipping
- 827207 - Ship the goods produced
- 112 - Clean and tidy up the warehouse

Sector 12 - Forestry and Pulp and Paper

8758 Forester

Foresters are employed by forestry work contractors, forest management organizations, forest cooperatives, wood industry groups or band councils. Reforestation work can be carried out on public or private forest lands or agricultural lands, in prepared or unprepared ground. Foresters transplant bare root or potted conifer seedlings (white spruce, jack pine, red pine, etc.). They may also transplant deciduous seedlings (maple, yellow birch, hybrid poplar, etc.). A certificate of competency is required for drivers aged 16 or 17. The minimum age for driving a snowmobile or an all-terrain vehicle (ATV) is 16. In addition, the Competency of Operators of Pleasure Craft Regulations requires that a person hold a Pleasure Craft Operator Card. The minimum age for operating a pleasure craft with no restrictions on engine power is 16.

825801 - Participate in the reforestation work information session

825802 - Handle the seedlings

825803 - Plant the potted coniferous or deciduous trees in the ground

825804 - Plant the bare root coniferous or deciduous trees in the ground

825805 - Complete the work day

525 - *React to an emergency situation in a remote location*

553 - *Survival in a remote area*

8763 Sawmill Worker (2011 edition)

Sawmill workers work in small or medium sawmills where the equipment is used to produce hardwood or softwood lumber of various dimensions and lengths.

826301 - Assist the equipment operator in charge of breakdown, gang slitting, edging, end trimming, etc.

826302 - Sort planks, hardwood or softwood

826303 - Stack the hardwood or softwood planks for drying or delivery

826304 - Maintain the work area

Sector 13 - Communications and Documentation

8727 Rotary Offset Printing Press Assistant

Rotary offset printing press assistants work in printing facilities that produce newspapers, magazines, books, catalogues, pamphlets, brochures, calendars, agendas, etc. The printed products are created using a manual or digital rotary offset printing press with at least four printing units. A press operator does not need assistance to make-ready and operate rotary offset presses with less than four printing units or offset duplicators. Different types of paper or cardboard can be used for printing.

822701 - Assist the press operator in the make-ready operation for a manual or digital rotary offset printing press

822702 - Assist the press operator in producing a proof and conducting a print run on a manual or digital rotary offset printing press

526 - Package the printed products

822703 - Assist the press operator in maintaining the rotary offset printing press

527 - Help maintain the work area

8728 Sheet-Fed Offset Printing Press Assistant

Sheet-fed offset printing press assistants work in printing facilities that produce magazines, books, catalogues, brochures, calendars, agendas, etc. The printed products are created using a manual or digital sheet-fed offset printing press with at least four printing units. A press operator does not need assistance to make-ready and operate sheet-fed offset presses with less than four printing units or offset duplicators. Different kinds of paper or cardboard can be used for printing.

822801 - Assist the press operator in the make-ready operation for a manual or digital sheet-fed offset printing press

822802 - Assist the press operator in producing a proof and conducting a print run on a manual or digital sheet-fed offset printing press

822803 - Stack the products

526 - Package the printed products

822804 - Assist the press operator in maintaining the sheet-fed offset printing press

527 - Help maintain the work area

8729 Flexographic Printing Press Assistant

Flexographic printing press assistants work in companies that print on different materials used for packaging (corrugated boxes, flexible packaging, paper packaging and labels). Flexographic printing press assistants can also work in printing facilities that produce lottery tickets or other security printing products. Flexographic presses can be rotary or sheet-fed, manual or digital.

822901 - Assist the press operator in the make-ready operation for a rotary or sheet-fed flexographic printing press

822902 - Assist the press operator during production

526 - Package the printed products

822903 - Assist the press operator in maintaining the flexographic printing press

527 - Help maintain the work area

8730 Silk-Screen Printing Press Assistant

Silk-screen printing press assistant's work in silk-screen printing companies that produce banners, flags, signs, posters, clothing, etc. In small companies, silk-screen printing press assistants can undertake all the tasks performed by silk-screen printers; however, in large companies, the press operator is responsible for ensuring the operation of the press and the colourist is responsible for preparing the inks. Manual silk-screen printing tables, or semi- or fully automatic silk-screen printing presses may be used. Printing substrates include different kinds of paper, cardboards, plastics (styrene, Corroplast, acrylic, etc.), composite materials, glass, wood, fabrics and ceramics.

823001 - Prepare the printing substrates (cardboards, plastics, composite materials, etc.)

823002 - Prepare the screens

823003 - Feed ink into the semi- or fully automatic silk-screen printing press

823004 - Prepare the manual silk-screen printing table, or the semi- or fully automatic silk-screen press

823005 - Carry out printing tasks on a manual silk-screen printing table

526 - Package the printed products

823006 - Assist the press operator in maintaining a manual silk-screen printing table, or semi- or fully automatic silk-screen printing press

528 - Transport materials and printed products

527 - Help maintain the work area

8736 Binder of Textbooks and Used Books

Textbook and used book binders work in hand bookbinding facilities or in a facility specializing in book repair. They do not make artistic or specialty bindings.

823601 - Prepare the binding materials

823602 - Take apart the book

823603 - Sew the block

823604 - Assemble the block

823605 - Make the cover

823606 - Add the lettering to the cover

823607 - Complete the casing-in and press the book

105 - Maintain the work areas and equipment

8737 Guillotine Cutter Operator Assistant

Guillotine cutter operator helps assist the operator of a manual or programmable guillotine cutter in the finishing department of a printing or bookbinding facility.

823701 - Assist the operator in preparing the guillotine cutter

823702 - Assist the operator when using the guillotine cutter

526 - Package the printed products

823703 - Assist the operator in maintaining the guillotine cutter

105 - Maintain the work areas and equipment

528 - Transport materials and printed products

8738 Folding Machine Operator Assistant

Folding machine operator helps assist the automatic folding machine operator in the finishing department of a printing or bookbinding facility.

823801 - Assist the operator in preparing the folding machine

823802 - Assist the operator when running the folding machine

526 - Package the printed products

823803 - Assist the operator in maintaining the folding machine

105 - Maintain the work areas and equipment

528 - Transport materials and printed products

8739 Perfect Binding Machine Operator Assistant

Perfect binding machine operator helps work in the finishing department of a printing or bookbinding facility where they assist the perfect binding machine operator.

823901 - Assist the operator in preparing the perfect binding machine

823902 - Assist the operator when running the perfect binding machine

526 - Package the printed products

823903 - Assist the operator in maintaining the perfect binding machine

105 - Maintain the work areas and equipment

528 - Transport materials and printed products

8740 Saddle Stitcher Operator Assistant

Saddle stitcher operator helps work in the finishing department of a printing or bookbinding facility where they assist the automatic saddle stitcher operator.

824001 - Assist the operator in preparing the saddle stitcher

824002 - Assist the operator in running the saddle stitcher

526 - Package the printed products

824003 - Assist the operator in maintaining the saddle stitcher

105 - Maintain the work areas and equipment

528 - Transport materials and printed products

8741 Mail Preparation Machine Operator

Mail preparation machine operators use various types of equipment to prepare outgoing mail. They work for public organizations, service providers, manufacturers, mail processing companies or adapted enterprises that are specialized in mail preparation.

- 824101 - Operate a folder-inserter with multiple insert stations
- 824102 - Operate a stamp affixer
- 824103 - Operate a shrink wrapper
- 824104 - Operate an ink-jet addressing machine or one that uses continuous forms
- 824105 - Help maintain the mail preparation machines and work area

8742 Mail Preparation Clerk

Mail preparation clerks carry out various manual tasks. They work for public organizations, service or manufacturing companies, mail-processing companies or adapted enterprises that are specialized in mail preparation.

- 824201 - Manually prepare documents for mailing
- 824202 - Manually prepare packages for mailing
- 526 - Package the printed products
- 105 - Maintain the work areas and equipment
- 528 - Transport materials and printed products

8783 Printer's General Helper in Finishing/Binding

Printer's General Helpers work in small- or medium-size printing facilities offering a variety of services.

- 828301 - Assemble printed materials
- 828302 - Fold printed materials
- 828303 - Cut printed materials
- 828304 - Punch holes in printed materials
- 828305 - Bind printed materials
- 828306 - Laminate printed materials
- 526 - Package the printed products
- 528 - Transport materials and printed products
- 105 - Maintain the work areas and equipment

8784 Copy and Print Centre Clerk

Copy and print centre clerks work in private or public printing centres where black-and-white or colour photocopiers (either analog or digital) are used to reproduce documents, letters, business cards, etc.

- 823201 - Maintain an analog or digital photocopier
- 823202 - Copy documents using a black-and-white photocopier (analog or digital)
- 823203 - Copy documents using a colour photocopier (analog or digital)
- 526 - Package the printed products
- 528 - Transport materials and printed products
- 105 - Maintain the work areas and equipment

Sector 15 - Mining and Site Operations

8715 Assistant Driller (surface diamond drilling)

Assistant drillers work for diamond drilling companies that carry out surface drilling and must meet the legal requirements for working underground or on open-pit diamond drilling sites. Section 27.1 of the Regulation respecting occupational health and safety in mines stipulates that any person working underground must undergo training in occupational health and safety in accordance with Modules I, II, III, IV, V and VII of the modular course for miners published by the Commission Scolaire de l'Or-et-des-Bois. Section 27.2 stipulates that any person using manually operated underground drilling equipment must undergo training in occupational health and safety in accordance with Module VI. The minimum age to work underground is 18 years; the minimum age to work in an open-pit mine is 16 years.

- 821501 - Assist the diamond drill operator in preparing the surface drilling site
- 821502 - Assist the diamond drill operator in installing or uninstalling surface drilling equipment
- 821503 - Install a water supply system
- 821504 - Assist the diamond drill operator in carrying out surface drilling work
- 821505 - Ensure the cleanliness of surface drilling site
- 524 - Drive an ATV, snowmobile or motorboat
- 525 - React to an emergency situation in a remote location

8716 Core Sample Worker

Core sample workers work for mining companies (e.g. gold, nickel, copper) and must meet the legal requirements for working in underground or on open-pit mining sites. Section 27.1 of the Regulation respecting occupational health and safety in mines stipulates that any person working underground must undergo training in occupational health and safety in accordance with Modules I, II, III, IV, V and VII of the modular course for miners published by the Commission scolaire de l'Or-et-des-Bois and hold an attestation to that effect issued by the school board. The minimum age to work underground is 18 years; the minimum age to work in an open-pit mine is 16 years.

- 821601 - Store or archive core sample boxes
- 821602 - Cut core samples
- 821603 - Split core samples
- 821604 - Clean and tidy up premises
- 821605 - Archive bags of residue from samples
- 821606 - Transport boxes containing core samples inside or outside the company premises
- 522 - Operate a lift truck

8743 Camp Assistant

Camp assistants work at temporary camp sites for mining prospectors or researchers or in a permanent camp for mining companies planning for operations. Such camps may be on public or private land, or on the James Bay and northern Québec agreement territories. In camps of under 10 people, camp assistants take part in organizing meals. The minimum age to drive a snowmobile or an all-terrain vehicle (ATV) is 16 years. A certificate of aptitude is required for drivers aged 16 or 17 years. In both instances, the individual must hold an attestation to that effect issued by the school board. A person has to be at least 16 years old to operate a pleasure craft. In addition, the Competency of Operators of Pleasure Craft Regulations requires operators of pleasure crafts to hold a Pleasure Craft Operator Card.

