Introduction to the World of Work

Competency 1: Understands the requirement of different work situations

Key Features

i. Becomes familiar with the characteristics of each situation
ii. Identifies the resources to mobilize
iii. Considers the legal and regulatory provisions
iv. Reflects on his/her ability to meet the requirements of each situation

Learning Targets

Students will be able to:

 Clearly understand the requirement of different situations presented in the classroom workshop.
 Before undertaking a task, they accurately analyze the work situation.
 Recognize certain contextual, technical, sequential and relational aspects of the tasks to be performed.
 Find human, material or environmental resources needed to complete the different tasks and discern those that are most likely to assist them in their work.
 Observe safety standards- familiar with the legal and regulatory provisions.
 Identify some of the consequences of the legal and regulatory provisions on their behaviour.
 Evaluate their ability to understand the requirement of different work situations and their ability to meet them.
 Identify strengths, limitations and areas that need improvement.

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.

2. Performs tasks associated with different work situations

<u>Key Features:</u>

    i.   Commits to each situation
   ii.   Adjusts his/her behaviour in each situation
  iii.   Reflects on the value of his/her work experience

<u>Learning Targets</u>
Students will be able to:
- Perform tasks associated with the different work situations they will encounter in the workplace.
- Commit to each situation presented by considering the organization, context and sequence of operations, methods and techniques in which the tasks are to be performed.
- Use human, material, organizational or documentary resources to comply with legal and regulatory provisions.
- Asses their behaviour (through frequent exchanges with their teachers and peers) with respect to each task and adjust as needed to improve.
- Recognize the consequences of their experiences of their ability to perform tasks associated with a given situation.
- State their interest and skills (to make appropriate practicum choices).

<u>Evaluation Criteria</u>
- 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.

3. Adopts attitudes and behaviours appropriate to different work situations

Key Features:

i. Discerns desirable attitudes and behaviours
ii. Demonstrates his/her ability to adapt to different situations
iii. Reflects on his/her attitudes and behaviours in a work situation

Learning Targets
Students will be able to:
- Adopts attitudes and behaviours that are appropriate to the different work situations presented in class.
- Recognize social behaviours appreciated or required by employers.
- Recognizes social behaviours to avoid when performing work tasks.
- Modify an attitude, habit or behaviour.
- Adapt to different work situations.
- Develop appropriate affective strategies to improve their ability to adapt.
- Recognize their strengths and take up new challenges.
- Assess their progress in becoming independent, responsible workers.

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.

Program Content

Concepts	Types of Actions
Nature of work situations	∗ 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
Raw Materials	∗ Identification of the elements required to perform the task (e.g. ingredients, materials) ∗ Use, storage and recovery of materials, ingredients, etc.
Processes	∗ Assimilation and application of different methods to produce a good or deliver a service
Equipment	∗ 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
Legal and regulatory provisions	∗ Familiarity with and observance of rights and obligations ∗ Familiarity with different forms of supervision and authority
Expected Behaviours	∗ Identification of appropriate and inappropriate attitudes and behaviours in work situations ∗ Observation of his/her behaviours and attitudes ∗ Identification of necessary adjustments
Teamwork	∗ Cooperation and mutual assistance
Adaptation	∗ Identification of requirements associated with change ∗ Assimilation of ways of dealing with new situations
Organizational Culture	∗ Assimilation of organizational culture

Strategies	Explanations
Cognitive Strategies - helps student process, organize, generalize and structure information**.**	* 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: - 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
Metacognitive strategies **-** help students monitor, control and evaluate the strategies used.	* 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
Affective strategies -help students regulate and control their emotions, thoughts or attitudes toward learning.	* 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
Resource management strategies - help students plan, monitor, control and evaluate internal and external resources.	- 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

Resources	**Examples**
	- Human resources: -teachers, guidance counsellors, other school staff, peers, family, friends, etc. - Material resources: - 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: - businesses, government agencies (e.g. CSST, local employment centres, Carrefour jeunesse emploi) and community organizations.)

(Summarized by: J. McKay, 2020)