**Area of Learning: Youth Work in Trades Grade 12**

**BIG IDEAS**

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| Trades experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery. |  | Understanding and applying one’s personal **rights and responsibilities** as a worker builds a safer work environment for all. |  | Pursuing trade pathways involves an inquiry cycle of questioning, planning, reflecting, adapting, and deciding next steps. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Connect and Apply* Collaborate with teacher and employer to develop a trade-specific training plan
* Further develop and apply **trade-specific skills** while working, as defined in the training plan, and demonstrate progression of learning
* Use **transferrable skills** specific to the work placement
* Explore further work placement opportunities to enhance **potential futures**
* Develop skills to work respectfully and constructively, both **independently** and with others, to achieve common goals
* Demonstrate understanding of **cultural sensitivity, workplace ethics and etiquette**
* Contribute to and describe **care of self, others, and community**
* Access information and ideas on **workplace safety** prior to work placement to determine workplace safety risks
* Identify, demonstrate, and incorporate **provincially legislated** safety and site-specific work-site safety procedures while at the work placement

Reflect and Refine* Engage in ongoing **reflection and documentation** of work experience to identify strengths, employability skills, and areas for future development
* Reflect on **independent and collaborative problem-solving strategies** implemented, specific to the work placement
* Recognize career skills progression and refine their trade-specific training plan
 | *Students are expected to know the following:*Workplace Safety* **occupational health and safety rights and responsibilities**,including trade-specific hazards, risk reduction, and the right to refuse unsafe work
* **worker insurance**
* potential hazards in their occupation/industry sector
* workplace incident and accident response procedures and protocols
* **injury prevention awareness**

Workplace Skills* **essential skills** in a continually changing labour market
* responsibilities and expectations associated with workplace ethics and etiquette, including the need for confidentiality
* general and site-specific **workplace expectations**
* **cultural land use considerations and First Peoples knowledge**
* problem-solving and conflict resolution strategies, and interpersonal skills
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**Area of Learning: Youth Work in Trades Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * **self-advocacy** skills and **self-efficacy**
* **apprenticeship pathways** and **requirements** for **qualification/certification** for chosen trades
* **procedures** for Industry Training Authority (ITA) documentation
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|  **Youth Work in TradesBig Ideas – Elaborations Grade 12** |
| * **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act
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|  **Youth Work in TradesCurricular Competencies – Elaborations Grade 12** |
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| * **trade-specific skills:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
* **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
* **potential futures:** refers to career-life development which is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. This includes, but is not limited to, course selection, personal interests and passions, community service, certificate programs, degrees, apprenticeships, diploma programs, co-op opportunities, work placements
* **independently:** includes protocols for working alone
* **cultural sensitivity, workplace ethics and etiquette:** for example,diverse cultures, sexual orientation, gender identity; B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities
* **care of self, others, and community:** e.g., digital citizenship;injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
* **workplace safety:** applicable to work placement
* **provincially legislated:** for example, WorkSafeBC
* **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
* **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios
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|  **Youth Work in TradesContent – Elaborations Grade 12** |
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| * **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
* **worker insurance:** WorkSafe BC, Employment Standards Act, Workers Compensation Act
* **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
* **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also the Government of Canada’s essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
* **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
* **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
* **self-efficacy:** students’ belief in their ability to achieve goals
* **self-advocacy:** students’ representation of their skills, views, or interests
* **apprenticeship pathways:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
* **requirements:** as outlined on the ITA Direct Access database (<https://www.itadirectaccess.ca>)
* **qualification/certification:** certificate of qualification, such as Red Seal, Industry Training Authority (ITA) certification
* **procedures:** includes logging of work-based training hours
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