- 824301 - Prepare the equipment required to set up a temporary summer or winter camp
- 824302 - Ensure that the camp is supplied with perishable products
- 824303 - Help load and unload a vehicle in a remote location
- 824304 - Help put up and take down tents
- 824305 - Help install a water supply system
- 824306 - Help install a heating system running on propane, fuel oil or wood
- 824307 - Carry out maintenance work and minor repairs on vehicles or motorboats at remote locations
- 824308 - Keep the camp site clean
- 524 - Drive an ATV, snowmobile or motorboat
- 525 - React to an emergency situation in a remote location
- 824309 - Know how to survive in a remote location

Sector 17 – Transportation

8671 Warehouse Clerk

Warehouse clerks are employed in distribution centres.

- 817101 - Organize tasks
- 817102 - Put the order together
- 817103 - Package the order
- 112 - Clean and tidy up the warehouse

8676 Deliverer Helper

Deliverer helpers are employed mainly in the wholesale sector and, on occasion, in the retail sector.

- 96 - Help load the delivery vehicle
- 95 - Instruct the driver on the route to be taken
- 817601 - Help deliver the merchandise
- 133 - Clean the vehicle
- 112 - Clean and tidy up the warehouse

8677 Furniture Deliverer Helper

Furniture deliverer helper's work for retail companies specialized in the sale of furniture, appliances, electronic equipment or furnishings or as subcontractors for a transport company.

- 96 - Help load the delivery vehicle
- 95 - Instruct the driver on the route to be taken
- 817701 - Help deliver the merchandise
- 817702 - Help install the furniture, appliances, etc.
- 133 - Clean the vehicle
- 112 - Clean and tidy up the warehouse

8679 Delivery Driver

Delivery drivers work alone and are employed by restaurants, grocery stores, pharmacies, etc. They may also be employed by a courier service, dry cleaning service, etc. A valid class 5 driver's license is required.

- 531 - Inspect the vehicle at the start of every shift
- 817901 - Prepare for the pick-up or delivery of merchandise
- 817902 - Deliver or pick up merchandise
- 10 - Receive payment from customers

8689 Mover Helper

Mover helpers are employed in moving or storage companies in the residential sector.

- 95 - Instruct the driver on the route to be taken
- 818901 - Help prepare for the work
- 818902 - Prepare dishes, small kitchen appliances, kitchen utensils, etc.
- 818903 - Prepare paintings, curtains, carpets, etc.
- 818904 - Prepare furniture, appliances and electronic or computer equipment
- 818905 - Prepare clothing, household linens, etc.
- 818906 - Load the moving vehicle
- 818907 - Unload the moving vehicle at the customer's home or a warehouse
- 133 - Clean the vehicle
- 112 - Clean and tidy up the warehouse

8712 Parking Lot Attendant

Parking lot attendants work for businesses that operate a public or private parking lot. The parking lot can be interior or exterior. A valid class 5 driver's license is required.

- 821201 - Control incoming vehicles
- 821202 - Direct vehicle traffic within an exterior or interior parking lot
- 821203 - Inspect the premises
- 414 - Intervene in the event of a minor incident or problem
- 821204 - Act as parking valet
- 821205 - Control outgoing vehicles
- 821206 - Take care of monthly leasing agreements for parking spots
- 10 - Receive payment from customers
- 821207 - Clean and tidy up the parking booth

8720 Parking Lot Patroller

Parking lot patrollers work for companies that operate public or private parking lots, both exterior and interior. At entry-level, they are not responsible for collecting money from the parking ticket machines or making bank deposits. A valid class 5 driver's license is required.

- 822001 - Begin and end patrol
- 531 - Inspect the vehicle at the start of every shift
- 822002 - Patrol a parking lot
- 822003 - Have illegally parked vehicles towed
- 822004 - Deal with parking lot customers
- 822005 - Perform maintenance on access apparatus or parking ticket machines
- 414 - Intervene in the event of a minor incident or problem

8721 Parking Lot Maintenance Worker

Parking lot maintenance workers work for companies that operate public or private parking lots, both exterior and interior.

- 822101 - Clean parking areas with an industrial sweeper
- 822102 - Clean public areas (entrances, hallways, elevators, staircases, etc.)
- 502 - Clean washrooms
- 822103 - Do minor building maintenance
- 128 - Clear snow from sidewalks, walkways, balconies, etc.
- 414 - Intervene in the event of a minor incident or problem

8757 Crossing Guard

Crossing guards are employed by municipalities, municipal police departments or band councils. Crossing guards must consent to a background check to ensure that nothing impedes them from working with children. They are usually at least 18 years of age.

- 825701 - Ensure the safety of schoolchildren at a school crossing or at an intersection without traffic lights
- 825702 - Ensure the safety of schoolchildren at a school crossing or at an intersection with traffic lights
- 825703 - Communicate with schoolchildren
- 825704 - Monitor comings and goings around the school
- 529 - React in an emergency situation
- 825705 - Carry out other tasks related to the safety of schoolchildren

Sector 18 - Fashion, Leather and Textiles

8744 Laundry Room Operator

Laundry room operators work in the laundry unit of a hotel, hospital, or home-care center, or for an industrial Laundromat catering to hospitals, hotel chains, restaurants, daycares, etc.

542 - Help take in laundry at the receiving area

824401 - Operate an industrial washing machine

824402 - Load a tunnel washer

824403 - Operate an industrial dryer

543 - Help maintain the laundry facilities

8746 Laundry Room Attendant

Laundry room attendants work in the laundry unit of a hotel, hospital, or home-care centre, or for an industrial Laundromat catering to hospitals, hotel chains, restaurants, daycares, etc.

542 - Help take in laundry at the receiving area

824601 - Sort the laundry

824602 - Help laundry room operators perform simple tasks

824603 - Manually organize small or large laundry items

824604 - Mechanically organize small or large laundry items

824605 - Prepare the delivery carts

543 - Help maintain the laundry facilities

8777 Sewing Machine Operator (commercial production)

Sewing machine operators are employed by companies that manufacture clothing, shoes or boots, household articles, etc. Such a company may be a commercial operation or it may be an adapted enterprise with membership in the Conseil québécois des entreprises adaptées (CQEA).

827701 - Interpret instructions

827702 - Prepare the workstation

827703 - Assemble pieces or sections of fabric or leather

827704 - Overcast stitch on curved edges

827705 - Topstitch assembled pieces

827706 - Carry out various finishing operations

827707 - Carry out preventive maintenance of the sewing machine

827708 - Maintain the workstation

8781 Dry Cleaning Machine Operator

Dry Cleaning Machine Operators work in small or industrial dry cleaning establishments.

610 - Receive items to be dry cleaned

828101 - Examine the items

828102 - Unzip and unbutton items before or after cleaning

828103 - Operate a dry cleaning machine

611 - Conduct quality control on the cleaned items

612 - Help assemble orders

613 - Package the items

614 - Maintain his/her work station

8782 Dry Cleaning Press Operator

Dry Cleaning Press Operators work in small or industrial dry cleaning establishments.

610 - Receive items to be dry cleaned

828201 - Operate a former

828202 - Operate a shirt former

828203 - Operate a universal press machine

828204 - Iron the items

611 - Conduct quality control on the cleaned items

612 - Help assemble orders

613 - Package the items

614 - Maintain his/her work station

Working Document

Sector 19 - Health Services

8722 Food Services Worker

Food service workers work in residential facilities, long- or short-term care facilities, seniors residences or retirement homes, etc.

822201 - Open and close the kitchen

822202 - Prepare the workstation for setting up trays

822203 - Set up trays

822204 - Prepare service and bus carts

822205 - Deliver the tray racks and carts to the various floors, and retrieve them

822206 - Provide hot buffet-style service

822207 - Provide table service for residents

529 - React in an emergency situation

822208 - Clean and tidy up the dining room, kitchenette or kitchen

42 - Receive food and nonfood products

Working Document

Sector 20 - Social, Educational and Legal Services

8713 Day Care Worker

Day care workers work in childcare or day care facilities. Section 4 of the Educational Childcare Regulation stipulates that "No person working in a childcare centre or day care centre facility while childcare is being provided, including a trainee or a volunteer who is present on a regular basis at the facility, may have an impediment related to the abilities and conduct required to hold a position in a childcare centre or day care centre . . ." Day care workers must therefore consent to a record check to verify the absence of such an impediment. All persons under 18 years of age must be accompanied by an adult when in the presence of children attending a day care service.

821301 - Clean lobby, hallways, recreation rooms, dining rooms and sleeping areas

502 - Clean washrooms

520 - Clean and disinfect toys

521 - Help maintain the outdoor play area

821302 - Assist the cook with various tasks

503 - Perform tasks prescribed by the waste management program

821303 - Wash bedding, towels, cloths, etc.

8714 Assistant Childcare Educator

Assistant childcare educators work in childcare or day care facilities, but not in a school day care facility. Section 4 of the Educational Childcare Regulation stipulates that "No person working in a childcare centre or day care centre facility while childcare is being provided, including a trainee or a volunteer who is present on a regular basis at the facility, may have an impediment related to the abilities and conduct required to hold a position in a childcare centre or day care centre . . ." Day care workers must therefore consent to a record check to verify the absence of such an impediment. All persons under 18 years of age must be accompanied by an adult when in the presence of children attending a day care service.

821401 - Assist the childcare educator when babies, toddlers and preschoolers arrive and depart

821402 - Assist the childcare educator in providing basic care for toddlers and preschoolers

821403 - Assist the childcare educator in providing basic care for babies

821404 - Assist the childcare educator in preparing indoor and outdoor games and activities

821405 - Accompany the childcare educator during walks to the park or other outings: visits to museums, zoos, aquariums, sugar shacks, orchards, etc.

821406 - Help to organize and set up the premises

520 - Clean and disinfect toys

521 - Help maintain the outdoor play area

8770 Recreation Assistant

Recreation assistants work in unionized or nonunionized public or private long-term care residential centers, private for-profit residences, family residences or day centers. They may also work for companies offering recreation services.

Recreation Assistants work with autonomous, semi-autonomous or non-autonomous seniors, handicapped people or adults with mental health problems, under the supervision of a recreation technician or the person in charge of the residence. 815301 - Guide and assist customers in recreational activities. Under the Act to amend various legislative provisions concerning health and social services in order, in particular, to tighten up the certification process for private seniors' residences, recreation assistants must consent to having their judicial records verified.

827001 - Set up the room or outdoor activity area

827002 - Welcome the residents

827003 - Assist the residents during the social, cultural, sports or recreational activity

827004 - Accompany a group of residents on an outing—cultural, recreational, sports, etc

827005 - Take care of external resource people

827006 - Clean up the room

529 - React in an emergency situation

Sector 21 - Beauty Care

8666 Hair Salon Assistant

Hair salon assistants work in a hair salon.

