**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 |

**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 Trades Big Ideas – Elaborations Grade 12** |
| * **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act |

| **Youth Work in Trades Curricular 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 |

| **Youth Work in Trades Content – 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 |