816601 - Keep an appointment book

816602 - Greet clients (with or without an appointment)

816603 - Shampoo hair

816604 - Display hair products and other types of products

816605 - Clean and tidy up the premises

Working Document

WOTP Semiskilled Trades

Source: Directory of Semiskilled Trades

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

Sector 01 - Administration, Commerce and Computer Technology

1. 8603 Film Developer
2. 8691 Video Store Clerk
3. 8692 Door Greeter
4. 8717 Tool and Equipment Rental Clerk
5. 8723 Coat Check Attendant
6. 8748 Dry Cleaner Counter Attendant
7. 8771 Stock Handler

Sector 02 - Agriculture and Fisheries

1. 8634 Garden Centre Worker
2. 8637 Landscape Labourer
3. 8638 Florist's Helper
4. 8639 Livestock Worker
5. 8641 Stable Hand
6. 8642 Attendant-Pet Care
7. 8650 Poultry Farm Labourer
8. 8674 Wild Animal Attendant
9. 8678 Grooming Assistant
10. 8680 Fish Processing Worker
11. 8681 Shellfish Processing Worker
12. 8682 Mollusk Processing Worker
13. 8705 Seafood Lander
14. 8768 Maple syrup production Labourer
15. 8769 Indoor Plant Tender
16. 8778 Production Horticulture Labourer
17. 8779 Gatherer of Non-Timber Forest Products

Sector 03 - Food Services and Tourism

1. 8609 Deli or Cheese Counter Clerk
2. 8610 Fish Clerk
3. 8611 Grocery Store or Supermarket Clerk
4. 8612 Cook's Helper
5. 8613 Butcher's Helper
6. 8614 Baker's Helper
7. 8615 Fruit and Vegetable Clerk
8. 8616 Convenience Store Clerk
9. 8617 Food Service Helper
10. 8618 Food and Beverage Server in a Chain Restaurant
11. 8619 Fast-Food Counter Attendant
12. 8620 Food-Processing Worker
13. 8621 Cheese Maker's Helper
14. 8622 Industrial Butcher's Helper
15. 8625 Sports Equipment Rental Attendant

16. 8668 Packer
17. 8683 Stock Handler in a Distribution Centre
18. 8684 Dishwasher
19. 8703 Winter Sports Equipment Repairer
20. 8706 Food Processing Handler
21. 8707 Hotel Cleaner
22. 8718 Bicycle Repair Attendant
23. 8745 Wicket Clerk
24. 8760 Hotel Bellhop
25. 8761 Restaurant Host/Hostess
26. 8762 Hotel Porter
27. 8766 Public Area Maintenance Attendant
28. 8767 Ski Lift Attendant

Sector 04 – Arts

1. 8764 Usher
2. 8765 Assistant Ceramist-Molder

Sector 05 - Woodworking and Furniture Making

1. 8749 Solid Wood Preparation Worker
2. 8750 Wood Panel Cutters
3. 8751 Furniture or Cabinet Assembler
4. 8752 Sewing Machine Operator - Furniture Coverings
5. 8753 Furniture Pre-upholsterer
6. 8754 PVC Window Assembler
7. 8755 Sander
8. 8756 Wood Door and Window Assembler

Sector 07 - Buildings and Public Works

1. 8708 Public Building Cleaner
2. 8719 Janitor's Helper
3. 8773 House Cleaner
4. 8774 Residential Cleaner
5. 8775 Municipal Road Labourer
6. 8776 Water and Sewer Labourer
7. 8780 Outdoor Skating Rink Maintenance Worker


Sector 08 - Land Use Planning and the Environment

1. 8667 Ecocentre Worker
2. 8710 Sorting Equipment Operator
3. 8711 Clothing Sorter/Labeler
4. 8747 Reception Centre Clerk
5. 8759 Fur Trapper

Sector 09 - Electro Technology

1. 8685 Electronic Component Assembler
2. 8695 Electric or Electronic Equipment Assembler
3. 8709 Electronic Equipment Recycling Clerk

Sector 10 - Motorized Equipment Maintenance

1. 8645 Vehicle Cleaner
2. 8646 Service Station Attendant
3. 8655 Helper-Automotive Glass Repair and Installation 
4. 8734 Auto Recycling Facility Worker
5. 8735 Tire Installer

Sector 11 - Mechanical Manufacturing

1. 8669 Metal Fabrication Laborer
2. 8672 Metal Grinding Worker
3. 8673 Metal Polishing Worker
4. 8688 Mechanical Assembler
5. 8699 Plastic/Rubber Products Assembler
6. 8701 Laborer-Plastic/Rubber Manufacturing
7. 8724 Extruder Operator Helper
8. 8725 Press Operator Helper
9. 8726 Thermoforming Operator Helper
10. 8772 Materials Handler in an Industrial Setting

Sector 12 - Forestry and Pulp and Paper

1. 8758 Forester
2. 8763 Sawmill Worker (2011 edition)

Sector 13 - Communications and Documentation

1. 8727 Rotary Offset Printing Press Assistant
2. 8728 Sheet-Fed Offset Printing Press Assistant
3. 8729 Flexographic Printing Press Assistant
4. 8730 Silk-Screen Printing Press Assistant
5. 8736 Binder of Textbooks and Used Books
6. 8737 Guillotine Cutter Operator Assistant
7. 8738 Folding Machine Operator Assistant
8. 8739 Perfect Binding Machine Operator Assistant
9. 8740 Saddle Stitcher Operator Assistant
10. 8741 Mail Preparation Machine Operator
11. 8742 Mail Preparation Clerk
12. 8783 Printer's General Helper in Finishing/Binding
13. 8784 Copy and Print Centre Clerk

Sector 15 - Mining and Site Operations

1. 8715 Assistant Driller (surface diamond drilling)
2. 8716 Core Sample Worker
3. 8743 Camp Assistant

Sector 17 – Transportation

1. 8671 Warehouse Clerk
2. 8676 Deliverer Helper
3. 8677 Furniture Deliverer Helper
4. 8679 Delivery Driver
5. 8689 Mover Helper
6. 8712 Parking Lot Attendant
7. 8720 Parking Lot Patroller
8. 8721 Parking Lot Maintenance Worker
9. 8757 Crossing Guard

Sector 18 - Fashion, Leather and Textiles

1. 8744 Laundry Room Operator
2. 8746 Laundry Room Attendant
3. 8777 Sewing Machine Operator (commercial production)
4. 8781 Dry Cleaning Machine Operator
5. 8782 Dry Cleaning Press Operator

Sector 19 - Health Services

1. 8722 Food Services Worker

Sector 20 - Social, Educational and Legal Services

2. 8713 Day Care Worker
3. 8714 Assistant Childcare Educator
4. 8770 Recreation Assistant

Sector 21 - Beauty Care

1. 8666 Hair Salon Assistant

TOTAL: 129 (2014-2015)

The Classroom Workshop

Introduction to the World of Work is meant to be taught using the classroom as a workshop. One of the reasons we wanted to create teaching resources for IWW was because many schools find this model challenging on a weekly basis.

The ideal workshop scenario may involve a complete, mock work environment with all tools, materials and space available and include a knowledgeable teacher able to lead and assess students in a specific trade. This is possible but not probable for many trades. Equipment, space and teacher knowledge regarding different trades and work tasks will vary also.

Because of this, we hoped to provide some ideas about how different activities could address and support work skills not necessarily associated with one or two trades, but with most work environments. We provided a few alternatives that could address some of more **common specific competencies** that students will encounter in their work placements.

Examples of these specific competencies are:

- Clean and tidy up the work area*
- Maintain the equipment and work areas*
- Prepare the workstation*
- Handle and receive food and non-food products*
- Receive payment from customers*
- Serve customers*

We also examined the most common Performance Criteria and grouped them into three broad areas :

Health and Safety

Customer Service

Following Procedures

Using these as a guide, we created a workshop template and some suggestions for workshops.

We determined that the workshops mentioned in the IWW curriculum could be workshops that target the competencies that will help **all students** be successful at their work placements. This means that the workshops **need not be** trade specific, such as Vehicle Cleaner or Day Care Worker. The skills targeted could be those specific competencies that they may need in **many jobs** in the working world and more specifically, from the Directory.

We felt that our students would be better prepared if we were able to create workshop environments that developed common specific competencies. In order to determine the most common specific competencies found in all the trades in the Directory, we examined the Directory and created a list (page 174-180)

This list could be used as a guide when evaluating a workshop or series of activities. We did a similar examination of the Performance Criteria for each Specific Competency. This most common list was generated from a sample of common trades (jobs) students choose for work placements (page 181-182)

We then included the most common Performance Criteria and Specific Competencies on a Workshop Template so that there is always a reference to these during a workshop activity. These may be the most common areas that students are evaluated on in Year 2 and 3 during their work placements. (page 168)

This section includes:

- 1) A workshop scenario template (page 168)
- 2) An example using the template (page 169-170)
- 3) A workshop rubric to evaluate Attitudes and Behaviours (page 171)
- 4) Some examples of workshop activities (page 172-173)
- 5) The most common Specific competencies (overview) (page 174-180)
- 6) The Performance Criteria (overview) (page 181-182)
- 7) Repeated Competencies in the Directory (all trades) (page 183-198)

Key paragraphs and sentences from the IWW Curriculum :

Introduction:

Introduction to the World of Work program enables students to become familiar with the characteristics and obligations of the working world and to begin developing the competencies they will need as workers, all within the school setting.

By performing simulated work related tasks in a variety of areas, the students learn to understand themselves better, become committed to various work situations, understand what is required of them, and adopt the social behaviours needed to successfully enter the work force.

For any employee, the challenge of the workplace is often expressed in terms of knowledge, skills, attitudes and expected behaviours. All employees must have a good understanding of the tasks to be carried out, possess adequate work methods, be efficient, participate actively in a team and be able to adapt to change.

Pedagogical Context:

In order to help students develop competencies they will need in the job market, classrooms should be set up as workshops to reproduce some of the characteristics and requirements of the workplace.

In these classroom workshops, students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades in a learning context that simulates two or three sectors. The content of the workshops must be determined by taking into account opportunities for applying competencies during practicums, in order to facilitate the transfer of learning.

The teacher must treat the students as workers-in-training and act as a guide and role model.

He or she must put in place conditions that will help students acquire effective work habits, adopt attitudes and behaviours that conform to job requirements and develop their ability to adapt to the workplace.

Workshop Scenario*Title***Teacher Introduction: (Overview / Purpose)***This is where you give a brief description of the workshop; its aims and what will be learned.***Materials***This is where you provide all materials and tools necessary.***Performance Criteria****Specific Competencies***This is where you highlight which of the specific competencies and performance criteria will be observed / evaluated from a list of the most common (as per the directory).**Health and Safety*

- Observance of rules of hygiene and sanitation/occupational health and safety rules, Order and cleanliness.

Following Procedures

- Compliance with work instructions, Proper application of work techniques and Proper use of equipment

Customer Service

- Courteous service, Concern for customer satisfaction, Relevant, accurate and clear information provided, Attentive listening

*Clean and tidy up the work area**Maintain the equipment and work areas**Prepare the workstation**Handle and receive food and non-food products**Receive payment from customers**Serve customers***Procedure***This is where you list all stages in your project.**Pre-production**Production**Post-Production / selling / customer satisfaction***Reflection***This is where you list a selection of open-ended questions that get students thinking about their workshop scenario. These may be answered in discussion or in writing.***Notes for future workshop scenarios***This is where you note down any improvements you would make in the future on this scenario or general direction for future scenarios.*

Workshop Scenario

Bake Sale

Teacher Introduction: (Overview / Purpose)

This workshop is designed to allow students to experience various aspects of the food industry. Tasks may include: preparation, packaging, distribution, and sales. Students will plan the selection of item(s) to be sold. They could perform customer research surveys, make the items and sell them. Things to consider in this series of activities: customers could pre-order specific items, students could brainstorm ideas about types of things to sell and discuss and determine the specific types of clients for this product. Note that selling items in school needs to be passed through the Governing Board and the Principal so there are no conflicts regarding sales and fundraisers, and food preparation rules.

This workshop scenario provides an opportunity to address many different specific tasks and performance criteria.

Materials

- Ingredients (TBD by recipes chosen)
- Stove/Oven
- Kitchen equipment (TBD by recipes chosen)
- Selection of recipes (chosen for ease of preparation, quality and nutritional value)
- Soap, cloths, cleaning supplies
- Hats, hairnets, gloves, aprons
- Cashbox, calculator
- Packaging materials/trays
- Napkins

Performance Criteria

Specific Competencies

Health and Safety

- Observance of rules of hygiene and sanitation/occupational health and safety rules, Order and cleanliness.

Following Procedures

- Compliance with work instructions, Proper application of work techniques and Proper use of equipment

Customer Service

- Courteous service, Concern for customer satisfaction, Relevant, accurate and clear information provided, Attentive listening

- Clean and tidy up the work area

- Maintain the equipment and work areas

- Prepare the workstation

- Handle and receive food and non-food products

- Receive payment from customers

- Serve customers

Procedure

Pre-production:

What are you going to bake? School survey (informal or formal), dietary restrictions (no nut policy/specific school food policies), cost of ingredients, recipe simplicity

Determine pricing: look into profit margin to determine ingredients and choice of item

When and where are you selling? Who are you selling to? Lunchtime, sports events, parent teacher nights,

Filling pre-orders-Lunchroom,classroom,staffroom,outdoors-Students.parents,teachers,general public

What are you raising funds for? Class, project, school , charity,

What ingredients and equipment is needed?

Inventory of ingredients and equipment and work space.

How are you going to market/advertise? Newsletter, posters, announcements, community bulletin, Order forms for pre-order

Production:

Teach mini lessons about cleanliness (ensure you start with clean work environment and equipment, tie hair back, hairnets/hat, gloves), maintain work area (neat working environment, clean as you go), handling products (hygiene, washing hands, proper storage), safe operation of kitchen equipment (holding/passing knives, hot tray out of the oven etc.)

Review recipes

Assign the tasks (crack eggs, measuring, mixing, cleaning etc.)

Bake the goods

Portion and package the baked goods

Teacher acts as employer overseeing the operation

Post-Production / selling / customer satisfaction:

-Teach mini lessons on receiving payment (making change, have a float), serving customers (courteous, friendly, polite, helpful, know your product, one person taking money and other person handles food)

Choose location that has high traffic

Determine prices for items (consider profit margin).

Process the order forms (fulfilling pre orders, delivery to customers)

Reflection

1. What was the most important task while working in the kitchen? Why?
2. What was the most challenging part of this process? Why?
3. What was our total profit (or loss) for this venture?
4. If you could change one thing in the process what would it be?
5. What Went Well (WWW)? Even better If (EBI)?
6. How successful was this venture? Why do you feel this way?
7. Would you do this again?
8. What lessons would you pass onto a student doing this task for the first time?

Notes for future workshop scenarios

This is where you note down any improvements you would make in the future on this scenario or general direction for future scenarios.

Workshop Scenario Evaluation

Student Name:	Evaluation Date:
Scenario:	

Attitudes and Behaviours	A	B	C	D
	Meets requirements very well	Meets requirements	Partially meets requirements	Does not meet requirements
<i>Relations with supervisors and co-workers</i>	<i>Always shows respect and courtesy and establishes excellent working relationships</i>	<i>Relates well to supervisor and is friendly with some workers</i>	<i>Has difficulty with authority and has some difficulty with working relationships</i>	<i>Is disrespectful and tends to stay alone at breaks and does not relate to workers</i>
<i>Relations with customers</i>	<i>Deals with customers with ease</i>	<i>Accommodates customer needs,</i>	<i>Has some difficulty dealing with customers</i>	<i>Has difficulty relating with customers</i>
<i>Following Directions</i>	<i>Listens carefully and follows directions accurately</i>	<i>Follows directions but sometimes needs corrections</i>	<i>Has some difficulty understanding and following directions</i>	<i>Instructions must be repeated frequently</i>
<i>Productivity</i>	<i>Very energetic, exceptional amount of work done</i>	<i>Completes work within expected time limits</i>	<i>Often seems tired and completes minimal work expected</i>	<i>Completes little work</i>
<i>Initiative and Motivation</i>	<i>Shows initiative regularly, very motivated and finds work to do</i>	<i>Shows initiative sometimes and motivated to follow the expectations of the job</i>	<i>Has not shown initiative yet and needs encouragement to stay motivated</i>	<i>Shows no interest in taking initiative and does not seem motivated</i>
<i>Communication</i>	<i>Communicates fluently in the workplace</i>	<i>Communicates adequately in the workplace</i>	<i>Sometimes has difficulty with communication in the workplace</i>	<i>Has difficulty with communication in the workplace</i>

Workshop Ideas

Food for school:

This could be a snack/lunch program where students plan and prepare food for some or all of the student body. This could be a daily/bi-weekly/monthly event. Students could create a survey to gauge interest of the school, advertise, budgeting (unit price), duty roster, clean-up, etc.

Examples : snack program, lunch program, or one off event (spaghetti dinner/ breakfast), smoothie bar, barbeque for special event at school or sporting events through the year, catering of food for people visiting the school.

Make and Sell:

Students plan an item that can be made and sold. They are involved in costing out the materials, determining how it will be made and where, who the target audience will be, etc.

This could be birdhouses or bat houses and could be linked to local Conservation efforts for specific species. Could be woodworking projects such as: composters, Adirondack chairs, dog houses, arbours, potting tables, treasure chests, flower boxes, etc.

Other craft item examples : pottery, sewing projects(pencil cases, grocery bags), homemade cosmetics (lotion, soap, lip balm), candles, dog treats, etc.

Community project:

Get involved in something benefitting the community. Identify a need in the community and students create a project that addresses this need. It could be assisting seniors in daily activities or creating a community garden. Cleaning up and rejuvenating a specific area in the community like a park or vacant space. Raise money for a local project or cause by creating a fund raising activity.

Car wash:

This could be done as a part of staff appreciation, fundraiser, or for community service. Students tasks could be: advertising, creating equipment and supplies list, budgeting, as well as running the event.

Greenhouse:

Build a small greenhouse on school property, to start seedlings from seed.

This could also be done inside the school or classroom with fluorescent lights on a shelf within the classroom, Bucket planters, or planters on window sills.

Ideas to plant and sell: Tomatoes , beets, carrots, lettuce, onions, radishes, herbs, flowers(Geraniums, Marigolds or Nasturtiums).

Potentially sell for profit, or charity or maybe donate to community or retirement home.

Composter or recycling program within school:

Build or purchase composters or recycling bins/boxes and students teach others about importance and need of compost and recycling. Student tasks could include promotion, assessment of need and logistics of composters and/or recycling with surveys and research methods (observation and data collection of garbage).

Laminating or photocopying service:

Providing a service for in the school or outside in the community.

Skills: Advertising, costing, filling orders, organization, customer service, etc.

Community clean-up:

Could be a one off or regular planned clean ups in community.

Could be led by WOTP students but involve other students (whole school or specific grades/classes).

Most Common Specific Competencies The Directory of Semiskilled Trades

62 Total	Cleaning	Specific Comp.#
8717 Tool and Equipment Rental Clerk	Clean and tidy up the work areas	134
8735 Tire Installer	Clean and tidy up the work areas	134
8625 Sports Equipment Rental Attendant	Clean and tidy up the work areas	812503
8703 Winter Sports Equipment Repairer	Clean and tidy up the work areas of a sports equipment repair workshop	505
8718 Bicycle Repair Attendant	Clean and tidy up the work areas of a sports equipment repair workshop	505
8646 Service Station Attendant	Clean and tidy up the work areas of a service station	814606
8747 Reception Centre Clerk	Keep the reception centre and the surrounding area clean	824707
8745 Wicket Clerk	Keep the workstation clean and orderly	113
8711 Clothing Sorter/Labeler		113
8645 Vehicle Cleaner	Clean and tidy up the premises	814506
8655 Helper-Automotive Glass Repair and Installation	Clean and tidy up the premises	815506
8716 Core Sample Worker	Clean and tidy up premises	821604
8666 Hair Salon Assistant	Clean and tidy up the premises	816605
8771 Stock Handler	Keep the premises orderly and cleans	827107
8723 Coat Check Attendant	Keep coatroom clean and orderly	822307
8769 Indoor Plant Tender (replaces 8633 Indoor Plant Tender)	Keep the premises clean and maintain the equipment	826905
8634 Garden Centre Worker	Clean the work areas and put away products in a garden centre	813402
8680 Fish Processing Worker	Clean and tidy up the work area	103
8681 Shellfish Processing Worker	Clean and tidy up the work area	103
8682 Mollusk Processing Worker	Clean and tidy up the work area	103
8620 Food-Processing Worker		103
8621 Cheese Maker's Helper		103
8622 Industrial Butcher's Helper		103
8623 Food-Processing Equipment Operator		103
8743 Camp Assistant	Keep the camp site clean	824308
8712 Parking Lot Attendant	Clean and tidy up the parking booth	517
8722 Food Services Worker	Clean and tidy up the dining room, kitchenette or kitchen	822208
8770 Recreation Assistant (replaces Recreational Centre Attendant)	Clean up the room	827006
8603 Film Developer	Keep the work and sales areas in a store clean and orderly	101
8638 Florist's Helper		101
8748 Dry Cleaner Counter Attendant		101
8691 Video Store Clerk		101

Most Common Specific Competencies The Directory of Semiskilled Trades

8609 Deli or Cheese Counter Clerk	Clean and tidy up counters and work areas where food is prepared or sold	102
8610 Fish Clerk		102
8611 Grocery Store or Supermarket Clerk		102
8612 Cook's Helper		102
8613 Butcher's Helper		102
8614 Baker's Helper		102
8615 Fruit and Vegetable Clerk		102
8616 Convenience Store Clerk		102
8619 Fast-Food Counter Attendant		102
8617 Food Service Helper	Clean and tidy up the dining room or bar	401
8618 Food and Beverage Server in a Chain Restaurant		401
8761 Restaurant Host/Hostess	Clean and tidy up the dining room or bar	401
8617 Food Service Helper	Clean and tidy up public areas	402
8618 Food and Beverage Server in a Chain Restaurant		402
8619 Fast-Food Counter Attendant		402
8668 Packer	Clean public areas in a grocery store	816804
8683 Stock Handler in a Distribution Centre	Clean and tidy up the warehouse	112
8706 Food Processing Handler		112
8772 Materials Handler in an Industrial Setting (replaces Industrial Handler)		112
8671 Warehouse Clerk		112
8676 Deliverer Helper		112
8677 Furniture Deliverer Helper		112
8689 Mover Helper		112
8676 Deliverer Helper	Clean the vehicle	133
8677 Furniture Deliverer Helper		133
8689 Mover Helper		133
8713 Day Care Worker	Clean lobby, hallways, recreation rooms, dining rooms and sleeping areas	821301
8713 Day Care Worker	Clean washrooms	502
8713 Day Care Worker	Clean and disinfect toys	520
8714 Assistant Childcare Educator	Clean and disinfect toys	520

Most Common Specific Competencies The Directory of Semiskilled Trades

34 Total 19-#105	Maintain the work areas	
8635 Greenhouse Vegetable Production Labourer	Maintain the equipment and work areas	813505
8733 Printer's General Helper	Maintain the equipment and work areas	823305
8637 Landscape Labourer	Maintain the work areas and equipment	813704
8742 Mail Preparation Clerk	Maintain the work areas and equipment	105
8740 Saddle Stitcher Operator Assistant		105
8739 Perfect Binding Machine Operator Assistant		105
8738 Folding Machine Operator Assistant		105
8737 Guillotine Cutter Operator Assistant		105
8736 Binder of Textbooks and Used Books		105
8732 Copy and Print Centre Clerk		105
8731 Copy and Print Centre Binder		105
8701 Laborer-Plastic/Rubber Manufacturing		105
8699 Plastic/Rubber Products Assembler		105
8688 Mechanical Assembler		105
8673 Metal Polishing Worker		105
8672 Metal Grinding Worker		105
8669 Metal Fabrication Laborer		105
8756 Wood Door and Window Assembler		105
8755 Sander		105
8754 PVC Window Assembler		105
8753 Furniture Pre-upholsterer		105
8751 Furniture or Cabinet Assembler	Maintain the work areas and equipment	105
8750 Wood Panel Cutters	Maintain the work areas and equipment	548
8749 Solid Wood Preparation Worker	Maintain the work areas and equipment	548
8752 Sewing Machine Operator - Furniture Coverings	Maintain the work areas and equipment	825205
8684 Dishwasher	Maintain the work area	818404
8763 Sawmill Worker (2011 version)	Maintain the work area	826304
8724 Extruder Operator Helper	Help maintain the work area and extrusion line	822404
8725 Press Operator Helper	Help maintain the work area and press	822504
8726 Thermoforming Operator Helper	Help maintain the work area and thermoforming equipment	822604
8730 Silk-Screen Printing Press Assistant	Help maintain the work area	527
8729 Flexographic Printing Press Assistant	Help maintain the work area	527
8728 Sheet-Fed Offset Printing Press Assistant	Help maintain the work area	527
8727 Rotary Offset Printing Press Assistant	Help maintain the work area	527

Most Common Specific Competencies The Directory of Semiskilled Trades

11 Total	Prepare for work	
8651 Sewing Machine Operator (Commercial Production)	Prepare the workstation	163
8777 Sewing Machine Operator (commercial production)	Prepare the workstation	827702
8722 Food Services Worker	Prepare the workstation for setting up trays	82202
8638 Florist's Helper	Receive and display merchandise at the florist's	813804
8680 Fish Processing Worker	Prepare for the work	32
8681 Shellfish Processing Worker	Prepare for the work	32
8682 Mollusk Processing Worker	Prepare for the work	32
8672 Metal Grinding Worker	Prepare for the work	162
8673 Metal Polishing Worker	Prepare for the work	162
8685 Electronic Component Assembler	Prepare for the work	818502
8695 Electric or Electronic Equipment Assembler	Prepare for the work	818502
9 Handle 9-#54 24 Receive 10-#42 5 Display 5-#81	Handle, Receive and Display Products	
8717 Tool and Equipment Rental Clerk	Handle Products	54
8639 Livestock Worker		54
8642 Attendant-Pet Care		54
8650 Poultry Farm Labourer		54
8678 Grooming Assistant		54
8709 Electronic Equipment Recycling Clerk		54
8645 Vehicle Cleaner		54
8646 Service Station Attendant		54
8735 Tire Installer	Handle Products	54
8609 Deli or Cheese Counter Clerk	Receive food and non-food products	42
8610 Fish Clerk		42
8611 Grocery Store or Supermarket Clerk		42
8612 Cook's Helper		42
8613 Butcher's Helper		42
8614 Baker's Helper		42
8615 Fruit and Vegetable Clerk		42
8616 Convenience Store Clerk		42
8619 Fast-Food Counter Attendant		42
8722 Food Services Worker	Receive food and non-food products	42

Most Common Specific Competencies The Directory of Semiskilled Trades

8706 Food Processing Handler	Receive unprocessed foods, finished products and other items	820601
8691 Video Store Clerk	Receive products	40
8642 Attendant-Pet Care	Receive products	40
8680 Fish Processing Worker	Receive seafood products	31
8681 Shellfish Processing Worker	Receive seafood products	31
8682 Mollusk Processing Worker	Receive seafood products	31
8603 Film Developer	Receive and store products, materials or raw materials	41
8735 Tire Installer	Receive and store products, materials or raw materials	41
8772 Materials Handler in an Industrial Setting (replaces Industrial Handler)	Receive raw materials, semi-finished products and finished products	827202
8733 Printer's General Helper	Receive the raw materials or printed products	823302
8771 Stock Handler	Receive merchandise	827101
8683 Stock Handler in a Distribution Centre	Receive merchandise	818302
8634 Garden Centre Worker	Receive and handle merchandise in a garden centre	813401
8638 Florist's Helper	Receive and display merchandise at the florist's	813804
8691 Video Store Clerk	Display merchandise	81
8748 Dry Cleaner Counter Attendant		81
8634 Garden Centre Worker		81
8642 Attendant-Pet Care		81
8678 Grooming Assistant	Display merchandise	81
27 Total 11-compulsory 16-optional (italics)	Receive payment from customers	
8603 <i>Film Developer</i>	Receive payment from customers	10
8691 Video Store Clerk		10
8717 Tool and Equipment Rental Clerk		10
8723 <i>Coat Check Attendant</i>		10
8748 Dry Cleaner Counter Attendant		10
8638 <i>Florist's Helper</i>		10
8609 <i>Deli or Cheese Counter Clerk</i>		10
8610 <i>Fish Clerk</i>		10
8611 <i>Grocery Store or Supermarket Clerk</i>		10
8613 <i>Butcher's Helper</i>		10
8614 <i>Baker's Helper</i>		10
8615 <i>Fruit and Vegetable Clerk</i>		10
8616 Convenience Store Clerk		10

Most Common Specific Competencies The Directory of Semiskilled Trades

8618 Food and Beverage Server in a Chain Restaurant		10
8619 <i>Fast-Food Counter Attendant</i>		10
8625 Sports Equipment Rental Attendant		10
8703 <i>Winter Sports Equipment Repairer</i>		10
8718 <i>Bicycle Repair Attendant</i>		10
8745 Wicket Clerk		10
8761 <i>Restaurant Host/Hostess</i>		10
8667 Ecocentre Worker		10
8711 <i>Clothing Sorter/Labeler</i>		10
8747 Reception Centre Clerk		10
8646 Service Station Attendant		10
8655 <i>Helper-Automotive Glass Repair and Installation</i>	Receive payment from customers	10
8679 <i>Delivery Driver</i>		10
8712 Parking Lot Attendant	Receive payment from customers	10
26 Total 20 Compulsory 6 Optional (italics)	Serve customers	
8678 <i>Grooming Assistant</i>	Serve customers	61
8641 <i>Stable Hand</i>		61
8766 Public area maintenance attendant (replaces Recreational tourist centre Attendant)		61
8710 Sorting Equipment Operator	Serve customers	61
8692 Door Greeter	Serve customers	819201
8638 Florist's Helper	Serve customers	813801
8707 Hotel Cleaner	Serve customers	820703
8655 <i>Helper-Automotive Glass Repair and Installation</i>	Serve customers in an auto glass and accessories shop	815501
8646 Service Station Attendant	Serve customers in a service station	814601
8645 <i>Vehicle Cleaner</i>	Serve customers in an auto detailing company	814501
8625 Sports Equipment Rental Attendant	Serve customers at a rental counter	812501
8619 Fast-Food Counter Attendant	Serve customers at a fast-food counter	811902
8616 Convenience Store Clerk	Serve customers in a convenience store	811601
8615 Fruit and Vegetable Clerk	Serve customers at the fruit and vegetable counter	811502
8614 Baker's Helper	Serve customers at the baked goods counter	811405
8613 Butcher's Helper	Serve customers at the butcher counter	811302
8612 <i>Cook's Helper</i>	Serve customers at a prepared foods counter	811203
8611 Grocery Store or Supermarket Clerk	Serve customers in a grocery store or supermarket	811101

Most Common Specific Competencies The Directory of Semiskilled Trades

8610 Fish Clerk	Serve customers at the fish counter	811002
8609 Deli or Cheese Counter Clerk	Serve customers at the deli or cheese counter	810902
8642 <i>Attendant-Pet Care</i>	Serve customers in a pet shop, training school, animal shelter, kennel, etc.	814206
8717 Tool and Equipment Rental Clerk	Serve customers at a tool or equipment rental counter	821701
8691 Video Store Clerk	Serve customers in a video store	819101
8603 Film Developer	Assist customers at the photo counter	810301
8723 Coat Check Attendant	Serve clients at coatroom counter	822301
8747 Reception Centre Clerk	Answer customer's inquiries at the reception centre or by phone or e-mail	824701
8 Total 8-#414 4 Compulsory 4 Optional (italics)	Problem solving (incident or problem)	
8771 <i>Stock Handler</i>	Intervene in the event of a minor incident or problem	414
8745 <i>Wicket Clerk</i>		414
8760 Hotel Bellhop		414
8762 Hotel Porter		414
8764 Usher		414
8712 Parking Lot Attendant		414
8720 <i>Parking Lot Patroller</i>		414
8721 <i>Parking Lot Maintenance Worker</i>		414
5 Total	React in an emergency situation	
8775 Municipal Road Labourer	React in an emergency situation	529
76 Water and Sewer Labourer		529
8757 Crossing Guard		529
8722 Food Services Worker		529
8770 Recreation Assistant (replaces Recreational Centre Attendant)		529

Common Performance Criteria

From a representative sample of trades from the Directory of Semiskilled Trades, all performance criteria were searched to determine which ones recur most frequently.

We found the recurring criteria could be generalized into 3 broad categories:

Health and Safety, Customer Service and Following Procedures.

Trades sampled : *Film Developer, Video Store Clerk, Coat Check Attendant, Stock Handler, Garden Centre Worker, Landscape Labourer, Attendant-Pet Care, Cook's Helper, Convenience Store Clerk, Fast-Food Counter Attendant, Dishwasher, Janitor's Helper, Service Station Attendant, Tire Installer, Copy and Print Centre Clerk, Hair Salon Assistant, Day Care Worker.*

Performance Criteria	Category	No. of times included
Compliance with work instructions	Following Procedures	106
Observance of occupational health and safety rules	Health and Safety	95
Proper application of work techniques	Following Procedures	63
Observance of rules of hygiene and sanitation	Health and Safety	46
Proper use of equipment	Following Procedures	35
Order and cleanliness	Health and Safety	26
Courteous service	Customer Service	18
Concern for customer satisfaction	Customer Service	17
Relevant, accurate and clear information provided	Customer Service	12
Accurate information	Customer Service	10
Attentive listening	Customer Service	10

Examples of Performance Criteria	
Film Developer Performance Criteria:	Video Store Clerk Performance Criteria:
<p>Compliance with instructions Courteous, efficient service Relevant, accurate and clear information provided 12</p> <p>Observance of manufacturer's specifications Proper application of work techniques</p> <p>Precise, meticulous work Proper application of work techniques 63 Proper use of equipment 35</p> <p>Compliance with work instructions 106 Courteous service 18</p> <p>Honesty Accurate calculations and data entered Proper use of equipment</p> <p>Observance of occupational health and safety rules 95</p> <p>Compliance with work instructions Accurate information 10 Compliance with storage plan</p> <p>Compliance with layout plan Compliance with storage plan Order and cleanliness 26</p>	<p>Compliance with work instructions Respect for confidentiality Courteous service Attentive listening Relevant, accurate and clear information provided Concern for customer satisfaction 17</p> <p>Compliance with work instructions Courteous service Honesty Accurate calculations and data entered Proper use of equipment Compliance with work instructions Courteous service Attentive listening 10</p> <p>Concern for customer satisfaction Compliance with work instructions Observance of telephone etiquette Respect for confidentiality Proper use of telephone functions Courteous service Attentive listening Relevant, accurate and clear information provided Concern for customer satisfaction Observance of occupational health and safety rules 46</p> <p>Compliance with work instructions Proper application of work techniques Accurate information Compliance with work instructions Proper application of work techniques Accurate information Observance of occupational health and safety rules Accurate and visible labelling Visibility of brand names Order and cleanliness Compliance with display plan Observance of occupational health and safety rules Compliance with work instructions Quick intervention in the event of problems Vigilance</p>

Pework Training

Repeated Competencies in the Directory of Semiskilled Trades BETWEEN & WITHIN Sectors

Are you looking for Work Skills competencies for a student in the Pework Training Path? If so, these tables might be of service. These tables show every competency from within the Directory of Semiskilled Trades that repeats itself. The first chart indicates those competencies that repeat more than one (BETWEEN) semiskilled trade sector. The second table indicate competencies that repeat within one (WITHIN) semiskilled trade sector.

If you have any questions about this table, please contact your board consultant or the Project Development Officer for the WOTP.




Repeated Competencies in the Directory of Semiskilled Trades BETWEEN Sectors				
No.	Competency Number	Competency	Found Here...	Sector
1	10	Receive payment from customers	Film Developer Video Store Clerk Tool and Equipment Rental Clerk Coat Check Attendant Dry Cleaner Counter Attendant	01
		Performance Criteria Compliance with work instructions Courteous service Honesty Accurate calculations and data entered Proper use of equipment	Florists Helper	02
		Tasks <ul style="list-style-type: none"> • Receive money and give change. ⚙️ • Use a cash register, computerized sales equipment or a point-of-sale terminal to receive payment by credit or debit card. • Charge amounts to customers' accounts. ⚙️ • Give receipts, sales slips, transaction records, etc 	Deli or Cheese Counter Clerk Fish Clerk Grocery Store or Supermarket Clerk Butcher's Helper Baker's Helper Fruit and Vegetable Clerk Convenience Store Clerk Food and Beverage Server in a Chain Restaurant Fast-Food Counter Attendant Sports Equipment Rental Attendant Winter Sports Equipment Repairer Bicycle Repair Attendant Wicket Clerk Restaurant Host/Hostess	03
			Ecocentre Worker Clothing Sorter/Labeller Reception Centre Clerk	08
			Service Station Attendant Helper – Automotive Glass Repair and Installation	10
			Delivery Driver Parking Lot Attendant	17






2	40	<p style="text-align: center;">Receive Products</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation Compliance with work instructions Proper application of work techniques Accurate information Accurate information</p> <p>Tasks</p> <ul style="list-style-type: none"> • Check the quality of the products received. • Compare the quantities received against invoices and purchase orders. • Fill out administrative forms and forward them to the appropriate department or person. • Record information for inventory purposes. • Prepare pallets and place them in their designated area. ⚙️ • Unload trucks. ⚙️ 	Video Store Clerk	01
			Attendant – Pet Care	02
3	41	<p style="text-align: center;">Receive and store products, materials or raw materials</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with work instructions Accurate information Accurate information Compliance with storage plan</p> <p>Tasks</p> <ul style="list-style-type: none"> • Receive products, materials or raw materials: verify the quality of the merchandise as well as the quantities received by comparing against invoices or other documents. • Unpack, organize and put away products, materials or raw materials in their designated storage area. • Fill out administrative forms and forward them to the appropriate department or person. • Record information for inventory purposes. • Rotate stock. ⚙️ • Clean shelves. ⚙️ • Distribute the products, materials or raw materials. ⚙️ 	Film Developer	01
			Tire Installer ⚠️	10
4	42	<p style="text-align: center;">Receive food and nonfood products</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation Compliance with work instructions Proper application of work techniques</p>	Deli or Cheese Counter Clerk Fish Clerk Grocery Store or Supermarket Clerk Cook's Helper Butcher's Helper Baker's Helper Fruit and Vegetable Clerk Convenience Store Clerk Fast-Food Counter Attendant	03

		<p>Accurate information</p> <p>Tasks</p> <ul style="list-style-type: none"> • Check the quality of the products received. • Compare the quantities received against invoices and purchase orders. • Fill out administrative forms and forward them to the appropriate department or person. • Record information for inventory purposes. • Prepare pallets and place them in their designated area. ⚙️ • Unload trucks. ⚙️ 		
5	52	<p style="text-align: center;">Handle food and nonfood products</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation (food products) Compliance with work instructions Proper use of equipment Compliance with warehouse plan</p> <p>Tasks</p> <ul style="list-style-type: none"> • Use lifting and handling equipment (hand truck, cart, etc.). • Unpack products. • Check the freshness and the expiration date of products. • Put away products. 	<p>Food Service Helper</p> <p>Wild Animal Attendant</p>	<p>19</p> <p>02</p>
6	54	<p style="text-align: center;">Handle products</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with work instructions Proper use of equipment Compliance with warehouse plan</p> <p>Tasks</p> <ul style="list-style-type: none"> • Unload trucks. • Use lifting and handling equipment (hand truck, cart, etc.). • Unpack products. • Rotate stock: check expiry dates and remove expired products. • Put away products. 	<p>Deli or Cheese Counter Clerk Fish Clerk Grocery Store or Supermarket Clerk Cook's Helper Butcher's Helper Baker's Helper Fruit and Vegetable Clerk Convenience Store Clerk Food Service Helper Fast-Food Counter Attendant Food-Processing Worker Cheese Maker's Helper Dishwasher</p> <p>Tool and Equipment Rental Clerk</p> <p>Livestock Worker Attendant-Pet Care Poultry Farm Labourer Grooming Assistant</p> <p>Electronic Equipment Recycling Clerk</p> <p>Vehicle Cleaner Service Station Attendant Tire Installer ⚠️</p>	<p>03</p> <p>01</p> <p>02</p> <p>09</p> <p>10</p>
7	61	<p style="text-align: center;">Serve customers</p> <p>Performance Criteria</p>	<p>Stable Hand Grooming Assistant</p>	<p>02</p>

		<p>Courteous service Relevant, accurate and clear information provided</p> <p>Tasks</p> <ul style="list-style-type: none"> • Greet customers. • Answer enquiries. • Forward messages to the person in charge. 	<p>Public Area Maintenance Attendant</p>	03
			<p>Sorting Equipment Operator</p>	08
8	81	<p style="text-align: center;">Display merchandise</p> <p>Performance Criteria Observance of occupational health and safety rules Accurate and visible labelling Visibility of brand names Order and cleanliness Compliance with display plan</p> <p>Tasks</p> <ul style="list-style-type: none"> • Retrieve boxes and merchandise to be displayed. • Assemble and disassemble islands, displays, shelves, etc. • Clean shelves, islands, displays, etc. • Affix prices to products, shelves and displays. • Attach detector or antitheft devices. • Place products on islands, displays, shelves, etc. • Remove expired or damaged merchandise. • Stack the merchandise. • Prepare bulk merchandise. ⚙️ • Set up or remove decorations. ⚙️ • Notify the person in charge when inventories are low. 	<p>Video Store Clerk Dry Cleaner Counter Attendant</p>	01
			<p>Garden Centre Worker Attendant-Pet Care Grooming Assistant</p>	02
9	101	<p style="text-align: center;">Keep the work and sales areas in a store clean and orderly</p> <p>Performance Criteria Compliance with layout plan Compliance with storage plan Order and cleanliness</p> <p>Tasks</p> <ul style="list-style-type: none"> • Put away merchandise, store movable displays and advertising materials, etc. • Make sure the shelves and aisles are clean. • Clean and tidy up counters. • Clean or wash cold rooms or refrigerators ⚙️ 	<p>Film Developer Video Store Clerk Dry Cleaner Counter Attendant</p>	01
			<p>Florist's Helper</p>	02

10	103	<p style="text-align: center;">Clean and tidy up the work area</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation Compliance with work instructions Observance of government standards regarding the use of cleaning products Order and cleanliness</p> <p>Tasks</p> <ul style="list-style-type: none"> • Clean up waste. • Clean and disinfect tools. • Clean and disinfect equipment. • Clean and disinfect work surfaces. • Put away cleaning products. 	Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker	02
			Food-Processing Worker Cheese Maker's Helper Industrial Butcher's Helper Food-Processing Equipment Operator	03
11	105	<p style="text-align: center;">Maintain the work areas and equipment</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with work instructions Observance of maintenance schedule Compliance with storage plan Proper application of work techniques Concern for using materials sparingly</p> <p>Tasks</p> <ul style="list-style-type: none"> • Put away the parts or products in their designated areas. • Clean the tools and equipment. • Sort and put away all materials used. • Clean and sweep the work areas. • Salvage scrap materials for recycling and dispose of waste. • Report signs of breakage to the maintenance service or person in charge. 	Furniture or Cabinet Assembler Furniture Pre-upholsterer PVC Window Assembler Sander Wood Door and Window Assembler	05
			Metal Fabrication Labourer Metal Grinding Worker Metal Polishing Worker Mechanical Assembler Plastic/Rubber Products Assembler Labourer-Plastic/Rubber Manufacturing	11
			Binder of Textbooks and Used Books Guillotine Cutter Operator Assistant Folding Machine Operator Assistant Perfect Binding Machine Operator Assistant Saddles Stitcher Operator Assistant Mail Preparation Clerk	13
12	112	<p style="text-align: center;">Clean and tidy up the warehouse</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with work instructions</p>	Stock Handler in a Distribution Centre Food Processing Handler	03

		<p>Proper application of work techniques Order and cleanliness Proper use of equipment and cleaning products</p> <p>Tasks</p> <ul style="list-style-type: none"> • Maintain the handling equipment. • Put away the handling equipment. • Put away the pallets.  • Put away the packaging materials, cardboard boxes and other containers. • Salvage recyclable materials and dispose of waste. • Lightly clean the warehouse.  • Detect any problems and notify the person in charge. 	<p>Materials Handler in an Industrial Setting</p>	11
			<p>Warehouse Clerk Deliverer Helper Furniture Deliverer Helper Mover Helper</p>	17
13	113	<p style="text-align: center;">Keep the workstation clean and orderly</p> <p>Performance Criteria Compliance with storage plan Order and cleanliness</p> <p>Tasks</p> <ul style="list-style-type: none"> • Clean equipment and machines.  • Put away accessories, forms, materials, etc. • Dust or clean the workstation. 	<p>Wicket Clerk</p>	03
			<p>Clothing Sorter/Labeller</p>	08
14	128	<p style="text-align: center;">Clear snow from sidewalks, walkways, balconies, etc.</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with work instructions Constant concern for the safety of persons Economical use of abrasives</p> <p>Tasks</p> <ul style="list-style-type: none"> • Install markers. • Remove snow with a snow blower, shovel, etc. • Remove ice and spread sand or other abrasives. • Participate in tasks requiring teamwork. 	<p>Janitor's Helper</p>	07
			<p>Parking Lot Maintenance Worker</p>	17
15	134	<p style="text-align: center;">Clean and tidy up the work areas</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of environmental laws and regulations Proper use of equipment and cleaning products Compliance with storage plan Order and cleanliness</p>	<p>Tool and Equipment Rental Clerk</p>	01

		<p>Tasks</p> <ul style="list-style-type: none"> • Clean and put away tools and equipment. • Put away materials. • Dispose of recyclable materials. • Pick up debris. • Sweep floors. • Sweep or remove snow from entrances, vehicles, etc.  • Empty garbage cans. 	Tire Installer 	10
16	414	<p style="text-align: center;">Intervene in the event of a minor incident or problem</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with work instructions Within the limits of the occupation Proper application of work techniques Adoption of behaviour appropriate to the situation</p> <p>Tasks</p> <ul style="list-style-type: none"> • Notify the person in charge if an incident or problem situation arises. • Call the police or fire department. • Call an ambulance. • Administer first aid.  • Help maintain order.  • Help disperse a crowd.  • Fill out an incident report. 	Stock Handler	01
			Wicket Clerk Hotel Bellhop Hotel Porter	03
			Usher	04
			Outdoor Skating Rink Maintenance Worker	07
			Parking Lot Attendant Parking Lot Patroller Parking Lot Maintenance Worker	17
17	500	<p style="text-align: center;">Start and end a work shift</p> <p>Performance Criteria Compliance with work instructions Proper preparation of carts Concern for efficiency</p>	Hotel Cleaner	03

		<p>Tasks</p> <ul style="list-style-type: none"> • Read and fill out assignment sheets. • Prepare the equipment: check the condition of the equipment, replace filters or vacuum cleaner bags, etc. • Prepare their cart: check the quantity of products and materials, ensure that products are properly placed on the cart, etc. • Stock the supply room. • Notify the person in charge when inventories are low. 	Public Building Cleaner	07
18	502	<p style="text-align: center;">Clean washrooms</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation Compliance with work instructions Proper application of work techniques Proper use of equipment and cleaning products Order and cleanliness</p> <p>Tasks</p> <ul style="list-style-type: none"> • Fill paper, soap dispensers, etc. • Clean and disinfect sinks. • Clean and disinfect mirrors. • Clean and disinfect toilets (inside and out), toilet seats and urinals. • Clean and disinfect walls and stalls. • Clean and disinfect doors and handles. • Wash floors. • Unclog toilets. • Empty garbage cans. • Pour maintenance product in floor drains. ⚙️ • Clean showers. ⚙️ 	Public Building Cleaner Janitor's Helper	07
			Parking Lot Maintenance Worker	17
			Day Care Worker	20
19	503	<p style="text-align: center;">Perform tasks prescribed by the waste management program</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation Compliance with work instructions Observance of environmental laws and regulations Proper application of work techniques</p>	Public Building Cleaner Janitor's Helper	07

		<p>Concern for environmental protection</p> <p>Tasks</p> <ul style="list-style-type: none"> • Carry garbage bags and place them in the dumpster. • Carry recycling bins and empty them in the proper container. • Empty composting bins into larger bins and place them in the designated area for pick-up. 🌀 • Place all hazardous household waste products in the designated area. 🌀 • Wash bins. 🌀 	Day Care Worker	20
20	511	<p style="text-align: center;">Record information related to production</p> <p>Performance Criteria Compliance with work instructions Accurate information Legibility Clear communication with team members</p> <p>Tasks</p> <ul style="list-style-type: none"> • Record the quantity produced. • Record the weight or dimensions of the products. 🌀 • Record the production date. • Record the names of the various packaged products. 🌀 • Record the product compliance results. 	Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker	02
			Food-Processing Equipment Operator	03
			Electronic Component Assembler Electric or Electronic Equipment Assembler	09
21	522	<p style="text-align: center;">Operate a lift truck</p> <p>Performance Criteria Observance of occupational health and safety rules Compliance with lift truck shutdown and start procedures Observance of the maximum load capacity of lift truck and grasping attachments Observance of traffic rules Proper application of work techniques Accurate interpretation of signalling instructions Concern for pedestrian safety Careful handling of merchandise, materials, products, etc. Safe driving of lift truck</p> <p>Tasks</p> <ul style="list-style-type: none"> • Check that the lift truck and its accessories are working properly. • Install or remove grasping equipment. • Use the various driver safety devices: seat belt, screen doors, etc. • Start the lift truck. • Manoeuvre with the (loaded or empty) lift truck: move forward or backward, make forward or backward turns, 	Stock Handler	01
			Seafood Lander	02
			Food Processing Handler	03
			Materials Handler in an Industrial Setting	11
			Printer's General Helper	13

		<p>verify blind spots, etc.</p> <ul style="list-style-type: none"> • Shut down the lift truck: put the engine in neutral, engage the parking brake, lower the loading device, etc. • Park the lift truck. 	Core Sample Worker	15
22	523	<p style="text-align: center;">Help load and unload the truck</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of rules of hygiene and sanitation Compliance with standards of quality management. Compliance with work instructions Observance of the loading plan Proper use of equipment Safe operation of lift truck, when needed Efficiency Demonstration of ability to work as part of a team</p> <p>Tasks</p> <ul style="list-style-type: none"> • Receive instructions from the person in charge. • Verify the condition of the handling equipment. • Take proper safety measures while loading or unloading: check access ramps, space, lighting, etc. • Verify the cleanliness of the truck before loading (absence of physical contaminants) and notify the person in charge of any problems. • Load the unprocessed foods onto the vehicle (seafood, meat or poultry products, etc.) using handling equipment (dolly, pallet truck, hand or lift truck). ⚙️ • Unload the unprocessed foods from the vehicle (seafood, meat or poultry products, etc.) using handling equipment (dolly, pallet truck, hand or lift truck) and place them on the factory's receiving platform. ⚙️ • Remove other objects from the vehicle (bags and boxes required for packaging, non-perishable foods, labels, etc.) using handling equipment and place them on the factory's receiving platform. • Load the processed foods onto the vehicle using handling equipment (dolly, pallet truck, hand or lift truck, etc.) 	Seafood Lander	02
			Food Processing Handler	03
23	525	<p style="text-align: center;">React to an emergency situation in a remote location</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of the procedure to follow in emergency situations Within the limits of the occupation</p>	Gatherer of Non-Timber Forest Products	02

		<p>Correct application of prescribed measures, if need be Correct application of communication protocol Proper use of first-aid materials Calm and self-possessed attitude Timeliness</p> <p>Tasks</p> <ul style="list-style-type: none"> Recognize an emergency situation: heart attack, respiratory arrest, fracture, burn, hypothermia, various injuries, etc. Send an emergency message using a cellular phone (310-4141 ou 911), an amateur radio system or a satellite device: provide one's name and the exact coordinates of the site, explain the situation, find out what measures to take, etc. Apply prescribed measures, including cardiopulmonary resuscitation (CPR) if needed. Reassure any victims and remain with them until emergency workers arrive. Adopt a safe approach in emergency situations. 	<p>Reception Centre Clerk</p> <p>08</p>
			<p>Forester</p> <p>12</p>
			<p>Fur Trapper Assistant Driller (surface diamond drilling) Camp Assistant</p> <p>15</p>
24	529	<p style="text-align: center;">React in an emergency situation</p> <p>Performance Criteria Observance of occupational health and safety rules Within the limits of the occupation Compliance with the institution's emergency protocol Calm and self-possessed attitude Timeliness</p> <p>Tasks</p> <ul style="list-style-type: none"> Recognize an emergency situation Call the emergency number (310-4141 or 911) or call the person in charge to ask for help. Implement prescribed measures. Reassure the person and remain with him or her until emergency workers arrive. Adopt a safe approach in emergency situations. 	<p>Municipal Road Labourer Water and Sewer Labourer</p> <p>07</p>
			<p>Crossing Guard</p> <p>17</p>
			<p>Food Services Worker</p> <p>19</p>
			<p>Recreation Assistant</p> <p>20</p>
25	553	<p style="text-align: center;">Survival in a remote area</p> <p>Performance Criteria Observance of occupational health and safety rules Observance of the proper procedure</p>	<p>Gatherer of Non-Timer Forest Products</p> <p>02</p>
			<p>Fur Trapper</p> <p>08</p>

	<p>Proper use of the material in the first-aid kit Correct application of the survival techniques, taking into account the place and the season Appropriate reaction in the event of a confrontation with a wild animal Demonstration of calm and sang-froid Patience</p> <p>Tasks</p> <ul style="list-style-type: none"> • Acknowledge that you are lost. • Make a fire: select the site, collect dry wood and branches, moss, bark, etc., arrange the wood, light it and keep feeding the fire. • Signal your position: whistle, flashlight, fire, flare, satellite emergency system, etc. • Take shelter: find a place to wait for rescue (branches, uprooted tree, rock crevice, etc.) or build an emergency shelter. • Find drinking water, eat the dried foods in the survival kit or find food nearby (gather wild fruit and mushrooms known to be edible; capture animals such as porcupines, etc.). 	Forester	12
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Repeated Competencies in the Directory of Semiskilled Trades WITHIN Sectors

Sector	Competency Number	Competency	Found Here...
02 Agriculture and Fisheries	19	Package and label seafood products	Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker
	31	Receive seafood products	Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker
	32	Prepare for the work	Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker
	140	Operate the automated seafood processing equipment	Fish Processing Worker Shellfish Processing Worker Mollusk Processing Worker
	250	Cook the shellfish or mollusks	Shellfish Processing Worker Mollusk Processing Worker
03 Food Services and Tourism	20	Package and label food and non-food products	Deli or Cheese Counter Clerk Fish Clerk Grocery Store or Supermarket Clerk Cook's Helper Butcher's Helper Baker's Helper Fruit and Vegetable Clerk Convenience Store Clerk
	21	Stock counters, stands, shelves and displays	Deli or Cheese Counter Clerk Fish Clerk Cook's Helper Butcher's Helper Baker's Helper

			Fruit and Vegetable Clerk Fast-Food Counter Attendant
	22	Stock refrigerated service counters, freezers and shelves with food and non-food products	Grocery Store or Supermarket Clerk Convenience Store Clerk
	102	Clean and tidy up counters and work areas where food is prepared or sold	Deli or Cheese Counter Clerk Fish Clerk Grocery Store or Supermarket Clerk Cook's Helper Butcher's Helper Baker's Helper Fruit and Vegetable Clerk Convenience Store Clerk Fast-Food Counter Attendant
	132	Set tables in a dining room or bar	Food Service Helper Food and Beverage Server in a Chain Restaurant
	251	Prepare breakfasts	Cook's Helper Fast-Food Counter Attendant
	255	Prepare raw foodstuffs	Cook's Helper Fast-Food Counter Attendant
	400	Clear tables	Food Service Helper Food and Beverage Server in a Chain Restaurant
	401	Clean and tidy up the dining room or bar	Food Service Helper Food and Beverage Server in a Chain Restaurant Restaurant Host/Hostess
	402	Clean and tidy up public areas	Food Service Helper Food and Beverage Server in a Chain Restaurant Fast-Food Counter Attendant
	504	Assist customers in a sports equipment store	Winter Sports Equipment Repairer Bicycle Repair Attendant
	505	Clean and tidy up the work areas of a sports equipment repair workshop	Winter Sports Equipment Repairer Bicycle Repair Attendant
	554	Start and end a work shift as part of the hotel lobby staff	Hotel Bellhop Hotel Porter
05 Woodworking and Furniture	547	Trim the edges of the solid wood pieces or wood-based panels	Solid Wood Preparation Worker Wood Panel Cutters
	548	Maintain the work areas and equipment	Solid Wood Preparation Worker Wood Panel Cutters
	549	Prepare the assembly (furniture, cabinets or doors and windows)	Furniture or Cabinet Assembler PVC Window Assembler Wood Door and Window Assembler
	550	Install doorlites or sealed units in window sashes	PVC Window Assembler Wood Door and Window Assembler
	551	Prepare to cut solid wood or wood-based panels	Solid Wood Preparation Worker Wood Panel Cutters

	552	Prepare the product for shipping	PVC Window Assembler Wood Door and Window Assembler
07 Building and Public Works	501	Clean public areas (lobbies, hallways, elevators, stairs, etc.)	Public Building Cleaner Janitor's Helper
	560	Attend a municipal construction site meeting	Municipal Road Labourer Water and Sewer Labourer
	561	Lay materials (gravel, sand, earth, asphalt, etc.)	Municipal Road Labourer Water and Sewer Labourer
	562	Compact materials (gravel, asphalt, sand, etc.)	Municipal Road Labourer Water and Sewer Labourer
	563	Cut materials (concrete, cast iron, cement, etc.)	Municipal Road Labourer Water and Sewer Labourer
	564	Participate in cleaning the construction site	Municipal Road Labourer Water and Sewer Labourer
	570	Prepare for the service visit to the client's residence	House Cleaner Residential Cleaner
	572	Finish the work	House Cleaner Residential Cleaner
09 Electrotechnology	99	Maintain the workstation	Electronic Component Assembler Electric or Electronic Equipment Assembler Electronic Equipment Recycling Clerk
11 Mechanical Manufacturing	241	Control the quality of the finish	Metal Grinding Worker Metal Polishing Worker
	510	Prepare materials and tools for production	Extruder Operator Helper Press Operator Helper Thermoforming Operator Helper
	512	Perform finishing operations	Labourer-Plastic/Rubber Manufacturing Extruder Operator Helper Press Operator Helper Thermoforming Operator Helper
	513	Verify the quality of finished or semi-finished products	Extruder Operator Helper Press Operator Helper Thermoforming Operator Helper
	515	Grind nonconforming or other recyclable parts	Labourer-Plastic/Rubber Manufacturing Extruder Operator Helper Press Operator Helper Thermoforming Operator Helper
	530	Verify the assembly	Mechanical Assembler Plastic/Rubber Products Assembler
	546	Package products	Labourer-Plastic/Rubber Manufacturing Extruder Operator Helper Press Operator Helper Thermoforming Operator Helper
13 Communications and Documentation	526	Package the printed products	Rotary Offset Printing Press Assistant Sheet-Fed Offset Printing Press Assistant Flexographic Printing Press Assistant Silk-Screen Printing Press Assistant Copy and Print Centre Clerk

			Printer's General Helper Guillotine Cutter Operator Assistant Folding Machine Operator Assistant Perfect Binding Machine Operator Assistant Saddle Stitcher Operator Assistant Mail Preparation Clerk
	527	Help maintain the work area	Rotary Offset Printing Press Assistant Sheet-Fed Offset Printing Press Assistant Flexographic Printing Press Assistant Silk-Screen Printing Press Assistant
	528	Transport materials and printed products	Silk-Screen Printing Press Assistant Copy and Print Centre Clerk Printer's General Helper Guillotine Cutter Operator Assistant Folding Machine Operator Assistant Perfect Binding Machine Operator Assistant Saddle Stitcher Operator Assistant Mail Preparation Clerk
15 Mining and Site Operations	524	Drive an ATV, snowmobile or motorboat	Assistant Driller (surface diamond drilling) Camp Assistant
17 Transportation	95	Instruct the driver on the route to be taken	Deliverer Helper Furniture Deliverer Helper Mover Helper
	96	Help load the delivery vehicle	Deliverer Helper Furniture Deliverer Helper
	133	Clean the vehicle	Deliverer Helper Furniture Deliverer Helper Mover Helper
	531	Inspect the vehicle at the start of every shift	Delivery Driver Parking Lot Patroller
18 Fashion, Leather and Textiles	542	Help take in laundry at the receiving area	Laundry Room Operator Laundry Room Attendant
	543	Help maintain the laundry facilities	Laundry Room Operator Laundry Room Attendant
20 Social, Educational and Legal Services	520	Clean and disinfect toys	Day Care Worker Assistant Childcare Educator
	521	Help maintain the outdoor play area	Day Care Worker Assistant Childcare Educator

Directory of Semiskilled Trades Sectors	
01	Administration, Commerce and Computer Technology
02	Agriculture and Fisheries

03	Food Services and Tourism
04	Arts
05	Woodworking and Furniture Making
06	Chemistry and Biology
07	Buildings and Public Works
08	Land Use Planning and the Environment
09	Electrotechnology
10	Motorized Equipment Maintenance
11	Mechanical Manufacturing
12	Forestry and Pulp and Paper
13	Communications and Documentation
14	Maintenance Mechanics
15	Mining and Site Operations
16	Metallurgical Technology
17	Transportation
18	Fashion, Leather and Textiles
19	Health Services
20	Social, Educational and Legal Services
21	Beauty Care

IWW Teacher Resources

Curriculum document

http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/PFE_FPT_SMT_EN_LOW.pdf

IWW Framework for the Evaluation of Learning

https://www7.mels.gouv.qc.ca/dc/evaluation/pdf/FPT_sensibilisation.pdf

Directory of Semiskilled Trades

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

<http://www.mels.gouv.qc.ca/en/directory-of-semiskilled-trades/>

Attitudes and Behaviour Resources

Punctuality

https://www.youtube.com/watch?feature=player_detailpage&v=DV7Sv_WI3mM

https://www.youtube.com/watch?v=PeWpu4qsUJQ&feature=player_detailpage

<http://personalexcellence.co/blog/17-tips-to-be-on-time/>

<http://www.wikihow.com/Be-Punctual>

<https://www.youtube.com/watch?v=7dPWVjQSad4>

Attendance

<http://www.paulabliss.com/stw2.htm>

<http://www.paulabliss.com/stw4.htm>

http://dedo.delaware.gov/dedo_pdf/BusinessServices_pdf/WorkforceDevelopment/softskills/ATTENDANCE_2002FE.pdf

http://dedo.delaware.gov/dedo_pdf/BusinessServices_pdf/WorkforceDevelopment/softskills/DEPENDIBILITY_2002FE.pdf

<https://www.ed.psu.edu/ppdc/resources/caps/13caps-pdf>

[Google: dalton+state+edu+attendance+lesson+plan](https://www.google.com/search?q=dalton+state+edu+attendance+lesson+plan)

Relations with Supervisors and Co-workers

<http://www.dol.gov/odep/topics/youth/softskills/Professionalism.pdf>

<http://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf>

http://dedo.delaware.gov/dedo_pdf/BusinessServices_pdf/WorkforceDevelopment/softskills/TAM_PLAYER_2002FE.pdf

Relations with customers

Customer care and etiquette

<http://content.moneyinstructor.com/1383/customer-etiquette.html>

Lesson plan Customer service

<http://www.learnnc.org/lp/editions/careerstart-grade7/4401>

Customer service tips

<http://sbinfocanada.about.com/od/customerservice/a/customerservicehowtohelp.htm>

Lesson plan with role playing

<http://www.cteonline.org/portal/default/Curriculum/Viewer/Curriculum?action=2&view=viewer&cmobjid=231209>

Lots of video clips all about customer service (with narration)

<http://www.kantola.com/The-Essentials-of-Great-Service-PDPD-22-K.aspx>

<http://www.kantola.com/Customer-Service-Counts-PDPD-442-K.aspx>

<http://www.kantola.com/Serving-Customers-Helping-People-PDPD-16-K.aspx>

Customer service video series

<http://www.youtube.com/user/tdmvideos>

Following Directions

Following directions test. <http://blogs.scholastic.com/files/followdirection.pdf>

<http://www.brainbashers.com/follow.asp>

App for following directions

<https://itunes.apple.com/ca/app/following-directions-from/id722392303?mt=8>

Professionalism(being on time, following directions and initiative): Soft skills to pay the bills video

<http://www.youtube.com/watch?v=7dPWVjQSad4>

Following directions activities and lesson ideas

http://www.educationworld.com/a_lesson/lesson/lesson275.shtml

Monty Python Dumb guards not following instructions

<http://www.youtube.com/watch?v=OdKa9bXVinE>

Following instructions: Phil's Fish shop activity (create a handbook of instructions)

http://www.educationworld.com/a_lesson/02/lp275-01.shtml

FD more activities

http://olc.spsd.sk.ca/de/resources/6_9ela/7LessonPlans/7ListeningLessonPlans.htm

Listening Skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/138/Listening-Skills.aspx>

Memory skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/141/Memory.aspx>

Questioning skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/135/Questioning-Skills.aspx>

Workplace Duties : Using a checklist to ensure all work is done

<http://en.copian.ca/library/learning/cclb/language/lesson5/lesson5.pdf>

Motivation, Interest and Initiative

Good worker Character Traits: Dependability, Honesty, Positive Attitude and Willingness to work,

<http://www.paulabliss.com/stw4.htm>

Professionalism(being on time, following directions and initiative): Soft skills to pay the bills video

<http://www.youtube.com/watch?v=7dPWVjQSad4>

Taking Initiative

<http://www.youtube.com/watch?v=ieIT4RG2zBo&list=PL0019FCB6723AE049>

Interest in work

<http://www.wikihow.com/Be-Interested-in-Your-Work>

Motivation skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/113/Motivation.aspx>

Enthusiasm and attitude: Soft skills to pay the bills video

http://www.youtube.com/watch?v=-vk-99seC_I

Productivity

Introduction to Productivity : what makes assembly lines productive

<http://www.history.com/videos/this-month-in-smart-history-the-assembly-line#this-month-in-smart-history-the-assembly-line>

Time Management , North Dakota State: Lesson plan, Powerpoint , Handouts, etc.

<http://www.ag.ndsu.edu/money/for-educator-packaged-programs/ten-strategies-for-better-time-management>

Productivity : Lesson plans and Activities , Dalton University

https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCQQFjAC&url=https%3A%2F%2Fwww.daltonstate.edu%2Ffaculty-staff%2Fstalling%2Fwork_ethics%2FVol.%25202%2520-%2520Module%25206%2520Act.-%2520PRODUCTIVITY.doc&ei=h0AHVPiuOpG4ggSD7YHQAg&usg=AFQjCNHk8UIZQciwnJh40tPdkWzMzrixg

Communication

Communication: Soft skills to pay the bills video <http://www.youtube.com/watch?v=X0voPIW2pSs>

Effective Communication Funny animation <http://www.youtube.com/watch?v=JwjAAGi-90>

Who's on First Communication problems skit <http://www.youtube.com/watch?v=7di5zAMMxal>

Advocates for Youth PDF Communication skills (Chapter 3) and Revised Life Planning Education

<http://www.advocatesforyouth.org/publications/1453?task=view>

Communication Lesson plan (listening and asking questions)

http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml

Workplace language Understanding the question

<http://en.copian.ca/library/learning/cclb/language/lesson10/lesson10.pdf>

Workplace language Clear workplace communication

<http://en.copian.ca/library/learning/cclb/language/lesson16/lesson16.pdf>

Questioning skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/135/Questioning-Skills.aspx>

Communication Skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/105/Communication-Skills.aspx>

Listening Skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/138/Listening-Skills.aspx>

Memory skills (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/141/Memory.aspx>

Body Language: Extensive material on different types of body language and it's importance

<http://www.skillsconverged.com/TrainingTutorials/BodyLanguage.aspx>

Soft Skills and Expected Work Attitudes and Behaviours

Amazing set of tools for career research. Many videos and survey style questionnaires.

<http://www.myworldofwork.co.uk/careertool>

Resources for Work skills and Spec. Ed. Many resources here.

<http://www.paulabliss.com/vocational.htm>

Skills to pay the bills video's (all)

<http://www.dol.gov/dol/media/webcast/20121015-softskills/>

Soft skills PDF's 15 different types

http://dedo.delaware.gov/BusinessServices/WorkforceDevelopment/WorkforceDevelopment_softskills.shtml?WorkforceDevelopment

Role play activities (many activities!)

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/96/Roleplays.aspx>

Connecting Canadians and Learning

<http://library.copian.ca/browse/series?name=Language+for+Work:+CLB+and+Essential+Skills+Lesson+Plans+for+ESL+Instructors>

